

Learning Continuity and Attendance Plan (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 multiple impacts of school closures due to COVID-19 on students aged 18 to 24 years included interruptions to students’ education, social isolation, and emotional disruptions, and the possibility of job loss due to the economic downturn. Based on these impacts, many adult age students, who dropped out of high school to work, may revisit their need for a high school diploma or high school equivalency. Open Door Charter School aims to support this vulnerable population by providing access to high quality academic programs, healthy relationships with caring adults, enrichment opportunities, and resources to increase career and workforce readiness skills. This program model emphasizes flexible scheduling, individualized plans, and standards-based instruction.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities with different strategies for each group, including former students, families, staff (including bargaining units), and community members. Open Door Charter School’s stakeholder engagement process started in January 2020 and will continue throughout the 2020-2021 school year. Initial stakeholder engagement included gathering input (in English and Spanish) from students who had dropped out of school, to assess their interest in returning to high school to complete their diploma or earn their high school equivalency. As a result of this initial outreach, many students expressed interest and identified friends and family members who might be interested. All potential students were also surveyed for technology needs, including access to a computer and internet connectivity.

Open Door Charter staff also engaged in numerous conversations with many community partners such as Monterey County Probation Department, Monterey County Children's Behavioral, the Department of Social Services, the Monterey County District Attorney's Truancy Abatement Program, and the Monterey County Office of Education COE's Foster Youth and Homeless Liaisons. These sessions solicited input

on how the school can best provide strategic support for these students, including mental health services, case management, and coordination for both foster and homeless and the identification of new risks to students and support strategies as a result of distance learning.

Finally, the Open Door Charter School Learning Continuity Plan was presented to the School Site Council stakeholders on Friday, August 21, 2020. Staff documented and incorporated feedback into this plan. Since Open Door Charter School does not have 21 English learners enrolled to date, it has not yet established the English Learner Advisory Committee. Open Door Charter School opened August 6, 2020 as a new charter school and will offer adult students, partners, and other stakeholders a public forum to share their ideas and struggles with distance learning. Open Door Charter School administrators, teachers, paraprofessionals, and partners will have an opportunity to collaborate and share challenges and successes with distance learning at the scheduled weekly meetings.

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

The Open Door Charter School maximized every effort to provide stakeholders with the opportunity to provide comments and feedback through remote participation in a public meeting. Local governing board meetings are accessible telephonically and electronically. Multiple communication strategies are employed to make stakeholders aware of the public hearing. Staff posts the Public Hearing Notice and agendas of meetings on the Monterey County Office of Education (MCOE) website 72 hours prior to the scheduled Public Hearing. Furthermore, the staff posts Public Hearing Notice on Facebook with a link to the agendas and supporting documentation. Community members, who want to participate in the meeting, submit public comments in advance to public-comment@montereycoe.org. Staff hosts all other public meetings, such as the School Site Council and English Learner Advisory Committee meetings, via Zoom meetings and teleconferencing. The staff mailed the agendas in English and Spanish to the parents and guardians of the enrolled students three days before the meeting. The staff provides Spanish translation at all meetings.

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

In June 2020, Open Door Charter School solicited feedback numerous times from potential students and stakeholders in preparing for the 2020-2021 School Year. Perspective students were surveyed about their ability to meet with a teacher via technology a minimum of one time per week. All prospective students responded that they could be available for these meetings. The students were also surveyed about whether or not they needed technology, such as a computer and internet connection. Teachers, staff members, and partners also agreed to weekly meetings via a virtual platform.

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

Currently, Monterey County is part of the Governor's watch list based on COVID-19 cases. Thus, all Monterey County Schools, including Open Door Charter School, will start the 2020-2021 school year with a distance learning instructional model. Survey results administered with prospective students, staff, and parents reflect a preference for a distance learning instructional model. Other considerations included concerns about the health and safety of the students and staff and the need to follow county health and state guidelines. A majority of survey participants identified the need to adhere to protocols for personal protective equipment (PPE), sanitization of work and class areas, social distancing, and procedures for checking in and out site buildings. English-Spanish translation was available in all interactions with stakeholders.

Open Door Charter School administration will review local health data and continue to evaluate communication from our local Public Health Department updated guidelines when making decisions about in-person or distance learning models.

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.]

Open Door Charter School's plans and actions to ensure equity in education and prioritize efforts to return all students to in-person instruction is based on the dynamic nature of community transmission of the COVID-19 virus in Monterey County and the subsequent guidance from the state, and local officials. These plans include considering requirements for capacity, social distancing, personal protective equipment (PPE), learning considerations, student learning loss, and the possibility to "cohort" to the extent practicable to limit potential exposure to the COVID-19 virus.

In considering a return to in-person instruction, Open Door Charter Schools would provide a traditional Independent Study model with face to face interaction between student and teacher. The Independent Study model is designed to provide one-on-one instruction through a student-tailored, standards-based, common-core curriculum, and small group instruction. The teacher and student's weekly interactions will include course instruction, directed readings, reading, writing, math exercises, lab experiments, and homework assignments. Course evaluations will consist of tangible products such as projects, presentations, written reviews, homework assignments, and student assessment.

As the students return to in-person instruction and support, NWEA, English, and Math diagnostic assessments will be administered, and after that, at designated intervals during the school year. The purpose of these assessments will be to measure learning gains and assess learning gaps. The teaching staff will work with each student to create or revise Individual Learning Plans, which will be reviewed frequently. Daily student engagement in synchronous and asynchronous learning will be recorded in the Student Information System (SIS). Individual student grades will be entered weekly per the protocols defined in the Alternative Education Staff Handbook. Students will be contacted regularly via phone calls, text messages, emails, and virtual meeting platforms to review student progress and grades. The ParentSquare communication application (part of the SIS) will be implemented in the 2020-2021 school year to enhance student communication and access to grades and work completion. To earn credits and continue participating in Independent Study, a student must complete assignments within the guidelines established by the MCOE Board Policy 6158 and dates listed on the Independent Study Master Agreement. If a student does not complete a set number of assignments within the required period, the student will be evaluated to determine if Independent Study is an appropriate instructional program per California Education Code sections 5147 (b) and 5147 (c)(4).

OdysseyWare, Google classroom, and FEV Digital Tutoring will comprise Open Door Charter School's primary distance learning curriculum and learning platform. The school will provide Chromebooks and internet access to all students who need them. Assessments and individual learning plans (ILPs) will be developed for all students per each student's unique needs, skills, interests, and goals. These assessments and each student's academic engagement, attendance, work completion, and social and emotional well-being will allow teachers to identify if students are making adequate progress. Staff will provide support and supplemental instruction for English learners (EL), pupils with

exceptional needs served across the full continuum of placements, pupils in foster care, pupils who are experiencing homelessness, migrant, and low socio-economic students. The school will provide the following interventions and supports:

1. All subgroups will receive priority registration for all academic support.
2. All subgroups will receive priority access to instructional academic supports and resources.
3. EL students will receive instructional support, as outlined in the Alternative Education Program's English Language Learner Plan.
4. EL students will have access to FEV Digital Tutoring, Rosetta Stone, and Read Naturally.
5. Foster, McKinney-Vento, i.e., homeless, and socioeconomically disadvantaged students will be provided support by the Foster and Homeless Program Managers and priority registration.
6. Students with Individual Education Plans (IEPs) will continue to receive support from the Special Education Coordinator and the support provided by resource teachers, as outlined in the student's IEP.
7. Academically high achieving students will be provided academic guidance by their teachers and the College and Career Coordinator. This support will include advanced educational opportunities to take college preparatory requirements and earn community college credit while being dually enrolled and earning credits towards high school graduation. Additionally, through OdysseyWare online learning, students can complete courses for additional requirements for college entrance.

Open Door Charter School's community partners will assist in addressing students' social-emotional needs to promote full participation with in-person instruction and address students' well-being. Whenever possible, resources offered by these partners will be leveraged to support the needs of the Open-Door Charter's staff and students.

To ensure the safety and health of students and staff during in-person instruction protocols for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting will be adopted and aligned with the state and local health safety guidelines and regulations. All these protocols will be documented and posted in English and Spanish and communicated to students, staff, stakeholders, and community members.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
The Student Services Coordinator will identify the learning needs of unduplicated students, build capacity with teachers to provide targeted interventions, and facilitate, monitor, and evaluate student learning progress.	\$5,000	Y
The College and Career Coordinator will work with staff and students to facilitate college course participation, industry certifications, career exploration, and related CTE for all staff and students.	\$5,000	Y

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.]

Open Door Charter School is a dependent public charter school authorized by the Monterey County Office of Education (MCOE). As such, the Open Door Charter School teachers will quickly pivot from distance learning to in-person instruction or a Hybrid model while ensuring instructional continuity and minimizing pupil learning loss for all students. Transitioning from distance learning to in-person instruction or a hybrid model will be communicated in English and Spanish to students and stakeholders via phone calls, emails, and letters.

To provide continuity of instruction during the 2020-21 school year, Open Door Charter School teachers will continue their focus on each student's Individual Learning Plans (ILPs) and enrollment in online courses in OdysseyWare for the self-paced portion of the distance learning model. Student progress in these courses will be regularly monitored by teachers to ensure students stay on pace to complete the needed units within a predetermined time period. Open Door Charter School's distance learning program will consist of weekly or bi-weekly meetings between students and teachers with supplemental instruction and support provided via a virtual setting (e.g., Zoom). In addition to their OdysseyWare classes, students may participate in direct instruction from their teachers through the daily Zoom meetings or Google Classroom. The variety of opportunities to engage allows teachers and students to interact for both instruction and support purposes. When in-person instruction commences, students will continue with their OdysseyWare coursework and direct instruction from their teachers. Instruction and support will be offered in both synchronous and asynchronous settings. Daily engagement in asynchronous learning and attendance will be recorded in the student information system. If students are not appropriately engaged in their academic program, the teacher or administrators will communicate concerns via phone calls, text messages, emails, and virtual meetings (e.g., Zoom). The use of OdysseyWare, Google Classroom, Zoom, Virtual Job Shadow, North Western Evaluation Association (NWEA), Rosetta Stone, and FEV Digital Tutoring, students and teachers may smoothly transition from distance learning to in-person learning with minimal disruption.

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.]

Monterey County Office of Education Board Policy 6157 distance learning recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals during the COVID-19 pandemic. Board Policy 6157 further outlines that distance learning opportunities must be available to all students, including economically disadvantaged students, foster and homeless students, students with disabilities, and English learners and that students' access to technological devices and the internet must be evaluated, and technology devices (Chromebooks and Wi-Fi) may be loaned to students to use at home. Based on these guidelines, all Open Door Charter students will be issued a Chromebook, Wi-Fi hotspots, and access to all the digital learning tools. Teachers will be engaging with

students weekly and monitor access and connectivity. Any issues will be forwarded to the Data Coordinator and MCOE's Technology and Operations department for immediate resolution or replacement.

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.]

To effectively monitor student progress, daily work completion will be expected per the Open Door Charter School Independent Study Master Agreement. Students will be required to attend weekly teacher Zoom meetings, complete assignments from direct instruction and Google Classroom, and demonstrate acceptable progress in their assigned OdysseyWare classes. For direct instruction assignments, the teacher will evaluate work effort and completion, taking into consideration student needs, including English Learners, homeless and foster youth, and students with exceptional needs. Teachers will provide different ways for students to demonstrate their understanding of the standards and allow them to utilize strategies and technologies which fit each student's differing context and needs. Teachers will effectively monitor OdysseyWare assignments by accessing the OdysseyWare grade book. Additionally, many OdysseyWare assignments require review and grading by the teacher.

Teachers will keep weekly distance learning logs detailing student engagement. These logs will be used to monitor work completion and weekly participation in asynchronous instruction and identify and evaluate the time value of the coursework assigned. These logs will also be used by staff and administration to notify students, when necessary, and reevaluate the individual student needs and supports, including connections to health and social services, as needed. Teachers will enter weekly grades in Aeries, Open Door Charter School's Student Information System.

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.]

All Open Door Charter School staff have been provided with technological resources appropriate to their position and job duties. All teaching staff has received training in OdysseyWare, Virtual Job Shadow, FEV Tutoring, Zoom, Google classroom, NWEA, and the student information system. This training will be offered on an as-needed basis during the 2020-2021 school year. Technological support will be provided by designated staff and MCOE's Technology and Operations Department. Teachers will be able to request coaching support from Alternative Education's Special Education Coordinator, EL Coordinator, and College and Career Coordinator. Best practices for utilizing our digital learning tools will be discussed and developed at the Professional Learning Community (PLC) meetings scheduled throughout the school year. All MCOE and Alternative Education guidelines for distance learning, including grading and attendance, have been documented in the 2020-2021 Staff Handbook and reviewed at the All Staff meeting on August 4, 2020.

Survey results indicate that teachers and paraprofessionals wanted professional development on trauma-informed practices to offer wellness activities, promote health and safety, and enhance existing relationships with students. Initial training has been scheduled for August 26, 2020.

Staff Roles and Responsibilities

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

As a result of COVID-19 Alternative Education has had to adapt staff roles and responsibilities in the following ways:

- Teachers have a greater reliance and focus on OdysseyWare classes, Google Classroom, and Zoom meetings as instructional delivery models.
- Teachers are required to document weekly Distance Learning Logs detailing student engagement. Staff will use these logs to verify daily participation in asynchronous instruction and identify and evaluate assigned coursework to ascertain any student learning loss and needs.
- Teachers and administration are required to notify students about student progress and, when necessary, reevaluate the individual student's needs and supports, including connections to health and social services.
- Special Education resource teachers have adapted their roles by joining classroom Zoom meetings to monitor assigned students with IEPs, as well as meeting with them 1:1 via Zoom meetings.

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.]

To support students' needs, including English learners, foster youth, homeless youth, and students with exceptional needs, during distance learning, Open Door Charter School initially evaluates student resources to determine the need for Chromebook and internet/Wi-Fi services. Technology distribution is facilitated based on student needs.

All English Learners will be assigned a highly qualified teacher for integrated English Language Development. At the referral of a teacher, administrator, or if a student self-requests additional support, students can receive extra academic and language development support by a paraprofessional, intervention teacher, and a specialized curriculum. Instruction in the student's primary language is available if needed.

Staff may use available tools to translate the curriculum for the student from English to Spanish and Spanish to English. The teacher may use text to speech, highlight critical vocabulary development, allow for remediation coursework, and offer the customization of courses and media clips for visual supports for differentiation, and multiple modes of instruction.

Teachers will participate in Professional Learning Communities to collaborate on the best practices of integrated ELD and adapt curriculum using Universal Designs for Learning to ensure all students' needs are met. Teachers will review local test data using the NWEA diagnostic screening to determine where their students are in their language development and course sequence. This information is used to develop Individualized Learning Plans (ILPs) for using the online curriculum, OdysseyWare.

The universal screening will occur using the NWEA within the first three weeks of school. Teachers will review and analyze the results in their respective Professional Learning Communities and determine the next steps for instruction. Teachers will monitor student progress throughout the year with subsequent NWEA assessment and formative assessments within the coursework.

Students will receive additional one-on-one tutoring support through the FEV Online Tutoring system, and college and career readiness through the Virtual Job Shadow Program. Resource teachers and specialists will provide instruction via Zoom meetings, phone calls, and digital communication to their assigned students, as outlined in the student's IEP.

English learners (ELs) may have access to Rosetta Stone, which is offered online and adaptable to the distance format. The intervention teacher will receive specialized training from Rosetta Stone to support the development of language for the most at risk EL students.

Case managers for students with disabilities will collaborate directly with the General Education teachers and other support providers to ensure students succeed and continue to progress towards their IEP goals. Teachers will track engagement and review student engagement logs for the need to provide additional supports. Special Education teachers will provide monthly progress reports for adult students indicating student progress towards IEP goals. When necessary, teachers and specialists will hold a student study team with partner agencies to address concerns that may develop during distance learning with additional support and services.

Students, who are nearing completion of a diploma or those who desire concurrent enrollment with local community colleges, will be provided academic guidance by their teachers and the College and Career Coordinator. This support will include advanced educational opportunities to take college preparatory requirements and earn community college credit while being dually enrolled and earning credits towards high school graduation. Additionally, through OdysseyWare online learning, students can complete courses for additional requirements for college admission. Paraprofessionals are also available to assist struggling students via Zoom meetings virtually.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Open Door Charter School invested in technology for staff and students to allow a 100% digital distance learning platform, including hardware, software, internet connectivity, communication mediums, and cybersecurity.	\$10,000	Y
Open Door Charter School will provide professional development for paraprofessionals to build their capacity to support parents/student engagement and academic intervention through digital learning platforms.	\$5,000	Y

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.]

Open Door Charter School will focus on engagement and intervention to address learning loss due to COVID-19. Teachers will use a Distance Learning Log detailing student engagement and digital weekly engagement record, including student engagement with the teacher, performance on assignments, areas of concern, requested interventions, interventions attempted attendance and progress towards required credits. The school administrator and Intervention/EL/SPED Coordinator will monitor progress reports of students referred for intervention and evaluate the effectiveness of interventions.

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.]

Open Door Charter School will focus on student engagement using the following strategies:

- Support students in creating appropriate study schedules and identifying a physical space for learning from home during distance learning.
- Ensuring access to the school curriculum and instruction with the use of Chromebooks and hot spots as needed.
- Creating assignments to differentiate content for individual student groups.
- Providing individual assistance from paraprofessionals for any student who requests extra support.
- Responding quickly through various means of communication when a student is not engaging in the weekly or bi-weekly student/teacher meetings and completing assigned work.
- Providing numerous asynchronous learning opportunities for students who need flexibility for school schedules due to homelessness or other needs identified by the teacher or school administrators.
- Establishing academic baselines in the first three weeks of school using the NWEA diagnostic screening to support students' understanding of their academic performance and domain-specific needs.
- Distributing the Open Door Charter School student handbook that outlines additional supports, available to all enrolled students.

Open Door Charter School will use the following intervention strategies to support students who are English Learners, low-income, foster youth, students with exceptional needs, and students experiencing homelessness:

- Open Door Charter School will utilize digital learning platforms that support English Language development with tools available to have text defined, read aloud, and linked to supportive content.

- Students will be provided with headphones and other hardware when needed for distance learning.
- At their request, students will have access to instructional paraprofessionals online for tutorial support and academic assistance.
- Students who fail to show improvement on the NWEA measures of Language, Math, or Reading will be offered additional tutorial assistance through distance learning platforms from paraprofessionals, special education teachers, FEV tutoring, or specialists.
- Students with exceptional needs will be monitored for progress towards identified goals in Individual Education Plans (IEPs).
- Students with 504 accommodations will be supported for needs arising during distance learning, and modifications to accommodations will be made if needed.
- Digital intervention curriculum will be made available to all students at teacher discretion, including but not limited to FEV Tutoring, Readworks.org, Rosetta Stone, and ReflexMath.
- FEV tutoring will be made available by student request or teacher referral for individualized online 1:1 instruction for students. FEV tutoring is available 24 hours a day, seven days a week, for individualized instruction. Students may elect to receive tutoring in their preferred language and may upload an assignment or connect directly to OdysseyWare with an FEV tutor.
- Homeless students will receive ongoing support from the Alternative Education Homeless Liaison.
- The School administration will review the disaggregated data from the NWEA and student engagement logs to identify and respond to subgroups that are not progressing or at-risk during distance learning.
- Certificated staff will meet bi-monthly in Professional Learning Communities with a significant focus on student engagement and interventions.

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 teacher and school administrators will monitor services and supports for students. FEV tutoring will provide data to show student engagement and use of the intervention. Student academic performance, benchmark testing, grades, attendance, and credit acquisition will be monitored for improvement. Trends in weekly student engagement logs will be used in conjunction with team site meetings and student feedback to determine the effectiveness of learning loss strategies.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Open Door Charter School certificated staff and administration will monitor and evaluate weekly student engagement logs and will consider the needs of English learners, low-income, foster youth, and students experiencing homelessness first, by provide necessary interventions through additional tutoring staff, FEV Digital Tutoring, and Rosetta Stone.	\$5,000	Y

Description	Total Funds	Contributing
Open Door Charter School certificated staff, and administration will administer and evaluate <i>NWEA diagnostic and benchmark assessments</i> for students upon enrollment, and will use the data to closely monitor the progress of English learners, low-income, foster youth, and students experiencing homelessness. All students still enrolled at 90 days, will be given a post-test to measure growth and allow for targeted intervention and acceleration of instruction.	\$5,000	Y

Mental Health and Social and Emotional Well-Being

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

Open Door Charter School teachers and staff will check in with students weekly or bi-weekly to ensure academic engagement, school connectedness, well-being, and safety. Strategies used in virtual settings include providing structure and routine, maintaining ongoing communication through various means (video calls, one-on-one phone calls, sending emails, etc.), providing emotional check-in opportunities, and considering the impact of stress and trauma when assessing and supporting students. Open Door Charter School staff will receive training on trauma-informed practices to identify the difference between average levels of stress, chronic stress, trauma, and anxiety so they can determine appropriate interventions.

If the teacher feels a student is experiencing stress and trauma, the administration is notified, and support staff will contact the student to conduct a wellness check. If the wellness check reveals home life circumstances related to the COVID-19 pandemic, a support plan will be put in place appropriate to the nature of the student's situation. Teachers and staff can also refer a student to the Multidisciplinary Team. This team, which includes the Alternative Education Pupil Services Coordinator, meets bi-weekly to review referrals and organize and coordinate healthcare services to meet the needs of students with complex care needs.

For those students who may receive services from the Monterey County Probation Department, Children's Behavioral Health, and the Department of Social Services, school-issued computers may be used with video conferencing technology to allow continued 1:1 session with students in need of services, which are HIPAA and FERPA compliant.

To address the trauma and other impacts of COVID-19 on the school community, staff and students are directed to the MCOE website for information on mental health and wellness resources, coping with stress and anxiety and other county resources available, including the Substance Abuse and Mental Health Services Administration's (SAMHSA's) and the Disaster Distress Helpline. Mental health and wellness communication will continue to be enhanced and provided during the school year through school events, School Site Council, ELAC/DELAC meetings, phone calls, and mailings. Suicide prevention training is provided annually to students, and suicide prevention information is

available to students and parents in the Open Door Charter School Student Handbook, distributed at the beginning of each school year, and as students enroll. Additionally, Open Door Charter School staff have access to the Employee Assistance Program (EAP), which provides a range of different services and resources for addressing personal problems and concerns that interfere with employees' well-being and work performance.

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.]

Open Door Charter School's Independent Study instructional program is designed to promote, encourage, and encourage students' full participation. The vast majority of distance learning instruction will utilize Google Classroom and OdysseyWare. OdysseyWare is self-paced, allowing students to resume their class from where they last left off, no matter the number of days in between. Google Classroom retains all assignments and teacher instructions, etc. indefinitely, so a student returning from a period of absence can review and make up missed work. The requirement of weekly or bi-weekly Zoom meetings also affords both the teacher and student the opportunity to meet face-to-face for further assistance/explanations on missed days and assignments.

To engage students who might be at risk for learning loss, teachers and staff follow the guidelines outlined in the Open Door Charter School's attendance protocol. This attendance protocol is based on California Education Code (EC) 51747, Monterey County Office of Education Board Policy 6158, and the Open Door Charter School Independent Study Master Agreement, signed by both the student and teacher(s). Student attendance and achievement in an Independent Study model are directly related. Students are required to maintain a minimum of 80% attendance measured by the student's completion of assigned coursework. Each week, the teacher will assign five full days of coursework to the student. Students can follow up with their teacher, during the week, with questions about assignments or clarifying education materials. It is expected that all assigned coursework will be completed each week acceptably to receive attendance credit and maintain adequate coursework progress. Incomplete work will not be accepted. If assigned coursework is not completed or a student misses their assigned appointment, they may be removed from the program. Timely communication with the teacher and work completion is key to a student maintaining continuous enrollment.

The Open Door Charter School Attendance Protocol is documented in the 2020-2021 Student Handbook in English and Spanish and is provided to every student at the start of the school year. This attendance protocol outlines a tiered system of supports for improving attendance and providing comprehensive strategies designed to enhance student engagement at school while offering individualized preventive programs, interventions, and case management services in partnership with school staff and community service providers. Open Door Charter School's approach to student engagement through distance learning follows our already established Attendance Protocol and includes the following components:

TIER 1: Positive Attendance

Teachers enter positive attendance in the Student Information System (SIS) daily based on the Independent Study Distance Learning student requirements outlined in the Independent Student Master Agreement and the Student Handbook. These requirements include:

- Completing a minimum of 4 hours of schoolwork a day.
- Meeting with their teacher at least once a week for required one hour or more of specific appointment class time.
- Attending more than one day per week, if required for interventions or assessments.
- Completing and submitting assigned work at the meeting with their teacher.
- Participating in all state-mandated tests, which could require extra attendance.

TIER 2: First Failure to Participate per the Independent Study Master Agreement

The first failure to participate in the Independent Study Distance Learning student requirements stated above will result in the student being marked "absent." Teachers and paraprofessionals will continue contacting and documenting students who have not logged in, completed work assignments, and met the requirements of their weekly or bi-weekly student/teacher meetings. If, as a result of this contact, a wellness check reveals home life circumstances that prevent school participation, a support plan will be put in place that is appropriate to the nature of the student's situation. If, as a result of the wellness check, it is determined that the student cannot provide a viable reason for why the student could not participate or show proof of being actively engaged in the online learning for the particular day(s) in question, the student will be marked "absent" and provided the first notification that the student is not abiding by the terms of the Independent Student Master Agreement.

TIER 3: Second Failure to Participate per the Independent Study Master Agreement

The second failure to participate in the Independent Study Distance Learning student requirements stated above will result in the student being marked "absent." Teachers and paraprofessionals will continue contacting and documenting students who have not logged in and meet their weekly or bi-weekly student/teacher meeting requirements. If, as a result of this contact, a wellness check reveals home life circumstances that prevent school participation, a support plan will be put in place that is appropriate to the nature of the student's situation. If, as a result of the wellness check, it is determined that the student cannot provide a viable reason for why the student could not participate or show proof of being actively engaged in the online learning for the particular day(s) in question, the student will be marked "absent" and provided the second notification that the student is not abiding by the terms of the Independent Student Master Agreement and is in jeopardy of being removed from the program.

Teachers and paraprofessional will also implement the following distance learning strategies to support student engagement:

1. Helping students develop new routines and strategies, i.e., scheduling work and break times, setting goals, creating a checklist, finding a quiet space to work, etc.
2. Reinforcing expectations for student engagement, including participation and work completion.
3. Teaching students how to access class information and use technology.

4. Being consistent in organizing and presenting class materials.
5. Keeping directions simple and making sure lessons are relevant.
6. Consistently checking student progress to find out where they are excelling and where they need more practice.
7. Incorporating social/emotional learning into distance learning to help students manage emotions, anxiety, stress, and trauma.
8. Maintaining positive relationships with students is essential, especially during distance learning. Teachers will establish office hours by phone, mail, or text to answer any questions from students, in English and Spanish.
9. Teachers and paraprofessionals will do frequent check-ins with students who are struggling, including wellness checks. Documentation on how to deal with trauma and stress and how it affects learning will be available in English and Spanish.

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.]

Open Door Charter School is not required to provide lunches for adult Independent Study students since they do not attend school for 240 minutes a day. Open Door Charter School staff will provide information about meals for students 18 years old and younger in case the adult students have children who could benefit.

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	Open Door Charter School has established a tiered distance learning attendance policy to focus on monitoring English learner, low-income, foster youth, and students who are experiencing homelessness. Staff will monitor this information through the Student Information System on a daily and weekly basis, and can then refer students to appropriate interventions/supports.	\$5,000	Y
Distance Learning	Open Door Charter School will increase the staff capacity through professional learning communities on a bi-monthly basis to focus on student engagement and interventions for English learner, low-income, foster youth, and students who are experiencing homelessness.	\$5,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5%	\$5,000

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.]

Due to COVID-19, Open Door Charter School recognizes that foster youth, English learners, and low-income students experience an array of challenges, are at a higher risk for trauma, drop out of high school, lack stability, and significant mental health issues. As a result, Open Door Charter School will prioritize the needs of these students as noted below:

English Learners (EL):

Monitoring and coordinating the EL program are critical to the successful implementation of a high-quality instructional program for EL students. The EL program will be the EL coordinator/administrator's responsibility and includes implementing, monitoring, and evaluating the program. Each English learner will be placed in an appropriate instruction program, and their progress will be monitored and tracked. Additionally, the EL program will be audited to ensure compliance with State and Federal mandates. The EL coordinator/administrator will ensure effective delivery of the EL instructional program by conducting classroom observations, reviewing student engagement logs, analyzing benchmark testing, and providing feedback to teachers.

Low-Income Students:

Open Door Charter School has strong relationships with community partners who support our low-income students and families. Open Door Charter School administrators and coordinators work collaboratively, on a bi-monthly basis, with Monterey County Health and Human Services, Monterey County Children’s Behavior Health, and the Monterey County Department of Social Services. This collaboration allows us to connect students and their families to services and resources provided by these organizations.

Foster Youth:

Open Door Charter School supports the educational needs of foster youth through collaboration with the Monterey County Office of Education Foster Youth Services Coordinating Program (FYS). The FYS program provides numerous professional development opportunities for the Open Door Charter School staff. Tutoring, through the EpiCenter, is being made available to all foster and homeless youth.

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

The Open Door Charter School services to all unduplicated students will include the following:

- Screening, assessing and implementation of mental health services
- Additional technology, including but not limited to, Chromebooks and Wi-Fi
- Weekly individual student check-in meetings
- Increased professional development and virtual training for all staff
- Other opportunities for tutoring, via FEV Tutoring and the EpiCenter
- 1:1 tutoring with primary language support available in Spanish