



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Pathways Academy Charter School - Adult Education (PACSAE) delivers online dropout recovery programs for grade levels 9 - 12. As a result of the flexibility of our online program, the Governor’s “Safer at Home” order, PACSAE’s online programs continued to be available to students without disruption. The educational impact of the “Safer at Home” order on students and families has been minimal. Our core curriculum is aligned to California’s academic content standards. Our highly qualified teachers review student work online, give feedback, and virtually support students through weekly meetings by phone, email, instant message, and/or Google Hangouts.

We have made great strides to increase student achievement, while offering a personalized learning experience that serves the diverse needs of our adult student population. Pathways Academy Charter School-Adult Education (PACSAE) delivers quality online content with highly qualified teachers. Students can access their courses 24/7, working at their own pace to finish their high school diploma. Students receive weekly outreach from a teacher and have access to teachers via phone, email, text message or instant message.

Each student receives a personalized learning plan from their teacher with the courses to meet graduation requirements. Students also get college and career counseling to help them towards their postsecondary goals. Typically, the Pathways Academy Charter School – Adult Education students arrive extremely credit deficient, seeking a high school diploma. More than 70% of our students meet the at-risk/at-

promise categories. Once enrolled in our school, monitoring student progress and providing support and interventions to keep students on track for graduation is our focus.

Governing Board Public Hearing held September 10, 2020

The agenda was posted 72 hours with information concerning the location of the LCP draft on the school website prior to the meeting.

Governing Board meeting for Adoption of Plan September 14, 2020.

Stakeholder Engagement

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

The LCP plan was shared via email to teachers, classified staff, and OCYC community partners so that they could review the plan and have opportunity to provide input. A follow-up PACSAE team meeting with teachers and classified staff, and OCYC community partners was held to get feedback/input. Teachers were required to forward the LCP plan to their students with instructions to communicate any input to the Executive Director.

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

All stakeholders were notified of the opportunity to virtually participate. This Public Hearing date with the virtual access information was posted 72 hours prior to the meeting and communicated via email and through teacher and student meetings.

The Governing Board held a virtual Public Hearing for the Learning Continuity and Attendance Plan September 10, 2020

The agenda was posted 72 hours with information concerning the location of the LCP draft on the school website prior to the meeting.

The Governing Board held a virtual meeting for the adoption of the Learning Continuity Attendance Plan September 14, 2020

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

The feedback received was favorable and supportive. There was no specific input other than the plan represented the PACSAE program well.

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

Pathways Academy Charter School's Learning Continuity and Attendance Plan was developed based on our school's needs assessment and focused on providing our students with support to successfully complete their education plan.

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.]

Pathways Academy Charter School - Adult Education is a non-classroom based charter; however, at Pathways Academy Charter School - Adult Education, in addition to regular phone and email communication with parents and students, teachers meet virtually with the student at least once every 20 school days. During this meeting, the entire body of student work is reviewed and evaluated by the teachers. Not only do the teachers review the work submitted, but the teachers will engage in conversation with the student, asking about reading assignments, quizzing students on math standards, in an effort to determine what the student knows, still needs to know, what is interesting to the student, and/or where intervention is required. Teachers also use online tools to communicate and share information with their students.

Pathways Academy offers a multitude of free online learning courses which students can access for learning in our award winning Edgenuity curriculum. Additionally, students are encouraged to use education-based YouTube, etc. to assist them and enhance their learning experience when needed and/or desired.

Personalized Learning Plans and Core Curriculum

PACSAE utilizes Edgenuity online curriculum to deliver quality online content with Highly Qualified Teachers. Students can access their courses 24/7, working at home at their own pace to finish their high school diploma.

Students receive weekly outreach from their teacher and have access to content teachers via phone, virtual classroom, email or text message. Our core curriculum is aligned to California's academic content standards. Teachers review student work online, give feedback, and virtually support students throughout the week by phone, email, text message, and/or Google Hangouts.

Assessments

Pathways Academy Charter School - Adult Education remained opened and as a result student learning continued to be assessed and implementation of intervention strategies were provided. Students take diagnostic assessments in Edgenuity at the beginning of each course and throughout to assess understanding. Students identified as having learning gaps via prescriptive testing are provided with targeted support and monitoring to address the identified skills gaps. Teachers continue to grade, give feedback, and support students virtually throughout the week as they regularly do in our model.

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

Description	Total Funds	Contributing
<p>Pathways Academy Charter School - Adult Education hires content area specialists in the core subject areas to provide individual one-on-one targeted instruction to students. In addition to the teachers duties to academically support their assigned students, any PACSAE student that requires specific instructional support in a specific subject, has access to the content areas specialist teacher.</p>	<p>\$127,234</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.]

Pathways Academy Charter School - Adult Education (PACSAE) delivers online dropout recovery programs for grade levels 9 - 12. During the Governor’s “Safer at Home” order, PACSAE’s online programs continued to be available to students without disruption. Teachers of Record (TOR) meet with students weekly for virtual meetings using Google Hangouts, phone, email, and text messages. Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan.

PACSAE utilizes Edgenuity online curriculum to deliver quality online content with Highly Qualified Teachers. Our core curriculum is aligned to California’s academic content standards. Teachers review student work online, give feedback, and virtually support students throughout the week by phone, email, text message, and/or Google Hangouts.

With a focus on promoting student access to curriculum and continuity of instruction, PACSAE teachers engage students during one-on-one collaborative meetings and the review of their students' coursework. Engaging students by including them in setting personal academic goals and coaching the student to determine and set strategies that they feel best works for them to reach those goals is the first step. During the teacher and student meetings checking for understanding to get a feel for whether or not the student is truly ready to set off on their own to self-regulate their progress before ending a meeting is done. Utilizing this Universal Design for Learning process allows the teacher to determine if there are supports the student may need to accomplish the goals they have set. Moreover, supports that include one-

on-one check-ins occur so that the teacher touches base with the student concerning how they feel they are doing in reaching their goal and an opportunity to collaborate and review topics that might aid in re-engaging the student and motivating them to delve deeper into the topic for a clearer understanding and mastery. Teachers also assure the student that they are available at any time the student may feel he or she needs help along the way. This type of collaboration provides support for all students and all student groups and gives the teacher the opportunity to ensure that their students have access to the curriculum and interventions as appropriate.

English Learners: The Edgenuity ELL curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to students/parents/guardians of English Learners upon request. During virtual student and parent learning period meetings with teachers, it is an opportunity for collaborative work for connecting and condensing ideas, expanding and enriching ideas as needed. Moreover, it is an opportunity for teachers to provide additional ELD support with the use of SDAE strategies to make learning accessible and comprehensible. The teacher and student meetings also serve to build strong educational relationships.

All students are provided with required technology to access instructional resources regardless of where they are. If needed, Homeless and Foster Youth students are provided laptops to ensure that there will be no barrier or disruption of their continuity of learning. The Homeless liaison attends trainings hosted by SDCOE and community and state organizations. This information is shared with the staff in weekly team meetings and in weekly one-on-one director/teacher meetings to address the needs of our students. Our homeless liaison and our teachers of record communicate with wrap around community service providers whenever possible to develop a multi-tiered level of support for student success in school.

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.]

PACSAE provides laptops to all students, as needed. Students have access to the digital devices and the internet service they need to complete required schoolwork. The base curriculum used by PACSAE is from Edgenuity and is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. Technical support is available virtually, and when necessary replacement technology is arranged via shipping.

Every morning the teacher of record logs on to the platform. Teachers grade work that has been submitted by the student, reviews work that has been graded by the platform and makes note of students that have not attended in the previous 24 hours. The teacher then reaches out to the student and parent of minor students, or to the adult student by text, email, and/or phone to check on their social emotional welfare and check on their ability to connect with the platform and the teacher to complete assigned work.

Through ongoing teacher communication with students, we ensure that 100% of our students have access to devices and connectivity to support distance learning.

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.]

Because of our flexible and unique model, PACSAE remained open and continued academic and instruction services during the pandemic. Teachers continue to do weekly wellness and academic checks through regular communication via phone, email, texts, and virtual meetings.

Regular attendance is very important to the success of our students and our school. ADA is calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. Each student's course activity is recorded by the online platform or by the submission of the offline curriculum assigned by the teacher. The supervising teacher assesses the time value of student work to determine attendance. At regular scheduled weekly meetings student completed work is reviewed and discussed. The assigned teacher of record assesses the student's work to determine whether the time value amounts to a full day of work.

Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant course feedback through the Edgenuity online program.

The Master Agreement is the contract between Pathways Academy Charter School - Adult Education and the student, parent/guardian, supervising teacher, and other responsible persons. The agreement documents the course of study, curriculum, and the time, manner, and frequency of the student's meetings with the faculty. It is updated and signed annually.

Pathways Academy Charter School - Adult Education provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than in a traditional school. However, as a provider of public school education, PACSAE complies with state attendance regulations. Students of PACSAE are required to attend and participate in their courses as they would in any other school setting. A student who fails to be active, including submitting assignments, within each course, for a period of three (3) or more days will be contacted by the teacher. When the teacher contacts a student because of absences of 3 days or more the teacher then takes information gathered to begin a series of progressive interventions designed to address the concerns identified and improve student attendance.

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.]

Our teachers are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families.

Teachers participated in the SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice: September 25, 2020.

The PACSAE Homeless Liaison participated in the SDCOE Homeless Liaison Training: McKinney Vento 8-05-20

Staff Roles and Responsibilities

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

To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Google Hangouts are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. The Director does wellness check-ins with teachers and staff during weekly meetings. Pathways Academy Charter School - Adult Education remained opened and as a result staff roles and responsibilities did not change. Teachers continue to do weekly wellness and academic checks through regular communication via phone, email, texts, and virtual meetings. The Director is the designated COVID-19 staff liaison - contact information is provided to all stakeholders. The COVID-19 liaison will inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms.

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.]

Each student has a flexible personalized learning plan that is developed collaboratively between the teachers and students. Each student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers to determine goals, select a high school path, and create a graduation plan.

School leadership attends webinars hosted by CDE, SDCOE and other organizations to stay current with information, trends and best practices to serve all students, including EL's, Homeless, Foster Youth and low-income students. Edgenuity ELL curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities and supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners upon request.

The supports for pupils with unique needs are built in to the everyday operation of Pathways Academy Charter School - Adult Education (PACSAE). Because PACSAE remained open, there were no additional supports that are required. PACSAE reviewed the needs of students with IEPs and provided their services virtually.

Teachers monitor student social emotional well-being through weekly wellness and academic checks through regular communication. Communication of community resources are made as needed/requested.

PACSAE is well below the 15% English Learner enrollment threshold for providing oral and translated communication; however, PACSAE does provide translation as requested.

Regularly scheduled teacher's meetings provide PACSAE with information concerning student wellness and access to online curriculum.

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

Description	Total Funds	Contributing
Professional Development SDCOE Homeless Liaison Training: McKinney Vento 8-05-20 SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice 9-25-20 Edgenuity and Student Information System professional development provided teachers and staff with training on the use of the programs to monitor student progress and identify the proper tools to use for providing student intervention/support.	\$3,000	Yes
Technology to access instruction provided as needed.	\$5,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Needs Assessment

Students complete assignments, quizzes, and tests as required through their Customized Instruction Course outline. Student performance is evaluated through collected work samples and are used to measure and observe progress and verify attendance.

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. At this time, PACSAE has one adult English Learner enrolled that speaks and reads English; however, translated curriculum and documents can be provided as needed. PACSAE staff participated in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services. The Director participated in Leadership meetings focused on COVID-19 updates and plans and shared information during staff virtual weekly meetings and individual check-ins.

PACSAE Special Education students have the services and attention needed to be successful academically and emotionally. Following social distancing criteria, our Special Education team meet more often than legally required via phone and/or Google Hangouts to ensure students are receiving the services in their IEP's. We implement this heightened attentiveness to all student groups. Based on our enrollment

and needs of our at-risk students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development.

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.]

Pathways Academy Charter School - Adult Education includes computer-based prescriptive assessments. These assessments, which are administered every time a student begins a course are used for immediate diagnostic results to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity computer based prescriptive assessments are given to students to determine student progress, growth, and to identify areas of concern.

At Pathways Academy Charter School - Adult Education, teachers work closely with students and parents through electronic and verbal communication by keeping them informed of student assessment results. At Learning Period meetings, teachers and parents and students discuss areas of strength, areas of improvement, and set individual goals to help students continue to be successful throughout the year. Teachers provide individualized guidance on the implementation of curriculum and suggest strategies to the student and parent to further support the student's learning. If concerns about progress arise on the part of the parent, student, or teacher, a teacher can initiate a Student Success Team Meeting where goals are set and various relevant interventions are discussed and implemented. Struggling students are frequently monitored by their teacher to ensure ongoing progress throughout the year. Formative and summative assessments are used to assist teachers in aiding their students' growth and progression in each course of study. Teachers use the results of these assessments to develop a course of action that is specific to each student and address any area that requires additional support or acceleration.

During each Learning Period meeting, teachers evaluate student progress towards state standards and offer support when needed. The teachers then work with the student and parent to create assignments which help the student meet any state standards not yet addressed. In addition, EL students, using ELD curriculum, are monitored to make sure that they are progressing properly and are provided additional assistance as needed.

The staff strives to foster student learning by partnering closely with students and parents and offering ample support. Students who have an Individualized Education Plan are provided an annual IEP meeting with the Special Education Team. They also benefit from the support of their teacher throughout the year who can reach out to the Special Education team if any questions or concerns arise. Pathways Academy Charter School - Adult Education is committed to serving all students, including those with special needs. Special education and related services are available at no cost. The school partners with the Sonoma County Charter SELPA, and for students without identified special needs who are experiencing academic challenges, and implements a multi-tiered approach to supporting students through the SST (Student Success Team) process by providing research-based supports/interventions at various levels based on each student's needs within the general education environment. At any point, if parents/guardians and students or the school team have concerns regarding a student's

academic progress or suspect that a disability is impacting a student's ability to adequately progress within the general education environment, they are encouraged to begin the process of seeking the avenues to best support the student.

Pathways Academy Charter School - Adult Education has procedures in place to support students who may be struggling, not only academically, but socially and emotionally, as well. Teachers refer students to trained personnel who are trained to identify potentially concerning behavior and refer families to the appropriate local resources to support them. Pathways Academy Charter School - Adult Education students also receive support regarding post-secondary goals, including community college opportunities, 4-year college options, and technical and trade schools.

Additionally, Pathways Academy Charter School - Adult Education partners with WIOA organizations that are designed to offer social and emotional support on all levels.

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.]

To address the specific needs of our low-income, foster, and homeless students and learning loss, the school will ensure the students have the materials needed to complete their personalized educational plan.

PACSAE utilizes computer-based prescriptive assessments. These assessments, which are administered every time a student begins a course are used for immediate diagnostic results to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edgenuity computer based prescriptive assessments are given to students to determine student progress, growth, and to identify areas of concern.

The school will ensure that the IEPs account for the delivery of education, including contingencies for pivoting in and out of distance learning. Pathways Academy will work to ensure every student has access to their grade-level standards and makes progress in their education. The IEP team will meet and work with the families to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access.

The school will provide ongoing communication with families and will encourage connectedness and support, particularly for families who may be in crisis. A collaborative ongoing discussion about an appropriate path forward for each student, given each student's unique needs and circumstances, will take place to ensure equitable access along with an offering of FAPE for students with disabilities.

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

Description	Total Funds	Contributing
Pathways Academy Charter School - Adult Education hires content area specialists in the core subject areas to provide individual one-on-one targeted instruction to students. In addition to the teachers duties to academically support their assigned students, any PACSAE	see in-person instructional offerings	Yes

Description	Total Funds	Contributing
student that requires specific instructional support in a specific subject, has access to the content areas specialist teacher.		

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.]

During this time of “Safer at Home” restrictions and social distancing, attention to social emotional well-being of our student groups is heightened. Teachers do weekly wellness and academic checks through regular communication with students and families. Correspondence via email, texts, and virtual meetings using Google Hangouts are utilized to inquire on the social emotional health of each student and to communicate connections to community resources.

Communication Plan: To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Google Hangouts are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. The Director does wellness check-ins with teachers and staff during weekly meetings.

Professional Development:

Life-saving suicide prevention training for school communities (AB1808): August 2020

Keenan Safe Schools: Youth Suicide Awareness, Prevention and Postvention: September 2020

Pupil 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.]

Teacher Qualification

Our teachers are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms.

Communication Plan

To maintain regular communication with students and families, weekly teacher correspondence for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. The Director does wellness check-ins with teachers and staff during weekly meetings.

At this time, PACSAE is below the 15% English learner threshold that requires the translation of all communication; however, any form of communication that may require translation or a translator is available as needed. The progress of all our students, including English learners, are of great importance; therefore, the ongoing regular check-ins with our English learner student to ensure that the student is engaged in the completion of the assigned coursework is monitored.

Reengagement Strategies

PACSAE maintains and adheres to robust attendance and adequate progress policies. Students who fail to abide by the school attendance policy are monitored and counseled to receive support as needed to improve attendance.

Progress Monitoring

PACSAE uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains.

Special Education

Students in the PACSAE special education program continue to receive services per their IEP. Any student with face-to-face services were offered virtual services or compensatory education via an IEP meeting with all team member input. The SPED teams have also engaged in virtual testing, where appropriate, to continue to meet timelines.

PACSAE is committed to providing ongoing support to our students and families during the COVID-19 pandemic.

PACSAE recognizes the importance of identifying community resources that would support the needs of our students and families. We have continued to connect community services such as child care, food sources, health care, and employment opportunities.

1. Identification of known programs that remain open during this time as well as community resources developed in response to COVID-19 and available to Essential Workers.

2. Resources are communicated during student and parent meetings as requested.

*As needed, we provide to Essential Workers in our school community, important information such as: County of San Diego's Child Care , and SDCOE's Emergency Child Care Toolkit. These resources are updated weekly to reflect the latest open childcare slots by zip code.

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.]

Pathways Academy Charter School - Adult Education (PACSAE) is a Non-Classroom Based charter school, and as such does not operate a meal program. However, with the closure of businesses and families being out of work, we realized the need to communicate the availability of community food resources. Communication of all resources, including food, is made during teacher weekly check-ins as well as via our partner agencies (OCYC and HarperRand). CA Parent and Youth Helpline provides support and resource referrals during the COVID-19 pandemic (call or text 1-855-427-2736) for services in English, Spanish and other languages.

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
29.41%	\$39,468.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The strategies are available for all students; however, they were created with the foster youth, EL, and low-income students at the forefront of the decision-making process. The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

When a teacher of record, student or parent identifies a need for additional instruction in a core subject area, a meeting is arranged between the student and the content area specialist to provide personalized and targeted instruction to meet the student's needs. In addition to the teacher's duties to academically support their assigned students, any PACSAE student that requires specific instructional support in a specific subject, has access to the content areas specialist teacher.

The at-promise student population is at a higher risk of not having the needed technology to access online learning, therefore, the school will provide devices to foster youth, English learners, and low income student as needed.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to mitigating learning loss and supporting students in their academic achievement.

Our teachers are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families.

Professional Development to ensure that we are current with research based best practices and meet state and federal requirements:
SDCOE Homeless Liaison Training: McKinney Vento 8-05-20
SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice: September 25, 2020.
Keenan Safe Schools: Youth Suicide Prevention Awareness, Prevention and Postvention: September 2020
Edgenuity and Student Information System professional development/training on the use of the programs to monitor student progress and identify the proper tools to use for providing student intervention/support.

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

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to mitigating learning loss and supporting students in their academic achievement.