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

As a non-classroom based school we continued operation as normal with the exception of allowing our teacher and students to meet in person. We conducted a survey of every family in the organization to determine the level they have been affected by the pandemic. Counseling services and modified assignments were created for students who were struggling to access curriculum. Our IT department gathered and created resources for families. They also guided families who needed internet services and supported them in taking advantage of the many discounted and/or free services offered by local providers. While we never closed our doors, attendance has been impacted for those students and families who have relied on in person meetings with teachers and tutors to support in their academic journey. We have transitioned to virtual tutoring and meeting with families via Zoom, phone call and e-mail. Teachers continue to meet remotely with their students once to multiple times a week to support and ensure academic progress. We did conduct our internal Scantron assessment for all students who would have tested for CAASPP to ensure academic growth and progress for students. Business was reduced and many employees worked from home to support in keeping staff staff. Cleaning supplies and PPE equipment were purchased to allow for sanitary and clean work environment.

Stakeholder Engagement

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

A copy of the plan will be shared within ParentSquare, our parent communication tool, along with a Google form should parents want to provide input. It will also be posted on the Elite website, along with the Google form, for public feedback.

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

All board meetings are published and the public is invited to attend. We conduct board meetings virtually so all may attend.

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

Elite Academic Academy hosted a public hearing on 9/3/2020
Elite Academic Academy posted the LCAP on the web-site 9/3/2020 open until 9/15/2020 to allow for stakeholder feedback
Elite Academic Academy hosted a Parent Workshop 9/14/2020 and reviewed the contents of the plan and allowed for Parent Feedback
Elite Academic Academy held a board meeting on 9/17/2020 for approval of this plan.

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

Comments from families are as follows:

Safety: Parents are looking forward to having in-person contact with our teachers and staff as soon as it is safe. COVID updates are sent to staff, students, and parents in weekly updates via Parent Square.

New Services: There have been some delays with curriculum as we are experiencing nationwide shortages with some publishers due to COVID. Our business department has created an entire shipping division, so support in sending out needed curriculum, technology, and school supplies to our students.

New Services: COVID 19 webpage is so very helpful and an increased function and feature of our website.

Family and Student Engagement: Parents appreciate the many events that have been created to allow for engagement our marketing team keeps adding things daily.

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.]

Elite is an independent study, non-classroom based school, and complies with non-classroom based Ed Code laws and regulations. Therefore, our "classroom-based instruction" equivalency is comprised of synchronous learning opportunities, which take place either virtually or in small groups in-person in mutually agreed upon public locations (pre-COVID). As a non-classroom based school we continue operation as normal with the exception of allowing our teacher and students to meet in person. The following actions are being offered this school year, which will not only meet the needs of students who experienced significant learning loss in 19-20 or are at a greater risk of experiencing learning loss this year, but will meet the needs of all our students.

- We conducted a survey of every family in the organization to determine the level they have been affected by the pandemic, and our providing counseling services and modified assignments for students struggling to access curriculum.
- Our IT department gathered and created resources for families. They also guided families who needed internet services and supported them in taking advantage of the many discounted and/or free services offered by local providers. Our EL and Low Income students are being provided laptops with built in internet to support them in accessing their curriculum.

- While we never closed our doors, attendance has been impacted for those students and families who have relied on in person meetings with teachers and tutors to support in their academic journey. To meet the needs of students, several opportunities for synchronous learning are provided, such as, but not limited to:
- Weekly Zoom virtual meetings with teachers.
- Small group and one-on-one meetings with teachers.
- Access to virtual tutors, as needed.
- Writer's Workshops hosted by ELA content teachers
- Weekly learning sessions hosted by CTE teachers on applicable topics such as theater; vocal performance; wilderness preparation; and digital marketing.
- Weekly and monthly webinars hosted by outside agencies such as CA PORTS for science and social studies enrichment; Sports Academy for Physical Fitness and Wellness; and CeCe's Art for artistic expression.
- We are providing Fast Forward reading intervention program for all EL and targeted students who are struggling. This adaptive program works with the students to increase fluency, diction and reading comprehension. Students who worked diligently in the program made academic progress. Teachers continued to monitor student attendance and offered tutoring services. Aleks Math is also readily available for students struggling with concepts. Title 1 dollars were targeted for in person support for these students, however, after the pandemic services were delivered via zoom and attendance did struggle so we are looking at creative ways to engage students in these services this school year through live tutoring as well.

EAA is committed to following the CDC and California health and safety guidelines when determining if and when students can engage in in-person activities. Appropriate safety measures include:
- safe distancing,
- temperature checks,
- and specific procedures as related to safety, hand washing, mask procedures, and sanitizers.

Additionally, EAA's Human Resources Department provides training and guidelines on safety protocols and procedures to all staff.

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

Description	Total Funds	Contributing
Zoom account purchases for increasing remote services to students	2700	Yes
Webinar contracts with outside vendors to increase engagement and keep students feeling connected to school and to their local community while isolated at home	4000	Yes

Description	Total Funds	Contributing
One year partnership with YouSchool to provide SEL and mental health professional development and curriculum for both staff and students, focused on specific COVID-related wellness issues.	8750	Yes
Personal protective equipment (PPE) and cleaning supplies for office locations and staff interacting with others	2000	Yes

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.]

As a non-classroom based school this is our area of expertise with details outlines in our approved charter petition. We continued to provide high quality distance learning for our students, supported them emotionally and worked with local communities to ensure basic needs were met despite the pandemic. Our doors never closed and we shifted services swiftly to ensure the safety of students and staff. Because EAA is an independent study personalized learning charter, providing a full access to curriculum has already been in place. Specifically, EAA has an online Learning Management System (LMS) in place through StrongMind, and is also building our own in-house Canvas LMS, with students already enrolled and set up. Teachers of Record and content teachers are trained to use the LMS, and can manage a cohort of students in the system independently. EAA teachers are continuously provided professional development to build successful blended learning environments for students' unique needs.

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.]

To support distance learning, EAA has contracted with Sprint to provide LTE-enabled Chromebooks to families without Internet access. Students with Internet access, but without a device, are issued a Chromebook. Teachers meet with families to identify any technology needs, and then use our Help Desk system to request technology be provided to families. Securly Web Filter is added to all Chromebooks to allow

our school counselor, Directors, and Tech Department full visibility into online activity and receive notifications for flagged content via a sophisticated AI engine in student safety.

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.]

The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student's independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.

Students and families meet often with the Teacher of Record to review expectations, assess progress on goals for student's success, and provide academic support. Weekly communications to student and parents discuss progress as well. Students are encouraged to email, chat, meet one-on-one with Elite staff multiple times a month to keep students engaged and access resources needed to guide their educational experience.

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.]

A variety of professional developments are offered to support teachers. Two professional development days in June, plus three professional development days in August are focused on building and strengthening student and community connections in a remote learning environment. Strategies are provided, as well as an introduction to technology tools, such as FlipGrid, NearPod, ParentSquare and Zoom, to support those connections. Teachers meet bi weekly for 2.5 to 3 hours with their school director for continual training on use of Elite resources. Bi weekly staff meetings include best practice discussions for compliance, sharing of curriculum, successes, struggles, as well as ongoing Elite trainings. Instructional Technology newsletters, published every two weeks, target one or two specific tools and strategies teachers can implement with students. And a website was created for curated web resources and tools. For support, an online Help Desk is available for staff, as well as an IT Tech who provides remote assistance. Team Viewer was purchased to better manage remote technical support.

Staff Roles and Responsibilities

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

The Director of Instructional Technology assumed a new role as Director of Academic Innovation to support the shifts needed in curriculum and instruction to better meet student needs. The Business Department added a new Curriculum Shipment team (2 staff members and an

additional office) to manage the shipping of curriculum to students and staff. Over 2300 boxes were shipped during our Year Round summer track in June. One of our Lead teachers has taken on a more expansive role within our Compliance team to ensure that students and staff are accurately documenting learning time and meeting curriculum expectations established in Master Agreements.

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.]

We offer our students several layers of support to ensure success. Our students have access to a highly qualified Content Teacher for each and every core class they take, which are all available for personal and small-group tutoring sessions. In addition, we are providing 1-1 and small-group virtual tutoring opportunities through internal Elite tutors. Our students also have tutoring opportunities available to them through their Teachers of Record that they meet with regularly.
EL, special education, and students with other academic needs are enrolled in Fast ForWord and/or Reading Assistance Plus computer adaptive programs. A Study Skills class was written to help students learn various study skills techniques applicable to an independent study environment and to support their time spent in the Fast ForWard program. The six-week includes daily lessons on note-taking, time management, goal setting, etc and also requires participation in the Fast forWard program 3 days a week for 90 minutes total.We also have Aleks online math for students who need additional math support. If a student fails to improve and is using the above interventions, we then do an SST and do more targeted strategies. To assist EL families, we are implementing the TalkingPoints app to help with translation when translation services are not available.

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

Description	Total Funds	Contributing
Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RtI process, tutor support from approved vendors, time management training with student/parent. (All Students)	7858.00	Yes
Curriculum Shipment Team/Office Space: Responsible for shipping curriculum to students and staff; maintaining inventory of curriculum and reordering as necessary; collecting curriculum at the end of each learning period	75000	Yes

Description	Total Funds	Contributing
Curriculum Shipping/Creation: Creating paper curriculum workbooks for students without internet access. Shipping curriculum to all students.	120000	Yes
Team Viewer purchase: To provide remote technical assistance for students and staff	600	Yes
Chromebooks w/LTE Service purchase: To provide remote access to curriculum for students without devices and Internet access at home	25,000	Yes
Canvas LMS purchase: To provide access to Elite-created curriculum within an LMS.	4500	Yes
ParentSquare: Family communication network and calendar of events for remote functions.	2500	No
Monday.com to oversee communication, student progress, and provide streamlined support to all staff	1750	No
SolarWinds Help Desk to streamline technology support to staff and families via remote assistance	2000	No
Sports Academy partnership to ensure students and staff receive quality physical fitness, nutrition, and health support through webinars, a custom-built app, and (when in-person serices resume) access to local YMCAs	5000	No

Pupil Learning Loss

Elite is an independent study, non-classroom based school, and complies with non-classroom based Ed Code laws and regulations. As an independent study program, EAA is uniquely equipped to support the need for accelerated learning due to our year-round school calendar and the assignment of students to one teacher who typically remains their teacher throughout their enrollment in our program. Because of this, the teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred.

The plan to address learning loss will include the expansion and standardization of programs and strategies already in place. EAA staff will systematically gather information about student learning gaps and strengths in the areas of ELA, ELD, and math, using the Scantron assessment, as well as internal benchmarks within our Elite curriculum. If pupil learning loss is excessive, SST meetings connect the guidance counselor, Program Lead, student, parent, and Teacher of Record involved to set up goals and discuss necessary supports.

Pupil Learning Loss Strategies

Teachers meet with students and provide strategies and support on objectives not yet mastered per the Scantron results. Elite Educators also work with parents to provide research-based instructional strategies. To promote a college and career going environment, the counseling department works with students to develop 4-year high school plans. These 4-year plans provide and establish the college and career goals for each student based on their individual academic performance. This plan provides a guide on how to further explore their interests and create a post-secondary pathway to achieve their future aspirations.

Additional strategies for pupils with exceptional needs, such as English Learners and special education:
*Utilize Fast ForWord program for literacy and Language Arts support.
*Utilize Aleks math to ensure repetition and exposure to common core mathematical standards.
*Provide one-on-one and group tutoring.
*Evaluate curriculum for appropriateness, and provide any necessary modifications and/or supports.
*Hired Math specialist and ELA tutor for weekly academic support.

For students with financial or home security situations:

The school counselor works closely with all stakeholders to develop a plan for the student. He provides community resources when needed and monitors academic progress to ensure students are on track. The counseling department provides support to teachers and directors by reaching out to families and setting up academic intervention meetings.

Students with exceptional needs in EAA range from students identified with mild to significant disabilities, including students identified as medically fragile. All students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. The team is well-versed in offering remote services, as they had been providing these services before the onset of COVID-19.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources.

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.]

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, EAA is committed to the following protocol and process:

1) Using the web tool Edulastic, short weekly assessments have been created for all students in grades 3-8, and 11, in both ELA and math. Assessments release once a week, and data is available immediately to both the student and teacher
upon completion. This allows for quick monitoring of learning loss, and adjustments can be made quickly and appropriately as needed.

2) Increased teacher and administrator accessibility to student results via Scantron Assessments, which will provide both individual and collective outcome data
Professional time set aside to review, assess, and plan, using the data available from Scantron Assessment reports

3) Comparison of student levels and growth in Scantron and Fast ForWord based upon data from previous years (for returning students)

4) Utilization of PanoramaEd for student, family, and staff surveys to address climate and culture issues that may impede student academic growth. In addition, teachers will monitor students for signs and symptoms of emotional distress, and
behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions by our school counselor for a student that they suspect is struggling.

5) Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This

individualized approach is a key component of ensuring students have the necessary academic content knowledge and skills.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. These practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
ELA/Math Tutoring provided by in-house and contracted tutors to assist struggling learners	50,000	Yes
Fast ForWord, an evidence-based, adaptive reading and language program that delivers 1-2 years gain in 40-60 hours of use for any struggling learner.	4725	Yes
Aleks Math, a Web-based assessment and learning system to quickly and accurately determine exactly what a student knows and doesn't know in a course, and to provide targeted instruction in the needed areas.	2500	Yes
Panorama Education contract to collect valid and reliable feedback on SEL and school climate surveys	2375	Yes
Contracts for webinar-based workshops for parents on topics such as how to support their children at home; how to prepare for state and college acceptance tests; and how to effectively use technology for at-home learning	2000	Yes

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.]

Elite is an independent study, non-classroom based school, and comply with non-classroom based Ed Code laws and regulations. Elite is committed to providing families with a safe, positive, engaging and stable, environment where each stakeholder has a point of connection.

Teachers, parents, staff and families are provided:
- Opportunities to express the impact of COVID-19 on their economic, social, emotional and physical well-being through community forums, surveys, and workshops
- Opportunities to learn self-regulations through Mindfulness trainings, Yoga and meditation workshops, referrals to professional workshops or providers to support depression, anxiety, grief and the effects of trauma
- Once Elite receives data or information indicating the need for social, emotion or physical support, the information is shared with all vested parties, community resources are shared, the counseling department and/or staff who is directly connected with the student/family make personal contact
- Website contains SEL resources for parents broken down by County (Counseling page)
- Stakeholders have access to Calendly and can make appointments with the Counselor as needed
- Clear expectations and consistency
- A virtual safe space provided by Counselor
- Panorama SEL surveys will be administered in the Fall and Spring

Students/Families: For continuity of relationships, students are assigned to the same Elite Educator year to year, who can provide suggested daily schedules that include physical activities, strategies and workshops for successfully homeschooling and parents workshops

An SEL/Wellness survey was administered in the Spring 2020 to see how students were doing during the quarantine, and the data was then used to provide supports.

Pupil and Family Engagement and Outreach

Elite is an independent study, non-classroom based school, and comply with non-classroom based Ed Code laws and regulations. We specialize in one-on-one support to ensure every pupil is engaged and/or to address barriers to engagement.

Upon enrollment students are assigned an Elite Educator and invited to a personalized introductory meeting. Each Elite Educator creates and manages a personalized file for each student. The notes include academic information as well as personal notes including significant changes to a students support system, emotional or social changes. This document helps teachers and staff recognize and track changes in behavior and/or performance and to more effectively provide support. Additional supports include:

- High School students meet with counselor and develop 4-year plan
- Students are asked to submit an Intake survey. Helps use to perform a needs assessment.
- Student are asked to complete a Panorama survey twice a year to help us measure engagement and school culture
- Students complete a Scantron test, our internal assessment tool, to determine current levels and identify learning gaps. Teacher reviews history, cume files and academic history to determine best learning pathway (homeschool, flex or virtual)
- Students are assigned a curriculum or program that best support their style and needs
- Students communicate at-least twice weekly with their Elite teacher either virtually, over the phone, or in-person.
- Elite Educators provide at least 30 minutes of individualized tutoring per week
- High school content teachers have designated hours to support students with work
- Students who are performing below grade level in math or language arts are required to receive additional weekly tutoring in addition to meeting with their Elite Educator
- Multiple means of communicating with Elite Educators or Elite staff are available email, text, Parent Square, Google classroom, Strongmind, phone, social media
- Virtual field trips and college visits, art workshops and sports training
- CTE, VAPA, Sports, Adventure Academy
- Build bridges with community partners. Not only does this provide students with access to additional support or enrichment services, but helps to surround them with a network of supportive adults.
- Monthly newsletters highlighting student work
- Virtual celebrations and student-centered events (ie.Graduations)
- Weekly progress monitoring
- SST process
- 504 plans instituted as needed
- Life Skills Course available
- College and Career planning resources
- Virtual and in-person field trips
- Teacher training on the Tenets of Virtual Communication and Building Connections, Diversity trainings

School Nutrition

Elite is an independent study, non-classroom based school, and comply with non-classroom based Ed Code laws and regulations. As a non-classroom based school, this item is not applicable. However, families are provided with a list of local community partners who provide meals or distribute low-cost or no-cost groceries. A list of community partners and services are available on our website under the Counseling Department. We host a free workshop on Health and Wellness which includes the importance of balanced nutrition. The monthly newsletter from our Counseling Department includes community resources as well as healthy lifestyle tips and advice from reputable sources.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Website Hosting to keep our community engaged with our services	30,000	No
Pupil Engagement and Outreach	Grasshopper for remote phone services to staff so that families can continue to connect	1500	No
Pupil Engagement and Outreach	Outreach boxes: Students each receive a box that contains physical fitness gear, art supplies, school- branded notebooks and other school supplies, and additional items that would normally be part of an in-person school experience. These are meant to not only instruct, but to build connections between	50,000	Yes

Section	Description	Total Funds	Contributing
	the student and the school community while providing a well rounded education.		

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
63.33%	$602,607

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.]

Elite recognizes that foster youth, English learners and low-income students are more likely to have experienced learning loss, have additional barriers to accessing the tools needed to participate in virtual learning and are at a higher risk for becoming disengaged. In direct response to these concerns we have put in place actions and programs to ensure they are supported and monitored. It includes the following actions:

Assign each student an Elite Educator to guide them on their individual journey
- The Elite Educator is responsible for connecting with the family prior to the beginning of the school year. During an Intake meeting, the Elite Educator will familiarize the families with the program, review the students academic history and make personal connections. They will also review the families Intake survey responses which help to identify social, emotional, physical needs and any barriers that will prevent students from achieving academic success.

- The Elite Educator meets with families at least twice a week to discuss the student's learning, success in the program and informal needs assessment. More frequent check-ins will be initiated if the student is struggling. More time will also be spent helping the family adjust to the learning platforms.

Administer local assessments to gauge their skills

- All students take the Scantron performance series upon enrollment or in the Fall and either the Scantron or CAASPP test in the Spring. Students that are far below will also be assessed mid-year. The students must show improvement. If the student scores below grade level on the Scantron weekly tutoring is mandatory.

Create a personalized academic plan including needed supports for academic acceleration

- Our Eite Educators use the student's academic history, interests, parent and student feedback and assessment scores to design an academic plan for each student. The plan includes needed supports.

Offer a wide variety of independent learning platforms, curriculum and academic support programs to meet our students' needs.
Ensure that students have access to the technology needed to access all curriculum and academic support programs.
Support the social, emotional and physical health of families and students
Ensuring that all families has access to services
Providing each family and student with highly qualified, trained staff who recognizes and understands how to effectively handle diversity and how to provide or get support for students who have experienced trauma

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

Elite is increasing services provided to foster youth, English learners and low-income students by taking the following actions:

1) Intake Surveys were implemented to ensure the needs of foster/ELL/Low income were identified and tracked. Additional time is allocated for the Administrative staff and Counseling Department to review the survey responses and address barriers to engagement or access to services. This action is effective in helping to meet our 95% attendance goal.

- The survey includes questions about technology needs. If a student does not have access to required technology, it will be provided for them or alternative methods of accessing the curriculum will be provided. Foster/ELL/Low Income students are given priority. Training is also provided to help them acquire the technical skills needed to learn and submit classwork virtually. These actions are effective in helping to meet our goal of providing access to curriculum and technology to all families, achieving 95% attendance and increasing ELA and math proficiency.

2) More frequent virtual meeting or phone check-ins will be initiated if the student is struggling academically, socially or emotionally. More time will also be spent helping the family adjust to the learning platforms. This action is effective in helping to meet our 95% attendance goal as well as the goal of increasing ELA and Math proficiency

3) All students are Scantron assessed in the beginning of the year or upon enrollment. Additional time is allocated for the School Directors and Director of Assessment to dive deeper into Scantron results and personalize tutoring to directly target learning gaps. Low performing students are reassessed every six weeks to monitor growth. This action is effective in helping to meet our goal of increasing ELA, Math proficiency and increasing the number of ELLs who reclassify.

4) The below protocols are put in place to meet our goal of increasing ELA, Math proficiency among ELL/low-income/foster youth and increasing the number of ELLs who reclassify:
- Provide multiple tools and supports to accelerate learning. Free access provided to Fast Forward (online literacy program), RazKids (reading), ALEKS (math). English Language Learners are required to participate in Fast Forward and Reading Plus, literacy intervention programs. Coaching and training on how to utilize the programs are available.
- Provide individual and group academic tutoring in math and ELA for those who are not performing at or above grade level. This will be critical this year as we push acceleration for all students.
- Provide enrichment and dual enrollment for those who need advancement
- Student Study Teams are formed to work to improve academic learning if no improvement is demonstrated after interventions are provided.
- Special Education Services are provided to those who qualify. If a student shows no improvement after 12 weeks of targeted intervention, they may be referred for Special Education evaluation
- Extended learning opportunities are available (year-round learning)
- All students are taking the CAASPP and ELPAC to monitor student progress on grade level standards and English Language Proficiency. Students have access to test prep workshops and opportunities to take CAASPP Interim assessments and ELPAC practice test

5) Many of the Foster/ELL/Low Income families felt the direct impact of COVID-19. Taking that into consideration, Elite provides social-emotional workshops and resources, counseling service and works to connect families with community partners to help meet social, emotional or basic physical needs. These actions are effective in helping to meet our goal of increasing parent and student engagement.

6) Interpreters and/or translated materials are provided as needed to effectively communicate with ELL families. This action is effecting in helping to meet our goal of increasing parent and student engagement

7) Additional professional development opportunities have been made available so the EAA staff can best support our students (The You School training, Equity in Education workshops). This action is effecting in helping to meet our goal of increasing parent and student engagement.