

# 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 provided feedback for the 2020-21 plan.

**Leadership Team Meeting** (September 9 & 10, 2020): Reviewed and discussed the feedback provided by stakeholders.

**Parent Advisory Council Meeting** (September 18, 2020): Reviewed the LCP and provided 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 (CCS) 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, 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.]

**Scholars** - The Scholar Leadership Council reviewed the LCP in its entirety and unanimously supported the draft. Scholars found the information provided under the Distance Learning section to be very informative

**Parents** - The Parent Advisory Council reviewed the LCP in its entirety and unanimously supported the draft. Parents appreciated the information provided under the Mental Health and Social and Emotional Well-Being section.

**Staff** - All staff were highly involved in drafting the LCP. The Leadership Team met virtually to review and discuss the draft versions and provided live edits using Google Docs and Google Sheets.

**Board** - The Board of Directors held a Public Hearing to hear feedback from the community. The LCP was reviewed in its entirety. Board members believe Compass is uniquely positioned to support all of its stakeholders, and wishes to see increased scholar and staff supports, including mental health services and supports.

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

**Scholars** - Provided specific suggestions on the Learning Mitigation and Mental Health and Social and Emotional Well-Being sections.

**Parents** - Provided specific suggestions on the Access to Devices and Connectivity, Pupil Learning Loss, Pupil Learning Loss Strategies, and Mental Health and Social and Emotional Well-Being sections.

**Staff** - Provided specific suggestions for Supports for Pupils With Unique Needs, Pupil Learning Loss Strategies, Mental Health and Social and Emotional Well-Being, and Pupil and Family Engagement and Outreach sections.

**Board** - Provided specific suggestions for Mental Health and Social and Emotional Well-Being sections.

## 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 learning coach (parent) is the primary instructor for their scholars and commits to providing a well-rounded education for their child. The Supervising Teacher (ST) is there to guide the learning coach with curricular options, order requests, and academic guidance. In both programs, each scholar is assigned a ST who helps provide support to the scholar and learning coach 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, CCS 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, CCS 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. Supervising 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 triannual 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
Not Applicable	\$ 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.

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.

The Options Learning Program STs collaborate with scholars and Learning Coaches to select 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, virtual 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 scholars' needs while using 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.

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 our adopted curriculum or approved 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.

Basic Internet service is available for all enrolled scholars who wish to utilize it. CCS also offers internet reimbursement.

## 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

## **Staff Roles and Responsibilities**

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

Compass Charter Schools (CCS) hired an additional counselor, which allowed for a lower scholar to counselor ratio, to focus on scholar engagement and dropout prevention. We also created a Scholar Support Coordinator position, who provides direct support to our scholars with SSTs and 504s.

## **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 (Section 504 Plans and IEPs):

Section 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 and 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 with IEPs who were previously 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
2.01 Curriculum and Instruction: Purchase curriculum to support our English Learners (EL) scholars. LLM Funds	\$10,000.00	Y
2.02 Professional Development: Provide staff training to support distance learning. LCFF S&C Funds	\$400,000.00	Y
2.03 IT Hardware, Software and Services: Purchase IT-related support for scholars and staff as needed to ensure access to high quality academic offerings. LLM Funds	\$40,000.00	Y
2.04 Curriculum Assessment and Software: Purchase curriculum to support K-3 scholars experiencing reading difficulties. LLM Funds	\$5,000.00	Y



2.05 Certificated Staff: Hire additional staff to directly support scholars with social emotional learning and unique needs. LCFF S&C Funds	\$259,00.00	Y
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## 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, live support sessions, and, more frequent check-ins for our pupils experiencing homelessness and 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 SEL. We recognize 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 triannual 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 Wildly Important Goal (WIG) - 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 triannually to show academic growth. Those scholars needing additional supports based on these assessments will participate in supplemental instruction, 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 bimonthly connection meetings.

Description	Total Funds	Contributing
3.01 Scholar Services and Support: Provide scholars with virtual college tutors to help bridge any educational gap they are experiencing. LCFF S&C Funds	\$30,048.00	Y
3.02 Professional Development: Provide staff training to support pupil learning loss strategies. LLM Funds	\$60,000.00	Y
3.03 Scholar Services and Support: Increase our subscription access to ensure our scholars have the tools they need to improve their academic outcomes. LLM Funds	\$5,000.00	Y
3.04 Scholar Services and Support: Purchase AVID Summer Bridge to strengthen scholars' math and science skills. This program will also provide support for English language learners. LCFF S&C	\$3,100.00	Y

### Mental Health and Social and Emotional Well-Being

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

Our team of school counselors advocate for the mental health needs of all scholars by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career and social/emotional development, short-term counseling interventions, and

referrals to community resources for long-term support. STs provide on-going SEL instruction and lessons as needed to address scholar needs.

## 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 is not engaging in instruction and is at risk of learning loss.]

Multiple platforms that we use such as ParentSquare, JotForm and our school website allow for translation of the typed material being provided.

Our Engagement Department provides enriching opportunities for our scholars and parents to connect with each other. There are multiple virtual scholar clubs available for our scholars to join based around scholar interests and requests such as gardening, music, 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 biannual 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.smore.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
Pupil and Family Engagement and Outreach	4. 01 Personal Protective Equipment (PPE) and First Aid Kits: Purchase of protective equipment, first aid kits and additional sanitation agents to safely follow in-person instructional and engagement events guidelines. LLM Funds	\$40,000.00	Y
Pupil and Family Engagement and Outreach/Mental Health and Social Well Being	4.02 Mental Health Supports: Partner with community providers to offer mental health services and support to our scholars, learning coaches, and staff. LLM Funds	\$50,637.00	Y
Pupil and Family Engagement	4.03 Scholar Engagement: Increase virtual scholar workshops for scholars throughout the year. LCFF S&C	\$70,000.00	Y
Pupil and Family Engagement	4.04 Scholar Engagement: Workshops throughout the year for scholar leaders. LCFF S&C	\$10,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.01%	\$782,148.00

### 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 needs of English Learners (EL) were considered first by implementing a new online curriculum through Lexia, which focuses on English language development and on increasing student performance in ELA. The purpose of this new curriculum is to support EL scholars in developing academic language that will support them in all subject areas and lead to an improvement in their ELPAC Summative scores. EL scholars will also have an opportunity to attend live virtual support sessions to provide additional instruction in English language

development. Lastly, all EL scholars are offered a computer through our Computer Loan program and Internet Reimbursement program to access curriculum.

Low-income and foster youth students' needs were considered first by increasing our identification methods and training with various staff members from our Registration Department and Principals. In addition, we continually offered our Computer Loan program and Internet Reimbursement program. Tutors were made available to scholars who have been identified as needing specific intervention through MTSS. These actions were effective because we saw an increase in our total End of Year count of homeless students as well as providing technology needs in order to ensure equity in accessing curriculum.

[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.

Additional McKinney Vento training for essential staff would continue to help increase identification from enrollment to supervising teachers and/ or counselors. A mental health professional for scholars could be impactful in improving a scholar's academic achievement by addressing the scholar's social-emotional health. Wraparound services are essential to low income and foster youth students in order to identify, develop, and implement appropriate interventions. In addition, hotspots and laptops are extremely important in order to ensure equitable access to curriculum. It would be beneficial to be able to offer hotspots to our EL, low-income, foster youth population rather than only our internet reimbursement program in order to increase access therefore improving the services for these students.