

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.]

Journey School closed on-campus operations on March 16th 2020 and transitioned to a “Distance Learning” program for all students enrolled in Kindergarten-8th Grade. This closure continued through the remainder of the school year. The school’s primary goal during “distance learning” was in supporting our students’ social-emotional health during closure. “Distance Learning” was designed to ensure a healthy daily rhythm that included high quality academics with ample time in nature and adequate exercise. The Distance Learning program was driven primarily by ZOOM, Google Classroom and Parent Square. These three technologies helped to support effective communication, collaboration and a continuity of education for each student.

In planning for the 2020-21 school year, Journey designed a variety of options for families including a continuation of “distance learning” and several in-person learning models on campus using cohorts to ensure social distancing measures. We have designed a remote learning program to be a vast improvement from our “distance learning” model developed in spring of 2020. The remote learning model is compliant with the state guidelines and we are currently procuring technology as fast as we can to support those efforts despite supply chain challenges worldwide.

In-person learning is also a priority of the school and we are working diligently in planning a return to campus that will be safe for employees and students.

Stakeholder Engagement

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

Administrative staff engaged parents, board members, teachers, office staff, students, and other key stakeholders in multiple input sessions, forums, surveys, and meetings. Messages and updates were disseminated on an ongoing basis through school newsletters, website updates, teacher and room parent messages as well as Journey’s automated phone messaging system.

Feedback was collected and used to inform the creation of the Learning Continuity and Attendance Plan. Specific stakeholder engagement activities included the following:

- **Board:** COVID-19 and reopening was discussed during administrative updates to the board and as stand alone agenda items on at several board meetings through spring and summer 2020, providing opportunity for input and public comment.
- **Executive team:** Administration held weekly staff meetings to sort data and develop creative solutions.
- **Faculty and Staff:** Interested faculty and staff participated in a reopening committee to help design programming for the 2020-21 school year. Journey Teacher Association and Journey School are also continuing to negotiate language and agreements as well and so the this plan is subject to change.
- **Parents and Community:** Journey School parent body provided input during various meetings listed above and through a variety of surveys. Further, Journey's Parent Association—known as Parent Cabinet met with Administration at length on a monthly basis to provide critical input and ideas.
- **Capistrano Unified School District (Authorizing Agency):** District employees meet with Journey administration often and provide input through the oversight process.

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

Public meetings and public hearings were held in accordance with the Brown Act. An agenda was posted on the school’s website and on the school campus 72 hours prior to meetings. The agenda included meeting information and login details for remote participation. The school currently uses the ZOOM platform for hosting remote meetings.

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

Board: Board members listened to public comment and provided direction for the school in reviewing and discussing planning efforts, processes, data, and procurement of resources to ensure COVID-19 precautions were in place in the event of on campus learning and technology to support remote learning efforts.

Executive team: Reviewed input from stakeholder groups and strategized a course forward that would be consistent with the mission and vision of the charter and compliant with state mandates and health guidelines.

Faculty and Staff: Provided feedback an input on technology use, curriculum support, lesson design (asynchronous vs. synchronous learning), and work expectations. Journey Teacher Association and Journey School are also continuing to negotiate language and agreements as well and so the this plan is subject to change.

Parents and Community: Provided feedback on health guidelines (ie: Mask use vs. no mask use), remote class schedules/time online, and a general desire to offer on-campus instruction as an option for learning during the 2020-21 school year.

Capistrano Unified School District (Authorizing Agency): Provided feedback and support on site improvements in anticipation of resuming on campus learning.

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

Stakeholder input identified important areas of focus for improved student and school success during remote learning and on campus options for the 2020-21 school year, including: procurement of curricular resources, technology devices and teaching tools, expectations of student behavior and decorum online, and lesson design to include a variety of asynchronous vs. synchronous learning opportunities. The priorities that were shared by stakeholders, which were compliant with state mandates and current health guidelines, were considered and have been incorporated into this 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.]

The following program options, scenarios or instructional models are continuing to be developed and refined for rollout. However, Governor Newsom announced in mid-July some limits on school reopening tied to county watch lists, generally prohibiting schools in most of California’s counties from physically reopening until COVID-19 infection rates subside. On 8.23.20, Orange County was removed from the watchlist and placed on a 15 day monitoring list. At this time, Journey School will still start the 2020-21 school year with all students learning remotely. The school is preparing for potential shifts in instructional model to in-person learning if conditions remain safe to do so. In that event, the school will offer flexibility for families to remain in remote learning and we will continue to use Google classroom in both in-person and remote learning, allowing students at home to participate in instruction synchronously with students who are learning in-person on campus. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full remote learning model due to public health conditions or other factors. An overview of these models can be reviewed below.

Option A – “Typical” on-campus learning. While this will not be possible until the Governor’s “Stay at Home” order becomes obsolete and we enter Phase 4 of California’s “Resilience Roadmap”, the school continues to plan precautions and instruction for that eventuality.

Option B – Continuation of Remote Learning (at home) for those students who are at risk or wish to take a precautionary stance in returning to in-person instruction. Parents will be able to opt into this model at any time, which will run concurrently with Option A and/or C, as long as we are provided flexibility as a Charter school in offering unique programs in response to the COVID-19 pandemic. Additionally, this program may be required as a result of COVID exposure and/or diagnosis in our school community once we resume in-person learning.

Option C – Hybrid Learning Program I and II

(Hybrid I: A mix of in person learning and remote learning **FROM** home)

(Hybrid II: A mix of in person learning and remote learning **ON** campus)

The hybrid instructional model, to include some “in-classroom” learning and some remote learning (which may happen on or off campus) is being considered to support in-person learning while also ensuring social distancing on campus through use of cohorts, consisting of 11-14 students. Cohorts will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. This scenario, while intended to support social distancing inside classroom buildings, will provide a rigorous and complete education. Additionally, maintaining smaller groups of students will help to mitigate the spread of COVID-19 and allow for quicker contact tracing if someone becomes ill with COVID-19.

There are two possibilities embedded within the hybrid learning model for parents to consider, all of which will ensure that students are inside their classrooms learning directly from their teacher multiple times each week. The remaining days in a given week will be remote learning days, which may occur at home or on campus (supervised by paraprofessionals). In other words, parents will have two choices identified by Hybrid I and Hybrid II as defined above.

Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in remote learning to participate simultaneously with students who are attending in-person. This will also provide students live and direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This also provides students the opportunity to re-watch instruction for further clarification if necessary.

During times of the week when all students are engaged in the remote learning model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports may include office hours for students and family, small group instruction and intervention services.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Disposable and/or cloth face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and essential visitors entering schools sites are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	6,000	N
Hand Washing and Hand Sanitization: Stations for washing hands and/or sanitizing hands	39,838	N
Increased supplies of anti-bacterial soap and hand sanitizer (greater than 60% alcohol) and disposable towels	10,000	N
Health Office Supplies and Materials: Thermometers to screen student temperature, gloves and PPE and additional isolation supplies to respond to students or staff who display any signs of illness.	5,500	N
Health screening technology to support health screenings for students, staff and essential visitors entering campus	20,000	N
Signage, Posters, and Floor Decals: Visual cues throughout the school to maximize social distancing and other precautionary measures as sated in the schools' safety plan. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	5,000	N
Custodial Support: Staffing to ensure a high standard of maintenance and cleaning and disinfection of high touch areas, bathrooms, classrooms and office spaces.	62,400	N
Custodial Supplies: Increased supplies for cleaning and disinfecting the campus.	20,000	N
Custodial Equipment: Purchase of specialized equipment for disinfecting the campus.	15,000	N
Purchase of air filtration devices to improve air quality in classrooms and office spaces	10,000	N
Increased use of ventilation systems and filtration devices throughout the day and night as needed to support healthy air quality	19,200	N
HVAC filters: District (Journey is a leased school site) will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice and as stated in the facilities use agreement.	3,600	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	1,000	N
Individual Supplies: Additional supplies to limit the number of individuals using shared objects	30,000	N
Technology: Purchase of additional technology to support hybrid learning models, including hotspots, laptops, document cameras, recording technologies, and instructional delivery platforms.	112,873	Y
Creative outdoor learning centers: Equipment and structures required to create adequate outdoor classrooms and learning stations	66,000	N
Installation of fences and gates on campus to limit campus entry points and general access to campus.	6,000	N

Description	Total Funds	Contributing
Additional staffing, teachers and paraprofessionals, to support Hybrid learning on campus.	200,000	Y
Additional curricular resources to support the transition into hybrid models.	20,000	Y
Professional development for staff (Cleaning, safety protocols, technology, curriculum and instruction)	12,000	N

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.]

Journey School has developed a high-quality remote learning program that will offer students a prescribed and predictable school day. Teachers will use ZOOM or Google meet to provide daily live instruction and Google Classroom and Kami to organize their classes, assign and collect schoolwork. Pacing guides will be developed by grade level teams and reviewed by administration periodically to ensure adequate progress towards completion of all grade level standards should remote learning continue through the entire school year. Students will experience common curricular resources, rhythm of assessments and expectations across the grades.

The student day will be a combination of synchronous learning, asynchronous learning and independent practice. Synchronous learning will be live, interactive and virtual whereas asynchronous learning may include access to recorded content and instructional activities to be completed independently. Independent practice may be assigned where necessary to reinforce skills, an example of this may be homework.

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.]

As Journey begins the 2020-21 school year in a full remote-learning context and prepares for the possibility that much of the school year may need to occur via remote learning, it is imperative that students have access to devices and internet connectivity.

During the spring school closures, Journey School distributed Chromebook devices to families on a per request basis. In planning for the fall, Journey distributed a technology and needs assessment. Given the response rate and requests received, Journey has purchased and prepared sufficient devices to supply all those in need. This includes preparations for incoming students and any continuing students who are in need.

Journey partnered with Hubbl to equip students with hotspots ensuring the internet connectivity needed to access remote curriculum and instruction. Additionally, the school recently purchased MacBook, Chromebooks, and keyboards to support technology requests.

Journey School will continue to assess needs as the situation evolves and will ensure, to the extent possible, that all students have technology required to access curriculum and instruction.

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.]

Instructional minutes delivered during the remote learning or hybrid models will utilize a combination of synchronous and asynchronous learning, scheduled in strategic chunks to include whole-class, small- group, and independent activities. Students will be required to participate, and attendance will be taken. Participation will be measured by work completion through synchronous and asynchronous learning opportunities and observed engagement in synchronous lessons.

Teachers will assess student progress using a combination of formative assessments and frequent check ins to gauge understanding during a given lesson and/or unit of study. This information will allow a teacher to identify specific student needs' and trends among the class so to determine the course future lessons may take in differentiating, reteaching, practicing, or moving on to subsequent lessons.

Teachers will also use periodic “diagnostics” once per month to analyze participation and progress. Results may help to guide lesson planning and possible decisions to initiate tiered supports for those students demonstrating significant gaps in a specific skill or larger content area.

Teachers will also complete daily attendance and weekly engagement/learning logs. This data will be communicated with administration, students and parents on a regular basis, particularly as it relates to students' learning goals and student progress. Not only will this provide students and parents/guardians important information about participation and progress, but it will also support effective partnership that enable students and parents/guardians to provide teachers important feedback and information as it relates to their learning.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff training will be provided in 4 main areas as we move into the 2020-21 school year.

- 1.) Equity, access, and inclusion: Both in lesson design and content of the lessons consistent with the school's commitment in developing cultural proficiency and furthering social justice efforts.

- 2.) Learning Management Systems: Training for all teachers in Google classroom and Kami (PDF annotation, student feedback and grading system).
- 3.) Instructional Tools, Curriculum and Strategies: Training for all teachers in using ZOOM, Google Meets, balancing asynchronous and synchronous learning, online procedures and policies, and supplemental curricular resources.
- 4.) Health and Safety: Training for all teachers in COVID-19 precautions, procedures and safety plans on campus.

Staff Roles and Responsibilities

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

Employees whose normal work duties have been significantly impacted by the school closures and related absence of students and staff on the school site will perform duties that may be outside of their typical scope of work. These modified duties will be altered to support the academic and social-emotional needs of students while ensuring continued employment and the health and safety of all staff and students.

A memorandum of understanding (MOU) is currently being negotiated with the Journey Teacher Association to provide guidelines for those staff members within the collective bargaining unit.

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.]

Supports for English learners including English language development opportunities will be embedded into core curricular instruction and lessons, including synchronous and asynchronous learning opportunities.

Staff will continue to provide supplemental support to students who are English learners and their families through a variety of methods including translations of important school messages.

Currently, Journey school does not have a foster youth enrolled as a student.

All special education programs and related services will be available both on campus (in a return to in-person learning) and remotely online.

All special education families will have the same choices for instruction as their general education peers.

If a parent is requesting less time on campus than their child’s IEP reflects or less time via remote instruction, an IEP meeting will need to be held to discuss the change in services.

Specialized Academic Instruction:

Students who attend 100% online will receive specialized academic instruction virtually in accordance with their IEPs.

Students who attend one of Journey’s hybrid learning models will receive specialized academic instruction in accordance with their IEPs; services could be in person or virtually depending on goals, service environment, and other factors which will be discussed with parents.

Related Services (speech, occupational therapy, and adaptive P.E.) will be provided both on campus and online in grades TK-8.

Additional support will be provided to school psychologists, speech and language pathologists, and education specialists so that they are able to provide Special Education assessments to students whose assessments were paused during closure. Individualized Education Plan (IEP) meetings will be scheduled early in the school year with families to review assessment data and ensure that goals and services are appropriate to accommodate changing student learning needs.

IEP teams will meet to review new assessment data and determine if their student experiences regression, or loss of learning and lack of progress on goals, during distance learning. Staff is developing make-up service and intervention options to be provided face to face, both during and after the school day, to the greatest extent possible as per physical distancing and gathering restrictions. With many special education services being delivered one on one or in small groups, distancing and gathering restrictions are not as limiting as they are for general education classrooms; however, some students with more significant disabilities may not be able to attend on campus learning due to health concerns.

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

Description	Total Funds	Contributing
Individual Supplies: Additional supplies to send home to ensure equity and access	30,000	N
Technology: Purchase of additional technology to support the remote learning model, including hotspots, laptops, document cameras, recording technologies, and instructional delivery platforms.	112,873	Y
Additional staffing, teachers and paraprofessionals, to support remote learning.	200,000	Y
Additional curricular resources to support the transition into remote learning model.	20,000	Y
Professional development for staff (technology, curriculum and instruction)	12,000	N

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.]

Journey School will identify and address gaps in learning through grade level instruction and assessment practices. Teachers will monitor students' progress on grade level appropriate assessments and will then adjust grade level instruction and supports based on student results.

To support these efforts, Journey has purchased a variety of curriculum resources for math, English language art and other core areas. The curricula selected includes embedded assessments for teachers to use in their classes which then will drive determinations for what content may need to be individualized, retaught, reviewed and differentiated.

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.]

Journey School will address learning loss through a combination of differentiated and small group instruction delivered live by teachers and supported by aides and paraprofessionals as needed. All students will receive grade level instruction and assessments to determine learning loss and/or the potential need for acceleration. The tiered instructional model detailed below may be an appropriate response to either scenario.

- Tier 1: In supporting ALL students, teachers will scaffold and differentiate live instruction as needed to target student needs which have been identified through meaningful assessment.
- Tier 2: Teachers will organize and coordinate small group live instruction that may need to be supported by an aide or paraprofessional. Instruction and practice will be focused on those select students and their specific needs which have been identified through meaningful assessment.
- Tier 3: Reserved for those few students who may need intensive support, provided 1 on 1 though individual sessions. Instruction delivered primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more

students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

During the summer months (June, July and August 2020), all students had access to Google classroom and a variety of assignments curated by teachers to help ensure adequate preparation for the upcoming school year. Moving into the 2020-21 school year, Journey School will continue to use Google Classroom as the school’s Learning Management System (LMS) and the past years lessons/recorded instruction is still available and may also be assigned as an additional support to mitigate learning loss.

Summer programming may also be developed over the summer of 2021 should students not make adequate progress.

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 effectiveness of the services, tiered approach and differentiated instruction to address learning loss will be measured by benchmark assessments for core academic areas, administered 2-3 times per semester.

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

Description	Total Funds	Contributing
Technology: Purchase of additional technology to support the remote learning model, including hotspots, laptops, document cameras, recording technologies, and instructional delivery platforms.	112,873	Y
Additional staffing, teachers and paraprofessionals, to support remote learning and interventions.	200,000	Y
Additional curricular resources and assessments to support student learning in the remote learning model.	20,000	Y
Professional development for staff (technology, curriculum and instruction)	12,000	N

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.]

Journey School teachers and staff will monitor and support mental health a social and emotional well-being of pupils and staff through regularly scheduled social-emotional learning lessons and curriculum called Positive Outcomes, daily class discussion circles, and tiered supports. Students will be identified through informal observation of participation and engagement and also surveys developed by school counselor and/or teachers targeted to monitor and assess well-being.

- Tier 1: Support for all students provided by teachers and counselors, which will include access to Positive Outcomes instruction, weekly Compassionate Campus class meetings and specialized, unique and therapeutic Waldorf curriculum.
- Tier 2: Individual and group support provided by a counselor or behavioral expert. Supports may include outside referrals, initiation of SST process, targeted skill development, counseling sessions, social skills instruction, behavior contracts, etc.
- Tier 3: Intensive individualized support provided by a counselor behavioral expert. Supports may include outside referrals, initiation of IEP process, intensive academic support, counseling sessions, intensive social skills instruction, behavior contracts, parent training and collaboration, etc.
- Tier 4: Additional Intensive Individual Support including all of the above and multi-agency collaboration

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.]

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, Journey School learned new best practices as a result of the efforts of teachers, administrators, and staff.

Attendance and student engagement is critical during the 2020-21 school year to ensure academic, social emotional success and growth. To that end, Journey School has created a plan to monitor student attendance and engagement and provide support to students, and families when needed. This plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98.

Student attendance and engagement will be evaluated through the following

1. Physical Presence: Students arrive on campus (in in-person learning) or arrive in the virtual classroom (via Zoom)
2. Academic Engagement: Students demonstrate participation in the learning activity by actively discussing, writing, reading, studying, calculating, etc.
3. Emotional Engagement: Students demonstrate a connectedness with peers, teachers and an enthusiasm for school and learning.

These three components of attendance and engagement will be evaluated through multiple measures including roll call/daily attendance logs, weekly engagement records, social-emotional well-being surveys and check-ins, informal observations, percentage of assignments completed, participation in discussions and circle activities, completion of periodic assessments and exit tickets.

Teachers, administrators, and staff at Journey School have a shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily in the academic programming designed by the school, including completion of assignments and engaging in an interactive process with teachers and peers. All absences should be reported to the school.

Teachers: Document daily attendance and weekly engagement records for each scheduled class period. Weekly engagement records will indicate percentage of assignments completed and emotional engagement observations or notes. These records must be shared with administration.

Administrative Support Staff: Monitor attendance and engagement records and work with teachers and families, engaging tiered interventions when necessary.

Administrators: Ensure that attendance and engagement records are being documented regularly and as required. Work with teachers and families to provide tiered interventions when necessary in an effort to reengage students.

Tiered re-engagement strategies for students are detailed below:

- Tier 1: General support for all students including teacher encouragement and reminders to turn in work and attend sessions.
- Tier 2: Targeted support for students who attend 41-80% of school each week and/or complete assignments at a rate of 41-80%. Targeted supports may include directed teacher emails, phone calls, individualized training in using the technology and other discussions to determine solutions to overcome whatever the barrier may be.
- Tier 3: Intensive support for students who attend 40% or less each week and/or complete assignments at a rate of 40% or less. Intensive support may also be engaged for students who are receiving targeted support in Tier 2 for a period of three or more consecutive weeks and are not improving. Intensive support may include referral to a support stream at Journey (Ex. SST, behavioral support team, social emotional support team), meeting with the administrator to determine solutions to overcome whatever the barrier may be, change of school placement, referral to community resources, etc.
- Tier 4: Emergency support for unreachable students who have had no contact or engagement each week and Tiered strategies above have been exhausted. Emergency supports may include support from social services, law enforcement home visits, and referral to other outside agencies.

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.]

Meals (breakfast at designated schools and lunch) will be available to all pupils participating in both in-person instruction as well as online learning. Pupils qualifying for free or reduced-price meals will receive their meals for free. Pupils who do not qualify will be expected to pay for their meals. *Note: The federal government is considering extending the universal meal waiver that was in place during the shutdown, through June 2021. This would allow for all school meals to be provided at no charge to all students.*

In-person instruction - pupils getting a meal will go through the cafeteria service line to get their meal, then go to a designated eating area. There will be a hand washing or sanitizing station at the beginning of the line prior to entry. A limited number of pupils will be allowed in the serving line at a time to ensure proper physical distancing. Pupils must know their student identification number or come in groups by teacher for efficiency at point of service. Cashiers will distribute condiments, as well as utensils and napkins.

Online learning - pupils may pick up a pre-ordered meal kit to take home for the next day when they are not on campus. If a pupil is a 100% online learner, 5-day meal kits may be pre-ordered for pick up on Mondays at an assigned site. Pupils or parents picking up meals must know the student identification number at the point of service.

With the current plan to open school with 100% online learning, Food and Nutrition Services will provide meals to all students at 16 serving sites. Families can pick up their meals at any of the sites on Monday and Wednesday.

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

Description	Total Funds	Contributing
School nutrition costs and contract with CUSD	4,000	N
Additional staff to monitor and support mental health and social emotional well-being	60,000	N

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
4.01%	\$183,497

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.]

Journey School serves many low-income students as well as English learners. The school currently does not have foster youth enrolled. As such, the educational program has been crafted to ensure that we are not only providing the state required base educational program but we have also built in additional support structures to ensure that our student population has the necessary resources in place to thrive.

These additional resources, structures and services have been determined based on feedback we have received from parents, families and staff. Additionally, having reviewed student data (needs assessment surveys, student and family surveys, and student achievement data), Journey School has embedded additional support structures to mitigate the challenges our student and families might experience due to language barriers, living in under resourced neighborhoods and housing insecurity.

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

- There are a variety of services and positions funded in the 2020-2021 year intended to increase and/or improve services and support for unduplicated pupils enrolled in Journey School.
- All Journey School educators will attend professional development opportunities directed at serving the needs of English learners and ELD strategies to employ in remote learning and in the classroom.
- Administration will continue to collaborate with the Orange County Department of Education as the school’s homeless education liaison and will locate other professional development opportunities focused on resources for homeless children and youths

- Student Support Team will continue to meet with teachers and families in support of children may be of low income and English learners
- A Reading Interventionist/specialist will support students in grades 1-3, while prioritizing the needs of unduplicated pupils
- 10 instructional assistants and 3 interventionists are hired for 2020-2021 school year to help support instruction and behavior
- Robust counseling and mentorship will be principally directed to serve our unduplicated pupils in the 2020-2021
- Free attendance at after school programs on campus will be provided for unduplicated pupils who may need this service and support by the school.
- Technology and internet connectivity will be provided to all households
- Free breakfast and lunch will be available daily during remote learning