



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.]

Motivated Youth Academy (MYA) is a non-classroom based independent study/home school public charter school. The school is chartered through the Mountain Empire School District in San Diego County. MY Academy offers an independent study 6th - 12th grade option and an independent Home Study Model TK - 5. Because of the design of our Non-Classroom Based model, MYA has continued to be in operation. Motivated Youth Academy utilizes a non-classroom based Enriched Virtual Model of blended education (iNACOL 2015). As such, the educational impact of the Governor's "Safer-at-Home" order on students and families has been minimal. Prior to the order, Teachers of Record (ToR's) met with students weekly for in-person meetings at mutually agreed upon locations in the student's community. These meetings were suspended and replaced with virtual meetings using ZOOM or Google hangouts. In addition, teachers continue to be available to students by phone, email, instant message, and in a virtual setting. Our core curriculum is aligned to California's academic content standards. At the start of every school year or upon enrollment, students and parents are encouraged to be involved in the development of their student's personal learning plan.

Our goal is to provide students with a personal approach to learning in both a synchronous and asynchronous format delivered through a high-quality Independent Study program. We utilize a blend of online, textbook and teacher-created curriculum to ensure we meet the individual needs of our students, as well as, prepare them to be College and Career ready. We engage and motivate students to continuously improve their academic skills and nurture the mindset to be lifelong learners. Furthermore, the genuine care demonstrated by our staff members is a critical element for our students and parents, which also helps increase our average daily attendance rate.

Here at Motivated Youth Academy, we offer a diverse range of synchronous and asynchronous programs to ensure the success of our students. Our Educators come from varying cultural and educational backgrounds to ensure a close connection with our students. We work hard to not only provide everything necessary for students to succeed in school, but to thrive in life. Our unique non classroom based Enriched Virtual Model of blended education (iNACOL 2015) allows the needs of each learner to be met in virtual one-on-one and small group settings. We connect learners with teachers and staff who are engaging and contemporary through our multiple professional development opportunities that are provided.

Motivated Youth Academy provides a comprehensive, personalized learning program to meet the diverse needs of our student population. All of the students are utilizing online curricula currently provided by Edmentum and Calvert Learning as the baseline. Each Teacher of Record (TOR) may supplement or adapt curriculum as appropriate to meet the individual needs of students.

These are the Core Values of MY Academy and they are posted on the school's website homepage.

MY Academy believes in diversity, inclusivity, academic excellence, hope, service, feedback and gratitude.

All Are Welcome: Everyone has a seat at our school. You belong here. We want to learn from as many diverse backgrounds as possible. Come learn alongside us, and be a part of our school family.

We Celebrate the Small Things: We love the journey. We honor all growth and development, big and small. We believe in academic excellence for all students, and the many paths that excellence can take. We commit to celebrating with you!

We Choose Hope: We choose to believe the best in each student. Hope is a state of confident expectations. We want to come alongside each family and plan with them for what is to come.

We are Servant Leaders: We care about who you are and what you value. We are here for you. We commit to serving our students and our families.

Feedback is Critical: We want to hear your thoughts. We want to be better for you. In fact, we want to be the best for you. We believe that to be the best we need feedback and to hear the voices of our students, families, and the community.

We Pursue Gratitude: We believe that if you look for reasons to be grateful you will find them. Finding gratefulness will lead to more JOY and student success. We commit to choosing gratitude daily. We are grateful you are here, and grateful for the opportunity to partner in your educational journey.

Our learning continuity plan and attendance plan was submitted to our Governing Board:

Governing Board Public Hearing held September 10, 2020, Governing Board Adoption of Plan September 14, 2020.

Stakeholder Engagement

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

Because stakeholder feedback is an ongoing part of the normal operational model implemented by MY Academy we were well prepared to stay open and continue to serve our students and families with minimal disruption to their learning. All students had and continue to have access to the internet. MY Academy provides chromebooks and WiFi hotspots to all students as part of their educational program. Services to families who speak languages other than English have continued as normal. Because students and families meet a minimum of one time per week, in person (virtually since March 13, 2020), for a one on one meeting, each students Teacher of Record (ToR) maintains a real time assessment of student and family needs regarding learning, living arrangements, health services including social emotional needs, and access to food. MY Academy increased the frequency of emails, social media posts and school website updates to improve the speed of information sharing. Most significantly school staff increased the number of in person contacts by phone with both students and family members.

Since MY Academy is a Non Classroom Based Independent Study program all interactions between students, family and staff are one-on-one. Students were and continue to be thankful for the opportunity to continue their education, receive updated information on school, the opportunity to be heard, to share their feelings and to be able to gain some perspective on events as they rapidly developed and changed. Families were and continue to be grateful for the commitment of MY Academy to continue providing an accredited, rigorous public education to their children while having individual safety as a priority. As our staff pivoted in their work to also become regarded as conveyors of information and available resources to students and families, stakeholders expressed gratitude for real time information on food, shelter, employment and health resources available to all.

MY Academy pivoted in their work and became an additional community resource; trusted conveyors of information and available resources to students and families. At times families were sent emails multiple times per day that included information for stakeholders from our wrap around community service providers on stimulus funds, IRS/State Board of Equalization notices, rent/mortgage relief, food sources, health resources, employment opportunities, and public safety information. Because of the volume of information that changes quickly and is often conflicting, students and families have shared that MY Academy staff has become a trusted and relied on sources of support.

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

The Governing Board held a virtual Public Hearing for the Learning Continuity and Attendance Plan September 10, 2020
The Governing Board held a virtual meeting for the adoption of the Learning Continuity Attendance Plan September 14, 2020
The agenda was posted 72 hours with information concerning the location of the LCP draft on the school website prior to the meeting.
Coffee with the principal was held for parents to review and provide input for the LCP. Staff meeting was held to review and provide staff with the opportunity to provide input for the LCP.
All input opportunities were communicated on the school social media.

[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 My Academy program well. [A

Motivated Youth 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.

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

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.]

Motivated Youth Academy utilizes a non-classroom based Enriched Virtual Model of blended education (iNACOL 2015). The regularly scheduled delivery of student instruction has not been disrupted; however, the manner in which students have become engaged has become completely virtual. Teachers of Record (ToR's) meet with students weekly for one-on-one virtual meetings. Virtual meetings using ZOOM or Google hangouts are utilized to provide students with additional instruction for students and for additional intervention support and tutoring for students identified as needing additional academic support. Teachers continue to be available to students by phone, email, instant message, and in a virtual setting.

Our core curriculum is aligned to California's academic content standards.

Assessments

Motivated Youth Academy School remained opened and as a result student learning continued to be assessed and implementation of intervention strategies were provided without disruption. MY Academy has a comprehensive assessment process that regularly evaluates student performance data to ensure that students are meeting the challenging state standards. Though state testing was suspended, teachers continue to use data from assessments in Reading, English, and Mathematics, tests, quizzes, projects, written expression, weekly meetings, and work samples to drive instruction. Teachers review student work online, give feedback, and virtually support students through weekly meetings by phone, email, instant message, and/or ZOOM or Google Hangouts.

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

Description	Total Funds	Contributing
We hire credential content area specialists in the core subject areas to provide individual one-on-one targeted instruction to students.	25,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Motivated Youth Academy utilizes an enriched virtual blended learning model, allowing students to continue their education and receive the flexibility of online learning combined with the personalized instruction of highly qualified teachers. Our teachers receive ongoing training in evidence-based practices to support the online instruction of our students and are trained in supporting students and their parents/families. The design of our non-classroom based independent study program ensures pupils have access to a full curriculum of the same quality regardless of the method of delivery.

With a focus on promoting student access to curriculum and continuity of instruction, MY Academy 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. Utilizing the 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: 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. 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, teachers provide additional ELD support with the use of SDAIE strategies to make learning accessible and comprehensible. The parent/teacher meetings also serve to build strong home-school relationships.

All students are provided with required technology to access instructional resources regardless of where they are. Homeless and Foster Youth students are provided, laptops and WiFi hotspots to ensure that there will be no barrier or disruption of their continuity of learning. The Homeless liaison attends training hosted by SDCOE and community and state organizations. This information is shared with the staff in professional development and weekly staff meetings and in individual conversations 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.]

Motivated Youth Academy provides chrome books and hotspots to all students for connectivity to their academic resources. The base curriculum used by MY Academy is from EDMENTUM and Calvert Learning 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 or in person as COVID 19 safety precautions allow.

Every morning the teacher of record logs on to the platform. Teachers grade work that has been submitted by the student, review 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, MY Academy 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.

MY Academy 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, MY Academy complies with state attendance* regulations. Students of MY Academy 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 information is 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.]

School leadership participates in Webinars, Video Conference and phone calls with representatives of CDE, SDCOE, Capitol Advisors Group LLC, Procopio, Cory, Hargreaves & Savitch LLP, Young, Minney, & Corr, LLP, and Delta Managed Solutions, CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB Foster Care services to stay current with changes in guidelines, information and legal requirements, to ensure continued delivery of instruction to every student at Motivated Youth Academy Charter School (MYA) and to ensure the health and safety of the entire MYA community. This information is then summarized and shared with staff at weekly staff meetings. (distance learning professional development).

In MY Academy's 2020-21 Back to School kick-off week, one a hour day for five days was dedicated to addressing, in a virtual environment: Building Trust with Students, Mental Health and Student Wellness, The Needs of the Homeless and Unaccompanied Minors, and Assisting Families with Acute Needs. Also, the EL plan implementation and the implementation of Special Education services and the delivery of services for the special education population trainings and reviews were held. The use of the full suite of Google tools to improve student engagement, interaction and collaboration training was provided.

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

Staff Roles and Responsibilities

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

Motivated Youth Academy School 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 Assistant 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.

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

Staff participated in the Kick Off Week training that included The Needs of the Homeless and Unaccompanied Minors 8-20-20, and Assisting Families with Acute Needs 8-21-20

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.]

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. Edmentum 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 every day operation of MY Academy. Because MY Academy remained open, there were no additional supports that were required. MY Academy reviewed the needs of students with IEPs and provided their services virtually. The school psychologist monitors this fluid situation on a daily basis to ensure that we are following federal civil rights and state health guidelines.

MY Academy is well below the 15% threshold for providing oral and translated communication; however, MY Academy does provide translation as requested.

Teacher's regularly scheduled meetings provides MY Academy with information concerning student wellness and access to online curriculum.

The Edmentum program, utilized by all students in grades 6 - 12, includes monitoring student progress through reports and curriculum status. Additionally, Edmentum provides teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

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

Description	Total Funds	Contributing
Professional Development for Social and Emotional, Building Trust with Students, Mental Health and Student Wellness, The Needs of Foster and Homeless Youth, and assisting families with acute needs 8-17-20 through 8-21-20.	10,000	Yes
SDCOE Homeless Liaison Training: McKinney Vento 8-05-20 SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice 9-25-20		
Technology to support Distance Learning	175,000	Yes
Virtual Curriculum K-5 supports student's curriculum and learning in Distance Learning	42,000	Yes

Description	Total Funds	Contributing

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 individualized personal learning plan. MY Academy student assessments are a combination of core-skills diagnostic and formative assessment, state testing (temporarily suspended), curriculum-embedded assessment, and collection of student work products. All of these data points are analyzed and used to create individual student learning plans, to inform parents, and to inform reflective program evaluation and continuous improvement. Students who not on pace 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 in place to support the student's academic success. Teachers of Record and the MY Academy counselor work to support and monitor the progress of all students including those who are not on pace with their individually developed learning plan.

Targeted supports for English Learners will be continue to be provided by the ELD Coordinator. Low income students will continue to be supported with targeted interventions through the Assistant Director and credentialed teachers. Homeless and Foster Youth students will continue to be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselor, the school psychologist, and school administration. Students with exceptional needs will continue to be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, credentialed teachers, and school counselor.

MY Academy Special Education students have the services and attention needed to be successful academically and emotionally. Following social distancing criteria, our Special Education team meets via phone and/or Google Hangouts to ensure students are receiving the services identified in their IEP's. 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.

MY Academy provides translated curriculum and documents for English Learners as needed. MY Academy staff participated in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services.

The Director and Assistant Director participated in Leadership meetings focused on COVID-19 updates and plans and shared information during staff virtual weekly meetings and individual check-ins.

MY Academy Special Education students have the services and attention needed to be successful academically and emotionally.

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.]

An integral part of the MY Academy operation is that we address the specific needs of our students. Because of this our students did not experience any significant learning loss as a result of COVID-19.

Motivated Youth Academy instruction includes computer-based prescriptive assessments. These assessments are administered at the beginning of every school year. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The Edmentum computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement.

At MY Academy, teachers work closely with students and parents through electronic and verbal communication by keeping them informed of student assessment results. At weekly meetings, teachers, 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 monitored by their teacher and the SST team to ensure ongoing progress throughout the year.

Formative and summative assessments are used to assist teachers in aiding their students' growth and success in each course of study. Teachers use the results of these assessments to develop a plan of action that is specific for each student and address any area that require additional support or acceleration.

During each student teacher weekly meeting, student progress is reviewed, successes celebrated and areas needing support identified. The teachers work with the student and families to create assignments which help the student experience success in meeting state standards. EL students, using ELD curriculum, are monitored to make sure that they are progressing properly and are provided additional assistance as need.

The staff strives to foster student learning by partnering closely with students and parents. Students who have an Individualized Education Plan are provided an annual IEP meeting with the Special Education Team. MY Academy is committed to serving all students including

those with special needs. MY Academy partners with the Sonoma County SELPA. Our program manager and case managers work under the guidance of the Sonoma County SELPA to implement IEPs.

MY Academy has procedures in place to support students who may be struggling, not only academically, but socially and emotionally as well. Teachers refer students to personnel who are trained to identify potentially concerning behavior and refer families to the appropriate local resources to support them.

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.]

An integral part of the MY Academy operation is that we address the specific needs of our students. Because of this our students did not experience any significant learning loss as a result of COVID-19.

My Academy utilizes computer-based prescriptive assessments. The Edmentum computer based prescriptive assessments are given to students to determine student progress, growth, and to identify areas of concern.

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

Description	Total Funds	Contributing
A school Counselor monitors student progress and identifies strategies to support and engage students to stay on academic track to course completion.	60,000	Yes
Virtual Curriculum K-5 supports students by computer based prescriptive assessments given to students to determine student progress, growth, and to identify areas of concern.	see Distance Learning	Yes

Mental Health and Social and Emotional Well-Being

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

During this time of "Safer-at-Home" order, attention to the social emotional well being of our students is heightened. Teachers continue to do weekly wellness and academic checks through regular communication via phone, email, texts, and virtual meetings. Teachers have created supplemental assignments encouraging students to express their feelings regarding these unprecedented times and how it has impacted their lives, their family and the household where they are sheltered. Additionally, a resource document that links a range of resources is available to staff.

MY Academy staff participated in the following professional development during the "Kickoff Week 2020-2021," "Student Wellness, Mental Health and a Positive School Climate (SDCOE), Foster and Homeless Youth - Suicide (Susie Terry, SDCOE), Family Support: What to Do for At-Risk Students and Families in Acute Need (Tracy Thompson, JCCS).

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

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

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.]

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 are 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.

Digital Devices and Connectivity

MY Academy provides chrome books and hotspots to all students for home connectivity, as needed. Students have access to the digital devices and the internet service they need to complete required schoolwork. Technical support is available virtually, and computer drop off and replacement is arranged through the mail with COVID-19 safety precautions in place.

Communication Plan

To maintain regular communication with students and families, teachers correspond via phone, email, texts, and/or one-on-one Virtual Classrooms used during regular check-ins for support with schoolwork; more importantly, these communications provide the Teacher of Record with the opportunity to do a wellness check on each student, their family, and the environment in which the student finds themselves in. The Director and Assistant Director do wellness check-ins with teachers and staff during weekly meetings.

Reengagement Strategies

MY Academy maintains and adheres to a robust attendance policy. Students who have attendance challenges are counseled through a tiered attendance support policy and are monitored and counseled to receive support as needed to improve attendance.

Progress Monitoring

MY Academy closely monitors student attendance and pace of completion to evaluate student academic progress and achievement. Students who are off pace 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. Teachers of Record and our school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

Special Education

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

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.]

Motivated Youth Academy Charter School 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, our school facebook page, twitter, and digital school newsletters. Staff also has access to our COVID-19 Community Resources page which includes updated information about food resources from multiple sources.

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
19.29%	\$211,029.00

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 student; 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.

An integral part of the MY Academy operation is that we address the specific needs of our students. Because of this our students did not experience any significant learning loss as a result of COVID-19. Increased and improved services have contributed to meeting the social emotional needs of our students through a personalized education model focused mental health and mitigating learning loss.

The operational model of MY Academy is based on delivering an asynchronous personalized education and has been key to mitigating learning loss and supporting students in their academic success since March 13, 2020.

Services for our low-income, English learners, and foster youth are evidence-based interventions that were identified through a collaborative effort of the school Director, Assistant Director, support staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the academic and graduation rates for our student groups.

Through a collaborative effort, the school Director, Assistant Director and teachers identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing the SDCOE Multi-Tiered System of Support (MTSS), CDE MTSS and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provided guidance in identify interventions that would support low socioeconomic, foster youth and English learners. With the addition of a Guidance Counselor the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see improvement in student engagement and course completion, attendance, student achievement, and an increase in our graduation rate.

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 9-25-20

Keenan

[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 in these students and supporting them in their academic achievement.