

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.]

Compass Charter Schools of Los Angeles (CCS) has proceeded uninterrupted since the Governor’s release of the “stay-at-home” order on March 13, 2020. We have continued our offering of virtual education with the support of our dedicated teachers who provide live online classes each week, and weekly Q&A sessions for additional scholar support. Our scholars work independently on highly engaging material while also receiving support through our online classrooms with credentialed teachers and support from home.

Stakeholder Engagement

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

- Leadership Team Meeting (February 12, 2020) Reviewed 2019-20 data and goals for initial planning with members of the Leadership Team.
- Parent Town Halls (February 2020) Introduction to the 2020-21 Planning Survey for parents and the process for gathering input.
- Staff Advisory Committee Meeting (March 2020) Engaged with representatives from all departments and shared the process for gathering their input.
- Planning Survey of Scholars, Parents and Staff (February - March 2020) The online survey was administered to all stakeholders to determine areas for focus and actions to accomplish the drafted goals.

Leadership Team Meeting (March 11, 2020) The team began discussion of 2020-21 instructional goals based on the results of the 2020-21 Planning Survey. Based on the input of stakeholders, the goals for 2019-20 were revised, and an additional goal for credit deficient scholars was added.

Scholar Leadership Council Meeting (March 17, 2020) Reviewed scholar survey data and feedback for 2020-21 planning.

Parent Advisory Council Meeting (March 20, 2020) Review of parent survey data and feedback for 2020-21 planning.

Cabinet Meeting (August 19, 2020) Engaged with Cabinet and shared the process for gathering their input on the 2020-21 Learning Continuity Plan (LCP).

Scholar Leadership Council Meeting (September 8, 2020) Reviewed the LCP and feedback for the 2020-21 plan.

Leadership Team Meeting (September 9 & 10, 2020) - The team met to discuss the feedback provided by stakeholders.

Parent Advisory Council Meeting (September 18, 2020) Reviewed the LCP and feedback for the 2020-21 plan.

Public Hearing (September 21, 2020) Drafts of the Learning Continuity Plan provided for members of the public for review and public comment.

Board of Directors Meeting (September 27, 2020) Final Learning Continuity Plan approved.

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

Compass Charter Schools Board of Directors meetings are held virtually through Zoom, with posted date, time, agenda and Zoom meeting link found on BoardonTrack. BoardonTrack is linked on the CCS website (homepage and Board of Directors page) and allows full access to all Board of Directors information, including meeting agendas and packets, and previously recorded governing board meetings and minutes. In every agenda, CCS states “For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.” This allows

Mr. Aguilar, the Executive Assistant to the Superintendent, to make special accommodations in advance as needed. Parent Advisory Council and Scholar Leadership Council meetings are held virtually throughout the school year, with meeting information on BoardonTrack.

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

XXX

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

XXX

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.]

Compass Charter Schools of Los Angeles (CCS) is a free, nonclassroom-based, public charter school which is directly funded by the State of California and the federal government. CCS provides 21st century online and home study learning programs authorized by Acton-Agua Dulce USD for scholars (students) in grades TK-12 who reside in Los Angeles County and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access if they cannot attend the live session. In our Options Learning Program, the parent is the primary instructor for their scholars and commits to providing a well-rounded education for their child. The ST is there to guide the learning coach with curricular options, order requests, and academic guidance. In both programs, each scholar is assigned a Supervising Teacher (ST) who helps provide support to the scholar and learning coach (parent) on their educational journey. The ST is there to provide as much or as little support as needed to support scholars and as the family's go-to person for all the scholars' educational needs.

Given the unique structure of our non-classroom based program and the methods of instructional delivery, Compass has continued to provide services to our scholars with minimal interruption during the Governor's issuance of the "stay-at-home" order, which began on March 13. Recognizing the challenges faced by our scholars and families in dealing with this crisis, Compass has provided extra support for our English

Learners with access to Lexia, our new ELD curriculum, and more frequent check-ins for our foster youth. We have also escalated our tutoring opportunities for our low-income scholars. We connect with our families on a regular basis to support scholar academic progress and social-emotional learning (SEL). We recognize some of the challenges faced by our scholars and families in dealing with this crisis. Teachers have modified assignments and expectations in courses to accommodate specific scholar needs.

Our staff will continue to provide as much flexibility as possible by providing accommodations for families to support individual needs for all scholars at CCS. Such accommodations currently include, but are not limited to, added learning resources, alternate assignments/assessments as appropriate, shortened assignments/assessments when needed, exempted assignments/assessments when standards have already been mastered, and support from our counselors and teachers. During connection meetings scheduled twice a month, discussion focuses on scholar work, progress, goals, strengths and areas of need. Between scheduled meetings, teachers and learning coaches share information virtually, via email and/or phone conversations. We utilize tri-annual benchmark assessments to identify progress within math and ELA standards to identify areas for improvement. Teachers share results and identify the Multi-Tiered System of Supports (MTSS) level of support necessary to support each scholar through CCS workshops, tutors, and instructional support.

A vast majority of the service providers have been able to switch from in-person services to virtual support for our scholars that are enrolled in the Options Learning Program.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
As noted above, CCS is a high-quality, nonclassroom-based educational program which leverages the use of rigorous curriculum and the support provided by parents/guardians in the home setting. Therefore, there are no actions to be considered here to address “in-person” instructional offerings.	\$ 0.00	[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.]

Our Compass Charter Schools of Los Angeles (CCS) distance learning program has proceeded uninterrupted since the Governor’s release of the “stay-at-home” order on March 13, 2020. We have continued our offering of virtual education with the support of our dedicated teachers who provide live online classes each week, and weekly Q&A sessions for additional scholar support. Our scholars work independently on highly engaging material while also receiving support through our online classrooms with credentialed teachers and support from home.

We have continued our initiatives to ensure scholars have access to rigorous curriculum that is delivered through a personalized learning model. Supervising Teachers (ST), counselors, and coordinators collaborate with families to offer the support needed to help scholars achieve academic success. Real world experiences and applications are integrated into curriculum through class assignments and projects.

The Options Learning Program Supervising Teachers (STs) collaborate with scholars and Learning Coaches to select a rigorous and standards-based curriculum that matches each scholar's learning style. One of the goals of the ST is to guide and support Learning Coaches in creating a Personalized Learning Educational plan that is individualized and consistent with their own teaching philosophies, as well as CCS' of Los Angeles' philosophy and policies. A variety of tools and strategies are used to meet the individualized needs of scholars and the academic goals of graduation.

Options Program Learning Coaches and STs work together on report cards, using progress towards state standards and scholar work samples and the overall body of academic work to determine grades. The Options Learning Program helps develop scholars' skills of independence and fosters self-motivated, lifelong learners. These skills prepare scholars for life after graduation. Scholars are also exposed to real-world learning through field trips, experiences, community provider vendor offerings, and hands-on curriculum opportunities tailored to individual scholar needs and passions. Additionally, through personalized learning, individual strengths are maximized and areas needing support are addressed with a focus on progression and mastery.

The Options Learning Program team reviews surveys, Istation and Edgenuity results, California Assessment of Student Performance and Progress (CAASPP) results, scholar samples, anecdotal information gathered from connection meetings, and report card collaboration documents to evaluate the need for educational research to support instruction and for maintenance of the Options instructional program. Collaboration to analyze data, share trends, and discuss best-practices to support instruction occurs during bi-weekly Options team meetings.

Online elementary teachers use Accelerate Education curriculum, along with Istation and Reading A-Z live fluency assessments, to assess scholars and provide intervention or enrichment where needed through supplemental programs (Istation, project-based learning, one-on-one sessions). Online elementary teachers also provide weekly live virtual learning labs that incorporate current teaching strategies for content and social-emotional learning (SEL). Scholars in grades 6-12 benefit from Accelerate Education's rigorous standards-based curriculum that addresses the needs of all scholars. This curriculum provides differentiated instruction and assessment. Accelerate Education provides both mastery based and summative unit exams to assess academic performance. Our online curriculum includes an Advancement Via Individual Determination (AVID) elective course that provides additional instruction focusing on college and career readiness. Research-based AVID strategies and focused notes along with diagnostic data is being used to collaborate on these AVID strategies and their effectiveness in scholar engagement and achievement.

In addition, middle and high school scholars work in conjunction with the Counseling Services Department to ensure they are meeting graduation requirements and are prepared for life after high school. Counselors map out a four-year plan for high schoolers and connect with each scholar to review and discuss the scholar's plan for meeting graduation and college-and career-readiness standards. Our College and Career Readiness Counselor regularly holds live sessions on topics such as concurrent enrollment, building a resume, and post-graduation options. Our school counselors continue to provide scholars with direct and indirect services to support their academic, social/emotional, and career development needs. Counselors have prioritized ensuring scholars' have a sense of belonging, connection and support for academic success. Case Managers in our special education program continue to support scholars through the delivery of their IEP goals virtually.

All high school scholars are given the option to enroll in a-g courses. The Accelerate Education curriculum is a-g approved, and utilized by scholars in both our Online Learning and Options Learning Programs. Options Learning Program scholars may also choose to take a-g approved courses using curriculum from one of our approved community providers.

Prior to COVID-19 restrictions, we offered a plethora of in-person field trips. Due to the restriction on in-person events, we have expanded our virtual enrichment opportunities to provide access to socialization for our scholars within our virtual scholar clubs program as well as our virtual scholar workshops.

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.]

Compass Charter Schools of Los Angeles (CCS) has computers available to loan to all Learning Coaches seeking a computer for their scholar(s). Learning Coaches who wish to borrow a computer from CCS will need to fill out the appropriate forms which are available on the school website. All requests for a loaner computer shall be honored and it is advised that the computer remains property of CCS. When a scholar graduates or withdraws from CCS, the loaner computer must be returned within 10 days of their withdrawal. Additionally, CCS offers all enrolled scholars access to our virtual ZoHo Help Desk. The Help Desk is available during business hours for any member of the CCS community who is experiencing issues with their loaned devices. Issues may include but are not limited to hardware, software, and connectivity. A support specialist will assist in a timely manner to the best of their abilities and replace any school issued equipment deemed necessary.

Participation in CCS requires an Internet connection. Basic Internet service is available for all enrolled scholars who wish to utilize it. CCS also offers internet reimbursement. Learning Coaches who wish to utilize either option may fill out the appropriate forms which are available on the school website. A Learning Coach may opt to independently purchase an Internet connection.

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.]

At Compass Charter Schools of Los Angeles (CCS), in both our Online Learning and Options Learning Programs, scholars are required to integrate reading, writing, exploration, and practice on a regular basis. Scholars in the Options Learning Program work with their credentialed Supervising Teacher (ST) and Learning Coach (depending upon the age and ability of the scholar) to craft a program that is both authentic and rigorous, while being personalized for the scholar's own abilities, passions, and future aspirations. During their connection meetings, scholar's current levels, achievement, and performance are discussed. In the Online Learning Program, both formative and summative assessments are used to determine the standard mastery. During Learning Labs, teachers utilize multiple instructional strategies to check for understanding and promote engagement. Learning Labs also present standard-based objectives and/or essential questions. Learning Lab notes are an example of a teacher-created item used to articulate standards and objectives and review their details in preparation for a series of assessments.

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.]

May 8, 2020: Introduction to Zoom Training

May 15, 2020: Advanced Features of Zoom Training

May 22, 2020: Appy Hour: Our Favorite Mobile Apps and Web 2.0 Tools Training

August 3-5, 2020: AVID Digital XP Training

August 6-10, 2020: School Pathways Training

August 11, 2020: Accelerate Education Training

August 12-14, 2020: Istation Training

August 12-13, 2020: SEIS Training

August 13, 2020: Curriculum & Instruction Training

August 17-18, 2020: El Dorado County Charter SELPA Online Teacher Academy

August 19-20, 2020: Academic Services Division Training

August 19, 2020: Lexia (Core 5) Training

August 19, 2020: Lexia (Power Up) Training

Ongoing: Google for Educators Certification

Ongoing: Leading Edge Flex Certification

Ongoing: Staff PD

All teachers will receive professional development sessions on virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency.

Staff Roles and Responsibilities

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

Compass Charter Schools of Los Angeles (CCS) hired an additional counselor, which allowed for a decreased ratio 250:1 counselor to scholar ratio, to focus on scholar engagement and dropout prevention.

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.]

Compass Charter Schools of Los Angeles (CCS) is continuing its Multi-Tiered System of Supports (MTSS) to support all scholars. Tier 1 includes all core instruction held in various subjects for all grade levels. These can include regularly scheduled grade level subject specific synchronous learning labs or specialized workshops offered to support a range of skills necessary for scholar success. Scholars qualified for receiving Tier 2 and Tier 3 supports are offered additional interventions using synchronous online small group or one-on-one tutoring sessions in conjunction with Edgenuity and Istation. Scholars qualify for Tier 2 and 3 supports based on data gathered through diagnostic assessments and observations by their instructional staff and Learning Coaches. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed.

English Learners: Scholars identified as English Learners are supported in various ways, including live support sessions, appropriate assessments such as the ELPAC, strategic lesson design including research-based English Language Learning strategies, differentiated

instruction, new ELD curriculum through Lexia, English learner focused synchronous online learning labs, and surveys to teachers and Supervising Teachers (STs) for additional support needs.

Scholars with Exceptional Needs:

504 Plans: Scholars are supported by the Scholar Support Coordinator to ensure they can access the general education program with the accommodations defined in their individual 504 Plan. 504 meetings are reviewed annually to ensure current needs are being addressed. The Scholar Support Coordinator will monitor and support 504 scholars and families to ensure they have the accommodations in place in order to access the general education curriculum. The Scholar Support Coordinator will also work with the Academic Services Staff to monitor data and coordinate SST support meetings.

Individualized Education Plans (IEPs): Scholars with Individualized Education Plans (IEPs) are supported by the Special Education Department. The supports vary depending on scholar needs as identified in their IEP. This includes an array of services determined by the IEP team. IEP meetings are held at least annually and reassessed triennially to ensure current needs are being addressed.

For those scholars that were receiving in-person services, CCS has offered to move services to the online format for families. Families can choose to delay their services and receive deferred services when the restrictions are lifted.

Scholars in Foster Care or Experiencing Homelessness: Our McKinney-Vento Liaison provides support for our scholars who are experiencing homelessness or are considered foster youth by connecting with their families at least quarterly to determine their needs. The Liaison frequently provides appropriate community resources to families.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
ADVID Excel: special add-on from AVID, which supports middle school scholars who are ELs	\$15,000	[Y/N]
Lending Library: Additional free resource for scholars	\$1,500.00	
McKinney Vento Staff Training: McKinney-Vento Level 1 Essential Staff Awareness, Training and Level 2, McKinney-Vento Level 1 and Level 2 Liaison Course.	\$1,300	
Staff Sanitation Kits for In-Person Events: When our in-person events resume, we will be better equipped to lessen the spread of infectious disease and be able to continue our in-person offerings to support scholar engagement and retention.	\$4,595.00+	

Staff First Aid Kits for In-Person Events: When our in-person events resume, we will be better equipped to lessen the spread of infectious disease and be able to continue our in-person offerings to support scholar engagement and retention	\$1,450.00	
Guest Speakers for Scholar Wellness: Mental health services and supports (scholars)	\$20,000.00	
Escape Adulthood: Mental health services and supports (for staff)	\$3,500.00	
CADA Virtual Conference for SLC & NHS Members: Discretionary funds for school principals to address the needs of their individual schools.	\$250.00	
CADA Conference: Discretionary funds for school principals to address the needs of their individual schools.	\$395/scholar \$475/Advisor	
Additional funding for VSW kits: Discretionary funds for school principals to address the needs of their individual schools.	\$30,000.00	
Discretionary funds for school principals to address the needs of their individual schools: Special Education Scholars.	\$50.00	
Document Cameras: EL and Testing services- ELPAC testing is online, and K-2 scholars still use a book for writing. It would be helpful to show the booklet for them. Tutors could also use them to display printed materials in formative assessment process.	\$1,200.00	
Monthly all-staff PD on MTSS (encompasses SEL): framework targets ALL scholars. If teachers have all of the tools needed to support scholars at tiered levels, and these tools are revisited frequently, all scholars should have the tools needed to succeed.	\$135.00/Person	
AVID Training for new STs: AVID ElevateXP PD for newly hired STs. These training are held throughout the school year and will support our STs with implementing AVID strategies (Tier 1) which in turn will support the achievement of our scholars.	\$565.00/Person	
Additional support staff for STs and Scholars during COVID: With the passage of the FFCRA and the prospect of multiple STs going out on leave, hiring at least one (1) sub for each charter would provide support for our academic dept and our families in lieu of asking STs to take on additional scholars over the 25:1 scholar to teacher ratio. In addition, the experience of these sub STs would provide the school with a pool of readily available and experienced teachers that could be hired and onboarded easily.	DOE	
Monitors and printers: Although additional monitors have been made available in the past, it would be good to make this offer again as new staff have been hired and others have transitions to new positions which could make these a valuable resource. STs are asked to print, wet sign, and upload documents, to complete this task STs either have to use their own resources or go to a store such as FedEx to print and scan. Printers will provide STs with the resources they need to support proper and timely return on these documents.	\$100.00/Printer \$80.00/Monitor	
Leading Edge Flex: Leading Edge Flex offers educators self-guided professional learning pathways and opportunities to engage anytime and anywhere through our certification program. Experience online professional learning and earn certification backed by a national alliance of nonprofits, universities and educational agencies.	\$250/Person	

Hotspots: Provides safe and secure internet connections for scholars.		
Laptops: Provides scholars with the technology to be successful in their academic journey		
Shaywitz DyslexiaScreen™: An efficient, reliable, and user-friendly dyslexia screener for K- 3 students who may be at risk for reading difficulties. This could help the ST and LC make curriculum descisions that will best support the scholar while learning to read.	\$349/Training \$1.00/Test	
Increased Subscription Access: Scholars are requesting subscriptions at a rapid rate due to the fact that they do not have curriculum access readily avaiable. In order for all of our scholars to succeed academically I would love to be able to offer them the option of accessing these resources to improve academic outcomes.	\$150.00/Seats in all our seated programs \$157.50/Sumd og \$1,800.00/CT C Math \$4	

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.]

Our Compass Charter Schools of Los Angeles (CCS) distance learning program has proceeded uninterrupted since the Governor’s release of the stay at home order on March 13, 2020. We have continued our offering of virtual education with the support of our dedicated teachers who provide live online classes each week, and weekly Q&A sessions for additional scholar support. Our scholars work independently on highly engaging material while also receiving support through our online classrooms with credentialed teachers and support from home. Teachers have continued to maintain weekly contact with families and provide weekly tutoring and academic support sessions The lines of communication are open, so learning coaches are also welcome to reach out at any time to their teacher. Teachers regularly check in with their scholars regarding assignments and progress. There are opportunities for alternate assessments/assignments to be submitted via various means (email, text, orally during virtual live sessions or via phone, etc.). Our school counselors continue to provide scholars with direct and indirect services to support their academic, social/emotional, and career development needs. Counselors have prioritized ensuring scholars' have a sense of belonging, connection and support for academic success. Case Managers in our special education program continue to support scholars through the delivery of their IEP goals virtually. For those scholars that were receiving in person services, Compass has offered to move services to the online format for families. Families can choose to delay their services and receive deferred services when the restrictions are lifted.

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.]

Given the unique structure of our program and the methods of instructional delivery, Compass has continued to provide services to our scholars with minimal interruption during the Governor’s issuance of the “stay-at-home” order which began on March 13. Recognizing the challenges faced by our scholars and families in dealing with this crisis, Compass has provided extra support for our English Learners with access to Lexia, our new ELD curriculum, and live support sessions. And, more frequent check-ins for our pupils experiencing homelessness and foster youth. We have also escalated our tutoring opportunities for our low-income scholars. We connect with our families on a regular basis to support scholar academic progress and SEL. We recognize some of the challenges faced by our scholars and families in dealing with this crisis. Teachers have modified assignments and expectations in courses to accommodate specific scholar needs. Our staff will continue to provide as much flexibility as possible by providing accommodations for families to support individual needs for all scholars at Compass Charter Schools. Such accommodations currently include, but are not limited to, added learning resources, alternate assignments/assessments as appropriate, shortened assignments/assessments when needed, exempted assignments/assessments when standards have already been mastered, and support from our counselors and teachers. During bimonthly connection meetings, discussion focuses on scholar work, progress, goals, strengths and areas of need. Between scheduled meetings, teachers and learning coaches share information virtually, via email and/or phone conversations. We utilize tri-annual benchmark assessments to identify progress within math and ELA standards to identify areas for improvement. Teachers share results and identify the MTSS tiered level of support necessary to support each scholar through CCS workshops, tutors, and instructional support. Our McKinney Vento Liaison provides support for our pupils experiencing homelessness and foster youth by connecting with families quarterly to determine their needs. The Liaison also frequently shares useful community resources to families.

We have also recently implemented a schoolwide WIG (Wildly Important Goal) - 100% of qualified scholars will graduate. Each department will develop a goal to aid in achieving the WILD goal by end of the school year.

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.]

In order to measure the effectiveness of the services or supports provided to address learning loss, scholars will participate in an academic diagnostic assessment tri-annually to show academic growth. Those scholars needing additional supports based on these assessments will participate in supplemental instruction based on assessment results, CCS’ on-going tutoring program, and/or will receive academic one-on-one support from a credentialed teacher. Also, STs will continue monitor scholar academic progress as observed through work samples, formative and summative assessments, and bi-monthly connection meetings.

Description	Total Funds	Contributing
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Minecraft and more. We offer a variety of virtual scholar workshops designed to provide engaging extra-curricular activities and socialization for our scholars. Also, we provide a variety of scholar awards to assist with our scholar engagement. These awards include but are not limited to Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by Semester, Perfect Attendance, Samaritan Award, Honor Roll and more. We also engage our scholars virtually in monthly contests and bi-annual spirit weeks. Our Virtual Enrichment Guide (<https://www.smores.com/fhw7b>) is regularly updated with additional engaging ways for families to continue their learning while following safer-at-home orders.

Additionally, we provide a school-designed program called Learning Coach Academy which is facilitated virtually and supports educating our parents on topics such as Back to School Night, Internet Safety, State Testing Overview, Attendance Overview, Preparing for College, Growth Mindset and more. We are currently working on translating our Learning Coach Academy sessions to be available in Spanish as well as English. Learning Coaches who complete our Learning Coach Academy receive a certificate of completion for reviewing all the required sessions. In regards to parent support, we are also developing a Learning Coach Ambassador program in order to create additional support options for learning coaches.

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.]

As a nonclassroom-based public charter school, Compass has coordinated with our authorizer to provide information and updates on local food service options during the current pandemic. Since our program is based on virtual learning, we have worked with county agencies to ensure families are aware of local resources to provide nutritional meals to scholars through our Virtual Resource Guide (<https://www.smores.com/fhw7b>) which is continually updated.

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

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

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
[Insert percentage here]%	[Insert dollar amount here]

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.]

[Provide description here]

ELs will be provided with a curriculum through Lexia that will support them in ELA by providing them with skills that will help them build academic language to be successful. ELs will also receive live support sessions.

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

Low-income and foster youth students continue to receive individualized instruction. Identification has been key to providing academic support as well as counseling support as needed. Supervising Teachers (ST), counselors, and coordinators collaborate with families to offer the support needed to help scholars achieve academic success. In addition, we have added community resources to our website. These actions have been effective to meet the needs of these scholars by providing one on one support from their Supervising Teacher and/ or counselor as well as the McKinney Vento and Foster Youth Liaison.