

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.]

SIATech Academy South serves students aged 16-24 who have previously dropped out of high school in an independent study environment at two school sites. The school closed its sites on March 13th and all students and staff transitioned to a distance learning model on March 15th. The curriculum was already being provided in the Schoology Learning Management System, so the LEA was prepared to continue to offer all students access to all courses in a purely online environment. The LEA determined which students needed devices and internet access and deployed Chromebooks and Mifis to students who needed them. As staff continued to work with students remotely, they learned that many of our students are trying to learn in chaotic environments with many other people living with them. Efforts were made to purchase additional supports for students to improve their learning environment including headphones and laptop desks. Counseling services, workshops, and additional support services were also implemented to support students during the transition and to help them stay engaged in school. As we move forward with distance learning, the LEA will continue to identify students' needs and provide for them. Sites began developing and implementing site schedules for their students to include teacher office hours, course content hours, opening sessions, and weekly check-in appointments. In order to ensure that all staff were prepared to adapt to working at home and teaching online, the school implemented a robust professional development program for staff to ensure that all were trained in the effective delivery of instruction online.

Stakeholder Engagement

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

SIATech Academy South (SAS) students and their families stay connected with the school via a few different communications channels. Students connect with their teachers and principals through Schoology, its learning management system. There they can receive teacher and school messages as well as dialogue with other students. SAS communicates with students and their families through text blasts, emails, and robocalls. In those communications, SAS disseminates updates, surveys, and other links to important information for students and their families. In regards to the reopening, SAS sent a survey requesting student and parent feedback on returning to school. For those who don't have access to the Internet, there was an option for students and parents to request the survey by postal mail. SAS has a large population of students with the home language of Spanish (approximately 40%), so most resources, updates, reports, and surveys are accessible in both English and Spanish languages. In another effort to connect with students and families in preparation for distance learning, communications and outreach have focused on learning about students' Internet access and computer access, called "remote readiness" at SIATech. School sites receive weekly audits of the remote readiness reports which are extrapolated from data entered into SAS student information system, PowerSchool. The website and social media are additional channels used to stay connected with students and their families. The reopening plan and other COVID-19 information are posted from the home page of the website, and there is a "parents" section with additional resources. SIATech Academy South shared the plan with the board of directors at the August board meeting.

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

The Board of Directors of SIATech, Inc. conducts its meetings related to the charter school in accordance with applicable provisions of the Ralph M. Brown Act ("Brown Act"). The Open Meeting Law ensures that the public meetings are open and transparent. This enables the general public to know when and where meetings are to be held, what is to be discussed and how to comment on the matters at hand. The SIATech Board of Directors website <https://www.siatech.org/board-of-directors/> contains a list of current board members, a public comment request form, the current year's board meeting schedule, agendas, minutes and an archive folder with the last five (5) years of board agendas and minutes. The board agendas include a statement regarding public participation and reference Item III for the purpose of providing visitors with an opportunity to address the Board. SIATech also complies with SB 126 ensuring there is a physical meeting (available to the public) at the Boyle Heights / East LA site, in addition to the SIATech Administrative Office in Oceanside. Effective March 2020, board meetings are held virtually during COVID-19. The public may join the Google Meet Virtual Board Meeting Room at <http://link.siatech.org/SIATechBOD> or dial-in at 1-919-999-2032 * PIN: 723 812 170#.

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

SIATech received 180 survey responses when we requested feedback on the development of the continuity plan. Students who responded were almost evenly split among the three options of blended, distance, and in-person learning. Seventy-five percent of parents and students commented that they preferred a blended learning model for the fall with a combination of in-person and distance learning. Teachers, principals, and other school site staff replied with 43% prefer blended learning, 43% prefer distance learning, and just 15% sought a return to in-person classes. This information informed the in person and distance learning sections of the plan.

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

The plan was edited to clarify some sections based on feedback from the public. Based on stakeholder feedback, the plan was also adjusted to focus on better identifying the technology needs of students and enacting a plan to provide devices for all students. Since March, SIATech

has provided 50 additional devices, including Chromebooks and Windows laptops, to students who have voiced a need for computers. Device availability in the marketplace has been an ongoing challenge however, SIATech continues to monitor and respond to student need. Less than 8% of currently enrolled students (as of Sept 15, 2020) have computer and/or Internet access issues. Students are asked upon enrollment about their technology access and site staff regularly follow-up to ensure that students are able to access the Internet and access the curriculum from their Chromebook and/or home computer.

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.]

CORE VALUES GUIDING REOPENING PLAN

The health and safety of our students, staff, their families and the community are of utmost importance. As such, in developing this reopening plan, we have adhered to the guidelines provided by:

The California Department of Public Health

The California Department of Education

County Offices of Education in SIATech's authorizing districts

To help maximize our students' success during these challenging times, we plan to focus on:

Academic instruction

Programs that address the mental, social emotional and physical well-being of our students and staff

Establishing and following systematic protocols for health and safety

Maintaining an environment of communication, inclusivity, care and support

These practices and procedures will be followed at all sites with each site creating a plan that details how they will be implemented so that staff, students, and parents understand the expectations.

Screening at Home:

Prior to arriving at the school site, students and staff are asked to self-screen for symptoms that could possibly indicated having been infected with COVID-19. Staff and students will be provided with the following checklist and asked not to come to school if any of the listed items apply to them.

In the last 72 hours have you experienced any of the following not attributed to a chronic condition:

Fever (temperature of 100.0 F or above) or feeling feverish?

Cough?

Shortness of breath?

Muscle pain (not associated with recent strenuous exercise)?

Sore throat?

Diarrhea?

Chills?

Repeated shaking with chills?

Headache?

Loss of taste or smell?

In the last 14 days have you:

Cared for or had close contact with a person who has tested positive for COVID-19?

If you answer "Yes" to any question above, contact your healthcare provider and DO NOT come to school. For your safety and the safety of others, if you are on the school site with these symptoms you may be instructed to go home.

Arriving at School:

Arrival/departure times will be managed to allow for appropriate physical distancing.

Physical barriers will be installed in areas where face-to-face interaction with the public occurs and physical distance of 6 feet or more cannot be maintained.

School sites will have signage throughout the facility to encourage physical distancing and proper sanitation.

Temperatures will be taken and health screening questions will be asked at school entry points.

Contact Tracing:

Students and staff with a temperature of 100 degrees Fahrenheit or higher will not be allowed to stay in school and will be sent home.

Students and staff will be asked to notify a health care provider if COVID-19 is suspected.

Students and staff should notify the school administration of any positive COVID-19 test results.

School will notify health officials, staff and families of students, of any positive cases, as appropriate.

Sick staff and students will be advised to isolate according to CDC guidelines, including 3 days with no fever and 10 days since symptoms first appeared.

PERSONAL PROTECTIVE & SAFETY EQUIPMENT & PROTOCOLS

Hand sanitizer, masks, and (if requested) gloves, will be provided by Central office to sites either directly or indirectly (i.e. through outside vendors)

Principals, or their designee, will be responsible for requesting items

School sites will have signage throughout the facility to encourage social distancing and proper sanitation techniques

Touchless thermometers will be provided to all sites

Face shields, to be worn in addition to masks, will be provided to designees responsible for taking temperatures

DISINFECTION & CLEANING

Disinfectant wipes and sprays will be provided by Central office to sites either directly or indirectly (i.e. through outside vendors)

Principals, or their designee, will be responsible for requesting items

Before reopening, the school will review the current State Health guidelines and ensure that all expected disinfecting, cleaning and custodial processes will be in place at the sites.

Student Learning Loss

As the new school year begins, sites will identify and reach out to students who have not been actively engaged in order to determine student needs and provide support to overcome barriers to accessing the program. When it is deemed safe to meet in person, each student will receive support in accordance with their individualized learning plan.

Students who are unable to access the curriculum due to a lack of access to technology will be given priority to access school sites.

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

Description	Total Funds	Contributing
Purchase of PPE equipment, such as masks, desk dividers, scanning thermometers, face shields, gloves, hand sanitizer, signage to ensure safety of all students & staff	\$1,500	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.]

Because the SIATech curriculum was already housed in an online learning management system (LMS), and SIATech Academy South (SAS) already was implementing functional and effective virtual, online learning and independent study models, SIATech Academy South was and is able to provide curricular and instructional continuity for all students via online interaction. For students who typically accessed SIATech curriculum and instruction in an in-person setting, the school quickly worked to provide, and continues to provide appropriate devices and connectivity, described below.

SAS continues to innovate and collaborate to ensure its a-g curriculum, CTE pathways, and diverse course offerings are available to all students. SAS is exploring ways to increase engagement with students remotely, including expanded teacher hours, virtual hands-on experiences (e.g., labs & maker spaces), and project options for students to choose from.

SAS CTE Career and College Pathways will make every effort to include opportunities for Work Based Learning (WBL) for all students. Students who participate in High Quality CTE Sequenced courses and pathways will still have access to Industry recognized credentialing , IRCs, and Work Based Learning Opportunities that will be offered virtually.

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.]

SIATech Academy South has the following guidelines:

Defining Needs

Principals are asked to define the hardware count based on student needs. This is done by determining the availability of connectivity and hardware that the student may have access to upon enrollment.

Once a need is defined, site staff enter a request into a Google Form that lets IT know of the need. IT orders, takes delivery, preps that device and then defines delivery.

Due to the overwhelming nationwide demand for hardware devices for remote learning, deep delays in delivery from vendors is being seen. What took 2-3 weeks to get before is now taking 6-8 months and even longer. The school is currently assessing the number of devices on hand and the number needed to ensure that all students are provided with devices and access.

Providing Technology and Support

When a student demonstrates a need for equipment, it is provided by the school's IT department either by delivery to the site where it can be picked up or shipping directly to the students home (if required). The teacher assists in getting the student trained in system access and use. The school will evaluate the number of devices that are available and make every effort to provide all students with devices and internet access as needed. Once all devices have been deployed, if there are still students who do not have devices the school will determine next steps for providing these students access which may include access to school sites in-person or providing print curricular resources.

Equity of Access

Student hardware is provided to all that need it. Depending on the need and curriculum load, different devices may be provided. Internet access via hotspot is provided to those that need connectivity. Student hardware is provided to all that need it. Depending on the need and curriculum load, different devices may be provided including Windows laptops and Chromebooks. Internet access via hotspot is provided to those that need connectivity. SIATech has also implemented an application streaming system for students who need remote access to any required software programs required in the curriculum. Student using the application streaming can access the software programs from any web browser.

Delivery of Devices

If there is an inability for a student to pick up devices, we are shipping them directly to the students at a verified address. When a student no longer needs the device, we provide prepaid shipping boxes for their return shipping.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The school will continue to measure student attendance in accordance with the Independent Study regulations. Daily student engagement is tracked by Individual Student Logs. Once the student has been assigned coursework, the teacher must print a learning log for the learning period. Each day the student, teacher or parent must initial the log to verify that the student accessed the curriculum that day. This form must be collected and stored in the student's file each learning period. The teacher must maintain an Assignment Log for each learning period. Each week the teacher must check off the assignments that have been completed.

Time Value is the number of hours that a student does work throughout the week. The teacher should assign approximately thirty hours of work per week to ensure that a student completes a minimum of twenty hours of work. At the end of the attendance reporting period the supervising teacher must evaluate the student work to determine the total number of hours worked and the number of days that can be collected for the learning period.

At the end of the learning period, the teacher must sign the Student Learning Log, and the Assignment Log. The dates and days of attendance collected must match. To meet the requirements of SB98 and to ensure that student attendance and engagement occurs at an optimal level, additionally, site staff monitor student absences regularly, and when a student is absent more than 3 days in a week or over 60% of the instructional days, they put into action strategies to re-engage the student more fully.

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.]

Professional development has been provided since March 2020 and is ongoing for staff. Site and central office staff have been trained in the use and implementation of the Google Meet platform, which the school has adopted. The Virtual Team utilizes Adobe Connect to augment the capabilities of Google Meet. Several sites have also been provided with Doc Cams for use in distance learning.

Additional professional learning topics were also provided. These include the following: social emotional learning, motivating and engaging students, instructional strategies for distance learning, as well as the creation of customized site schedules to meet student learning needs. A focus on interactive best practices resulted in the engagement and connection with students. Best practices included virtual school assemblies, virtual guest speakers, social media competitions, movie nights, and interactive online games in which students and staff participate.

The school scheduled a Spring Leadership virtual conference, which also provided professional learning in technology, social emotional learning, trauma-informed analysis and leadership, diversity, and culture building. The school also proceeded with its annual all staff

Learning Summit conference in August, in an all-virtual format. Topics included virtual strategies for students with disabilities and ELL students, trauma-informed systems and support, equity and inclusion, technology focused engagement and teaching strategies, best practices for content areas, and communication strategies.

Staff Roles and Responsibilities

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

All teachers are responsible for planning distance learning. Teachers track attendance and hold students accountable for all distance learning.

The Director of Operations has additional responsibilities that include ensuring that all school sites are clean, disinfected, and ordering appropriate equipment and supplies that meet the COVID-19 requirements. A committee was formed to design the school re-opening plan and several members of the leadership team were involved in this process.

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.]

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their school site Case Managers and 504 Coordinators. Case Managers and 504 Coordinators will communicate with families at least weekly to determine needed support for all students to access their education and make progress toward their IEP and ILP goals. Case Carriers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum. Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures.

Teachers will receive training on how to administer the Woodcock Johnson IV Achievement test remotely.

The Specialized Student Services department and Special Education Case Managers identify students with exceptional needs, including English Learners, homeless, and foster youth. During a Distance Learning Model, the Specialized Student Services department and Special Education Case Managers work with the classroom teachers to keep them informed of the student's status, and provide support and resources available. Resources include information about outreach programs available in each school site's specific county, financial support in providing materials and supplies needed for learning, and/or additional learning time and supplemental online programs for those students with exceptional needs.

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

Description	Total Funds	Contributing
Provide Chromebooks to all students & MiFis for internet connectivity to ensure equitable access for all students during distance learning through device pick up or direct shipping to students	\$50,000	Yes
Enhance the distance learning experience for students through the purchase or doc cams and other technology devices for Teachers, along with use of Google Meet and Adobe Connect to ensure face to face virtual interaction with students	\$2,500	Yes
Staff professional development training in the areas of social/emotional student health, diversity, enhancing virtual learning/teaching, equity & inclusion, and effective communication, intranet software	\$25,000	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.]

Student learning loss will be measured by evaluating curriculum progress, academic skills achievement, and student engagement.

Students who have experienced learning loss might show a decrease in the pace of their work as compared with their previous pace. They might have a significant decrease in assignment completion, the completion of mastery tests, and informal assessments. This will result in slower progress and in students not meeting their weekly progress goals. The school tracks this progress in it's Learning Management System with detailed weekly reporting of student course completion and assignment completion.

They may also show a loss of skills in reading and math as measured by quarterly assessments using the Renaissance STAR reading and math tests. All students are assessed at the beginning of the year and quarterly and metrics are applied to compare their grade level progress with the time between tests. Test scores will be compared with scores from last year to identify learning loss and to provide students with support when needed.

Student engagement is also an indicator of learning loss. Attendance rates may decrease and students will drop out of school due to the additional barriers that are specific to distance learning and the impact that COVID 19 has had on the lives of our students and their families. One significant barrier is access to devices and adequate internet connections. The school has identified student needs and tracks the number of devices deployed. Student attendance and retention rates are calculated monthly and reviewed by all staff on the school's data website.

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.]

All SIATech students fit into one of the unduplicated categories of English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness, so the strategies listed are employed with all students depending on their individual needs.

Teachers are finding ways to get students to work with them over Google Meet more frequently and providing additional scaffolding and prompt feedback so they are better able to learn the material on their own

In order to ensure continued progress and engagement, teachers are requiring that students attend multiple synchronous online class sessions per week. This direct instruction will help students to build their skills. Some teachers are using opening and closing activities for each session which will help monitor student attendance and increase engagement. Students who are not making adequate progress might be required to log into more sessions per week to promote accelerated learning. Schools are looking at expanding teacher availability into the evening hours to provide additional assistance to students who work during regular school hours.

Many students are experiencing issues with technology that prohibit them from accessing the curriculum and communicating with teachers. The school will continue to increase technical support to students. Staff training will be provided to ensure that they feel confident about setting up students to learn remotely.

In order to maintain connections with students at a distance, support staff are also making weekly phone calls to students to check on their well-being and find out if they need additional support.

Students and parents also monitor their progress through an online Grad plan. Every student at SIATech is on an individualized plan with a target graduation date. Students who are behind schedule to meet their goal are identified and targeted for additional support. As we begin the new school year, staff will raise the expectation of participation and clearly communicate these expectations to students. As students improve, sites will increase positive reinforcement for students including direct text messages and emails congratulating them on their accomplishments to promote a positive school culture. This also includes more direct feedback on their turned in assignments and visual progress charts that students can access. Some sites also hold regular online assemblies to share information and reward student progress. Sites offer non-academic time for students to connect, play games and interact with staff and other students.

ELL learners are provided with the opportunity to access daily online direct instruction via content area staff & Thesys Blackboard.

Special Education students have weekly scheduled meetings with case managers to ensure they stay on track with assignments and to receive specific instruction in accordance with their IEPs.

Staff will be provided with ongoing support and professional development on how to design dynamic distant learning lessons as well as how to build the necessary rapport in a virtual environment. Staff will also have access to additional growth opportunities around case management training. The school is actively promoting a system that allows all sites to participate in sharing resources, best practices and teachers. This includes cross-training site staff to ensure that students always have a caring adult to connect with and respond to their questions.

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.]

SIATech Academy South uses Schoology as its Learning Management System, PowerSchool as its Student Information System, Renaissance Learning for student assessments and Hoonuit for data analysis and visualizations.

These tools allow school staff to measure and monitor important data including: pace of completion, course completion rates, LMS log-ins, CTE pathway completion, reading and math grade level achievement and growth, student attendance, and retention. As interventions are implemented, the school will use this data to measure the effectiveness of the services and supports provided to students identified as experiencing learning loss.

The school will also track student retention and graduation rates. We are developing a system to measure reengagement.

Teachers will track individual student goals on a weekly basis and develop a system to identify students who need support to overcome barriers to their education.

The leadership team meets monthly to review data and to inform instruction based on their analysis.

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

Description	Total Funds	Contributing
continued use of Renaissance STAR reading & math assessments, with the addition of a reading intervention program to be defined & implemented during the 2020-21 school year available to any struggling students to alleviate learning loss gaps & promote reading proficiency	\$30,000	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.]

The importance of the social and emotional well-being of students and staff is critical in providing safe, supportive, equitable learning environments. Social emotional learning (SEL) is the foundation for providing a system of support for students and staff in this time of trauma and stress. SEL allows for a sense of belonging and acceptance, which results in relationships, supports, and services--an essential for teaching and learning. The closure of schools and the shift to distance learning in collaboration with the stress and trauma of the pandemic has not only significantly disrupted the ability for students to learn but also has impacted physical and mental health, quality of life, and daily routines. Like students, staff have also experienced disruption, and as a result, often face the same challenges. SIATech has implemented ongoing training and support for the social and emotional needs of its staff and students. The school contracts with Dr. Amy Lansing of UCSD to provide professional development to staff in trauma-informed practices on a monthly basis. Staff also have access to discussion groups and book clubs to provide them with safe places to discuss the issues that they are facing in the current COVID crisis. The school offers an Employee Assistance Plan to support staff who need mental health services. Students are provided with access to local resources to help them overcome many of the barriers to education that they face in their daily lives. The school also offers a mindfulness course and has contracted with Movement Be to provide workshops that include a form of narrative therapy to support their SE needs. This year, the school has adopted Hoonuit and will administer their SE survey to students in order to collect data on the overall status of the organization as well as individual student data to ensure that they receive appropriate support.

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.]

All Students

All SIATech Academy South students will be contacted regularly via text, phone, e-mail, LMS communications, and social media to ensure that they are making continuous progress towards graduation. School sites conducted summer school and maintained contact with students in order to keep them engaged. Students are required to meet with their teachers virtually on a set schedule to monitor their progress. In order to promote engagement, sites also have activities like game nights, virtual assemblies, and guest speakers. School sites hold contests and provide positive recognition and rewards to students who meet their individual progress goals. Many students also participate in partner programs. School staff communicate regularly with partners to ensure that students are supported in continuing to make progress in both programs.

Some Students

As the new school year begins, sites will identify and reach out to students who have not been actively engaged in order to determine student needs and provide support to overcome barriers to accessing the program. School sites will also continue to actively recruit and enroll new students. The school serves a large Spanish speaking population and will provide materials in Spanish, including bi-lingual staff for parents and students.

Few Students

SIATech Academy South students have previously dropped out of high school and are at greater risk for dropping out again due to the impact of COVID 19 on themselves and their families. The school will reach out to students who dropped out of the school and attempt to reengage them.

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.]

The school provides students with information regarding local food distribution centers and community resources on the school's COVID-19 response web-page and upon individual request. Teachers check in with students regularly to see if they need assistance with accessing food and other resources.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Trauma-informed professional development for staff through interactive, informative meetings, access to literature, and focus on equity and socio-emotional student well being.	\$150,000	Yes
Mental Health and Social and Emotional Well-Being	Implementation of Hoonuit student SEL surveys to help guide the school to better support students & continue to gage overall student satisfaction with the school	\$20,123	Yes

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
29.89%	\$0

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.]

SIATech Academy South serves students aged 16-24 who have previously dropped out of high school. All SIATech students are part of one or more of the groups identified for priority services. Ninety-five percent of students are low-income and many of them are also foster youth or English learners. The school considers the needs of its students on an individual basis and provides an individual education plan for each student that includes the implementation of supports and services.

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

Over 96% of the student population for SIATech Academy South is a Foster, EL, Homeless or Low-Income student. With this, SAS is increasing and improving services for this student population by implementing the following: hiring an EL Coordinator, translating informational documents into Spanish, increasing purchases of laptops, chromebooks, and wifi devices for those in need, trauma-informed professional development for staff to better serve student social emotional needs, and better utilization of data via Hoonuit to inform instructional decisions individually for students.