



## 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
Empowering Possibilities International Charter (EPIC)	Dr. Jerry Kosch Principal	jerry.kosch@gcccharters.org 916-286-1960

### General Information

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

The COVID-19 pandemic has had a profound impact on Empowering Possibilities International Charter (EPIC) and its community. In March 2019, EPIC school was unexpectedly closed due to Governor Newsom's Stay At Home Order to counter the COVID-19 pandemic and the school was thrust into a distance learning platform. This unexpected shift to distance learning had a profound impact on EPIC students,

teachers and families. Perhaps the most profound impact has been on the EPIC students, with over 70% of them being English Language Learners. While EPIC has done a solid job with distance learning, it will never replace the full day of English-immersion that exists on our campus - many of our students come from families where little to no English is spoken at home. This has had a substantial impact on student learning. Furthermore, our highly-trained teachers provide Guided Language Acquisition and Design (GLAD) strategies on a daily basis for ELD for our English Learners that is difficult to replicate through distance learning, although our teachers are doing the best they can to implement. Finally, our students' social-emotional needs are not being met as well through distance learning, as kids are social creatures who learn from each other and want to interact in person with each other, both inside and outside of the classroom. While our teachers strive daily to meet the academic and social-emotional needs of all of our students through our programs and do an excellent job with distance learning, it will never be the same as in-person learning. The COVID-19 pandemic has undoubtedly impacted our teachers as well. While our teachers utilized technology in their classroom prior to the COVID-19 pandemic to enhance student learning, they were suddenly forced to be completely dependent on it. Many teachers had not been trained in technological elements that would benefit their classroom, such as virtual instruction, Google Classroom, and other online platforms that were necessary to promote digital engagement during distance learning. The sudden shift to full-time distance learning and technology use was stressful for teachers, as they were instantaneously thrust into a new means of instruction. Fortunately, we have had the summer to provide necessary trainings to our teachers so they can move to excellence in their distance learning implementation. Finally, the COVID-19 pandemic and distance learning has had a tremendous impact on our families. Many of our parents are essential workers and do not have the opportunity to stay home and help students during distance learning, which impacts student learning. Also, many of our families consist of non native English-speakers who have limited skills to effectively provide support for their English Learner students during distance learning. Furthermore, many of our families are socio-economically disadvantaged and were not prepared technology-wise for distance learning with Chromebooks and the fast internet connection/bandwidth that is required. EPIC has been able to respond to this need over the summer by securing enough devices for families who need them along with hotspot connections, which has allowed our families to spend their resources on basic household needs and life essentials.

## Stakeholder Engagement

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

From the very beginning of the onset of distance learning at EPIC due to the COVID 19 pandemic, EPIC along with all of the Gateway Community Charters Schools have continually reached out to all significant stakeholder groups for feedback. Parent, student and staff surveys relating to distance learning have been conducted by both Gateway Community Charters and EPIC. Data from all of the surveys implemented was analyzed and synthesized, and incorporated into the EPIC Distance Learning Plan as well as the Learning Continuity and Attendance Plan. All of the surveys implemented were conducted in English and Russian, the dominant languages at EPIC. Communication about the surveys to encourage participation was sent out in multiple languages by Gateway Community Charters and EPIC by email and through telephone through AERIES, our Student Information System. Efforts to reach pupils, families, educators, and other stakeholders who do not have internet access were made using informal measures, such as face to face conversations, while the

stakeholders were on campus during distance learning events such as Chromebook checkouts, enrollment appointments, and other types of material check-out days.

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

The public had an opportunity to attend a public hearing on this document on September 14, 2020. The Public Hearing was held as part of the regularly scheduled board meeting and was conducted via Zoom and live simultaneous broadcast on You Tube. Comments during the public hearing were accepted prior to the meeting and read to the Board during the public hearing portion of the meeting.

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

For distance learning, EPIC seeks continual feedback from our three primary stakeholder groups, parents, students, and staff. This is done through formal means such as surveys and informal means such as solicitation of feedback through email and personal interactions. Our feedback from parents indicates that they are overwhelmingly satisfied with how distance learning has gone at EPIC. 90% of parents indicated that the school provides sufficient information about distance learning programs. 92% indicated that they know how to contact their student's teacher regarding distance learning issues. 95% indicated that they have technology and internet connections that are sufficient to participate in distance learning. 80% indicated that teachers are issuing the "right amount" of work during distance learning. 90% of parents indicated that they know how to access online platforms such as Zoom and Google Classroom. Parents indicated that their favorite things about the EPIC distance learning program are live instruction, our school maintaining electives and world language (Russian and Spanish) and that we included some packet work at the lower grade levels. Parents indicated that they found the timing of packets to be challenging and some parents indicated that there was too much review and not enough new material. Parents indicated that they would like a more formal distance learning schedule. Student surveys and feedback indicated that students were generally satisfied with EPIC's distance learning program. 93% of students indicated that they knew how to access course material. 98% of students indicated that they participated in virtual classes at least 2 times a week. 88% indicated that they demonstrated effort in EPIC's distance learning program. Students indicated that their favorite part of distance learning were the live interactions with teachers and classmates, flexibility of the schedule, and waking up later. Some of the challenges that students faced were internet and technology issues (connectivity, passwords, etc.), having parents who are unable to support them, having to manage participation in multiple Google classrooms, and teacher communication at times. Staff surveys and feedback indicated that they felt highly supported in technology and the online platforms (Zoom, Google Classroom, other online learning platforms) and that EPIC provided them the time and resources to be successful with distance learning. Staff feedback indicated a frustration with technology not working properly, a lack of accountability for attendance and student work completion, and some issues with parent communication and participation due to the extenuating circumstances of COVID 19.

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

EPIC has valued all of the feedback received through surveys and informal measures of parents, students, and staff and have incorporated it into our EPIC Distance Learning Plan for 2020-21. For example, parents indicated that they want more live instruction and interaction with/among students and our distance learning schedules are created with three hours of live instruction each day, not including student independent work, which more than exceeds the CDE guidelines. Parents indicated that they value electives, so our distance learning schedule includes PE, art, and foreign language instruction at all grade levels. Parents indicated that they value some packet work at the lower grade levels, as it is developmentally appropriate, so we included packet work at the lower grade levels. We have streamlined the

process of picking up/submitting student packet work so that it is done one day of week to provide convenience to families. Parents indicated that they were having technology issues relating to lack of devices and internet connectivity, so we purchased enough Chromebooks to ensure that we can offer a device to every student as well as acquired 50 internet hot spots to ensure that every EPIC family can access our online program. Students indicated that they prefer to start distance learning later in the morning, so we start all of our distance learning instruction at 9:00 a.m. to meet their needs. Students indicated some level of frustration with accessing online platforms, Google Classrooms, password issues, etc. so we made sure that all of our schedules include informal office hours where students/families can reach the teacher for help regarding any element of their distance learning program. Staff surveys/feedback indicated that considering the situation, they were generally pleased with the technological support and resources that the school provided during distance learning. They expressed a need for more professional development in Google Classroom, Zoom and other online platforms that we built into the EPIC Distance Learning Plan for 2020-21. Teachers expressed a frustration with accountability and the Credit/No Credit system that we utilized in the spring out of fairness to students and staff, and the school has responded by moving back to letter grades and documenting it in the EPIC Distance Learning Plan for 2020-21. Teachers expressed a frustration with student attendance and participation in distance learning due to COVID 19 due to all of the extenuating circumstances that prevented families from participating. EPIC has responded by delineating a clear plan for attendance and student engagement/re-engagement that is based on CDE requirements and clearly stated in the EPIC Distance Learning Plan for 2020-21. Staff expressed concern that many students do not have adequate school supplies to participate fully in distance learning, so EPIC responded with creating school supply kits that are being distributed to students this fall.

## 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.]

When deemed safe by the health department and Gateway Community Charters EPIC will be ready to welcome students back to in-person learning. It is important to note that when this occurs if families do not feel ready to send their student back to school a distance learning option will be provided. When students return to full time in-person learning, instructional minutes and schedules will return to the same standard of previous years thus allowing for ample instructional time to meet student needs. If the situation should arise where EPIC is instructed by the local health department to open utilizing a hybrid model we will do so using an A/B cohort approach while still offering full distance learning for those families that desire this approach. In the A/B cohort approach, our current plan is that EPIC students would attend two days a week, all day. Each classroom would be split in half and the days attended will be determined by alphabet as much as possible. This would ensure that families with multiple students can attend on the same days. Regardless of the instructional model utilized (distance learning, hybrid learning, full in person learning) all teachers will conduct both regular formative classroom-based assessments and summative assessments such as Renaissance learning to determine student needs and any potential learning loss. If a student is

determined to be performing above his/her peers acceleration can be provided in the form of inquiry-based studies, Successmaker and lesson extensions. If a student is in need of academic intervention, EPIC employs multiple intervention paraeducators who push into our classes (whether virtual or in person) to support student learning. Students also have on-site and at-home access to Successmaker, a computer-adaptive ELA/mathematics program that assesses student placement and provides lessons based on their assessed needs. Historically at EPIC we have also offered supports such as: after school homework help and after school tutoring which will both continue when it is deemed safe and allowable. During distance learning, EPIC will provide small group mathematics and English/Language arts intervention opportunities for students who have experienced learning loss in the afternoons after the regular instructional program. Both integrated and designated English Language Development (ELD) will continue to be provided for EPIC students in varying ways. Integrated ELD is delivered primarily in the form of strategies taught in the educational philosophy known as Guided Language Acquisition Design, or GLAD. GLAD consists of multiple strategies that are designed to support the needs of English Language Learners in an engaging manner while also providing standards based lessons for all students. Designated ELD is a large part of our educational program here at EPIC due to our high population of EL students. Students will receive designated ELD through small group instruction with their classroom teacher utilizing the McGraw Hill Wonders/Study Sync ELD curriculum. In addition to in class support those who are determined to have the highest need of support based on ELPAC data will also receive pull out designated ELD support by our site ELD teacher. To support teachers in their ability to provide the instruction needed to address any learning loss EPIC administration will also provide professional development around the concepts of universal design and differentiation. Finally, EPIC staff will continue their work with SCOE's Mathematics Specialist who has been supporting EPIC staff in their ability to utilize their math frameworks and spiral their lesson pacing to better meet student learning needs.

Whether EPIC returns to full in-person learning or a hybrid model, safety of all stakeholder groups will continue to be of the highest priority. To ensure safety all staff have been instructed to wear a mask, wash/sanitize their hands and work station frequently in addition to practicing safe social distancing. When students return to campus. EPIC will follow the latest CA guidance of masks required in grades 3-8 and strongly encouraged for grades K-2. Inside and outside the classroom students will practice social distancing by: utilizing desk dividers, planned hallway traffic routes, spacing when in line, limiting the number of students out of the classroom and closing every other sink in the student bathrooms. Paraeducators and playground assistants, as well as administration, will be on hand to ensure no social gathering occurs in the hallways when students are out of class. EPIC administration has also worked very closely with site custodians to ensure cleaning protocols exceed the minimum standards and has purchased a backpack sanitizer to facilitate the frequent sanitizing of our classrooms.

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

Description	Total Funds	Contributing
Purchase of Backpack Sanitizer to facilitate classroom and campus sanitation	750.00	No
Purchase of PPE such as masks and face shields and classroom dividers	10,370	No

## 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.]

At EPIC distance learning is defined as a combination of face-to-face distance learning instruction utilizing the Google platform and independent learning experiences designed by the classroom teacher. EPIC teachers will design lessons based on the California content standards to ensure high quality instruction in the core content areas: English Language Arts, Mathematics, Social Studies and Science. Instructional experiences will be designed utilizing the inquiry based approach to continue our wonderful International Baccalaureate work. During distance learning we believe it is important to also continue providing our students with the valuable experiences gained from participation in electives such as Art, Physical Education and Foreign Languages. For this reason all Electives will be offered via distance learning platforms such as Google and independent work. EPIC teachers will provide families with detailed information regarding the instructional program specific to their grade level. At the elementary level EPIC teachers will utilize the McGraw Hill Wonder's curriculum for English Language Arts and the SAVVAS Realize curriculum for mathematics; Middle School will utilize the McGraw Hill Study Sync English Language Arts curriculum and the SAVVAS Digits curriculum for mathematics. Both of these curricular programs offer both physical and digital resources for all grade levels. In addition to these curriculum items all EPIC teachers will have access to a multitude of high quality supplemental resources such as: NewsELA, Mystery Science, Spelling & Writing City, Success Maker, Read Works, Rosetta Stone and Learn 360. EPIC has also ordered new SMART suite technologies and training for all teachers. These new pieces of technology in addition to the related training will support teachers in delivering highly engaging lessons to all students in an easy to use platform. By providing engaging lessons with ease of access EPIC teachers will be able to provide rich instruction to all students whether it is online, in a hybrid model or fully online.

### 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.]

Online learning will be a means of instruction for all grade levels K-8 and the amount of online learning and the activities will vary by grade level and be grade-level appropriate. Activities will include teacher instruction, classroom meetings/collaboration, use of supplemental online programs, and office hours for parent/student questions. EPIC has provided all students in grades K-8 the opportunity to check out a Chromebook device to participate in online learning experiences. EPIC has obtained 50 wifi hotspots from T-Mobile that can be distributed to those EPIC families who are in need. Furthermore, EPIC has provided families without internet access information on how to obtain low cost internet. EPIC has gone above and beyond in communication of available technologies for families, at EPIC we have: emailed families, posted information teacher websites and had our parent liaison call families personally.

## **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.]

At EPIC many measures have been put into place to assess pupil progress, participation and work. All EPIC students in grades K-8 receive approximately 3 hours of live instruction each day. This live instruction combined with student work to be completed outside of the live instruction more than exceeds the minimum CDE requirements (Grade K - 3 Hours; Grades 1-3 - 3 Hours, 50 min.; Grades 4-12 -4 hours). Grading of course work by the classroom teacher will continue at the class level with letter based grades being assigned by all teachers with the exception of elementary art and PE which will assign credit/no credit marks based on participation. The use of our digitally based assessment system, Renaissance Learning, will also continue with teachers administering the STAR 360 reading and math benchmark assessments each trimester to monitor student progress. All classroom teachers will update a weekly engagement log daily which records whether a student participated in live instruction or reviewed instructional videos and whether or not the student completed their assignments for that day. If a student is not participating and/or completing course work we have different levels of intervention in place to help re-engage the student in distance learning including: phone calls and emails home and for extreme circumstances home visits by our parent liaison.

## **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 is of great importance at EPIC, as such it will continue through a digital platform during distance learning. EPIC's professional development occurs on rotating Friday's and includes a variety of topics such as: equity, social-emotional learning, coherent instructional framework design and of course the International Baccalaureate Program. All EPIC staff have the ability to contact the TRUSD technical support via email, the help desk can typically solve most issues remotely. However, if an issue needs a more hands-on solution TRUSD is at our site weekly to assist. EPIC administration is also available to support staff with technical issues as needed. Professional development opportunities specific to distance learning have and will continue to also be provided for EPIC staff. On August 3rd, 2020 EPIC administration provided the opportunity for all instructional staff to participate in training around distance learning platforms such as Google classroom, Google Meet and Google Sites. Throughout the day teachers participated in online based training to improve their understanding of these programs; teachers were also given time to use what they learned to create their google classrooms and websites. EPIC administration is also working to provide training around the SMART suite technologies and the SMART board to assist with engaging distance learning delivery methods. As the year goes on EPIC administration will continue to provide training specific to distance learning strategies and resources to support staff.

## **Staff Roles and Responsibilities**

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

As a result of COVID-19 many of our support staff roles have changed. Since students are not on-site roles of paraeducators and playground assistants have had to be reimagined. To support distance learning at EPIC our paraeducators and playground assistants have been shifted to grade level support roles which perform tasks such as: instructional material distribution, material collection, copy work and parent contacts. Intervention paraeducators who would normally push in to support student learning are now supporting assigned grade levels virtually by joining break-out rooms and assisting via one-on-one or small group appointment.

## 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.]

Teachers allow for accommodations and modifications per a student's IEP as if they were in a regular classroom. Our RSP teacher and RSP Para conduct virtual check-ins with families and classroom teachers on a weekly basis to provide support and monitor Google Classrooms to assist the classroom teacher in making appropriate accommodations and modifications to assignments. During distance learning, all EPIC teachers will continue to make a conscious effort to design learning activities that address the needs of students with different learning styles. The use of the SuccessMaker online platform at home is especially beneficial for Students with Disabilities as it provides computer-adaptive instruction in English/Language Arts and Mathematics.

Teachers will continue to create learning activities that address the needs of students with different learning styles through integrated and designated ELD experiences. English Language Development (ELD) activities will be included in learning activities as well as in face-to-face Google Meets. Designated ELD services will be provided in each class for Elementary students and during homeroom for Middle School students. English Learner Newcomers will continue to have access to Rosetta Stone at home, which will be supported by live scheduled sessions with our ELD teacher. Integrated ELD will be supported through the Guided Language Acquisition and Design (GLAD) strategies. EPIC teachers will incorporate GLAD strategies into their distance learning activities as much as possible. Finally, all EPIC students will continue to receive course work in Russian in the form of packets to strengthen their primary language skills, which helps with their development in learning English.

At this time, EPIC does not enroll any students who are in foster care or homeless, but in the case that they enroll the school is prepared to make necessary interventions to ensure their success. These interventions could include but are not limited to financial assistance with school supplies and materials necessary to access the educational program, virtual ELA/Mathematics intervention opportunities, and special supports from our highly-skilled school counselor.

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

Description	Total Funds	Contributing
Purchase devices and accessories to support distance learning including: chrome books, teacher laptops, and head sets.	\$100,000	Yes
Purchase online programs such as Gizmos, Screencastify, Spelling City, Etc. to support distance learning/hybrid learning	\$10,000	Yes

Description	Total Funds	Contributing
Provide an additional teacher planning day to support distance learning/hybrid learning during which time teachers were trained on platforms such as Google and Zoom	\$10,000	Yes
Purchase New Smartboards, Document Cameras and associated training to support with distance learning/hybrid learning	\$165,000	Yes
Purchase Chromebook Carts to ensure storage and charging capability to support distance learning/hybrid learning	\$14,000	Yes
Purchase new laminator machine and supplies to create literacy and mathematics manipulatives for distance learning/hybrid learning	\$2,000	Yes
Zoom Pro Accounts for staff and large meeting/webinar add on	2,000	

## 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.]

At EPIC continuous assessment and analysis of the associated data is and always will be a part of our culture. All EPIC students will participate in multiple learning experiences which will inform their teacher of their progress in their course. These learning experiences will vary across grade levels and subjects but could consist of items such as: traditional assessments, inquiry-based projects, presentations, essay writing and collaborative work. Teachers will maintain up to date grade books utilizing the online platform, AERIES, to ensure families have access to their students most up to date progress. All EPIC teachers review student data and adjust their instructional pacing, small groups and intervention groups as necessary. As a school we also have what we refer to as benchmark assessments which are completed on a trimester basis. Each student at EPIC takes both a digital reading and math based assessment using the program called Renaissance

Learning. This program gives teachers a comprehensive breakdown of the students performance based on their grade level standards. Once the data is collected all EPIC teachers participate in professional learning communities where they analyze their data, adjust pacing and work with peers to develop supports for students in need. English Language Development is another area that is closely monitored through data analysis in addition to classroom based assessments EPIC students will also take the initial ELPAC and the summative ELPAC (as directed by CDE). The data received from these assessments in conjunction with classroom based assessments are used to create our designated ELD groups at EPIC. As teachers accumulate and analyze student data this information is used to guide all aspects of the instructional day. Based on current data teachers may adjust their classroom pacing, provide small group instruction, reteach a given lesson, provide supplementary or extension materials, conference with parents, conference with the student, recommend tutoring, assign a student to an intervention group or recommend the online program Successmaker.

## **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 strategies to address learning loss will begin with the collection of data to drive informed decisions. Throughout distance learning and once students return to in-person learning teachers will utilize multiple measures of assessments in order to determine whether a student has gained mastery of a given subject or not. This information is then used to create a plan of action to address a student's specific needs. Specific strategies that will be used to address learning loss at EPIC are targeted intervention provided in a small group setting by either the classroom teacher or paraeducator, the use of Successmaker and additional tutoring support by a credentialed teacher. For students classified as ELL who are in need of additional support this may come in any of the previously suggested strategies, Rosetta Stone or additional time with EPIC's ELD teacher. Students with exceptional needs may receive the previously suggested supports however the way in which a student receives support and what type of support he/she receives could be dictated by their IEP. At EPIC we do have a full-time RSP teacher on staff as well as an RSP paraeducator who provide support for our students with exceptional needs. EPIC also provides additional services such as speech or occupational therapy through the use of outside vendors as needed by a student's IEP. EPIC students who are EL/Low-income/foster youth/exceptional needs/experiencing homelessness will be offered the previously suggested supports to address learning loss. EPIC also strives to meet the unique needs of all students by providing access to technology, educational resources and supplies at no cost to our families. Finally, EPIC employs a full-time school counselor who is available to assist any EPIC student by referral should the need arise.

## **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.]

Measuring the effectiveness of EPIC's pupil learning loss strategies will be an on-going process that consists of multiple measures of assessment. All EPIC students will take the Renaissance Learning STAR assessments three times throughout the year to track progress in addition to any applicable state assessments such as SBAC and ELPAC. Classroom teachers will also utilize their own assessments in their specific classes to track student progress. Administration will regularly conference with teachers to review student performance and progress. During these meetings progress or the lack thereof will be discussed in detail as well as strategies to continue to strive towards excellence in all of our educational programs. Another level of accountability will come from our stakeholder groups. EPIC will solicit feedback from our

families (both parents and students) in the form of surveys to determine how they feel our programs have performed in addressing their students needs.

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

Description	Total Funds	Contributing
Paraprofessional support to classrooms	0.00	Yes
Staff training and lesson development time	11,497.00	No

**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.]

Student and staff mental health and social/emotional well being is a focus at EPIC every year, regardless the the format of the learning, whether it is in-person learning, distance learning, or hybrid model. There are many structures in place at EPIC during distance learning to support student mental health and social/emotional well-being. EPIC teachers have been trained in the five CASEL social-emotional learning competencies: self awareness, self management, responsible decision making, relationship skills, and social awareness and how to use the Competencies to promote social/emotional learning among students. For 2020-2021, EPIC teachers will be setting goals within the CASEL SEL Competencies that relate to distance learning as part of their evaluation process. Administrators will be checking in with the teachers regularly to hold them accountable to these goals. EPIC is a Flippen Group Capturing Kids Hearts (CKH) National Showcase School and teachers will continue to utilize CKH with students during distance learning to teach student self-regulation strategies. Through CKH, teachers will continue to build social contracts with students, conduct "Good Things" regularly to promote positive thinking, and utilize many of the other CKH strategies that contribute to student emotional well-being and the outstanding school and classroom cultures at EPIC. In addition, EPIC learned from the student surveys that the more live interactions that the school can provide academically and socially via Zoom or Google Meets the better. Students are craving peer interaction, so EPIC has created a schedule that offers over 3 hours of live interaction a day for our students. Furthermore, EPIC is continuing with school social programs, such as student council, to the best of our ability in the quest to provide as many social experiences for our students as possible. The increased peer interaction among students and with the teachers will provide connection to students and enhance their happiness and emotional well-being. Finally, EPIC has a school counselor who is available to all EPIC students/families and holds regular office hours every day M-F to assist with COVID-19 related needs, social and emotional needs, including trauma. The availability of our counselor has been communicated to families by means of our

Distance Learning Handbook, through email, and via newsletters. In addition to students, EPIC provides for the mental health and social/emotional of staff as well. For example, EPIC has taken the staff feedback into consideration when creating distance learning schedules, in order to tap into their professional expertise about instruction as well as give them input as to what realistic schedules will look like for distance learning. This is a key element of helping staff manage stress, which is a key element to their mental health and social/emotional well being. Also, EPIC has allowed the staff flexibility to work from home that contributes to reduction of stress. All of the staff meetings at EPIC are done live via Zoom and include ice breakers and fun activities that help us maintain our connection during distance learning. We constantly practice affirming each other in our meetings and in person, which is a key element of CKH and results in a more positive school culture. In order to maintain positive and collaborative staff-administrator relationships, EPIC administrators hold brief, regular check-ins with all staff to ask for any needs and then they assist in resolving them. Finally, for staff who have serious mental health or social/emotional needs, our parent organization - Gateway Community Charters - offers an Employee Assistance Program (EAP) where employees can get help on a wide variety of personal issues relating to mental health and social and emotional well-being.

## 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.]

EPIC believes that pupil engagement and outreach is critical for distance learning to successfully reach all students and families. We believe that EPIC has done great work to improve on our distance learning from last spring in the area of engagement. We have taken feedback from staff, students, and parents to create a program that is our best attempt to meet the needs of our various stakeholders. We have considered the challenges of distance learning engagement - family schedules, creating an engaging instructional program that includes much live instruction and interaction between students and student/teacher. Obviously, meeting the needs of families as detailed in the Stakeholder Engagement section, will increase engagement. This fall, our teachers are recording their live interactions with students in order to meet the needs of families who are unable to attend the live sessions due to extenuating circumstances that are so numerous with COVID 19. The EPIC staff has worked very hard to create an engaging distance learning curriculum, that includes the CORE classes and electives, which is based on activities that address the needs of varied learning-styles. EPIC has created a multi-step re-engagement plan that is noted in our Distance Learning Handbook. It starts with our teachers keeping a detailed "engagement spreadsheet" so we know which students are participating in which elements of our distance learning program - for example, we can differentiate who is participating live, who is watching videos, who is completing assignments, etc. The following steps will be taken by EPIC staff to ensure that all students are actively participating in distance learning. Step 1: the classroom teacher will contact the student through Google Classroom; Step 2: the classroom teacher will contact the family using the contact information in AERIES (either via email or phone); Step 3: Our Parent Liaison will be notified by the classroom teacher (via email or through our attendance spreadsheet) and contact the family via phone or email; Step 4: School administration will contact the family by phone to schedule a virtual meeting; Step 5: Parent Liaison will perform a home visit to determine how EPIC can support the student in distance learning. All of our office staff are bi-lingual in English and Russian so contacting

our families in either language is not an issue. For our English speaking teachers, they seek out translation services from our bi-lingual staff as necessary.

## 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.]

EPIC's meal program is provided through a partnership between Gateway Community Charters and Twin Rivers Unified School District. EPIC is participating in a new option related to the National School Lunch and School Breakfast Programs also known as the Community Eligibility Provision (CEP) for School year 2020-2021. School breakfast/lunch is not available at the EPIC site during distance learning, however students can pick up food at any school in their neighborhood. Furthermore, Starting August 10, meals can be picked up daily from 11:30 a.m. -1:00 p.m. at the following GCC school sites: Community Outreach Academy, Community Outreach Academy Middle School, Rancho Del Paso, SAVA, and Gateway International School. Curbside meals include breakfast and lunch that can be taken home. The meals are offered at no charge to enrolled GCC students and no paperwork is needed as long as the child(s) is present with the parent/guardian. If the child is unable to be present, parents/guardians can bring a form of verification that identifies the student as being enrolled (schedule, ID Card, report card, etc.) Families are only able to receive one meal kit per child at the GCC site of their choosing. When we return to in-person learning, EPIC will provide free and reduced price breakfast and lunch as we normally do through our partnership with Twin Rivers Unified School District.

## 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
35.19%	1,099,923

### 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.]

Special attention is given to those actions that support students who are identified as high need (foster youth, English learners and low incomes students) as a priority. Content has been adjusted to provide the same high interest content while engaging with students in a virtual environment. When students return to campus, the initial focus will be how to best serve those students with the highest need. The initial return to school will prioritize placement and instruction for foster youth, English learners and low-income students. Actions in this plan, while often provided to all students, will be evaluated to ensure that those students of the greatest need are served based on their level of need.

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

Empowering Possibilities International School is providing increased or improved services for low income pupils, foster youth, and English learners above the base program by providing quantitatively and qualitatively the items below that improve services for those students.

Increase professional development of research based strategies using Project GLAD.

Increase the learning day for English learners by providing after school tutoring.

Increase instructional support for English learners with bilingual instructional assistants.

Increase safety and security needs of students by providing a school nurse

Increase student health and physical fitness through the use of Heart Zones PE equipment.

Increase student health by providing a salad bar option during lunch service.

Provide a part time counselor to meet the mental health needs of students.

Increase instruction of visual and performing arts.

Increase peer observations between teachers.

Increase student achievement through the use of on-line assessment and data monitoring systems.

Implement the use of on-line intervention programs to increase student academic achievement.

Increase coaching, curriculum development and planning for teachers.

Increase IB training for teachers.