

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
Gompers Preparatory Academy	Vincent Riveroll Director	vriveroll@gomperscharter.org (619) 263-2171

General Information

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

Due to the health and safety concerns caused by the COVID-9 pandemic, Gompers Preparatory Academy performed an emergency campus closure after the school day ended on March 13, 2020. Since the timeline of our safe return to campus was unclear at the time, GPA staff spent the days prior to March 13 preparing comprehensive learning packets for students to work on at home during the emergency school closure. GPA had a planned spring break for students from March 16-April 5, 2020. During this time, the GPA leadership team developed a Continuity of Learning Plan to launch with students and staff after the break.

On April 6th, 2020, we launched our Continuity of Learning plan. This plan included a 4 step process to ensure we were meeting the needs of our students during the pandemic. Our continuity of learning plan included every student being assigned a one-on-one weekly tutor to support - first their social and emotional well-being - and second their work on enrichment packets and additional assignments. The intent was to ensure all students and their families had personal access to GPA staff tutors, and to continued learning. This fall, we are considering two learning paths: 1) A full distance learning option that allows students to continue their learning from home 2) A blended learning approach where students will spend some time on campus learning and some learning from a distance. Both paths will work together to support the needs of all learners and their families. The distance learning plan will work in tandem with the blended learning plan so that any unforeseen interruptions to the program due to an outbreak of the virus will not halt learning. Some parents may opt for distance learning due to health reasons, so the distance learning curriculum will be developed to be robust, comprehensive, standards-based, and will be implemented by continuing to have 1:1 support for each student. This is essential for equity and access. The 1:1 tutoring model was also the most successful aspect of our emergency Continuity of Learning plan launched when school's closed. Therefore, as we reflect on what went well and what is needed, we are holding onto and building off of the parts of our model that supported students learning in the most highly effective way. The major impacts of school closures on families included: Food Insecurity, mental health support, travel out of the area/country, lack of resources.

Due to ongoing health concerns related to the COVID-19 pandemic in San Diego County, GPA has started the 2020-21 school year with a 100% Distance Learning model. GPA will continue to serve students and families through a distance learning model until it is determined

safe for students and staff to gather on campus for school activities by State and County health authorities, GPA's consulting physician, and GPA school leadership.

Stakeholder Engagement

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

All GPA parents and staff were surveyed in late June regarding their health and education priorities and concerns for the 2020-21 school year. Feedback on these surveys was incorporated into the creation of the GPA's Distance Learning plan. A Memorandum of Understanding for the plan was reached between GPA and the San Diego Education Association through bargaining that was conducted this summer through August 14th and was implemented when all staff returned for the 2020-21 school year on August 24, and students returned on August 31.

Director Riveroll and the leadership team have held regular video conference meetings with parents over the summer and into the Fall, to create open lines of communication between parents and school leadership. Many of GPA's new services, including our new "Pop-Up" departments for virtual office hours, curbside pickup, home delivery, translation, and tutoring were developed in response to parent concerns and suggestions shared during these parent meetings. During the week of September 14, Director Riveroll will be hosting daily grade level "Coffee with the Director" meetings with parents, so we can learn more about what is working well for our families during Distance Learning and what opportunities we have to improve the learning and support experiences of our students and families.

Additionally, GPA Parents were surveyed in September to obtain their feedback on their experiences with the first few weeks of GPA's distance learning program. This feedback will help to guide future decisions regarding how the school can continue to provide the best academic, social-emotional, and technology supports to students and families for the coming months.

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

GPA has held (or plans to hold) the following Board meetings during the summer/fall. Due to health and safety concerns related to COVID-19, these meetings are held via Zoom and livestreamed for the public to view via YouTube. To comply with the Brown Act to the fullest extent possible, meeting agendas and related documents are shared with the public via BoardDocs, an online board document portal. Stakeholders may submit comments for agenda and non-agenda items via the publiccomment@gomperscharter.org email address

GPA Board Meetings for Summer/Fall 2020:
June 25 Special Meeting
Sept 8 Finance Subcommittee Meeting

Sept 15 Regular Meeting
Sept 29 Special Meeting
November 17 Regular Meeting

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

Parents

GPA Parents were surveyed during Summer 2020 regarding their Health and Safety situational concerns, On Campus/Distance Learning/Blended Learning Scenario preferences, modes of teaching/learning for a full Distance Learning model, Internet access, and childcare needs. Over 400 parents responded, with the following results:

Parent Survey Results

Total Responses: 444

Health and Safety Situations

% Concerned

Health and safety

88%

In school and out of school options

77%

Equitable access standards based instruction

68%

Rigorous Instruction

66%

Common Learning Platform

71%

Small Group Instruction

68%

Frequent Teacher feedback regarding social and academic progress

72%

Special Education and ELL supports and services

52%

Childcare options

39%

Students' social emotional learning, wellness and mental health

75%

Family supports and wellbeing

66%

Learning Scenarios

% Preferences

Distance Learning - students have access to all learning from home

22%

Blended Learning - students rotate between learning at home and learning on campus for a portion of the week

45%

Full-time on campus - students are all able to return every day

25%

IF DISTANCE LEARNING ONLY MODEL

% Agreement

Live online instruction: interactive sessions along with some online/electronic assignments

53%

Online assignments: online/electronic homework with due dates that my child has to complete at home along with teacher feedback.

38%

Pre-recorded instruction: learning sessions posted online that my child can access on demand along with online/electronic assignment

9%

General Information

% YES/NO

Do you need internet access for your home

YES 21% / NO 79%

For the 2020-2021 school year, will your family require childcare options beyond the academic programs offered?

YES 11% / NO 69%

*Maybe 20%

Staff

GPA Staff were surveyed during Summer 2020 regarding their Health and Safety situational concerns, On Campus/Distance Learning/Blended Learning Scenario preferences, and Return to Campus concerns. The following are the results of this staff survey:

Staff Survey Results

Total Responses: 105

Health and Safety Situations

% Concerned

Staff concerned about vaccine availability

63%

COVID-19 testing and COVID-19 antibody testing availability

75%

Availability of masks/face-coverings for everyone

82%
Requirement for teachers/staff to wear a mask/face-covering

72%
Requirement for students to wear a mask/face-covering

85%
Regularly scheduled, adult supervised hand-washing

69%
Staff are trained on CDC guidance to reduce likelihood of COVID-19 transmission

78%
Temperature screening for students and staff each day

74%
Enhanced cleaning of surfaces in the schools

81%
Limiting classroom seating to maintain social distancing

79%
Staggering schedules to reduce crowding

81%
Strict social distancing in hallways and common areas

74%
Cafeteria seating is spaced for proper social distancing and food is individually packaged

76%
Hand sanitizer is provided in each classroom and is frequently used

75%
Students staying in the same classroom and teachers leaving the class for different periods

61%

Learning Scenarios

% Support

Full-time return to the regular school day and schedule

29%

Blended learning with half-day sessions: Students attend in person in either the morning or the afternoon and complete assignments and activities via distance education the other portion of each day

61%

Full-time return to distance education with new learning based on grade level standards

50%

Adjusting the 2020-2021 school year calendar in order to decrease the number of students in school

42%

Returning to Campus Scenarios

% Agreement

I will only return if social distancing, handwashing, face-covering guidelines, and temperature checks are enforced

38%

I will return based on whatever safeguards GPA has in place

43%

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

All

See 2A-2C above

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.]

GPA is developing a hybrid model of instruction which would include both classroom-based instruction and distance learning. Programs are being created based on State and local guidelines involving the use of “cohorts.” Students with the highest needs may return to the site first in order to receive services.

In preparation for the hybrid model, GPA has ordered Personal Protective Equipment (PPE), including disposable masks, gloves, and face shields for use by students and staff. GPA has purchased electrostatic sprayers to disinfect all hard surfaces efficiently. We have stocked bottles of hand sanitizer and disinfectant wipes. We have ordered desk sneeze guards for student desks. We have installed plexiglass barriers in common areas and high frequency areas. We are in the process of upgrading the air filters in our HVAC system and adjusting the air exchange ratio to bring in more air from outside. We have increased the frequency of cleaning/disinfecting classrooms, restrooms, and any high contact areas. We have purchased Social Distancing and Face Mask signage to be placed around campus. We have also purchased markers/decals for any aisle ways and/or hallways. GPA has purchased several infrared thermometers (non-contact) and symptom screening displays.

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

Description	Total Funds	Contributing
<p>In order to prepare to welcome students back on campus GPA has been following national, state and local regulations to make sure our campus is prepared. GPA has budgeted additional funds for custodial supplies, of which a portion was used to procure PPE for students and staff, including:</p> <ul style="list-style-type: none"> Face masks and face shields Gloves Electrostatic Sprayers Floor decals for social distancing Banners and signage related to social distancing and COVID Cleaning wipes (Clorox Wipes) Disinfectant spray Deep steam cleaning of the interior of GPA vehicles Infrared Thermometers <p>Items exceeding \$1,000.00 in cost will be purchased using the \$1,125,000 set aside for capitalized equipment. An example would be the electrostatic sprayers. A portion of the monies budgeted for non-capitalized equipment was used to purchase:</p> <ul style="list-style-type: none"> Plexiglass barriers for student desks and staff workstations Hand sanitizing stations to be placed in the classrooms New filters for the air conditioning system to help better filter the air circulating through the classrooms 	<p>1183333</p>	<p>Yes</p>

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.]

In accordance with State guidelines, to ensure safety for all students, staff, and families, GPA is starting the 2020-21 school year with distance learning. This plan was thoughtfully and thoroughly designed to provide a robust online learning experience for our students while continuing to provide the rigor and support aligned with our mission. Feedback on parent and staff surveys was incorporated into the creation of the plan. An MOU for the plan was reached through bargaining on August 14th with the San Diego Education Association (SDEA). After the agreement was reached, GPA shared the details of the Distance Learning plan with staff, parents and students as well as FAQs related to Distance Learning. Teachers will be providing live instruction daily, as is required by Senate Bill 98, and students will be expected to attend their 5 classes each day. Classes are 45 minutes long and, once students log on live and attendance is taken, teachers will direct students to either synchronous or asynchronous learning at that time. We are looking forward to navigating this new frontier of education together, and will continue to do whatever it takes to serve the students of the GPA community. Emergency Contingency Plans will be created for all students receiving Special Education services attached to their Individualized Education Plans and IEP's will continue during distance learning. English learner support will continue as well.

As students transition to in-person instruction, distance learning will continue to be an alternate option to ensure continuity of learning if our school needs to close again. Our intention is to have students participating between distance learning, a hybrid model and in-person instruction without impacting the academic program. By design, students will be able to seamlessly transition between the models as needed.

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.]

Throughout the summer, parents were provided with communication through surveys, autodialers, and 11 scheduled pick up dates in order to receive technology for their students. GPA provided (and will continue to provide) chromebooks, chargers, Mifi hotspots, and other necessary equipment to ensure our students are able to connect remotely. Equipment distribution will continue as needed. Additional school supplies including textbooks, notebooks, binders, art materials, etc. will be provided and scheduled pick up dates will be assigned as needed. Prior to August 31, GPA distributed 854 chromebooks and 1,017 Mifi hotspot devices.

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.]

Students are expected to check into each of their 5 classes daily via ZOOM. GPA teachers will take student attendance in Powerschool each class period of the day. An attendance team will follow up daily with phone calls to the home of any student marked absent who did not

inform GPA of their absence. Synchronous and asynchronous instruction will allow multiple opportunities for formative assessment. Students will receive formal progress reports and formal grade reports during distance learning.

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.]

New Teacher Training:

Culture Camp: New staff worked on several initial assignments through Google Classroom to learn our school's history, understand and learn our school culture, and to read our mentor text *The One World Schoolhouse*.

Zoom Meetings with Leadership, Founders, Teacher Buddies: New staff attended multiple Zoom meetings with the Leadership team, the GPA Founders, and their own assigned teacher "buddies" to learn more about GPA, and to engage in discussions about our history, culture, and our new frontier of distance learning during the pandemic.

Professional Development/Staff Return:

Staff Professional Development Week: GPA provided one full week before students returned in order to give staff time to prepare for distance learning. Professional development was provided for all staff that included, mandatory training from Human Resources, professional development for departments and grade levels.

Synchronous/Asynchronous: Staff were provided with both asynchronous and synchronous learning time, as well as access to campus as needed.

Ongoing technology support: Staff have full access to our Office of Technology and Innovation (OTI) - we have added components that now include remote support, at home support, and curbside support. Training videos were created by our OTI department for all-staff members to support with new platforms for distance learning.

Software program PDs: Staff were provided with training for software programs we are implementing.

Staff Roles and Responsibilities

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

In response to the evolving needs of our students, staff and families during the pandemic and to fully support distance learning, the following "Pop Up" departments have been created at GPA:

- Home Delivery Distance Learning Support: Support staff assigned to this role will use all CDC precautions to schedule at home support for students and staff who need technology support, wellness check, etc.
- Curbside Distance Learning Support: Support staff assigned to this role will provide curbside pick up opportunities for students and staff who need to pick up technology, supplies, etc.
- Remote Distance Learning Support: Support staff assigned to this role will provide support over the phone or internet to troubleshoot remotely any issues that can be solved in this manner. This includes ongoing Zoom tech support office hours that students and staff can join at any time to get help on the spot.
- Tutoring Distance Learning Support: Support staff assigned to tutoring will be working one-on-one with students to help them with all of their classes and serve as an additional connection during this distance learning time.

- Translation Distance Learning Support: Our bilingual support staff will be working with our teaching staff to ensure the translation services are available as needed to maintain ongoing communication with our families.

Our custodial staff has received training in proper cleaning, sanitizing, and disinfecting protocols as recommended by the CDC. We have increased the frequency of cleaning and disinfecting of all hard surfaces around campus, common areas, and frequently used spaces. Our custodial team has also been trained on the appropriate EPA recommended products for use in schools to protect against COVID-19.

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.]

Foster Youth: Foster Youth will receive attendance monitoring/engagement and communication with counselors as needed; referrals to both our GPA Family Services Program and community agencies for additional support and resources as needed; additional academic support from school as needed.

GPA Family Services Coordinator will contact families and students to determine if they have special or unmet needs for accessing distance learning and address their technology needs; provide weekly and/or bi-weekly check-ins with students and families via phone, zoom, and email; provide community resource information for families/students, such as shelter, housing, food, clothing, health, COVID resources; provide additional academic support as needed. GPA Family Services Coordinator will continue to participate in the SDCOE District liaison meeting for homeless and foster care to remain up to date with relevant resources and best practices

Students with Disabilities: In addition to the supports being provided to all students, Emergency Contingency Plans will be created for all students receiving Special Education services attached to their Individualized Education Plans. These plans are specific to the needs of the students during distance learning. All student ECPs/IEPs will be implemented as agreed upon during distance learning. Our students who have alternative placements i.e. NPS, will follow the same process of ECPs to ensure continued services during Distance Learning. GPA will continue to provide agreed upon DIS services virtually. All teachers have been made aware of their students who have disabilities and provide targeted small groups/1:1 instruction as needed via virtual office hours and/or designated class time as needed.

English Learners: In addition to the supports being provided to all students, English Learners will continue to receive specific EL supports during distance learning. Both Integrated and Designated ELD will continue throughout classes. Students in our beginning and early intermediate groups are enrolled in our ESL course with the teacher and our ELD coordinator. All teachers have been made aware of their students who are English Learners and provide targeted small groups/1:1 instruction as needed via virtual office hours and/or designated class time as needed.

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

Description	Total Funds	Contributing
<p>To support student distance learning GPA has allocated extra funding in non-capitalized equipment to be invested in the following areas:</p> <p>Technology for students: GPA purchased 500 new chromebooks to ensure the school had enough devices for every student to have a working school device that would connect them to their classes virtually. GPA purchased MiFi devices to make sure that students and staff have the ability to stay connected and to help close the digital divide that exists in our country. GPA will continue to pay upwards of \$40,000.00 per month to keep the MiFi's working throughout the school year.</p> <p>Technology for staff: GPA spent roughly \$165,000.00 on technology and software for teachers and staff to make sure they have the tools needed to carry out GPA's distance learning plan. The technology list includes - tablets, laptops, keyboards, document cameras, electronic pencils all to help teachers and staff better interact with the software provided and to support student learning.</p> <p>Desks and furniture needed for distance learning will also be provided for students and staff. If an item is not already on campus and accessible for a student, GPA will purchase the item for a family to use during distance learning. Some examples of purchase would include, but are not limited to - desks, chair, lamps, school supplies, etc.</p>	1890000	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.]

GPA will administer school wide assessments in ELA (including ELD) and Math in September 2020 using multiple resources such as Achieve 3000, Let's Go Learn, etc. to determine baseline data on students current levels in reading and math. Additional formative and summative assessments will be implemented each quarter including, but not limited to, quarter finals, on-demand writing, and unit tests.

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.]

GPA teachers will work with students in small targeted groups to identify learning gaps and to differentiate instruction in order to accelerate progress. Teachers will work one-on-one as well to individualize instruction. GPA created a new department to offer more 1:1 tutoring to students during distance and hybrid learning. These tutoring sessions are designed to provide students with a 1:1 learning coach. Our English language learners will be provided with both integrated and designated ELD, and will have access to our 1:1 tutors. Students in our beginning and early intermediate groups are enrolled in our ESL course with the teacher and our ELD coordinator. Synchronous/asynchronous lessons will be differentiated based on student needs, ensuring all students are able to access the standards-based curriculum.

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.]

GPA will measure the effectiveness of our tutoring supports, targeted small group instruction, differentiation and individualized instruction by monitoring student progress through Lexile levels, ongoing formative and summative assessments, quarter final scores, and written reports from tutors and support staff working with our most at-risk students. In addition, we will measure the effectiveness of our services and supports by monitoring daily attendance, engagement, and impact on students' grades and assessment levels.

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

Description	Total Funds	Contributing
<p>GPA added to our school licenses for support software programs, distance learning equipment, and distance learning technology needs. Additions include Explain Everything, Actively Learn, Champion of Ideas (EL program), Zoom upgrades, Mifi hotspots, in addition to creating new pop-up departments to support learning needs, technology, translation service, and tutoring. Along with the newly purchased licenses to address learning needs, GPA continues to offer Achieve 3000, MathLinks, Let's Go Learn, CPM, and Smart NGSS programs. GPA received CARES, Learning Loss Mitigation Funding and Payroll Protection Program monies which have been used to support the ongoing actions taken for distance learning.</p>	<p>299474</p>	<p>No</p>

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.]

GPA remains committed to build systems of care for students, families, and teachers. During the Spring Continuity of Learning Plan each student met via phone or Zoom with a GPA staff member conducted an empathy interview to assess the wellness and need of resources for each family. GPA staff enacted our Family Services referral system to communicate and connect families with their needed resources. GPA created and designated space of the school website for COVID-19 Resources. GPA utilized the schools social media platforms to communicate community resources. Each Wednesday, The Office of Student Affairs posts Wellness Wednesday posts to promote personal health and wellness and provide tips and resources. The GPA Office of Student Affairs in collaboration with the Office of Technology and Innovation created a Virtual Calming Room, where students and families can find tools and strategies for managing emotions and feelings. GPA counselors conducted a student survey- "How are You Feeling During This Global Pandemic". Student responses were used to design group counseling lessons that will be offered on a referral and voluntary basis throughout the school year.

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.]

GPA began the school year with the goal of 100% attendance and 100% engagement. Efforts to support that goal included: personal phone calls to students the week before school started. Emails, social media posts and autodialers.

GPA will track chronic absenteeism through its PowerSchool SIS. The Office of student Affairs will review chronic absenteeism data on a weekly basis and will contact families of chronically absent students via letter and phone calls communicating the importance of attendance and engagement in distance learning. GPA will set up virtual meetings with families to discuss ways the school can help clear the obstacles that stand in the way of student attendance and participation in distance learning.

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.]

GPA students usually receive meals during the school day from a San Diego Unified School District (SDUSD) Food Service kitchen based on the GPA campus. GPA families have been made aware of the meal distribution sites that SDUSD is offering throughout the city. Additionally, families have been made aware, and will continue to be informed, of other community resources related to food, health care, mental health resources and financial assistance. It is our understanding that students will receive free lunch through SDUSD Food Service on campus once the GPA campus reopens, and continue to be able to access SDUSD food distribution sites while learning remotely.

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]		

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
19.27%	2186534

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.]

Actions have been administered school wide. Considering that our school consists of 80% of students who qualify for Free or Reduced Lunch, the majority of our population can be considered low-income.

- All students were given the opportunity to receive a device and connectivity access
- All students attendance and academic achievement will be monitored
- All students will have access to tutorial and enrichment opportunities

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

In addition to the above school wide actions to increase/improve service to GPA's low-income students, Foster Youth and English learners will receive the following increased/improved services during the 2020-21 school year:

Foster Youth: Foster Youth will receive attendance monitoring/engagement and communication with counselors as needed; referrals to both our GPA Family Services Program and community agencies for additional support and resources as needed; additional academic support from school as needed. GPA Family Services Coordinator will contact families and students to determine if they have special or unmet needs for accessing distance learning and address their technology needs; provide weekly and/or bi-weekly check-ins with students and families via phone, zoom, and email; provide community resource information for families/students, such as shelter, housing, food, clothing, health, COVID resources; provide additional academic support as needed. GPA Family Services Coordinator will continue to participate in the SDCOE District liaison meeting for homeless and foster care to remain up to date with relevant resources and best practices

English Learners: In addition to the supports being provided to all students, English Learners will continue to receive specific EL supports during distance learning. Both Integrated and Designated ELD will continue throughout classes. Students in our beginning and early intermediate groups are enrolled in our ESL course with the teacher and our ELD coordinator. All teachers have been made aware of their students who are English Learners and provide targeted small groups/1:1 instruction as needed via virtual office hours and/or designated class time as needed. English Learners will continue to receive specific EL supports during distance learning. Both Integrated and Designated ELD will continue throughout classes. Students in our beginning and early intermediate groups are enrolled in our ESL course with the teacher and our ELD coordinator. All teachers have been made aware of their students who are English Learners and provide targeted small groups/1:1 instruction as needed via virtual office hours and/or designated class time as needed.

