

# 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>.

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## General Information

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

The global COVID-19 pandemic has impacted nearly every segment of society, and our schools have had to make rapid shifts to continue to serve the public. The same week California’s schools were closing to in-person instruction in March, Clovis Global Academy (CGA)’s charter was being approved. Our brand new, approved charter included an Org Chart designed to serve a larger opening student enrollment of 239 students spanning across TK through 5th grades. The pandemic impacted our staff and student recruitment efforts and the new school's start up efforts in many ways. While many other start up charter schools decided to delay their opening due to the added strain of trying to open in these times, CGA instead chose to adapt creatively in response to the new limitations we faced. This included enrolling fewer students, narrowing our focus to just the TK, K, and 1st grades, and adjusting our staffing plan, as well as modifying our instructional model to be delivered through e-learning platforms.

Clovis Global Academy is a dual language immersion charter, and CGA enrollment is comprised of children living in mainly the Clovis and Fresno communities. Fresno County is one that was hardest hit by the COVID-19 pandemic. Many families have experienced members becoming ill with COVID-19, lost jobs as a result of business closures, have had to make changes to family schedules, and struggle with finding childcare solutions. As a county that is on the State’s monitoring list due to the high numbers of COVID-19 infections, schools must offer instruction through a distance-learning model for the start of the 2020-21 school year and until Fresno County has been removed from the monitoring list.

The mandate to deliver education via distance-learning means CGA parents are suddenly tasked with adapting to the new e-learning format and schedule for their child’s public education, providing support at home guided by the school’s instructional program. CGA has planned for virtual delivery of instruction, via Zoom and easy access to educational resources through our single sign on portal and learning management system (LMS). Protocols for staff and student/family safety when on campus have also been planned and put into operation. This means increased cleaning and sanitizing of work facilities, including frequently used spaces on campus.

Through a strong focus on providing effective support to students and families in the education of their children, CGA will continue to plan and execute the best means by which to do this during and after this COVID-19 pandemic, thus ensuring the best possibilities for student success.

## Stakeholder Engagement

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

CGA staff have been in frequent communication with all CGA families. The Principal/Superintendent sought to provide CGA stakeholder groups with opportunities to share ideas, perspectives, and provide input into the direction of the school. This was accomplished through many meetings taking place virtually via Zoom, telephone, or in-person with safety precautions being taken. The Principal/Superintendent held Zoom meetings daily at 6 pm from March through June to assist with start up student recruitment as well as to provide clear messaging as we prepared to open CGA during this pandemic. Multiple surveys were sent to families to determine parent choice for student learning and to inform families about CGA's preparation for the various scenarios of learning. The Principal/Superintendent reached out to parents to participate in a task force to *take the distance out of distance learning*. Since July, CGA has continued to offer weekly Sunday afternoon Zoom Q & A sessions. CGA staff also communicated with every family via phone to understand their unique circumstances. CGA reinforced that we wanted to hear from families regarding their needs so CGA could plan to best serve these. CGA sent messages and solicited input through email, text, and the school website, as well as through its Zoom meetings and telephone calls. Meetings were also conducted with whole families, including students. These meetings provided an opportunity for the Principal/Superintendent to gather information and perspective from stakeholders to better plan for the needs of the school, its staff, and its families. All communication and survey tools are translated into the two most spoken languages in the local community, Spanish and English. CGA staff can communicate with families in English, Spanish, and Punjabi and offer translation services for other foreign languages, as needed.

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

CGA has promoted stakeholder participation and engagement via the various communication tools it utilizes to provide outreach to families and staff. For the families of enrolled students, CGA uses its Student Information System announcement system which is able to send text, email, and telephone alerts to families. CGA also used Reach, a texting communication tool to send out school related messages including meeting opportunities and information. The school has a Facebook page onto which school information is posted and easily accessible for many families and the community as a whole. The CGA website is another source for school information in many areas, including public meetings/hearings and meetings of the CGA Board. The school also utilizes e-mail, text, and phone for internal and external communication with stakeholder groups. All public meetings and hearings are accessible to anyone wishing to participate. Individuals may participate via telephone only or Zoom link, accessible through the school website.

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

Parents: As a whole, parents share that they are pleased with the way CGA has adapted the model of the school into the e-learning format. They indicate their child and their family are still getting used to this new way to do school. They wish for their children to have increased contact opportunities with the other members of the class and their teacher, to help students feel connected and make friends with their

classmates. Parents indicate they find the CGA staff to be supportive and responsive to their needs. COVID-19 and safety at school is a concern for when students are able to return to campus.

Teachers: Protocols for the safety of staff and students/families related to COVID-19 are important to this stakeholder group. Teaching staff has prioritized training/development in the utilization of virtual platforms for instructional support as well as the curricular resources (e.g. how to adapt the pacing per the new schedule and format, and appropriate use of the CGA-adopted curricular materials within the e-learning platforms).

Administrators: The CGA Principal/Superintendent and Learning Director have focused on bolstering the ability and capacity of CGA staff to deliver the highest quality educational support to parents and students. Other priorities include communicating with families and creating and maintaining an environment that is positive, student-centered, and team-driven. Campus safety in light of COVID-19 is very important. Setting up platforms for learning in a user-friendly, intuitive manner, as well as routines for materials distribution has also been a priority. CGA Administrators seek to identify the simplest and most effective means for supporting student learning (e.g. in school-wide communications, fewest click ways to access materials, etc.).

Other School Personnel (Classified and Part-time Certificated): This group has indicated they appreciate effective and efficient protocols to support completion of tasks toward school goals. This would involve every team members' timely contribution, successfully in the role they play, in collaboration and establishing routines in the work cycle/schedule. This stakeholder group also appreciates having COVID-19 safety related protocols and procedures in place and their consistent use.

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

The stakeholder input received has influenced the school's Learning Continuity and Attendance Plan (LCAP) and provided input to meet the needs of our students in the following ways:

- 1) Increasing cleaning and sanitizing, and implementation of the safety protocols recommended for schools by the California Department of Public Health
- 2) Providing access to necessary technology, devices, digital curricular resources, learning support platforms for students and families to access school program
- 3) Creation of handbooks, school policies, plans and protocols for implementation of CGA's charter within an entirely different context, the COVID-19 pandemic
- 4) Increased communications (more phone calls, texts, emails, website, surveys) to ensure CGA's decisions are well-informed by the stakeholder experiences and to ensure families are all keeping with us as we continue this journey together and get used to schooling online
- 5) Provide an opportunity for increased learning and intervention support for students in the week (e.g. teacher office hours, small grouping, differentiated assignments, etc.)

# 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.]

The instructional method of delivery is dramatically impacted by the continued closure of schools to in-person learning as a result of COVID-19 and Fresno County's position on the State monitoring list. The school is impacted by not being able to offer in-person instruction until pandemic metrics are met and the County is removed from the monitoring list. CGA's charter was originally intended as a site-based program. Since that is not an option at this time, CGA has pivoted to providing daily instruction via a virtual format. Credentialed teachers come to the school facility Monday through Friday, and deliver instruction via Zoom video conferencing for students to access from home.

Assessments for Special Education services and specialized academic intervention and support continues to be provided to students on Individualized Education Plans (IEPs) through individual, one-on-one in-person sessions. Proper safety protocols are adhered to during these in-person sessions.

When Fresno County is off the watchlist and CGA is able to open for in-person instruction, CGA will revert to the schedule outlined in its charter and maximize the in-person instruction time for our students to the extent allowed by the governmental regulation and Public Health guidelines at the time. In the event that in-person instruction needs to be prioritized for some students, preference will always be given to our students most in need of instructional support.

To ascertain student performance and progress status, the school is using three normed assessments: The American Reading Company (ARC) Independent Reading Level Assessment (IRLA) is being used to measure English/Language Arts progress (reading levels) and the Estructura para la Evaluacion del Nivel Independiente de lectura (ENIL) is being used to measure Spanish/Language Arts progress (reading levels). The NWEA Measures of Academic Progress (MAP) assessment is also scheduled for administration at least twice during this initial school year (Winter and Spring). Innovative tools such as ST Math are being used to identify gaps in learning of mathematical concepts. Assessment data will be utilized to identify students in need of further support, thus informing the Teacher of potential areas in which to provide support to not only the student, but to the parent assisting their child as well. Teachers offer regular office hours in their afternoon schedule, reserving time to provide re-teaching or intervention supports in response to student performance. This is being provided virtually at this time.

Informal, formative assessments are administered frequently by Teachers, including frequent checks for understanding during Zoom instruction. Parents may also schedule meetings with Teachers to assist in guiding student progress, providing support, and setting direction for continued instruction.

CGA has established protocols to ensure the safety of students upon their return to site, and when on site on an as-needed basis in the interim. Clovis Global Academy will incorporate the following prevention measures to address the spread of COVID-19, and measures will

impact the operations of the school. CGA will monitor guidance from Public Health service to ensure procedures and protocols are revised and updated if necessary.

The following measures will be taken:

- Teach and reinforce prevention/minimizing spread behaviors (such as cough and sneeze etiquette, frequent handwashing, use of face coverings, keeping hands away from face, physical distancing)
- Using current guidance from Public Health in symptom screening for students, staff, and visitors
- To the extent possible, provide adequate ventilation within facilities
- Limit occupancy in spaces to what can be accommodated when allowing six feet of distancing between individuals
- Adjust and revise schedules if necessary
- To the extent possible, seek accommodations to protect students and staff who may be at increased risk of severe illness
- Use of counter-top barrier in office front desk and other areas for added layer of safety
- Identify a room to care for persons exhibiting symptoms
- Increase the frequency and intensity of cleaning and disinfection

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

Description	Total Funds	Contributing
Purchase of facility disinfecting materials and supplies: Sanitizers, cleaning equipment, cleaning supplies	\$4,000	No
Purchase of Personal Protective Equipment (PPE): Face coverings, hand sanitizer, increased soap supplies	\$5,000	No
Increased custodial staff hours and additional cleaning and sanitizing	\$20,000	No
Acrylic partitions	\$2,500	No

**Distance Learning Program**

**Continuity of Instruction**

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

At this time, CGA is delivering all instruction virtually due to Fresno County’s status on the State Monitoring List. Teachers meet with students via the Zoom meeting platform to deliver teaching. Clever is used as a single sign on platform which provides easy access to all learning resources in one place. Students additionally have assignments posted in the Seesaw learning management system and submit a great deal of their work through this platform, as well as return some work during the drop off/pick up of materials which happens every other Friday. We have carefully crafted student schedules so that dual language immersion is still occurring, with half of the instruction provided in Spanish and half in English. The CGA team has consulted with dual language experts (such as Rosa Molina at ATDLE and our own Board

President, Dr. Charles Merritt) to design a schedule that continues to keep target (Spanish) language learning a priority, while also adding additional supports to instruction and parent support to help students make progress learning a new language while in the e-learning/distance learning format. Curriculum resources such as ARC for English/Spanish language Arts, Savvas Envision 2020 and ST Math for Mathematics have been carefully chosen for student learning. These resources have built in support for acceleration and mitigation of learning loss, and provide high quality digital learning systems, content, and resources to ensure a seamless transition between digital learning and in-person instruction. Teachers have been provided professional learning to transition to a distance learning environment. Topics have included basic and advanced use of Zoom, SeeSaw learning management system, screencasting, publishing videos, creating hyperdocs, Google Suite including Drive, Docs, Sheets, Slides. Teachers work to support and facilitate activities to derive like outcomes whether in-person or virtual instruction is occurring and are mindful to establish routines in a manner that can translate into the physical classroom environment when Fresno County is cleared to resume in-person instruction.

## 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.]

Clovis Global Academy is situated in a suburban location, and most of our families report having reliable Internet service. CGA has procured “hot spots” to provide to those whose Internet has not been as stable. Of course, the “hot spot” works where a wireless signal can be accessed. In absence of a wireless signal, the “hot spot” will not work. CGA has provided a Chromebook to each student, and our young students login with a QR code scan, by simply holding up a badge, which opens up Clever (a single sign on program), wherein they can locate their daily schedule, Weekly Learning Resources (a hyperdoc with many links that support the learning goals), Seesaw, and curriculum links. Technical support is available to our families via telephone during the school day.

## 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.]

CGA will assess student progress using the measurements previously described, the ARC IRLA (for ELA), ARC ENIL (SLA), and NWEA MAP (Mathematics, Reading, Language Usage), as well as frequent, informal assessments including monitoring learning through checks for understanding during live instruction. In addition, through the process of grading and providing feedback on assignments submitted through Seesaw and in materials returned to the school, teachers will monitor student growth so instruction can be adjusted to support continued learning.

The TK/K schedule provides each student with 120 minutes of daily, live instruction (delivered via Zoom). CGA originally offered a longer day of live instruction to these pupils, but we heard from our families that this was very challenging for these youngest pupils, for whom school (itself) was an adjustment and the digital platform an additional challenge. We quickly modified the TK/K schedule to move to 120 minutes of live instruction starting in week two instead. In order to ensure we meet the state’s requirement to provide 180 instructional minutes for these students through a combination of live instruction and learning activities/assignments, or asynchronous learning, our teachers provide assignments estimated to take an additional 60 minutes of student learning time each day beyond the live instruction time.

For our 1<sup>st</sup> grade students, we started the year with 170 minutes of live instruction and 60 minutes of student learning time each day beyond the live instruction time. Going forward, this schedule will be modified to provide 220 minutes of live instruction (delivered via Zoom) and assigned learning/practice activities estimated to take 30 minutes each day beyond the live instruction time.

The assignments/activities beyond the live instruction time includes a combination of paper/pencil assignments, activities to be completed in the home with parent participation or sign off, and online links to curricular resources or learning programs. Within the digital resources, time spent in-program, number of titles read, and other metrics can be viewed to verify participation. For other assignments, students can turn in materials, upload images, or record their voice explaining/responding to the prompts within CGA's adopted platform for this purpose: Seesaw. With proper safety protocols followed, some projects may be turned into the school physically at the materials drop off/pick up every other Friday as well.

CGA is committed to continued adaptation in response to student achievement data and family feedback, and eager to design a schedule that supports student learning while also allowing for effective teacher planning for e-learning. CGA administered an "E-learning Feedback Survey" in the first week of school, and its results informed the adaptation of the TK/K schedule. We plan to re-administer this survey to continue to monitor how the schedule and school program is functioning from the families' perspective. If CGA schedules change again in the future, CGA will be sure that the total minutes meet or exceed state requirements for the grade level served through a combination of live instruction and asynchronous learning activities or assignments.

## **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.]

CGA's Teachers have participated in staff development to enhance their abilities to continue to successfully support students and parents. Teaching staff have learned how to use Zoom, the virtual meeting platform, as well as Clever (sign on program), Seesaw (learning management system) and how to access their digital curriculum (American Reading Company for ELA and SLA, ST Math, Envision Mathematics 2020). Teachers have learned how to create hyperdocs in Google Docs, utilize the folder system Google Drive for internal school communications and collaboration, record videos using Screencastify, create presentations using Google Slides. Additionally, they have learned how to create Youtube playlists and have studied from "The Distance Learning Playbook," published by Corwin, based on the work of John Hattie. They've attended multiple webinars and trainings provided in the dual language immersion community as well, particularly those focused around adapting instruction for the TK-1<sup>st</sup> grade students at this time, e.g. trainings and webinars organized by ATDLE, EL RISE, and Teaching for Biliteracy. The Principal/Superintendent is able to provide tech support and assistance to teachers and the Learning Director is providing support in thematic unit development in order to gradually increase the rigor and relevance of the students' learning experiences and provide opportunities to practice that require greater depth of knowledge (Webb's depth of knowledge levels 3 and 4).

## **Staff Roles and Responsibilities**

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

COVID-19 has certainly impacted the landscape of education in the United States and worldwide. This has prompted increased creativity and flexibility to provide the highest quality educational services in a time of increased health risks. In order to do this, schools have had to adapt some job duties and responsibilities. Teachers are getting used to how in-classroom practices translate to e-learning formats. Our Principal/Superintendent has had to focus on establishing efficient e-learning systems and provide tech support to the team. While CGA's start up included many of the standard start up tasks, each of these was impacted by COVID-19, from the time it took to receive materials in the mail, to how hard it was to find Chromebooks for purchase for our small start up charter school, when all school districts were ordering these at the same time suddenly. This time has required us to adapt and be persistent in order to achieve our successful opening.

CGA staff has become vigilant to adhere to health and safety protocols, and our team recognizes the important role staff has in maintaining the good health of others. CGA is looking to add more custodial support, to increase cleaning and sanitizing of school spaces and facilities, especially as we watch our County's COVID-19 metrics improve and can forecast a return to in-person instruction.

These times have called for additional parent communications, and as a result CGA staff have used phone calls, text messages, emails, Facebook reminders, and the CGA website to communicate to the school community very frequently. We additionally offer a Sunday 4 pm Zoom Q & A for families to get their questions answered or share feedback with CGA team members.

## 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 this time when no in-person education may occur within Fresno County, some schools are challenged by how to meet the needs of identified groups of students that may need additional support. CGA employs one part-time Education Specialist who serves two students on IEPs. Special education services have traditionally wholly occurred in-person, but due to COVID-19 have shifted to a distance-learning format. With the new in-person allowances for select student groups just recently announced by Governor Newsom, in-person support for those CGA students whose IEPs indicate a need for specialized academic instruction (SAI) will be permitted. Also, in order to better support the needs of students with unique needs, CGA has contracted with several experienced part-time staff: a school psychologist, school nurse, and speech therapist.

CGA has posted additional Instructional Aide positions to hire support staff to mitigate learning loss for students, as well as prevent future learning loss. Instructional Aides will provide additional support to English Learners in the areas of reading, writing, listening and speaking, math, and target language (Spanish) acquisition in our dual language program. While we are in a distance learning format, these aides will pull students virtually in small groups, or individually, to work on areas of need. They will also support teacher prep for increased differentiation in response to student need so that learning can be maximized.

In addressing the possible needs of Foster or Homeless students, CGA ensures that all learning materials needed by the student are provided. Teachers may seek the advice of the Education Specialist or School Psychologist if any student is experiencing extraordinary



learning challenges or in need of additional strategies to improve their learning rate. CGA may also work with the Fresno County Office of Education when looking to address the needs of Homeless or Foster Youth.

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

Description	Total Funds	Contributing
Purchase of digital access/online content curriculum program, ZOOM online meeting platform license, software licenses, subscriptions to online learning materials	\$20,500	No
Purchase of staff and student technology devices and infrastructure (e.g. laptop computers, Chromebooks & headphones for student use, upgrading of Internet network at facility, web cameras) to support staff and student access to digital learning platforms and materials.	\$40,250	No
Teacher office hours for intervention and student/family support, increased time spent in communications	\$5,000	Yes
Purchase of ARC IRLA, ENIL, and NWEA MAP assessments	\$16,970	Yes
Professional development/ trainings in protocols, resources	\$7,500	No
Portion of Instructional Aide time designated for supporting students with unique needs	\$34,000	Yes

**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.]

As mentioned in the Distance Learning section, the availability and access by teachers and students to devices, internet connectivity and virtual/digital platforms will be leveraged to deliver quality instructional support to parents in the education of their children in all content areas and further support the needs of students.

To measure student learning loss, the NWEA MAP Growth assessment will be administered twice during the school year (Winter and Spring) in the areas of Math, Reading, and Language Usage, and the American Reading Company (ARC) IRLA and ENIL tests will be administered at a minimum three times during the school year (Fall, Winter, Spring) in the areas of English/Language Arts and Spanish/Language Arts. Assessment data will be utilized to identify students in need of further support, thus informing the Teacher of potential areas in which to provide such support to not only the student, but the parent supporting the student at home as well. The CGA Teachers and Administrators will view student performance data by subgroup to monitor the progress of Unduplicated pupils (FRPM, EL, Homeless or Foster Youth).

There are 36 students currently enrolled at CGA who are English Learners. Teachers use many strategies to support English Learner students in our dual language immersion program, and CGA Teachers similarly support Spanish Learners students during time taught in Spanish language. We use comprehensible input, total physical response, GLAD strategies, visual and musical supports, and supports for language acquisition (e.g. sentence frames) to provide instructional strategies that assist English Learner (and Spanish Learner) success.

CGA teachers provide designated ELD instruction and support the parents of ELs to accelerate their child's acquisition of academic English language by communicating weekly learning goals and providing the resources and instructional practices to attain these.

## **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.]

Strategies to address pupil learning loss and accelerate learning progress will include opportunities for students to receive additional intervention/ tutoring by Teachers in the areas of need during their afternoon office hours. Teachers are planning to differentiate some of the students' asynchronous learning activities in response to assessment data to provide for differentiated practice opportunities that will support continued student progress. The learning platform will also provide students with the opportunity for some self-paced learning and Teachers can address specific areas of need through targeted resources/activities in the digital curriculum. Also, progress meetings between parents/students and Teachers may be scheduled more frequently, and as needed for Unduplicated Pupils, those with exceptional needs, and those experiencing homelessness.

Additionally, CGA will contract one Teacher to serve as the EL Coordinator and assist with the establishment of our ELAC in order to solicit feedback and engage families of English Learners for student success. Since a significant number of our EL students do not have Spanish as their home language (rather, Punjabi) additional training in supporting the needs of multi-lingual learners will be provided so that Teachers can implement best practices to support language acquisition. Teachers will plan for designated ELD support.

Our part-time Education Specialist is additionally establishing a Learning Center physically at the site, coordinating the Special Education team and contractors to identify, purchase, and set up the space so that assessments, interventions, and specialized academic instruction can occur there. The Learning Center also helps CGA prepare for a return to in-person instruction when Fresno County schools are allowed to do so.

## **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.]

Effectiveness of services and supports to address learning loss will be measured through Teachers and Administrators monitoring learning progress, observing and meeting with students/parents, and viewing disaggregated student achievement scores on selected, administered assessments. Student work and scores will provide evidence of learning and inform our lesson and unit planning, as well as selection of learning resources or online activities/assignments for asynchronous learning.

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

Description	Total Funds	Contributing
Scheduling of additional office hours/ intervention opportunities for students in need of additional learning support within Teachers’ weekly schedule	\$5000	Yes
Portion of Teacher time planning for differentiated asynchronous learning activities in the learning platform	\$3500	Yes
Personnel time for EL Coordinator and ELPAC testing	\$4000	Yes
ELAC facilitation time- portion of Teacher and Principal/Superintendent compensation	\$5000	Yes
Professional development/trainings in ELD and supporting needs of multi-lingual learners	\$5000	Yes
A professional development calendar will be developed to provide time for data analysis	\$2000	Yes
Purchasing to set up a Learning Center for students in need of additional support and to support those on IEP’s	\$7500	No

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

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

The COVID-19 pandemic has caused changes to daily life and disrupted routines, jobs, friendships, social gatherings, and impacted many more areas of people’s lives. The effects of this pandemic can cause stress, anxiety, depression, and many more feelings and emotions. As CGA begins to welcome back students and families, it is important to be aware of signs that students may be experiencing difficulty managing feelings or emotions, and that this may impact their academic performance. Identification of such behavior in students is made more challenging presently because Teachers interact daily with students in groups online only, and thus do not have as much of a chance for daily, one on one interactions. Thus, it is especially important that when interaction does occur, CGA staff is aware to the behaviors that may signal a student in need of support in the area of Mental or social-emotional health.

Equally important is the mental and social-emotional well-being of our staff. Staff may equally feel the anxiety and range of emotions as a result of the changes that COVID-19 has brought to their lives. Maintaining an all-around mentally and emotionally healthy staff provides for higher levels of success for everyone. Monitoring of staff mental and emotional health will occur through in-person conversation, collaboration times, phone calls and e-mail.

As this year begins, consistent with the vision described in our charter, the CGA team is learning ways to support student and staff’s mental and social-emotional health through a mindfulness curriculum, [PureEdge](#), which offers brain breaks and instruction in self-regulating strategies proven to alleviate stress and calm over-stimulated minds. Staff’s self-care is emphasized at CGA and Teachers incorporate these strategies in their lesson plans to give students an opportunity to acquire these self-calming techniques as well.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Students not engaging in the completion of work or who are absent from live instruction triggers intervention by the school in the following manner:

Tier 1: The school notifies the parent and student of the work progress issue or learning concern, and strategies and support to foster re-engagement are provided by the Teacher.

Tier 2: Lack of re-engagement in efforts to produce academically related work or participate in home instruction will result in a scheduled meeting with the school administration.

Tier 3: Continued failure to re-engage in instruction or demonstrate work progress will result in the student being disenrolled and directed to their traditional public school district of attendance for enrollment. Consistent with the affirmations included in the CGA charter, the Principal/Superintendent would notify the district of residence within thirty days of disenrollment.

For all tiers, translation will be provided in the child’s home language to the extent possible. In our community, other home languages include Spanish and Punjabi, and CGA has the capacity on staff to provide this translation to families. For all tiers, the Principal/Superintendent and child’s homeroom Teacher will communicate in a kind, supportive, and professional manner and shall seek to problem-solve and find solutions to respond to families’ unique challenges during this difficult time so that families find support to re-engage and want to work on their child’s education together as a team with a shared goal of their child’s success. Adjustments, accommodations, or modifications to the distance learning program or to the student schedule can be accessed through the Student Study Team (SST) process, or through CGA’s independent study (IS) program offering; these help CGA to keep all students engaged and responsively support students’ or families’ unique challenges during this time.

# 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.]

CGA has contracted to provide school meals through a nearby charter network, Aspen Public Schools, in partnership with Revolution Foods when in-person instruction is able to resume. In the meantime, however, new USDA guidance provides for any child to receive a free meal from any public school location, no questions asked or ID needed. CGA communicated a list of locations to our families to help them access meals near to their home and indicated the news about meal availability.

## 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 & Outreach	Office Assistant translations	\$7,400	Yes
Pupil and Family Engagement & Outreach	Principal/Superintendent increased communications- phone, email, text, through Student Information System, website updating, Facebook, providing Punjabi translations	\$10,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12%	\$81,425

### 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.]

Research indicates that Unduplicated Pupils (English Learners, Low-Income, and Foster Youth) on a whole experience lower levels of experiences with learning opportunities as a result of life circumstances. This lack of participation in basic foundational learnings as compared to other students, sometimes results in deficits as a child begins school. Learning becomes challenging and often times results in these students performing below grade level.

CGA has considered its high needs pupils' needs first as it has constructed its systems and schedules for student support, as well as learning platforms and curricular resources this year. CGA has considered multiple data points in drafting its LCAP: from multiple student/family surveys, to an LCAP-specific survey inviting feedback from all stakeholder groups, to our Teacher observations and assessments of student learning so far this year, and the multiple Zoom and physical meetings we've had. This data has informed our construction of this plan so that those students who are likely to be vulnerable to learning loss due to COVID-19 impacts can be considered and our school can plan to support these families.

CGA has contracted with a strong Teacher leader to serve as the EL Coordinator in 20-21 to oversee the implementation of the EL program described in the charter and its appendices and establish this new school's ELAC. The school will implement professional development/trainings on how to implement best practices to support diverse learner needs, including the needs of EL's and other learning needs. CGA is also utilizing a social-emotional curriculum to support educator and student mental health/ SEL needs at this time. We are implementing multiple new communications channels and regular surveys to ensure continuous feedback into our system so we can adapt responsively to serve families well. We've connected our families to access free meals at locations nearest them. We've identified a tiered system to respond to disengaged families in order to encourage their re-engagement compassionately.

CGA is currently hiring Instructional Aides to support the learning needs of these Unduplicated pupils first and foremost, but due to the needs of other students, this service will be provided school-wide to benefit all students in need of support. Unduplicated students often require additional learning support, and thus academic tutoring will now be implemented in the school program and offered to these students, but due to the need of other students, this tutoring service will be available to any student enrolled at the school.

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

In 2020-21, Clovis Global Academy is projecting it will receive \$81,425 in Supplemental funding under the LCFF, based on the enrollment of foster youth, English learner, and low income students. CGA must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In this LCAP, CGA plans to spend \$84,470 on actions to meet this requirement.

Direct services to our unduplicated pupils includes providing differentiated instructional activities, Instructional Aide support, interventions and supports and increased communications (with translation) to ensure collaboration with the family for student success. The CGA team will also regularly assess student learning and attendance to monitor consistent engagement and progress over time, and to ensure our staff can respond to re-engage students according to the three tier system described in this LCAP to prevent pupil learning loss and instead inspire continuous progress and growth. CGA is hopeful that these systematic responses to the challenges presented by the pandemic will be effective, and the school will maintain consistent surveys, emails, and phone calls with our families to ensure we stay connected to their experience and their needs.

Despite it being a challenging year to be a brand new public charter school, the CGA team is committed to establish a solid foundation from which to advance our mission and vision. We have adapted to the e-learning format very quickly, and we are rapidly learning through ongoing, active, and multi-lingual communication, what our students, families, and staff needs to be successful in this context. We pay attention to the various stakeholder perspectives and keep our most vulnerable students at the forefront of our concern as we balance public health and safety concerns with our concern for students' academic and social-emotional learning.