

# 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.

Options For Youth-San Bernardino (hereafter OFY-SB) and its community have been negatively impacted by the COVID-19 pandemic along with other schools in California. Because of gaps in skills caused by both academic and external factors, our students regularly experience academic challenges and are now being challenged additionally with a new learning environment and changes to our educational program, also a result of the pandemic. Being a non-classroom based school has helped ease the transition tension of moving to distance learning, however, we are still being presented with new and extensive challenges.

In order to mitigate those challenges, we took a comprehensive approach to meeting students' needs in a virtual setting. We have followed all CDE guidelines and recommendations for general education students, and students with disabilities, as we continue to offer access to instructional support and special education services during distance learning. Students have access to an independent study curriculum. They are able to pick up and drop off of physical work at our learning centers and may access curriculum through both our independent study curriculum and our online learning platform, Edmentum. Teachers are available for one-on-one support through online meeting platforms and have created digital resources to assist students through the independent study curriculum. Small Group Instruction Teachers are meeting virtually in small groups and in one-on-one tutoring support sessions with students as needed. In transitioning to distance learning as prompted by COVID-19, OFY-SB offers students access to the mode of instruction that best fits their needs. Students and families may choose either independent study curriculum or online curriculum to complete work at home. OFY-SB recommends resources for low or no cost internet services to families in need of Internet services.

OFY-SB recognizes that students and families are now facing both social and economic hardships due to the COVID 19 pandemic. School Psychologists are meeting with students virtually and via phone appointments to both meet students with disabilities' needs as stated in their IEPs and to provide any necessary crisis interventions and threat assessments as they arise. OFY-SB's Post-Secondary Counselors are also available for virtual or phone appointments for general education counseling services to support students' needs. Counselors work in partnership with the Psychologists to support student needs both academically and socially.

In the 2019/20 school year, OFY-SB served an unduplicated pupil percentage of 85.05%, English Learners (EL), Low Income (LI) and Foster Youth (FY). Because of the needs of these students, it is vital that OFY-SB provide specialized academic support staff (such as Tutors, EL Specialists and Coaches, and Post-Secondary Counselors). One of the challenges OFY-SB faces is that students have difficulty connecting with staff virtually. OFY-SB relies on student connections to ensure students are provided with the academic support needed in order for them to succeed. Working virtually has not worked for all students; some students would rather come on site and have those meaningful conversations in person. It is also challenging to identify individualized intervention plans that address areas of highest academic needs for students during this time. A large percentage of students do not have resources for additional support to bridge the learning between school and home and require specialised interventions to complete assignments at home. This is where the specialist academic support staff are able to bridge those gaps. By being available on-site as well as virtually, staff are able to connect with students at their level and through multiple means.

OFY-SB hosts stakeholder engagement events to provide opportunities for parents and students to engage with our school and provide vital feedback. Although keeping families engaged has been a constant challenge for OFY-SB and many schools, the school continues to find ways to provide families with virtual engagement events. OFY-SB is currently working on finding creative ways to involve parents but are having a hard time even getting parents to complete school surveys during these challenging times.

The design of OFY-SB's non-classroom based program affords students flexibility. Students and families can choose a mode of instruction that works for their current situation. Instructional staff members are available to facilitate independent studies courses through virtual means during normal hours of operation: 8:00 am to 5:00 pm. Small Group Instruction Teachers are available for tutoring through virtual meeting platforms. Some teachers have continued to work with the whole class virtually, while others have strategically grouped students in order to appropriately differentiate and maintain rigor and course integrity through distance learning.

In order to remain flexible and sensitive to each student's new at-home schedule, Tutors and Substitute Teachers are available on-site-by appointment only- for students to pick up and drop off work or to get individualized support. In order to support instructional staff to meet the needs of all learners at this time, the Local Education Agency (hereafter LEA) provides access to professional development opportunities related to educational technology and instructional best practices for virtual learning. This professional development has included training on the school's digital curriculum (Edmentum), various virtual meeting platforms (ex: GoogleMeets, Zoom), and virtual instruction tools including GoogleSlides and Classroom, among others. Our Professional Development Team and internal staff have created training for our teachers based on identified staff needs.

OFY-SB provides supplies that students may need for optimal learning outside of school. These items include calculators, pens and pencils, notebooks, highlighters, post-its, etc. Our Postsecondary Counselors are working with all seniors to provide remote community service opportunities as well. English learners and students with IEPs are meeting with their specialized teachers at least twice per week to ensure they are being supported and have access to teachers M-F. OFY-SB is currently working on outlining and implementing a system for students and parents who do not have access to technology and/or internet that will allow them to come into a school site and use the computer stations safely. The school will abide by all CDE guidelines to ensure safety at all times.

# Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

Stakeholder engagement events provide opportunities for parents and students to engage with the school. Due to COVID-19, OFY-SB has had to rely on virtual means for collecting vital feedback from stakeholders regarding challenges the school is facing and potential solutions and resources required to support these challenges. The school has collected feedback from students, families, and staff through surveys, meetings, and direct reporting of conversations held with stakeholders. Through these three forms of collaboration, OFY-SB has been able to present the instructional plan that will support students through the pandemic.

OFY-SB sent emails and text messages to families and students that included a link to an initial survey, using Survey Monkey, with the options available for the 2020-2021 school year. The surveys for students and families were written in English and Spanish to ensure equitable access to participation. Parents/guardians and adult students were asked if they planned to re-enroll at OFY-SB, which instructional approach they felt most comfortable with for the 2020-2021 school year, and to share any concerns they might have about returning to campus. The instructional approach options that were provided were distance learning through the first semester, a hybrid learning model with some in-person and some online instruction, or a full return to campus. A second Survey Monkey survey was administered in late-July 2020 through early-August 2020 to students, parents/guardians, and staff. This second survey asked for stakeholder feedback on the development of our Learning Continuity plan and focused on the types of mental health offerings they would like to see during the school year, professional development opportunities that they felt would be beneficial, how to best support pupils with specific needs, how to improve student engagement, availability and access to technology and connectivity, and how pupil progress at OFY-SB should be measured. This survey was also administered in both English & Spanish. OFY-SB also mailed home letters to families explaining our distance learning plan and how we will utilize a phased approach when returning back to in-person instruction.

OFY-SB school staff provided feedback through regular weekly center meetings. This feedback included strategies that were working as well as areas where more resources or professional development is required. Staff also reported parent and student experiences based on feedback they received during conversations with students and families. Staff has open dialogue with school leadership to give live feedback, ask questions, and contribute to the overall plan. School leadership outlined and explained the phased return plan at each school site during their center meetings, and staff were encouraged to reach out to their supervisor and/or HR staff with any questions or concerns. School leadership addressed and continues to address concerns and make adjustments for staff who request flexibility or accommodations. This feedback has been a large contributor to the structures created in our distance learning plan.

In addition to providing feedback via surveys, families also reached out by phone, emailed questions and responses, and commented on social media postings. OFY-SB encourages feedback through multiple interactions and ways to connect such as through Google Hangouts, Google Voice, phone calls, texts, and social media. This feedback is collected on an on-going basis in order to continually increase communication, access, and engagement with all stakeholders. The following events provide us the opportunities to receive the valuable and necessary feedback we need in order to most effectively develop our school-site goals. These stakeholder engagement events will be carried out virtually:

Back to School Night  
Parent-Teacher Conferences  
FASFA Information Nights  
DELAC Committee Meetings  
Bilingual Scholars Ceremony  
Senior Signing Night  
CREW - College Prep Classes  
Community Outreach Events  
E-Sports  
Student Council Meetings  
School Site Council Meetings

School leadership met to develop the instructional plan and Learning Continuity and Attendance Plan (hereafter LCP) utilizing stakeholder feedback from the surveys, collaboration meetings, and from what was being directly reported from parents. Additionally, Principals and Administrators met with the school leadership to discuss School Improvement Plans, student academic progression, and how to best ensure that the needs of all students are being met during distance learning and once students return to in-person instruction.

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

The LEA posts login information to virtual public meetings 72 hours in advance on the school's website so that the public can join remotely. The agenda is also posted on the school site front doors for those who do not have access to the internet and would prefer to meet via phone. Agendas and information for all meetings will be available in English and Spanish to ensure access and availability for all stakeholders. If there is someone in the public that needs translation, the school will provide that for them, given prior notice for accommodations. Furthermore, all public meetings will also have a phone number listed so that the public can call into the meeting and a translator is available if translation is requested. OFY-SB continues to offer the following events which provide the opportunity for remote participation in public meetings and hearings each month: charter-wide meetings, DELAC meetings, and School Site Council meetings.

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

Of the total participants in the Learning Continuity and Attendance Plan survey which was conducted in late-July 2020 through early-August 2020, approximately 38% were school staff, 35% were parents or guardians, and 26% were students. Far and away, the most recurring response amongst all stakeholders (staff, students, and parents) to the question of how to best support students with learning loss was more frequent communication. Parents/guardians and students were united in requesting more frequent communication from the school as a whole, as well as teachers; staff were consistent in requesting more communication from leadership and students. In addition, stakeholders suggested providing laptops and other technological devices to students, increasing availability of or information about tutors, and increasing face-to-face interactions (such as video calls). A large number of student and parent/guardian stakeholders reported that they were pleased with and wanted to maintain the levels of communications currently being provided by staff.

While the majority of parents and guardians do not feel that students suffered learning loss or struggled to adapt to distance learning, half of all stakeholders do not feel that students have access to devices and connectivity that support distance learning. 90% of staff feel that their roles have been affected as a result of the COVID-19 pandemic. 60.87% of parents or guardians report that students do not have any challenges with attendance, but did cite anxiety, a lack of interest in distance learning, and outside obligations as factors potentially inhibiting student learning.

The large majority of stakeholders feel positive or neutral about the availability of programs offered. Over 80% of parents and guardians do not feel that their students are in need of additional mental health services at this time, although 60.87% of parents or guardians reported that students do not have any challenges with attendance and did cite anxiety. Because these results are contradictory, the LEA is focused on providing additional mental health support to students in need.

Suggestions from stakeholders in terms of what sort of mental health offerings would be beneficial to students include: general counseling, stress management, coping skills, and life skills. Nearly 90% of families did not participate in free meal distribution prior to COVID-19; however, over 56% of students, parents, and guardians indicated that they would be somewhat or very likely to partake in free meal distribution in the new school year.

Stakeholders are in agreement that the two main methods the majority would like to use in measuring participation and progress are student progression and credit attainment, with core course credit completion and attendance close behind.

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

Because of the responses that were provided via all our stakeholder engagement efforts, the LEA will offer:

OFY-SB recognizes that distance learning presents challenges to our students staying connected to our school. Based on the survey results and direct feedback from all stakeholders: staff, parents and students, they all felt that OFY San Bernardino could work on providing extra-curricular activities to the students. OFY- San Bernardino has revamped our sports program to include virtual yoga as well as Esports in lieu of our previously scheduled girls volleyball and boys basketball seasons. This can be found in the Stakeholder Engagement section of the Plan. Additionally, the school will continue to have a Student Council at each school site but have adapted the curriculum so it can be conducted virtually. Based on the survey results and direct feedback from all stakeholders, OFY-SB will continue to provide two curriculum options for students. This feedback can be found incorporated throughout the Distant Learning section which includes the Continuity of Learning prompt which elaborate on the need for Edmentum (digital curriculum) and packet based curriculum; this will help bridge the gap between families with or without internet access. This can be found in the Access to devices and Connectivity section of the Plan or in the actions table in Distant Learning Section.

# 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.

OFY-SB has created a five-phase road map to reopening school sites and has shared those phases with all stakeholders. As of July 1st, OFY-SB has been operating within Phase 2. Our schools will move forward with Phase 3 and beyond when data and health officials indicate it is safe to do so. During this process it is also possible to move backwards in our phases to keep students, their families, and staff safe. Personal protective equipment (hereafter PPE) such as face masks and sneeze guards are available and installed at each school site. Sanitizing wipes and hand sanitizer has been placed throughout the school site and procedures for wiping down surfaces each day is strictly enforced.

### Reopening Plan/Phases

In-person instruction will begin in Phase 3, where students will come to the school site one to two days per week to meet with their Independent Studies Teacher for in-person support and instruction. In order to keep everyone safe, OFY-SB will stagger student schedules to allow for more space in between students while at the centers. The school may also shorten appointment times as needed based on student needs to accommodate all students. In-person instruction and support is vital to our students because many of them come to us after identifying that a traditional classroom setting does not work for them. In Phase 3, students will be able to talk to their teacher face-to-face about assignments and assessments. More importantly, students will be able to talk to teachers about their lives, their struggles, and their futures in person. Many of our students are struggling with distance learning because they need one-on-one, in-person support and low student teacher ratio to stay engaged with their school work. The low student teacher ratio has allowed OFY-SB teachers to build strong relationships with their students, and this, in turn, allows our teachers to maximize our students' potential because the support provided to each student is individualized. Phase 3 will also allow students to receive in-person tutoring, but the number of students in the tutoring space will be decreased to ensure social distancing. The school will follow all guidelines from local health agencies regarding social distancing, contact tracing and PPE.

Phase 4 will include all the resources in Phase 3 plus our Small Group Instruction (hereafter SGI) classes for in-person, on-campus instruction. Due to the physical size of our classroom, classes will be limited to 5-10 students per class to ensure students have adequate space around them to abide by local health organization's guidelines. These classes will be vital for our students who are struggling to learn online and need in-person instruction to stay engaged. SGI classes support students in English, Math, and Science. These classes are designed for students to interact with each other and the teacher to discuss the concepts, construct viable arguments, and critique the thinking of others. SGI classes combine traditional classroom instruction with a small class size to ensure all students participate and the teacher is able to identify the needs of each student. The smaller class size often builds a stronger learning community that continues even when the class is over. The benefit of Phase 4 is that our class size will be even smaller than normal and increase the individualized instruction and directed feedback. The challenge of Phase 4 will be that we can only offer this setting to a limited number of students in order to abide by local health agencies' guidelines.

In Phase 5, OFY-SB will operate in the way it did prior to the pandemic. Students will meet with their Independent Studies Teacher for an hour appointment twice a week in person and on campus. During their hour-long appointment, students will receive in-person feedback on assignments and complete assessments for units of study that are complete. Phase 5 will also mean that students can attend our SGI classes without any restrictions. This would allow us to accommodate 15-20 students per class. Other resources that would go back to normal for students would be their appointments with the Math Tutor, English Tutor, English Learner Specialist, Special Education Specialist, School Psychologist, and Post Secondary Counselor in person. At this time, we would also open up our student activities such as sports, Student Council, Pathways field trips, community service opportunities, etc.

|                            | Phase 1                                                     | Phase 2                                                                          | Phase 3                                                     | Phase 4                                                | Phase 5                                                  |
|----------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------|
| School Site Descriptors    | School sites physically closed to all students and families | School sites open for pick-ups and drop offs. Common areas closed. PPE required. | Schools reopen with modifications. Face coverings required. | Schools reopen at full capacity with precautions (CDC) | Schools sites open with no restrictions (back to normal) |
| Learning Model Descriptors | 100% Distance Learning                                      | 95% Distance Learning                                                            | Hybrid Model (1-day or 2 day)                               | On-campus learning/ SGI/limited student activities     | On-campus learning/ SGI/ resume full student activities  |

### Assessment Cycle and Intervention Strategies

OFY- San Bernardino has identified students who have experienced significant learning loss due to the school closures in 2019-20, through an initial screening followed by formal/informal assessments as well as through benchmark assessments that occur three times per year. OFY- San Bernardino prides in building strong relationships with our students and their families. First, teachers must engage in conversations with students during their appointment time to ensure students are ready to learn during their appointment time. Second, the teacher will go over the assignments with the student and provide feedback during their appointment time. If the teacher feels like the student needs more support, the teacher can provide the student with a tutoring appointment depending on the student's schedule. This will ensure that the student who has experienced significant learning loss receives the resources necessary to be successful at OFY- San Bernardino. Once the student has been identified as having learning loss, the student will be placed in Small Group Instruction Cohorts where they will receive more hands-on instruction while completing core classes. This is in addition to tutoring appointments. Our Small Group Instruction Teachers worked diligently to create lesson plans that will support these students' needs through the use of scaffolding and resources from the EL and SPED team. OFY- SB has also focused on adjusting formative and summative assessments for all students. Assessments at the end each unit have been adjusted so that all students have the tools necessary to learn and be successful. Additionally, parent teacher conferences will be conducted virtually to ensure parents are given the tools necessary to be an active partner in their child's education.

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

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
|-------------|-------------|--------------|

|                                                                                                                                                                                                                                                                                                                                                                    |             |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|
| School Safety - The charter will ensure anyone entering the school site is following social distancing guidelines and signing in/out policies. Additional school safety training will be provided for staff. The LEA will also follow social distancing guidelines, allow flexible appointments for students, and provide students with PPE as recommended by CDE. | \$50,000.00 | Yes |
| Basic Services - Students will have access to fully credentialed teachers to help aid their mastery of core courses and/or common core standards.                                                                                                                                                                                                                  | \$2,000,000 | 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.

OFY-SB has been modifying its curriculum and instruction to provide students with a high quality education regardless of the method of delivery.

#### Independent Studies

OFY-SB is known for its Independent Study program, which includes students completing Student Activity Workbook (SAW) with textbooks at home, then taking an online or on paper assessment to demonstrate concept mastery. Prior to COVID-19, students would take these tests on campus with their Independent Studies Teacher. Since not all students have reliable access to devices and the Internet, it was not equitable to have students complete online assessments at home during distance learning. We chose to modify the curriculum by removing the current online assessments and replacing them with alternative, written assessments and activities. This allows students without reliable computer access to demonstrate concept mastery despite various methods of delivery. Students are given the whole semester (all five units) at once and can turn them in as they complete each unit. The Independent Studies Teacher will grade each unit and provide feedback on skills and concepts via phone/Google Hangout/text/video meeting. Each unit completed is a credit towards graduation. Teachers may also return the unit to the student for corrections if the student did not pass all assignments in the unit or if the student needs remediation. The teacher will either provide the student with written feedback or give the student a call to go over what is missing. All students are maintained in the same group with the same teachers. We have provided students with two options: Student Activity Workbooks and Edmentum (Online) Curriculum. These are the same materials from previous years, however with adjusted assessments.

Additionally, the school has continued to provide tutoring services every day during school hours. These tutoring services are done virtually, through phone calls, video conferencing, and some on-site support (with all health and safety guidelines being implemented).

#### Digital Curriculum & Resources



For students with reliable computer and Internet access, OFY-SB offers online courses through a platform called Edmentum. OFY-SB offered courses through Edmentum prior to COVID-19, but it is being requested at a much higher rate during distance learning. Prior to COVID-19, some students were hesitant to take an online course because it was new and they felt more comfortable learning the way they have been learning for years. Since starting distance learning, more students and families have chosen to take it because it reduces the number of times they need to come into the center. With everything being online, students do not have to pick up or drop off curriculum, and if they need support, they can call their teacher/tutor or meet them virtually on Google Meet. Edmentum has even allowed us to offer A-G Science courses such as Physics and Biology that satisfy lab requirements. Physics can be done completely online with virtual labs. For Biology, teachers have put together take-home lab kits for students to conduct labs at home as possible. For labs that cannot be done at home, our teachers have found virtual simulations to supplement the original labs. Our Small Group Instruction Teachers have worked hard to create videos students can find on Youtube and other platforms that can help them receive the support necessary for them to complete their course work. These videos are made by the teacher, so students can feel more connected to the course work and their teachers.

### **Small Group Instruction (SGI)**

OFY-SB usually offers Small Group Instruction (SGI) classes for our students to support them in English, Math, and Science, but due to COVID-19, the school is no longer able to offer these classes in an in-person setting. Instead, SGI Teachers are offering cohorts where they create video instruction to support students through their core classes. SGI Teachers are all fully credentialed and highly qualified in the subject in which they teach. They have analyzed the curriculum and created videos based on what they believe students will struggle most with. Aside from creating videos, SGI teachers have also set aside time to tutor students. Creating video instruction that can be accessed by students at any time is the best way to reach as many students as possible. Some students have challenges with reliable computer access, and others are working or taking care of their siblings while their parents are at work. Due to the different situations our students face, OFY-SB anticipated it would be difficult for students to log in synchronously for virtual classes. Uploading videos that students can watch at any time and scheduling individual tutoring appointments seem to be the type of support students need at the moment. With time, we can have virtual lessons to give students the opportunity to ask questions while they are learning and experience the classroom discussions that drive student learning.

## **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.

Options For Youth - San Bernardino surveyed students and families to determine their technology needs through online surveys, virtual meetings, phone calls, and in person conversations. The LEA provided two different types of curriculum to ensure every need is met for our students and families. Students will have access to both online curriculum as well as Student Activity Workbooks with alternative assessments for students who do not have access to a laptop or computer. Additionally, the LEA has provided information about affordable home internet programs that are available to all families. OFY-San Bernardino will provide alternative assessments for students who need adjustments in their distance learning format due to any digital divide. In addition, students and families also have access to the center on-site for IEP meetings and assessments with the school psychologist.

## 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.

OFY-SB will track and monitor student progress through live contacts and synchronous instructional minutes. All teachers are still required to meet with their students twice a week for an hour each time. As a non-classroom based school, our students are encouraged to reach out to teachers/tutors anytime during school hours. OFY-SB wants to ensure that we are as available to our students as much as possible. OFY-SB will measure participation and time value of student work through unit completion. Teachers will grade units as they are received and provide students with feedback so that students can continue working through the curriculum via distance learning. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of OFY-SB. OFY-SB will track instructional minutes through the following internal student academic tracking:

- Progression
- Credit attainment
- Core Course Credit Completion
- Digital attendance
- Lesson plans/pacing
- Participation: logging on to online curriculum, meeting with teachers/tutors, and engaging in their appointment times.

Many of our students are struggling to complete units and there are many factors contributing to this challenge. Students no longer have a regular routine with school. Some students are forced to learn on different and new platforms. The curriculum has changed for some students. The level of teacher support and face-to-face instruction has changed. Due to all these contributing factors, **school leadership is looking at both student performance data and anecdotal student provided data to gauge participation and student progress.** As students learn to adapt to the changes, it may take them longer to learn and complete their work, which is why communication is so important and an area of focus.

OFY-SB is assessing student progress by looking at credit attainment and student communication. The school and its staff understand it is a very difficult time for our students and their families and intends to support them academically, socially, and emotionally. Students enrolled at OFY-SB should be completing six credits per month to keep up with their resident school's pace. The message to students has not changed: if students are completing fewer than six credits per month, they are falling behind, and it will take more than four years to complete high school. If students are completing more than six credits a month, then they will graduate early. The expectations for students is unchanged, but the reality is that we need to evaluate each student's progress individually to see how they are progressing.

Our English Learner (hereafter EL) students meet with their English Learner Specialist at least once a week virtually for an hour at a time for English language development instruction and support in core courses. All EL students have an Academic Learning Plan (ALP) to ensure they receive all the support they need in their core courses. The ALP forms include testing and unit completion data, learning strategies needed to scaffold instruction, and each student's learning goals and accommodations. The forms also include an informational survey that

students complete to reflect on their academic performance, goal setting, progression, areas of success, motivation and areas of improvement. These plans vary from student to student.

Students with disabilities (hereafter SWD) meet twice a week virtually for two hour appointments with their Special Education Specialist (hereafter SES) to receive Specialized Academic Instruction (hereafter SAI) based on their individualized learning needs. These needs are developed through their Individualized Education Plan (IEP) that is a combination of parent, student, teacher, support providers (if necessary), and leadership member collaboration. Depending on the phase we are in, the supports given during their instructional minutes may differ per student. For example, the SES may not be scaffolding and color coding the concept in front of the student. Instead the SES might scaffold and color code the concept ahead of time, have it ready for the student to pick up, then go over the concept step by step with the student over the phone or through video conferencing with the teacher and support staff when necessary.

## **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.

OFY-SB has provided multiple professional development (PD) opportunities for staff to collaborate and learn about new ways to engage students. Most of the offerings revolve around technology since this was an area teachers asked for more support. Through Skyrocket Education (an educational services add-on provider), OFY-SB has been offered synchronous trainings on Google Classroom, Google Forms, Edmentum for beginners, Edmentum for Administrators, Remind, Edulastic, Google Voice, and many other technology-related tools. The school continues to add technology PD offerings as needs arise. These PD's are still being offered and have been recorded and sent out to all staff to ensure all staff have the resources necessary to be successful. Anyone who feels they may benefit from these professional developments has access to these resources at any time.

The school meets by school site weekly and discusses strategies that are working well and areas where more training and professional development is needed. The school meets as a charter monthly and goes over changes, information, policies, and training as needed. Notes are taken during the meeting and shared with all staff so that they are available to those who may have been out that day. All presentations are shared with all staff as well. OFY-SB has offered both mandatory and voluntary opportunities for further staff development during distance learning. Mandatory training included topics like how to abide by CDC guidelines should you choose to return to campus, how to carry out the Child Find policy virtually, and how the Post-Secondary Counselors and School Psychologists can help with struggling students. Staff has access to all resources used in meetings and it is sent out to them immediately after the staff development. Voluntary training included how to boost engagement during distance learning, how to practice empathy with students, and strategies for effective communication during distance learning. Some of these topics were presentations by internal staff, and others were collaboration meetings between staff spanning all four school sites.

## **Staff Roles and Responsibilities**

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

Nearly every role at OFY-SB has been affected by COVID-19. Staff can choose to work onsite or at home based on their preferences, which has changed the working environment immensely. Below is a brief summary of how roles and responsibilities have been affected and how staff are adapting to these changes.

Center Coordinators function as the school secretaries and records department. They answer phones, mail, and help walk-in queries. They also support new students and families through registration and orientation. Because of COVID-19, Center Coordinators were issued work cell phones where they have school phone calls routed and they can contact families whether onsite or at home. They receive and distribute the mail by scanning it to the appropriate party or department. They conduct registration and orientation over the phone instead of in person. They receive and share files digitally with parents. The time between when a student begins the registration process and when they are enrolled has increased due to parents being unable to bring in immunization records (which they may not feel comfortable obtaining from their local health office). Center Coordinators have increased orders for cleaning products and are responsible for wiping down surfaces at the end of each day.

Independent Study Teachers were meeting with students twice per week in person, checking their progress in their units and administering assessments. They would receive paper units, grade them, and turn them in to the Area Teacher 2 who acts as compliance coordinator. Due to COVID-10, teachers are meeting with students whatever way they can - through phone, text, email, video, Remind, etc. Where a teacher may have met with five to eight students at a time before, they are only meeting with students one or two at a time now. Students drop off units (packets of work) at the center, and those units are held in holding units for 24 hours before a teacher can assess them. This adds to more time between when a student completes work and when they receive feedback.

SGL Teachers were responsible for direct instruction classes. They would write their curriculum using common assessments and generate hands-on, engaging lessons based on real-life applications. Due to COVID-19, SGL Teachers are not able to provide direct instruction classes. They instead are offering cohort classes for Math, English, and Science where they check in with students each week and offer one-to-one tutoring through the independent study curriculum. Over the summer, they created instructional support videos in areas they thought students would struggle. They no longer have face-to-face interaction with students and have had to learn how to engage students via technology.

Area Teachers served as compliance coordinators and checked student work for compliance and completion. Due to COVID-19, Area Teachers now rely more on the Teachers to scan work to them since they no longer see them in person. Paper units are now being replaced with digital scans of work, so communication between Teacher and Area Teacher is vital to ensure compliance.

Post-Secondary Counselors were offering college tours, senior meetings, and other support services in person. Due to COVID-19, all these services must now be virtual.

Other positions have been impacted by having to move their services and offerings online. Administrators meet online with each other and their staff. Tutors meet students online and over the phone. Leads and Coaches meet with their staff online. Due to this, support in online communication and collaboration will be key to providing the same level of support and service as before COVID-19.

## 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.

OFY-SB's educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not been met with solutions in a traditional high school environment. OFY-SB serves a population of students that have unique academic and non-academic needs. The needs are met in the local community by identifying students who are disconnected, at-promise, or in need of additional support. By addressing skill gaps with personalized, one-on-one academic support, OFY-SB provides opportunities for recovery and re-engagement through both year-round and summer school programs, sports, and experiential learning trips as well as reinforcing academic and personal growth that ultimately leads to increased district graduation rates.

The at-promise student population of OFY-SB includes homeless students, migrant students, students with disabilities, and English Learners. It is imperative to give all youth, and these subgroups in particular, a support network through social-emotional learning (hereafter SEL). Students transferring into OFY-SB may be referred by a district, judicial system, social service agency, community agency, self-referral, word of mouth (often from students and siblings previously or currently attending the program), and/or expulsion committees. Personal issues or logistical problems may sometimes hinder students from completing coursework. The system of personalized learning between the teacher and student makes it possible for such issues to be uncovered in the beginning stages, thereby enabling effective and timely student interventions. The propensity for success is greatly increased when students are matched with a caring teacher and other supportive school staff, enhanced by additional support services. Frequent, one-on-one interactions between teachers and students enables interventions to be implemented as problems arise, ensuring minimal disruption to student goals. OFY-SB teachers, administrators, and staff consult with local government, health, and charitable entities in an attempt to ensure that each student receives all necessary economic, social, and emotional support for learning.

OFY-SB's students will be matched with well-qualified teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members. Teachers will be trained on specific academic interventions such as peer tutoring, peer mentoring, study skills, and study groups. Additional interventions include but are not limited to positive reinforcement of incremental student behavior improvements, support with transportation, reading and math support with interventionists, meetings with school psychologists and collaborative meetings between teachers, support staff, parents, and students. Additional support that is provided during distance learning to assist our English Learners, Foster Youth, Students experiencing homelessness and students with exceptional needs include the following:

### **English Learners**

OFY-SB English Language Specialists are being trained on how to administer and facilitate instruction through ILIT, a designated English Language Learner curriculum. ILIT training will be provided to designated instructional staff to ensure the course is taught with fidelity. Instructional staff working with English Learners will attend professional development that includes instructional strategies and interventions specifically targeting English Learners achievement. English Learners will also have access to Achieve 3000, Accelerated Reader, and other

evidence-based literacy interventions. Specialists will use Renaissance Star Reading assessment data (including Lexile data) to provide specialized intervention. Unduplicated students who are performing below grade level on these assessments may also be assigned specialized intervention through Accelerated Math, Freckle, and direct instruction classes. This student group will also have access to fully credentialed teachers to help aid their mastery of common core state standards; including virtual tutoring support.

**Students with Disabilities and Unique Needs**

The OFY-SB Special Education department has implemented progression reports that track student credit attainment during distance learning. Each case manager is responsible for extracting, documenting, and collaborating with general education teachers, counselors, and administrators to ensure student success. With the information from the database, the case manager will compare the academic planning guide created for the individual student to ensure they are meeting their monthly goals and monitoring the compliance of each of the graduation plans. If students are not meeting their monthly goals, progress review IEPs will be held in accordance with state and LEA procedures to ensure all students with disabilities are progressing through their high school education and meeting all requirements for graduation.

**Foster Youth and Students Experiencing Homelessness**

Foster youth and students experiencing homelessness will be given the option to complete physical workbooks (SAWs) instead of digital curriculum to help support their needs due to lack of access to the Internet, computers, and/or the skills necessary to be successful with online coursework. If foster and/or homeless students would benefit from access to the internet or computers for academic assignments, to complete online applications for community resources, such as county welfare services, or to attend virtual school events, these students can make an appointment to utilize technology on campus. Safety concerns will be alleviated by following the COVID-19 plan regulations such as social distancing, frequent hand washing, and mandatory masks for staff and students.

Options For Youth students who are foster and homeless youth will also regularly meet with Post-Secondary Counselors to discuss goals and be connected with appropriate resources such as employment opportunities and soft skills training. Appointments and resources shared by the Post-Secondary Counselors are available through several modalities including but not limited to telephone calls, text messages, e-mail and physical mail communications, and video conferences. Additionally, while goal-setting with the Post-Secondary Counselor, a student may qualify and choose to be placed on an adjusted planning guide that would provide alternate and more feasible graduation requirements for the student.

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

| Description                                                                                                                                                                                                                                                                                        | Total Funds  | Contributing |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| Educational Technology Resources - The LEA will provide students with access to appropriate educational technology resources so that they are able to take digital courses and utilize research based digital intervention tools(Achieve 3000, RenStar, Freckle) to grow as 21st century thinkers. | \$100,000.00 | Yes          |
| Professional Development - Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction.                                                                                                                          | \$300,000.00 | Yes          |

|                                                                                                                                                                                                                                                                           |              |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----|
| The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and the development of Academic Learning Plans twice a year. | \$290,000.00 | Yes |
| Post Secondary Counselors will meet with Foster youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social-emotional development course and/or activity.                             | \$98,000.00  | Yes |
| Students with Disabilities (SWD) students have access to individualized support through the Special Education Specialists and Paraprofessionals to help aid their mastery in Common Core state standards.                                                                 | \$390,000.00 | 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.

To address pupil learning loss that has resulted from COVID-19 during the 2019-20 and 2020-21 school years, the LEA will assess learning loss through Renaissance Star assessments in Math and English Language Arts This assessment is administered three times a year: fall, winter, spring. Students who score in the intervention or urgent intervention categories will be offered remediation courses. All students, regardless of their scores on RenStar, will be encouraged to schedule math and English tutoring appointments. Students will also be encouraged to join math and English cohorts which allows them to work one-on-one with a highly qualified teacher who will provide support and pacing for each student in order for them to stay on track to complete their class in a timely manner.

In the upcoming 2020-21 school year, OFY-SB will continue to use Renaissance scores along with achievement data and meetings with students, parents, and teachers to determine which students require additional intervention to meet grade-level standards. Identified students will participate in Achieve 3000 courses that are facilitated by EL Specialists, English Tutors or Area Teachers during one on one or small group appointments. Achieve 3000 is a flexible curriculum platform that adjusts to the grade level of the individual student and adapts content accordingly so that students are able to increase literacy skills at their own pace. EL Specialists, English tutors and Area Teachers will be trained in the appropriate facilitation of this course. Student intervention plans in the 2020-21 school year will be more strategic and may include adding math enrichment appointments to a student’s schedule. During these academic appointments, students will meet with an Area Teacher or math Tutor to receive one-on-one support. Students will navigate Accelerated Math, another skills-based intervention program available to the school, during these enrichment opportunities, and the Area Teacher or Math Tutor will act as the facilitator for the course by offering students support. Accelerated Math will identify specific strands of Mathematics which students need support in and create an individualized learning sequence for each student. Area Teachers and Math Tutors will be trained on how to facilitate these sessions and will regularly meet to discuss best practices with colleagues throughout the school year. SGI Math Teachers will be trained on

how Accelerated Math can be utilized in the classroom to fill in any gaps of knowledge or understanding in mathematics that students may have. With these remediations and interventions in place, OFY-SB hopes to see students' learning gaps to close.

OFY-SB is focusing on supporting all students in core classes. The cohort classes for Math, English and Science support our students through their most difficult subjects. Core courses have always been difficult for students, but we know that if students can still complete their core courses during the pandemic, then they are making significant progress towards graduation. With these cohorts, students are not only receiving academic support from their SGI teacher, but they are also able to talk to another teacher on a regular basis. This interaction gives students a sense of routine and belonging and adds another student advocate to the team. It also gives students an opportunity to share their thoughts and struggles with someone if they choose to. This gives students a sense of normalcy and a platform to share their thoughts.

## 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.

To address learning loss and accelerate learning progress for pupils, OFY-SB will place an emphasis on addressing students' social emotional well-being and building community with students as a foundation for student learning, consistently assessing students' needs and understanding, incorporating re-engagement strategies, setting clear expectations, and providing individualized support. Teachers will consistently conduct formative assessments to check for students learning and will use feedback to adjust lessons or activities as needed. OFY-SB will also hold study skills and informational workshops to equip students and families with resources and tools for learning and staying on pace while in distance learning. In Math, English, and Science cohorts, teachers are encouraged to utilize diagnostic assessments to identify skills that may need to be reviewed prior to diving into the curriculum content for the semester. If a student is identified as having experienced significant learning loss, the teacher, parent/guardian, student, and relevant staff members will meet to develop an intervention plan that may include additional time with the teacher, required tutoring, or remediation courses.

**English Learner (EL) students** meet regularly with an EL Specialist for both ELD instruction and support in core content areas. To combat learning loss among pupils who are English learners, the EL Specialist will ensure the Academic Learning Plan (ALP) is reflective of student needs. All EL students have an ALP and the main purpose of the ALP is to ensure that students receive the support that they need in all of their core courses. The ALP forms include testing and unit completion data, learning strategies needed to scaffold instruction, and the student's learning goals and accommodations. Additionally, the forms include an informational survey that students complete to reflect on their academic performance and goal setting/progression, areas of success and motivation, and areas of improvement. As a team, the students and involved stakeholders then develop an action plan that addresses student's learning goals and accommodations. In developing their own academic goals alongside stakeholders, students learn to take ownership over their learning and academic growth.

### **Actions/Strategies offered to English Learners to address learning loss and accelerate learning:**

- LIT: iLit is a designated English Learner curriculum.



- ILIT training will be provided to designated instructional staff to ensure the course is taught effectively and as it was designed.
- Instructional staff working with English Learners will attend professional development that includes instructional strategies and interventions specifically targeting English Learners achievement.
- Achieve 3000, Accelerated Reader, or other evidence-based literacy interventions: Use Renaissance Star Reading assessment Lexile data for English learners and students with disabilities to provide specialized instruction and interventions.
- Unduplicated students performing below grade level will be assigned an intervention. Accelerated Math, Freckles, Direct Instruction classes, or other evidence-based math interventions:
- Subgroup Individualized Support and Instruction: Unduplicated students will have access to fully credentialed teachers to help aid their mastery of common core state standard

**Students with disabilities (SWD)** meet regularly with a Special Education Specialist (SES) to receive Specialized Academic Instruction (SAI) based on their individualized learning needs. These needs are developed through their Individualized Education Plan (IEP) that is a combination of parent, student, teacher, support providers (if necessary), and leadership member collaboration. If an SWD has experienced significant learning loss then IEP is adjusted through progress reviews as well as amendments to ensure that it is reflective of the student's current needs.

**Actions/Strategies offered to SWD and Unique Needs to address learning loss and accelerate learning:**

- Subgroup Individualized Support and Instruction: Students with disabilities will have access to fully credentialed teachers to help aid their mastery of common core state standards
- Individualized Support and Instruction for students with disabilities: Students with disabilities will receive post-secondary goals and services that include career education and independent living skills within the first 30 days of enrollment.
- Instructional staff working with students with disabilities will be offered professional development that includes instructional strategies and interventions specifically targeting increased achievement for students with disabilities.
- Achieve 3000, Accelerated Reader, ERWC, or other evidence-based literacy interventions: Use Renaissance Star Reading assessment Lexile data for English learners and students with disabilities to provide specialized instruction and interventions.
- Accelerated Math, Freckle, Direct Instruction classes, or other evidence-based math interventions: Students with disabilities performing below grade level will be assigned an intervention.

**Foster Youth and students experiencing homelessness** regularly meet with a Post-Secondary Counselor to develop an academic plan that is individualized to meet the unique needs of each student. Post-secondary counselors will connect foster youth and students experiencing homelessness with any relevant resources to ensure that their basic needs are being met first, so that they can focus on their academic progress towards graduation. Post-Secondary Counselors will work as a liaison to refer these students to the appropriate supports that will help combat learning loss, including, but not limited to small group instruction courses, online/local tutoring, or referrals to other specialized departments. Specialized departments may include English Language supports, Special Education Services, and/or School Psychologist referrals.

## **Actions/Strategies offered to Foster Youth and Students Experiencing Homelessness to address learning loss and accelerate learning:**

- Subgroup Individualized Support and Instruction: Foster youth students will have access to fully credentialed teachers to help aid their mastery of common core state standards.
- Accelerated Math, Freckles, Direct Instruction classes, or other evidence-based math interventions: Unduplicated students performing below grade level will be assigned an intervention.
- Post-Secondary Counselors will work closely with the San Bernardino County Superintendent of Schools' Foster Youth and Homeless Liaisons to receive updated information regarding local resources and policies as well as to receive potential support for these students including but not limited to school supplies, hygiene supplies, and technology tools.
- Post-Secondary Counselors are actively working on improving the procedures to identify students that are foster youth or experiencing homelessness.
- Foster youth students will meet with their Post-Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities and monitor their progress in socially-emotionally developing courses and/or activity.

In order to adequately support and combat pupil learning loss, all stakeholders, including school staff, parents/guardians, and social workers, will collaborate on a frequent basis. While all stakeholders will be involved in the support of these students, communication will be prompted by school staff.

To assess learning loss among foster and homeless youth, students will be given an equal opportunity to participate in formative assessments such as the RenStar, PSAT, and SAT School Day. Due to a potential lack of technology, these students will be permitted to participate in these assessments on campus while following COVID-19 safety plans and procedures.

Post-Secondary Counselors will continue to attend professional development training and workshops that will provide tools and resources to help combat potential learning loss among foster youth and homeless students.

## **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.

Options For Youth- San Bernardino will measure the effectiveness of the supports offered to all students through our tiered intervention program in multiple ways including, Star Renaissance benchmark assessments, formative and summative assessments, teacher observations, Achievement Chats, stakeholder events, and monthly tracking of student progression and digital attendance. Additional monitoring and consideration are made to The triannual administration of the Renaissance Star benchmark assessment provides student achievement data, for ALL students, to indicate if learning loss has been recovered over a longer period of time and pinpoints what gaps still exist that need to be addressed with further intervention; this approach provides the data on any subgroups to develop plans and allows for plan's effectiveness to be measured and adjusted for one or a group of students (EL, SWD, Low-Income, Foster Youth, etc.) Formative assessments are used daily throughout course completion and interventions assigned, and indicate whether interventions and instructional strategies are working within a limited amount of content. Summative assessments happen weekly, as students, complete curriculum units

and provide a measure of whether or not services and interventions are working within a larger amount of content. Core course completion and progress monitoring in monthly reports not only measure pupil engagement with the coursework but also determine each student's ability to complete work and recover credits at an appropriate pace. Achievement Chats, which are held between students, parents, and teachers twice a year will also serve as a source of valuable feedback. During this time, students' progress, learning gaps, areas of success, and more are shared. If students are not progressing on pace or demonstrate ongoing signs of learning loss, stakeholders and primarily the student, can discuss possible reasons for this and pinpoint next steps. Stakeholder events, including virtual parent engagement nights and parent workshops, will also provide opportunities to evaluate the effectiveness of our tiered intervention strategies. Parents will be able to share their feedback during these virtual events or through a parent survey that is incorporated into our spring parent engagement event. This survey will include questions specifically focusing on pupil learning loss during distance learning and whether the strategies implemented by the LEA were successful in mitigating learning loss. Finally, the LEA will monitor student progression and digital attendance on a monthly basis for all students. Student progression informs the LEA as to the percentage of students who are making adequate progress towards credit completion and graduation. Digital attendance reflects how often students are attending their school appointments. If the strategies to remedy learning loss are effective over time, the LEA will observe gradual improvements based on these two indicators.

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

| Description                                                                                                                                                                                                                                    | Total Funds  | Contributing |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| ELA and Math Intervention services - LEA aims to increase overall Lexile growth and benchmark assessment scores through specialized instruction including: RenStar, Achieve 3000, Math Intervention Specialist, and Math and English tutoring. | \$300,000.00 | Yes          |
| Intervention Process - The LEA will designate staff to offer remediation hours as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided.                                      | \$100,000.00 | 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.

OFY-SB will monitor the mental health and emotional well-being of pupils and staff during the school year by developing surveys that are distributed quarterly to staff and pupils to determine how members of these groups are feeling and the types of support and professional development needed. To help address trauma and other impacts of COVID-19 on the school community, printed resources on “returning to school” and “coping with grief” are available within the school sites. During distance learning, a majority of our resources will also be accessible online through our school websites, e-mail, and/or text messages.

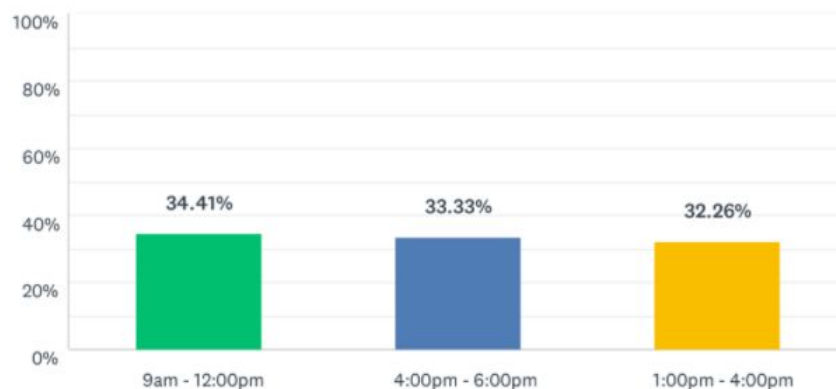
Post-Secondary Counselors provided a professional development training opportunity to discuss current mental health concerns and the updated referral process for this academic year. This mental health screening and referral process has been implemented to streamline the mental health concerns of our students to the appropriate supports needed. Teachers and parents will act as the first point of contact to note potential mental health concerns among students such as anxiety, lack of motivation, depression, and more.

After the teacher addresses their initial concern with the student and parent, a referral will be made to the Post-Secondary Counselor. During the initial meeting, Post-Secondary Counselors will screen the needs of the student and seek to provide resources/supports to address their mental health concerns. This can include potential follow-up appointments for individual counseling to create consistency in support or referrals to services provided by the school psychologists or from outside agencies. All correspondences will take place according to the student and parents' preference, through video conferencing or telephone calls.

Virtual events will be used to promote social development and school engagement throughout distance learning. These events will be hosted throughout the school year and will include college tours, academic meetings, career days, soft-skills training, a yoga course, Student Council, and Spirit Weeks. In alignment with the feedback provided in the Learning Continuity Plan Survey, all Post-Secondary Counseling events that are more informative will be recorded and posted on the counseling webpage. This is to ensure that students and parents can access this information at their own convenience as the survey results below show that no one scheduled timeframe for these events would meet the needs of all families.

**Q9 What is the best time for you and your family to join a virtual meeting for informational purposes? ¿Cuál es el mejor momento o tiempo durante en día para que usted y su familia se unan a una reunión virtual con fines informativos?**

Answered: 93 Skipped: 167



The Post-Secondary Counselors' website also promotes mental health and social emotional well-being through the use of a calming corner to provide resources for students experiencing negative emotions, a wellness center to promote physical activity and practice self-care, and local resources that include mental health services and crisis centers.

Post-Secondary Counselors will continue to attend professional development training and workshops that will provide tools and resources on trauma-informed counseling to support students' mental health throughout distance learning.

Due to privacy and confidentiality concerns, Post-Secondary Counselors are limited in the documentation of the content discussed within individual counseling sessions. Therefore, it is challenging to monitor mental health concerns without being confronted with legal and ethical

breaches. Despite this challenge, Post-Secondary Counselors will continue to collaborate with students, teachers, and parents in order to best service and monitor mental health concerns.

OFY- San Bernardino partners with Prep For Success to provide comprehensive Special Education services to students with mild to moderate disabilities or learning impairments. Prep For Success provides our students with school site psychologists that are there to support all students during their most trying times. Prep For Success focuses on monthly themes to provide students with consistent support and mental health awareness. Each month PREP focuses on student needs and provides staff with awareness on specific mental health issues. The mental health training offerings for this year are: Child Find Procedure Training, Suicide Prevention/Crisis Response Training, and mental health self-care and coping strategies trainings for staff. Students receive monthly newsletters with resources provided to them by PREP For Success.

## **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 is not engaging in instruction and is at risk of learning loss.

As a non-classroom based independent study program, OFY-SB measures/monitors attendance through both work product and physical student attendance. As a result, attendance rates among our school sites have decreased because we have prioritized students' social-emotional and mental health concerns rather than their academic progress during this time. Students that fail to meet the minimum academic requirements and earn a truancy, defined by their master agreement, will not be unenrolled, but rather referred to the appropriate supports.

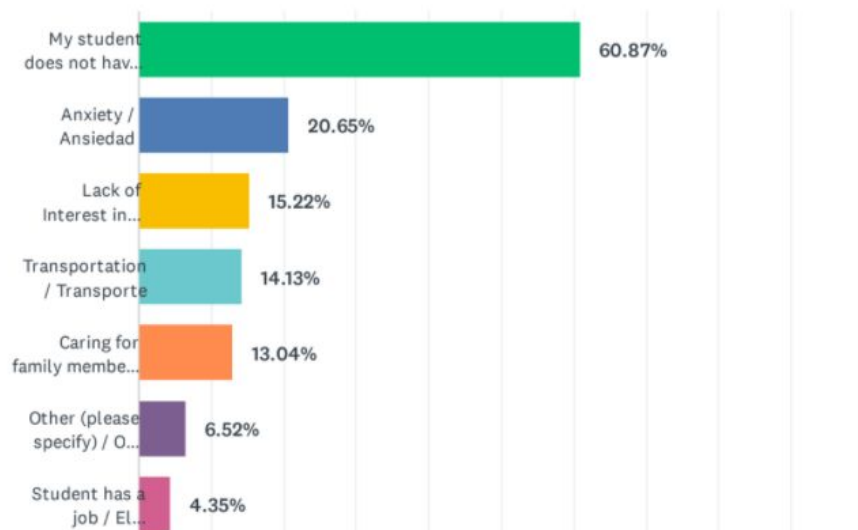
OFY-SB has developed an intervention plan to re-engage pupils who become absent from distance learning in the form of a truancy. A truancy is defined as failing to attend teacher appointments and/or turn in work consistently within a four-week academic month. A student will be considered truant if they miss fifty percent of their monthly appointments or if they turn in fewer than 4 units in one month. Once this occurs, the student's parent/guardian is sent a truancy letter and a phone call, in English and/or Spanish, that states that the student has not met the minimum requirements during the academic month. During this phone call, concerns and expectations will also be discussed.

If a student is truant, a plan will be developed to support the student's academic progress. The Post-Secondary Counselor and/or Assistant Principal will participate in an intervention meeting to identify supports needed. If there is reason to believe that a student may qualify for an evaluation for services related to a 504 plan or Individualized Education Plan (IEP), the teacher will initiate the Child Find Process. If a teacher is unable to get in contact with a student, the teacher will ask for the Post-Secondary Counselor to attempt to reach out to all listed emergency contacts.

Results from the Learning Continuity Plan Survey, as shown below, indicate that COVID-19 has had different effects on individual families. Therefore, the initial intervention meeting will include discussion about the potential reasons for missed appointments or low academic progress

Q7 What challenges do you/does your child face in attending all required appointments due to the impacts of COVID-19? (Check all that apply) ¿Qué retos enfrenta usted / su hijo para asistir a todas las citas obligatorias debido a los impactos de COVID-19? (Marque todo lo que corresponda)

Answered: 92 Skipped: 168



Depending on individual family concerns, support will be offered in the following methods: flexible appointment times/methods, Internet service support, bus passes, tutoring, referrals for mental health services, and/or local community resources.

## 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.

OFY-SB recognizes the economic impact that COVID 19 has had on many families who have lost income or are working fewer hours. Abiding by the required safeguards recommended by the CDC and local county health officials, OFY-SB has partnered with our authorizing school district (San Bernardino City Unified School District) to ensure our community is provided with meals every day. SBCUSD provided daily meals to all San Bernardino resident students including ours from March 16, 2020-July 31, 2020. During SBCUSD's Spring Break, OFY-SB took over this responsibility and gave out over 1,000 meals each day for two weeks. We were able to serve all the students in our

community during SBCUSD’s two week Spring Break. OFY-SB offered five hundred breakfast meals and five hundred lunches Monday through Friday from the hours of 11:30am-1:30pm.

As a non-classroom based charter school, OFY-SB is not required to provide food services. However, the school acknowledges that students may be facing food insecurities due to the financial hardships resulting from the current pandemic and will offer nutritionally adequate meals for students starting mid-September 2020. OFY-SB will provide meals every day for all pupils to pick up and take home. Students will also receive heating instructions in English and Spanish for warming the meals. In addition to offering prepared meals, the school will offer pantry boxes that include healthy snacks for families in need.

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

| Section                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total Funds  | Contributing |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| Stakeholder Engagement   | The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to seek feedback in the development and growth of our program. The charter will administer a school climate survey to gauge student, parent, and staff perceptions of the school environment. This action will also include the materials needed to improve engagement, charter level events, and award banquets. | \$245,000.00 | Yes          |
| Socioemotional learning  | The LEA will provide students with opportunities to engage in virtual field trip opportunities, curriculum, sports, student council, and student events. (Programs will be modified as recommended by CDE recommendations regarding COVID-19 pandemic)                                                                                                                                                                                                                          | \$480,000.00 | Yes          |
| School Nutrition Program | The charter will provide students with a nutritious lunch option and healthy snacks for students.                                                                                                                                                                                                                                                                                                                                                                               | \$80,000.00  | Yes          |
| Post-Secondary Plans     | All seniors will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data.                                                                                                                                                                                                                                             | \$195,000.00 | 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 |
| 27.27%                                     | \$ 2,807,411.00                                                                                            |

## 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.

**Action(s) being offered on a school-wide basis to ALL Students:**

- Basic Services: Students will have access to fully credentialed teachers to help aid their progression in core courses.
- Professional Development: Instructional staff will be provided professional development opportunities to better equip them to provide individualized, standards aligned instruction.

**Subgroup(s) benefiting the most from these Action(s):** Foster Youth (FY), Low-Income (LI), English Learners (EL)

**The needs, conditions and circumstances of the subgroup(s) listed above were impacted the most due to COVID-19 and are apparent to the charter in the following ways:** Students come to OFY-SB credit deficient, especially in core courses. Low-Income and Foster Youth students are no exception to this trend in enrollment. Low-Income and Foster Youth students are faced with additional social, emotional, and language barriers that impact their engagement in learning and are at even greater risk of learning loss due to the hardships experienced during COVID-19. In order to receive the appropriate specialized instruction required for academic English language acquisition, English Learners must have access to highly qualified and fully credentialed teachers who understand and can apply appropriate instructional strategies for English Learner success.

This action is principally directed toward Low Income and Foster Youth students in that highly qualified, fully credentialed teachers are able to bridge subject matter content and students’ skill levels in order to close the opportunity gap for students most at-promise, especially during this world-wide pandemic. This will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth students as highly qualified, fully credentialed teachers, who receive professional development in standards-aligned and data driven instruction, play a critical role in helping students fully access curriculum across content areas so that they gain the skills to work more independently at home even if they lack the resources or additional support outside of school. Highly qualified, and fully credentialed, teachers have access to the tools and resources required to scaffold assignments, apply interventions, and differentiate instruction as necessary for English Learners. Highly qualified, fully credentialed teachers have content knowledge that allows for greater facilitation of instruction to foster a positive learning



environment, which is essential for these subgroups of students as they may not have had a positive home and school connection. Additional professional development for teachers provides opportunities for data-driven, evidence-based, instructional strategies to be implemented in the classroom in order to address the specific needs of these students as it pertains to any gaps incurred by lack of time in school or resources as it applies to Foster Youth that are often transient, in order to keep up with demands of core content curriculum.

**Action(s) being offered on a school-wide basis to ALL Students:**

- Benchmark Assessments and Interventions: Through offering research-based intervention programs such as Achieve 3000, Freckle, and iLit, the school will maintain or improve its SBAC ELA/Math Performance Indicators. OFY-SB will utilize Star Renaissance to gather benchmark assessment data for students. By collecting, analyzing, and tracking this data, OFY-SB will be able to identify trends of learning loss and strategize instructional interventions to capture and re-engage students with the curriculum.

- Achievement Chats: OFY-SB will provide opportunities to facilitate engagement in school programs like virtual experiential learning trips, Esports, and groups to provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations.

**Subgroup(s) benefiting the most from these Action(s):** Foster Youth (FY), Low-Income (LI), English Learners (EL)

**The needs, conditions and circumstances of the subgroup(s) listed above were impacted the most due to COVID-19 are apparent to the charter in the following ways:** Foster Youth students face additional barriers in that they are often very transient and relocate several times throughout the school year, this ultimately impacts their academic performance, such as gaps in time spent in an academic setting and a disconnect between school and home support. It is important to recognize that foster students are going through a more difficult time due to COVID-19. This is why it is important to find resources around our community and provide them with the tools they need to survive and thrive during this time. Low-Income students do not have resources for additional support to bridge the learning between school and home, and require specialized interventions to not only address any gaps in learning while at school, but also provide students with tools to use when completing assignments at home, independently. Due to COVID-19, the school has identified more low-income students requesting food services. Because of this, OFY-SB has begun offering food service to those in need. English Learners face additional barriers that impact their academic performance, such as academic language acquisition. Identifying opportunity gaps and creating a timely and intentional plan for intervention is important to addressing the areas of highest academic need for English Learners and Foster Youth students, and creating a positive learning environment so that these students can thrive. Due to COVID-19, the subgroups listed above are in need of more rigorous support from the staff at OFY-SB. Although it is clear students are in need of academic support, through surveys and bilateral communication with families on a regular basis, the school has learned that the needs of students run far deeper than just academics. Students are in need of social-emotional support just as much as their academic support. OFY-SB's School Psychologists and Post-Secondary Counselors have made themselves available for anything students may need during this time. Students are learning how to adapt to change, how to work from home, and how to reduce anxiety and stress during these times.

Benchmark assessment data provides us with a snapshot of both student achievement and student growth throughout the school year, so that we can continue to tailor instructional choices to each student's present needs. This is principally directed toward our English Learners and Foster Youth students in that it provides us with immediate score feedback, and allows for immediate instructional planning and intervention implementation to target students who need the most support. This will be effective in meeting the requirements of increasing and improving services for English Learners and Foster Youth students as they are provided individually tailored instruction based on literacy skill areas they are most deficient, in order to improve Lexile measure and improve overall access to the content in the independent study curriculum. This individualized-based instruction will also be beneficial for any student that may be suffering due to COVID-19. It is important for the LEA to treat each student as an individual student with individual needs. Interventions for English Learners and Foster Youth students also bridge the gap between school and home support and provide an extra layer of scaffolding for access to curriculum content when they are not at school with their credentialed teacher.

**Action(s) being offered on a school-wide basis to ALL Students:**

- Broad course of Study: Broad course of Study: All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.
- Provide College Readiness Cohorts: Charter aims to provide a post-secondary readiness program named College Readiness Experience the World (CREW) to introduce students to life after high school, college application requirements, and strategies to promote wellness in postsecondary life. The program will provide students with a supportive community, access to technology, and after school class, skill development, and mentoring.
- Post-Secondary Events: The LEA will host/develop the following events virtually: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights.

**Subgroup(s) benefiting the most from these Action(s):** Foster Youth (FY), Low-Income (LI), English Learners (EL)

**The needs, conditions and circumstances of the subgroup(s) listed above were impacted the most due to COVID-19 are apparent to the charter in the following ways:** Foster Youth are typically more transient and may experience a loss of time in school or stable housing, which can lead to lack of access to consistent instruction or academic achievement and postsecondary planning. Low-Income students face the additional barrier of lacking resources for additional tutoring and postsecondary planning support outside of school. English Learners require additional support in English Language acquisition through exposure to relevant, standards-aligned curriculum and instruction. English Learners will require more support due to COVID-19. This is especially true for those whose parents do not speak the English language and cannot support students academically at home due to language barrier.

Common Core and other state college and career readiness standards define the skills and knowledge that students need to have in order to be prepared for postsecondary education, the workforce and independent living. Standards alignment also guides the goals that educators must work toward in order to help students find success in school and beyond. This action is principally directed toward Foster Youth, Low-Income and English Learners in that it provides each subgroup with both core content and workforce related curriculum in order to bridge any gaps created by previous barriers to access. Career and Technical Education is effective in meeting the requirements of increased and improved services for these subgroups by aiding in both content specific language acquisition and exposing students to workforce experience they may not otherwise have. College and Career Readiness is effective in meeting the requirements of increased and improved services for these

subgroups by ensuring they have the tools, resources and information necessary to succeed in a secondary and postsecondary setting, regardless of any language, academic or personal obstacles.

**Action(s) being offered on a school-wide basis to ALL Students:**

- Parental Involvement and Stakeholder Engagement: The Charter will host stakeholder engagement events specific to unduplicated pupils, students with disabilities and the general student population to seek feedback in the development and growth of our program.
- Academic Planning: Students and parents (if applicable) will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, post-secondary aspirations, GPA, benchmark assessment data, and performance standards at least once per semester.

**Subgroup(s) benefiting the most from these Action(s):** Foster Youth (FY), Low-Income (LI), English Learners (EL)

**The needs, conditions and circumstances of the subgroup(s) listed above were impacted the most due to COVID-19 are apparent to the charter in the following ways:** Foster Youth come to school with special sets of circumstances that may allow them to be placed on more appropriate planning guides to meet their academic needs, especially during this time of need. English Learners, Low Income, and Foster Youth students and families traditionally have greater barriers to school connectedness and access to all available academic and postsecondary options. Barriers to school connectedness can lead to chronic absenteeism, increased dropout rate for those who are most at-promise. This will be more challenging due to COVID-19. Traditional communication methods perpetuate existing barriers in school connectedness, traditional modes of communication have an even bigger negative impact on EL families. It is important to understand what students need in order for the school to provide them with the resources needed during this transition into distance learning.

This action is principally directed toward English Learners, Low Income and Foster Youth students and provides families multiple ways to access resources for academic planning and have conversations about academic progress that improves student and parent/foster connectedness. Hosting stakeholder engagement events is effective in meeting the requirements of increased and improved services for these subgroups as it provides more flexible options for parents and students to engage with the school community. Administering surveys, while utilizing flexible technology (in the students' home language as well), to elicit feedback from students and parents provides a platform for all stakeholder voices to be heard, including families with the greatest barriers to engagement. Achievement chats create opportunities to empower students and parents through actively participating in the academic planning process, which also strengthens home and school partnerships.

**Action(s) being offered on a school-wide basis to ALL Students:**

- School Lunch Program: The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day.
- School Climate Survey: The charter will survey all its stakeholders on their sense of safety and school connectedness.
- Social Emotional Learning: The LEA will provide opportunities to facilitate engagement in school programs this year: virtual experiential learning trips, Esports, and virtual groups such as Student Council to provide students with a unique learning experience in which they are able to apply academic and social-emotional skills toward real-life situations.
- Parent Involvement and Stakeholder Engagement: The LEA will host various virtual stakeholder engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The LEA will survey all stakeholders in the Fall and Spring to inform program effectiveness.

**Subgroup(s) benefiting the most from these Action(s):** Foster Youth (FY), Low-Income (LI)

**The needs, conditions and circumstances of the subgroup(s) listed above were impacted the most due to COVID-19 are apparent to the charter in the following ways:**

Many of our Low-Income and Foster Youth students have limited access to at least one healthy meal per day. California Assembly Bill 1871, requires all California schools to provide nutritionally sound meals to students who attend school more than two hours in one day. Limited access to healthy meals has increased due to COVID- 19. When basic needs, such as nutritionally dense food, of Low-Income and Foster Youth are not met, they are not able to perform as well in school as their peers with fewer barriers. Meals offered through the National School Lunch Program provide nutritionally balanced, low-cost or free lunches to all students. This action is principally directed toward Low-Income and Foster Youth students in that meals included in the National School Lunch Program provide adequate nutrients and nutritional education that may be lacking in their daily lives. This action will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth by making, reduced cost or free, nutrient dense meals accessible each day school is open. OFY-SB will continue to provide meals to students in need during the pandemic and moving forward.

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

**Student Group:** English Learners

**Action(s):**

- LIT: iLit is a designated English Learner curriculum.
- iLIT training will be provided to designated instructional staff to ensure the course is taught effectively and as it was designed.
- Instructional staff working with English Learners will attend professional development that includes instructional strategies and interventions specifically targeting English Learners achievement.
- Achieve 3000, Accelerated Reader, or other evidence-based literacy interventions: Use Renaissance Star Reading assessment Lexile data for English learners and students with disabilities to provide specialized instruction and interventions.
- Accelerated Math, Freckles, Direct Instruction classes, or other evidence-based math interventions: Unduplicated students performing below grade level will be assigned an intervention.
- Subgroup Individualized Support and Instruction: Unduplicated students will have access to fully credentialed teachers to help aid their mastery of common core state standards

The iLIT Program has been proven to be an effective instructional program and led to accelerated growth in literacy skills among the group of students who piloted the program in the 2019-2020 school year. iLIT is a tier 1 ESSA approved intervention for English Learners. English Learner students need to develop the necessary skills to achieve English Proficiency as well as postsecondary education and workforce readiness. English Learners benefit from individualized support from highly qualified instructors for both designated and integrated English Language Development instruction. Thus, iLIT, evidence-based literacy interventions, evidence-based math interventions and subgroup individualized support and instruction will be allocated proportionately to our student subgroups in accordance with the 27.27% requirement as compared to services provided to all students.

**Student Group:** Foster Youth**Action(s):**

- Subgroup Individualized Support and Instruction: Foster youth students will have access to fully credentialed teachers to help aid their mastery of common core state standards.
- Accelerated Math, Freckle, Direct Instruction classes, or other evidence-based math interventions: Unduplicated students performing below grade level will be assigned an intervention.
- Foster youth students will meet with their Post-Secondary Counselor once a semester to review academic performance/ progress, post-secondary plans, workforce opportunities and monitor their progress in socially-emotionally developing courses and/or activity.

When Foster Youth students enroll in our program, they may have experienced a loss of time in school or gone without stable housing, which can lead to lack of access to consistent instruction or academic achievement and postsecondary planning. Foster Youth students face the additional barrier of an increased disconnect between school and home support, which can also impact their academic performance. When foster students have access to interventions and supports uniquely tailored to meet their needs, they are more likely to find success across content areas and gain skills required to complete work independently at home. Foster students who work with fully credentialed teachers, who are able to provide appropriate learning tools, are more likely to have access to both the curriculum and skills required for postsecondary education and the workforce. Thus, subgroup individualized support and evidence-based math interventions will be allocated proportionately to our student subgroups in accordance with the 27.27% requirement as compared to services provided to all students.

**Student Group:** Low-Income**Action(s):**

- Subgroup Individualized Support and Instruction: Low-Income students will have access to fully credentialed teachers to help aid their mastery of common core state standards
- Individualized Support and Instruction for students with low- income: Students will receive post-secondary goals and services that include career education and independent living skills with the support of the school counselor
- Instructional staff working with students will be offered professional development that includes instructional strategies and interventions specifically targeting increased achievement for this subgroup.
- Achieve 3000, Accelerated Reader, ERWC, or other evidence-based literacy interventions: Use Renaissance Star Reading assessment Lexile data for English learners and students with disabilities to provide specialized instruction and interventions.
- Accelerated Math, Freckles, Direct Instruction classes, or other evidence-based math interventions: Students performing below grade level will be assigned an intervention.

Personal issues or logistical problems may sometimes hinder students from completing coursework. The system of personalized learning between the teacher and student makes it possible for such issues to be uncovered at the beginning stages and enables effective and timely student interventions. The propensity for success is greatly increased when students are matched with a caring teacher and other supportive school staff and additional wraparound services. Frequent, one-on-one interactions between teachers and students enables interventions to be implemented as problems arise, ensuring minimal disruption to student goals. OFY-San Bernardino teachers, administrators, and staff will consult with local government, health, and charitable entities in an attempt to ensure that each student receives all necessary economic,

social, and emotional support for learning.

**Student Group:** Students with Disabilities

**Action(s):**

- Subgroup Individualized Support and Instruction: Students with disabilities will have access to fully credentialed teachers to help aid their mastery of common core state standards
- Individualized Support and Instruction for students with disabilities: Students with disabilities will receive post-secondary goals and services that include career education and independent living skills within the first 30 days of enrollment.
- Instructional staff working with students with disabilities will be offered professional development that includes instructional strategies and interventions specifically targeting increased achievement for students with disabilities.
- Achieve 3000, Accelerated Reader, ERWC, or other evidence-based literacy interventions: Use Renaissance Star Reading assessment Lexile data for English learners and students with disabilities to provide specialized instruction and interventions.
- Accelerated Math, Freckles, Direct Instruction classes, or other evidence-based math interventions: Students with disabilities performing below grade level will be assigned an intervention.
- Charter aims to increase participation of our SWD students in Pathways camps and trips.
- Annual Professional Development will be provided to Special Education Specialists to keep them up-to-date on current policies and practices.

Students with disabilities require specialized instruction in order to fully access curriculum. Highly qualified teachers are able to both create and deliver standards-aligned curriculum in a way that is differentiated, as necessary, for the needs of students with disabilities. Special Education Specialists and Postsecondary Counselors are able to provide individually tailored support for each student with a disability in order to assist in the creation of postsecondary goals and academic planning to achieve those goals, in addition to using a curriculum best suited to support their custom learning needs based on their IEP. Special Education Specialized, in conjunction with highly qualified general education teachers, are necessary to provide students with disabilities the interventions required to meet grade level standards in core courses, through evidenced-based intervention programs and curriculum. Thus, subgroup individualized support and instruction for students with disabilities, evidence-based literacy interventions, and evidence-based math interventions will be allocated proportionately to our student subgroups in accordance with the 27.27% requirement as compared to services provided to all students.