

Learning Continuity and Attendance Plan (2020–21)

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General Information

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

Pivot Charter School has historically served a population of students who predominantly struggle with school. Many have anxiety, depression or have faced setbacks in their lives that have led to lack of success in school. Many students come to Pivot to use the online curriculum to remediate basic skills and catch up or “get ahead” in school. They seek a small and caring learning environment. Pivot’s program is very successful in meeting their needs. The pandemic, however, has taken the lives of students who were seeking to “pivot” their attitudes and levels of success and turned them even further upside down. Many families have one or more people who have lost their primary source of income. And many more have faced significant mental health challenges. Teachers struggle to engage the students, not because instructional delivery is through distance learning, as that has always been a strong option for our students, rather because students have lost their motivation and families are focused on real life problems and less on educational progress. Because the students often come to Pivot “behind” in school, there is an urgency to ensure they do not get further behind. Yet, Pivot also will not socially promote; if the student does not master the skills necessary to complete a course, they will not be promoted to the next course. Balancing the two concepts has been challenging. Knowing how best to reach the students whose family life is not ideal is also a challenge.

Yet, through it all, we have garnered energy to improve our outreach, our social and emotional support mechanisms and to improve the quality and increase the quantity of online academic support.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

Teachers, classified staff, administration, students and parents were all asked to provide input about the school year and the programs needed to ensure student success. Staff met frequently March - June of 2020 to provide input on the success or challenges of the instructional offerings through the original distance learning program and were also polled about their willingness/ ability to provide face to face instruction

at the resource center as well as online this fall. Staff provided input on the format and content of the online distance learning program throughout the summer and again in the fall.

Families met with teachers frequently in the spring and several times at the beginning of the school year to provide input on the programming of the school as well as to share their perceived needs. As noted below, Board meetings discussing COVID policies, learning plans and programming were easily accessible to the public online. Large group “online” video conferences were conducted weekly to orient new and returning families to the program. Questions and input were fielded by staff. Lastly, from March through September three sets of surveys were sent to parents regarding their technology needs, their household challenges, and how best they felt their students’ needs could be supported by Pivot. The surveys are translated into native languages. Pivot confirms that over 98.7 % of families receive the surveys. In addition, teachers reached out to their assigned families on weekly basis after the resource centers closed and continue to do so two times a week, at minimum.

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

Since November of 2019, (pre -COVID) Pivot has been providing online access to all Governing Board meetings. The public may participate in public comment on agenda items and ask questions from anywhere they could access the internet or a telephone. The software to access the meetings is free. If anyone did not have the ability or technological skills to access the meetings on their own, the resource centers were open (until CDPH regulations restricted it) and staff were present to provide access to the meeting from the resource center. Since public health restrictions were implemented due to COVID-19, Governing Board meetings (including those which list the Learning Continuity and Attendance Plan public hearing or adoption on the agenda) have been conducted entirely via teleconference, in accordance with California Executive Order N-29-20. Anyone wishing to participate may still do so via telephone or online video conference. All meeting agendas and public hearing notices are posted on the school’s website. Despite the resource center being closed, public hearing notices and meeting agendas are still posted there for anyone to view.

A summary of the feedback provided by specific stakeholder groups.

Staff missed working with the students at the resource center and missed the ability to provide field trips and unique hands-on learning. Staff were/are stressed in general.

Classified staff were concerned about opening up the resource centers too soon and their being exposed.

Classified staff were concerned about the public entering the buildings.

Special education staff wanted to provide face to face onsite instruction to students they felt needed it or for whom video conferencing was not working.

School psychologists struggled with how best to conduct assessments without meeting with the student on site.

Counselors wanted to meet certain students one on one at the resource centers as needed.

Administration struggled with how best to train new staff.
Administration was concerned about the timing of reopening the resource centers and how to balance student needs with public (and staff) health concerns.
Parents sought input on how to motivate and engage their students in the online curriculum and workshops.
Parents were concerned about socialization especially for younger students.
Parents were worried about students “getting behind”.
Parents wanted how-to videos and science lab materials.
Parents wanted more online workshops and direct instruction.
Parents shared that they felt well communicated with and supported by administration and teachers.
Parents and students appreciate the myriad videos that assists them to be successful in the program.
All students have been issued a computer who have said they were in need of one.
All families have been offered connectivity devices that have requested them.

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

Pivot hired staff to improve systems of academic support through an MTSS structured program that results in students being provided an individual Student Success Plan
Pivot established a structured system of online workshops to support students in all content areas
Pivot staff have created hands on activities and social engagement workshops
Pivot has allowed staff serving specific at-risk populations of students to meet at the resource centers according to CDPH regulations and CDE guidance
Pivot has created online support courses for EL students and refined the levels of support for EL students
Pivot hired an additional counselor to serve all sites
Pivot has issued Chromebooks to all students and provided connectivity devices as needed
Online science labs were developed with “lab kits” assembled for students
Pivot hired a data clerk to aggregate and disaggregate internal assessment data to ensure students “gaps” in skills are remediated
Pivot added an additional online math practice program that individualizes instruction (IXL)
Pivot created a parent and student website with useful tools and resources including videos and access to classes
Pivot provided an easier way for staff and families to sign legal documents including IEPs and Master Agreements online

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.

Pivot is already implementing the CDE guidance on small groups (more one-on-one than small groups) receiving classroom based instruction at the resource centers. It has been strictly provided for students who are at greater risk of experiencing learning loss or who suffer mental health conditions that preclude them from participating in online groups. As the school has the ability to allow more students to attend the resource center offerings, Pivot will establish “cohorts” that can attend on different days of the week to receive classroom-based instruction as needed. But given the nature of the school’s program (non-classroom based) none of this will be “required” if the parents oppose their student attending the resource center, so long as the student is making adequate academic progress. Pivot will also be building plexiglass enclosures for front office staff. We have installed hand sanitizing stations. We have purchased PPE equipment for all staff and students. We have purchased thermometers to implement our COVID protocol.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| IP-1: Personal Protective Equipment (PPE) - purchase, install, and maintain PPE at appropriate levels for in-person instruction. This includes hand sanitizer stations, masks, face shields, thermometers, plexiglass barriers, etc. | 3,500.00 | N |
| IP-2: Bus Passes - purchase and distribute bus passes to ensure access to in-person instruction for homeless, foster, and low-income students | 300.00 | Y |

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.

Pivot Charter School has provided a blended learning program (online curriculum coupled with supplemental classroom-based support) for the past 10 years. Students can choose to attend the resource center offerings of classroom-based support, or not, so long as they are making adequate academic progress. Frequently, if a student was placed on tier II of our Multi Tiered System of Support, the student would be required to attend classroom-based workshops. That option is currently not available as a support. But a student's online coursework has not changed; the full curriculum has always been accessible online. Pivot has been able to streamline online offerings to ensure students from all four Pivot LEAs receive support by participating in the same virtual academic workshops and tutoring. We have expanded our online workshop offerings to include every core content course available to students so that they can access support in their courses every day. Additionally, each teacher is also providing "office hours" in their area of credential and expertise. This allows students to seek academic support through a variety of online mechanisms. This has afforded students greater access to support at times that work in their schedule and from a greater variety of teachers and teaching styles. It has also allowed Pivot to provide more diverse workshops and online "hangouts" that stimulate social interaction and ongoing engagement. In addition, Pivot has created a student and parent portal system to provide additional resources for distance learning, created mini science "lab kits" and has developed policies around greater video conferencing face to face instruction.

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.

According to recent surveys, as of the first week of school, there are only a few students who have not come to pick up their Chromebooks or connectivity devices. If they are unable to come to the resource center to obtain their devices, Pivot will make arrangements for drop off at centralized locations. Pivot is committed to 100% of students having the technology and connectivity that they need to access their full curriculum. The school purchased additional Chromebooks, Kajeet wifi devices, headsets, and monitors (for staff) last spring and over the summer.

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.

As a non-classroom based, independent study program for the last 10 years, Pivot is continuing to measure the time value of work product as professionally judged by the certificated teacher in the same manner as it always has. Teachers monitor student progress daily through an online assignment tracker. Teachers contact students every day via text, email or phone regarding their academic progress in their classes. The student and teacher meet two times a week via video conferencing so that the teacher

can make determinations about the student's well-being and safety. Additionally, the teacher meets with the student and the parent via video conferencing (and on site once the resource center opens) once a month, if not more frequently. Additionally, students are encouraged (and required if on MTSS level II or higher) to participate in the academic support workshops. Attendance is taken during these instructional sessions as well.

Distance Learning Professional Development

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

Staff are used to providing "distance learning" and have ongoing training in use of the online systems, online video conferencing, motivating students as well as professional development in taking care of themselves and signs of distress in students who are working from home. Staff were allowed to place orders for equipment such as headsets, electronic whiteboards, speakers, and microphones. Some teachers' computers were outdated and not able to run multiple video conferencing systems online while also using other programs like google classroom or our online curriculum. Pivot has ordered updated laptops for staff so they may implement the additional online offerings we have created this year, more successfully. Additionally, the Chief Business Officer has created a process where staff can temporarily "check out" office furniture and equipment as needed from the resource centers for home use.

In addition to all training via video conferencing, Pivot has spent significant hours creating mini "training videos" on all aspects of the school. This allows staff to review content they may have missed (Zoom fatigue is a real thing) and access important information at a time that is more convenient to their schedule. These professional development videos cover topics such as: accessing student assessment results; how to create an ongoing calendar invitation; how to see student academic progress; safety protocols for video conferencing; how to use google classroom; and many others. Professional development topics scheduled include:

Self-Care for Educators: September 16th

Fostering Students' Resilience: October 7th

Supporting Students in Special Education Series: Anxiety: November 18th

Verbal De-Escalation: January 20th

Supporting Students in Special Education Series: Depression: March 10th

Online "discipline" of students -TBD

Engaging the student in distance learning - TBD

Specific needs for English Learners through Distance Learning

In addition to the above professional development, Pivot allows teachers to attend "outside" professional development so long as it would result in an added benefit to the students they serve. They may apply for funds for this professional development to the Chief Business Officer who will approve it in alignment with the budget and Board adopted policies.

Staff Roles and Responsibilities

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

All of our roles have changed in some way but the most significant change is the need to provide support to parents, students and staff on new systems and policies and strategies on distance learning. Even though we were a non-classroom based school for 10 years prior to COVID, the resource center program offerings and the culture and community we created there on a daily basis is what made the biggest difference in our students' lives. We have had to relearn how to do that through a completely distance learning model. Many tasks have been added to positions that did not exist in the past. Some examples include: The Executive Director is spending a large amount of time following the Department of Health, County Offices of Education and charter authorizer plans and guidance and providing the school wide community with accurate and timely information. This means an even greater amount of communication to families than in the past. The Director of Human Resources and the Executive Director are also managing the COVID protocols and procedures for staff that are working on site as well as those who have been diagnosed with COVID-19 or have been in contact with those that have COVID -19. Site coordinators are struggling with obtaining cumulative files from districts that are not open and they are also responsible for monitoring sign in and check out of materials being provided to staff as well as scheduling times for all families to obtain their computers and connectivity devices. Given that we now have a waitlist of students, the site coordinator is also spending a great deal of time with lottery drawings and communications to the many families that want to enroll and can not due to the state capping of our non classroom based enrollment. Registrars are spending more time on credit evaluations as many students did not get credits for their work in the spring and did not finish courses needed for graduation or a CSU/UC college acceptance. The Chief Business Officer has spent extra hours drafting reports and redoing budgets after the state makes changes to funding. Pivot has also been working closely with contractors who have been completing tenant improvements at each site in order to protect classified staff and where we are expanding the resource programs. The Director of Systems and Accountability has had to create multitude of videos and training materials for students and parents as these were conducted primarily at the resource centers in the past. The school has also redefined the role of the MTSS coordinator who is now responsible for working with the new Data Clerk to ensure that student data is accurate and updated weekly in a way that allows the MTSS coordinator to analyze student needs and create individual Student Success Plans.

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.

Our traditional non-Covid program has a significant level of communication with both students and parents. But with the resource centers closed, we have increased communication by requiring face to face video conference meetings two times a week with credentialed teachers of record as well as a face to face meeting with the parent and the student once a month. Abiding by the CDPH and CDE guidelines, the

resource center is open to small groups, face to face, on site instruction to special populations only at this time. Limited on site face to face instruction and assessment for all pupils with unique needs is occurring prior to opening of the resource center. This includes low income, special education, EL, foster and homeless students.

With the resource centers closed and students not wanting to access it even if we can open eventually, Pivot was concerned about students truly understanding independent study and what it takes to be successful working in distance learning. As a result, we created a Student Success Skills course to try to replace the support the student would receive at the resource center in study skills and technological assistance. As mentioned earlier, we also created online academic workshops for all core courses so students can get the help they would normally be able to access at the resource centers. In addition to the online core classes, we created online EL courses and offerings as well as online training for teachers in serving their EL students. We have increased the level of support online not only through workshops but also in smaller groups from teachers in the form of online “office hours”. And to facilitate students' ability to complete their science classes, we worked this summer to create “home” science lab kits that were delivered to students or picked up at the resource center. Since we were seeing so many students suffering from some form of depression or PTSD, we also hired an additional Pivotwide counselor. As a result of some challenges in years past, Pivot also has changed its manner of conducting meetings that need to be translated, increasing the number of documents that are translated and have hired a different translation service company. Once the resource centers are open. Pivot will continue to provide bus passes to all students who want to access the site. The bus passes are also available to any students in special populations who will be meeting in very small groups or one on one between now and the opening of the resource centers. As mentioned earlier, Pivot will ensure 100% of the students have a Chromebook and connectivity. Pivot is also offering to print out materials for students who need more “printed” materials rather than online and for those who do not have a printer at home. Parents schedule appointments to come to the resource center to pick up the materials or make arrangements to meet the teacher to obtain the printed materials.

In order to continue to provide students with math practice and coaching, Pivot purchased an additional remediation program called IXL. IXL and the other remediation programs are incorporated into the new Student Success Plans being created by a new MTSS Coordinator position that was created to ensure no students are slipping through the cracks. And because Pivot students would normally attend resource center trainings on “how to” be a strong student at Pivot and navigate the curriculum, Pivot has replaced that site based training with numerous “how to” videos. To allow for staff to have the time to create and manage all of the above in addition to their already full plates, Pivot hired a Data Clerk to assist in running reports, analyzing assessment data and providing the school with the data needed to make programmatic decisions. Lastly, Pivot has been providing ongoing professional development for general and special ed staff in supporting students with these unique needs in facing the challenges they are facing right now.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| DL-1: Core and Elective Curricula - Purchase, develop, and modify online courses to facilitate distance learning. This includes developing a centralized online platform for course navigation, and developing additional course work to teach students distance learning strategies. Platforms and curricula include Apex Learning, Edmentum, Accelerate, Google Classroom, etc. | 22,918.82 | N |

| | | |
|--|-----------|---|
| DL-2: Provide additional distance learning supports for unduplicated pupils, such as new enhancements to online course work for English learners. Access to additional materials for homeless, foster, and low-income students is also provided. These include science lab kits for those who don't have the materials at home, paper copies of various course documents for those who don't have access to printers, additional books to check out from the school, etc. | 1,281.61 | Y |
| DL-3: Staff Equipment and Materials - purchase and distribute faster computers and other materials for staff to effectively manage the increased technical demands of distance learning. | 5,465.64 | N |
| DL-4: Student Devices - Purchase, distribute, and manage additional equipment the loan to homeless, foster, and low-income students. This includes Chromebooks, Kajeet wifi devices, headsets, etc. | 6,279.75 | Y |
| DL-5: Professional Development - all teaching staff participate in an intensive distance learning training series at the start of the school year, as well as regular follow up sessions throughout the school year. | 3,589.93 | N |
| DL-6: Targeted Professional Development - all teaching staff receive additional training regarding unduplicated pupils, including how to identify and address their particular needs and challenges. Initial sessions are held at the start of the school year, and periodic follow up sessions are held throughout the school year. | 1,900.55 | Y |
| DL-7: Distance Learning Plan Development - Administrative development of procedures, documents, and supports to enable effective implementation of the distance learning plan | 4,134.92 | N |
| DL-8: Distance Learning Plan Implementation - teachers and administrators develop and implement individual academic plans for every student to facilitate successful distance learning. Teachers provide ongoing support for students participating in distance learning, and administrators provide ongoing support for teachers to ensure successful implementation of distance learning. | 62,475.10 | N |
| DL-9: Targeted Support for Unduplicated Pupil Distance Learning Plans - teachers and administrators work together to ensure unduplicated pupils' distance learning plans include additional support. This includes evaluation of device and connectivity needs, translation needs for parents/guardians, ensuring students have access to a satisfactory location from which to engage in distance learning, and ongoing distance learning support for unduplicated pupils throughout the school year. | 48,694.98 | Y |

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 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.

Pivot has implemented individualized online benchmark assessments and instructional programs. These assessments are given 3 times a year. Students must complete them in order to move forward in their traditional courses. The assessments test the student's skill level and provide a very individualized report on where their academic gaps in skills or standards lie. These gaps may be content that was typically acquired in much earlier grade levels. The system then creates an instructional program to remediate those skills. Pivot has created multi-tiered criteria that establishes the inclusion of the remediation curriculum within their traditional program. The assessments and the instructional components can all be accomplished online. Pivot teachers track their progress in the remediation curriculum as they also track their traditional courses. Students can receive "elective" credit for completing a pre designated amount of work in the remediation curriculum. The assessments and the instruction are provided for all students in math, English language arts and reading. The philosophy behind the assessments is multi-faceted. The first is that the suspension of the state assessment program leaves the school with limited data on each student. While our embedded assessments are strong, they are not as specific and don't provide a full picture of the specific areas of deficit in a student's understanding of content standards and skills. The second need for the benchmark assessments is that many students come to Pivot already struggling in academics. For many reasons they have not met with success. Pivot believes we would be merely perpetuating their prior experiences by expecting students to move forward in their core classes without trying to ascertain what they know and don't know; how can we expect them to take on higher and more complicated levels of learning when they have large gaps in basic skills? With COVID-19, we were able to utilize the assessments and the corresponding individualized instruction to fill in the gaps and also measure grade level acquisition of content. We will ensure that the students receive the support they need to learn more and struggle less.

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.

The strategies for addressing learning loss for special populations are similar to for the general population in assessing their skills in each area and providing individualized instruction to remediate their gaps in understanding or learning loss. However, Pivot also has implemented project based mastery of learning that allows any EL, foster, homeless or special education student to demonstrate their understanding of concepts in a more hands on manner. Once COVID occurred, many of these populations went "off the grid" and not easily contacted even though their curriculum had been online up to that date. We discovered it was due mostly to struggles in the home that occurred with these families once COVID hit and many lost their jobs. The Pivot team created hands-on projects for specific assignments that allowed these students to learn beyond the online platform. In addition, Pivot evaluated student progress and permitted the online remediation, in some cases, to replace certain assignments in their traditional courses. This was only permitted for special populations of students. Remaining focused on the goal of student learning, the "how" they learn was altered to support students while they faced challenging hardships. As with all Pivot courses, since they are all individualized, students are able to accelerate their learning and "catch up" at any time. The teacher of record works with students to develop a plan that meets their goals.

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.

Using the benchmark assessments, Pivot can evaluate individual student progress throughout the year. In addition to a robust MTSS program for students that are not able to make satisfactory progress in their classes, the new Student Success Plan is reviewed monthly with a parent and the student, face to face. Progress toward credit acquisition (for high school) and improvement in assessment scores are measured and discussed at these meetings. If necessary, a Student Success Plan is created to outline the measures the school, the student and the family need to take to support the student to be successful. For example, if the student is struggling to complete writing assignments but has not voluntarily attended writing workshops or office hours, a plan will be put in place to require the student to get the help they need each week. If the student has not been meeting with the teacher online twice a week, as required, the parent will be required to attend those meetings as well to ensure ongoing communication and accountability of academic progress. The strongest component of the online curriculum is the teacher’s ability to “see” everything the student is completing, how much time is spent receiving instruction versus “guessing” at answers and whether all the time the parents see the student is logged in is actually focused on academic work. The level of reporting and the level at which teachers can evaluate what is impeding a student’s progress is specific, individualized and very accurate.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| PL-1: Benchmark Assessment - purchase and maintain benchmark assessment systems to evaluate student progress on basic skills and to assess pupil learning loss | 5,271.85 | N |
| PL-2: Address Learning Loss - provide resources and curricula to accelerate remediation of basic skills and to repair learning loss. Monitor student progress on basic skills to evaluate the effectiveness of learning loss mitigation strategies. | 2,751.70 | N |
| PL-3: Targeted Learning Loss Solutions - provide additional resources for unduplicated pupils to mitigate learning loss, such as Lexia Reading for English Learners. Monitor unduplicated pupil progress on basic skills to evaluate the effectiveness of targeted learning loss mitigation strategies. | 2,319.41 | Y |

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 any 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.

Ongoing professional development scheduled for this year is outlined above but includes significant levels of support for student's mental health and well-being. The mini trainings were developed by our school counselor. In addition, Pivot hired another counselor to assist teachers and parents in dealing with the trauma students are facing. Staff have also attended ongoing professional development in Trauma Informed Care and Trauma Informed MTSS Practices. Each teacher at Pivot has a caseload of 28-30 students. Their primary role is not to provide direct instruction, (that is accomplished through the online curriculum) rather they focus on discovering the reasons students may not be learning, finding resources to support them when they are not learning, building relationships, and holding students highly accountable for their academics by monitoring them daily and with frequent one on one communication with the student and their family members. The frequent communication and the strong relationships that are built with the family allows the Pivot staff to truly know what is happening with the families; the teachers have the time and it is a primary responsibility of their job. The school has close connections and partnerships in the community and will frequently work with counselors and community members to find resources that will support each student and their family. We keep Pivot's enrollment small so that we can focus on students' mental health and well-being. Lastly, we have implemented "required" video conference check ins between teachers and staff two times a week. The staff ask a series of questions to ascertain their mental health and well-being. Pivot has implemented a protocol if staff witnesses any red flags about a student's mental health or wellbeing and safety. Lastly, Pivot began implementing the Social and Emotional Learning Survey throughout the school year. Students are required to participate in the survey and counselors and teachers meet to develop support plans based on the responses.

Pupil and Family Engagement and Outreach

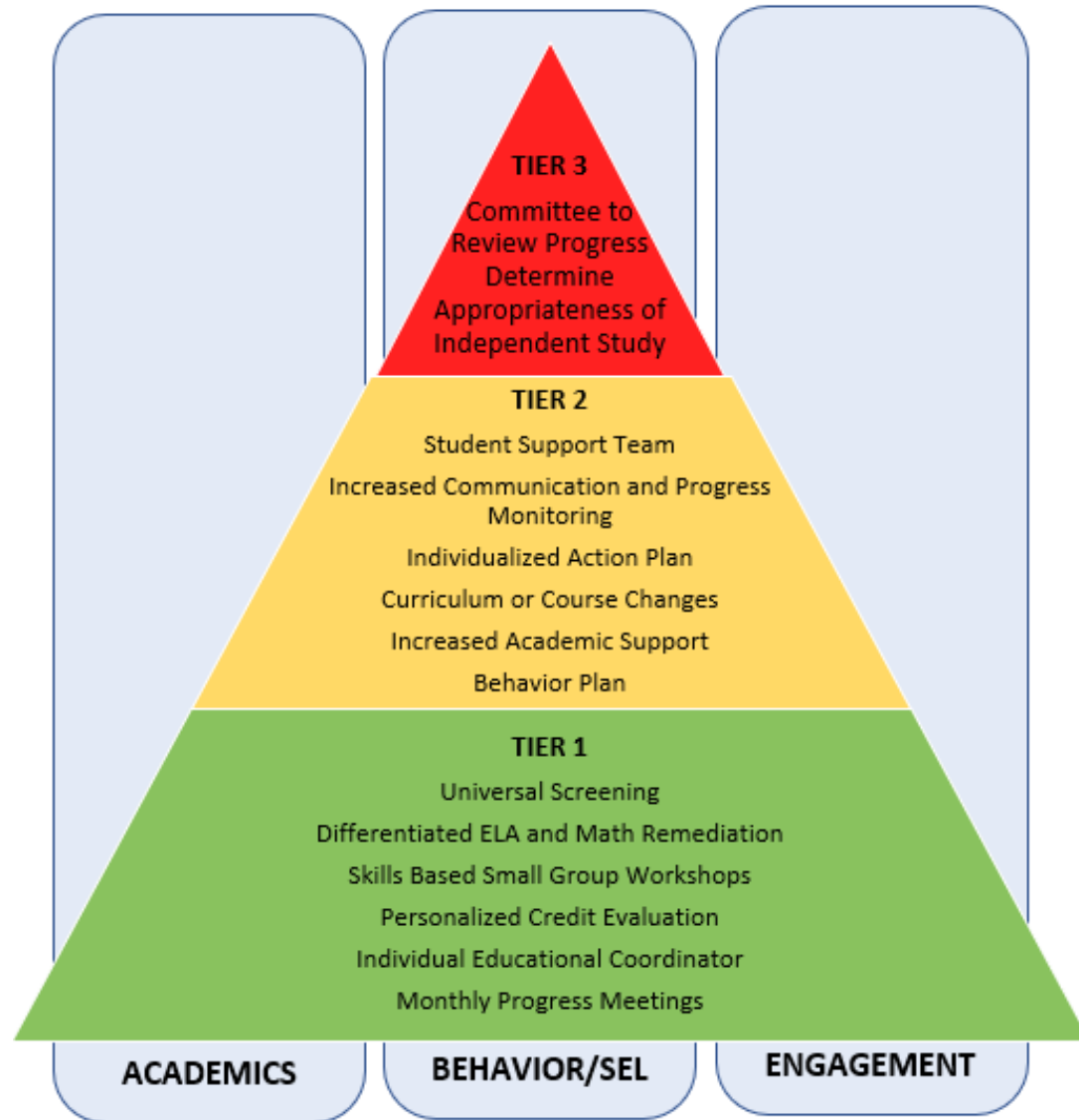
A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

MULTI-TIERED SYSTEM OF SUPPORT AT PIVOT CHARTER SCHOOL

Pivot Charter School implements MTSS (Multi-Tiered System of Support), a comprehensive framework that addresses the academic, social and behavioral needs of all students, to foster success in independent study and ensure satisfactory progress toward graduation and promotion each year. Differentiated levels, or tiers, of support are provided based on the student's individual needs within the areas of academics, behavior/social-emotional learning, and engagement (attendance and course completion). If a student is continuously unable to make progress in independent study, despite increasing levels of support, it may be determined that it is not in the best interest of a student to remain in independent study. The MTSS process is above and beyond the already strong communication and accountability outlined above

which includes daily academic online workshops, daily monitoring of individual student progress, weekly reports sent to the parents on student progress, two face to face meetings each week for the student and the teacher and monthly face to face meetings with the parent and the teacher to review student progress.

MTSS (Multi-Tiered System of Support)



TIER 1

All students at Pivot Charter School begin in Tier 1 of MTSS. Throughout the year they will undergo universal screening including ELA and Math benchmark assessments, attendance and work completion monitoring, behavior monitoring and social-emotional learning surveys. Students in Tier 1 who are identified as needing additional academic support will be issued an Academic Support Plan, which includes an individualized remediation plan. All students in Tier 1 will also have access to small group workshops based on curriculum and skill building, and will receive a personalized credit evaluation or course overview for the year. All students and families have access to a personal Educational Coordinator who they will meet with in-person at least once per month, and who will consistently communicate progress, assist in goal-setting, monitoring and problem solving for each individual student.

TIER 2

Students will be identified for Tier 2 of MTSS by the MTSS Coordinator, based on a continued struggle in either academics, behavior/social-emotional learning, or engagement (course completion). Families and students will be notified via e-mail and regular mail of an advancement to Tier 2 and a mandatory Student Support Team Meeting will be scheduled. The Student Support Team will consist of, at minimum, the student, parent/guardian and educational coordinator, and may also include an education specialist, counselor, administrator, additional family/support, and/or other support staff depending on the identified needs of the student.

During the SST Meeting, the following will occur:

1. An in depth discussion of the students strengths and struggles with input from all team members, including anecdotal and data-based evidence.
2. A brief re-orientation to independent study and MTSS policies.
3. Documentation of any student or family concerns.
4. An Action Plan that identifies *specific* actions to be taken by the student, the education coordinator and the parents/guardian as well as any changes in the student's education plan that may be necessary.
5. A desired outcome will be identified, based on the goals established, as well as the evidence that will demonstrate progress toward this outcome.
6. A follow-up meeting will be scheduled within one month to determine the success of the action plan and other changes.

NOTE: Participation in Student Support Team meetings is mandatory. Students and families should work with their Educational Coordinator to reschedule if a scheduling conflict arises. If the meeting is not attended or rescheduled, the student will advance to Tier 3 of MTSS.

TIER 3

Students are advanced to Tier 3 if they have not attended required meetings to provide support, *or* have continually been unable to demonstrate growth or progress toward success in independent study at Pivot Charter School.

The following will occur at MTSS Tier 3:

1. The student is referred to the Truancy Committee. Over the next 2 weeks, the Truancy Committee will review all aspects of a student's case including academic history, support provided, credit completion, behavior, attendance, current academic status, and etc. After two weeks, a determination will be made if it is in the best interest of the student to remain in independent study. It is important that the student continue working during this review time. If they are able to demonstrate success during that time, then the MTSS Truancy Committee determination may be put on hold.

2. If the MTSS Truancy Committee determines that there are additional measures that can be taken, and additional supports that can be provided to the student, then the student will revert back to MTSS Tier 2 and those changes will be implemented. If after 2 weeks adequate progress is still not made, then the student will be placed back on MTSS Tier 3 and the MTSS Truancy Committee will make a new determination to see if it is in the best interest of the student to remain in independent study.
3. If the MTSS Truancy Committee determines that it is not in the best interest of the student to remain in independent study, and the student continues to not complete assignments or make adequate progress, then the student will be referred back to their school of residence within 5 days. Pivot is required to notify the district of residence when a student is no longer enrolled at Pivot. Students and families will receive this determination via e-mail and certified mail.
4. The decision of the MTSS Truancy Committee to refer the student to their school of residence can be “adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.” Any such request for an appeal hearing must be directed, in writing, to the MTSS Coordinator within 5 days of a determination, prior to referring a student to their school of residence.

Teachers are trained in, and supported by the MTSS coordinator, providing myriad supports throughout the MTSS process:

Pivot’s MTSS Mission Statement

The mission of MTSS at Pivot is to recognize *all* students, determine the supports that are needed in order to be successful, implement those supports using all available resources and foster student progress and success within our independent study program.

The Process- Teacher Responsibilities within MTSS

Tier 1

Within Tier 1, the Education Coordinator (teacher of record), is providing the following supports to all students:

1. Monthly Meetings- during these meetings they will conduct a general check-in and communicate progress to the students and their families.
2. Workshops- teachers will facilitate student’s use of skills-based and curriculum-based workshops based on need
3. Remediation- for students who require academic remediation, teachers will hold an Academic Support Plan meeting and provide families with their individualized Academic Support Plan which includes possible course changes and remediation. (Teachers will be notified of these students and provided with their Academic Support Plan at the beginning of the year.) They will upload the signed Academic Support Plan letter to SIS.
4. Monitoring- teachers will monitor all students on a daily basis for their assignments completed, their time spent in instruction and assessment, and their use of remediation, (including workshop attendance, if required).
5. Communication-teachers will update the contact manager with important information or communication on a bi-weekly basis for all students.
6. SEL (Social Emotional Learning)- All students will be directed to complete a Social Emotional Learning Survey at the beginning of the year.

Tier 2

Teachers will be notified by the MTSS Coordinator if they have a student who will be advancing from Tier 1 to Tier 2 based on specific indicators within Academics, Engagement (including attendance, work and course completion) or Behavior/SEL. For those students, teachers will provide the following supports:

1. Tier 2 Letter- Once a student has been flagged, teachers will fill out a Tier 2 Letter and include a time and date for an SST meeting.
2. SST Meeting- Teachers will hold an SST meeting with the student, family and other support team members. At this meeting teachers will complete an SST Plan and, with input from the whole team, create a one month action plan which includes specific actions to be taken by all members in order to achieve a desired progress goal.
3. SST Follow-Up- During the month after an SST meeting, teachers will be documenting the actions being taken as determined in the action plan as well as noting progress or lack of progress and communicating regularly with the student and family. After one month, teachers will meet again with the same team and discuss the results of the action plan. They will determine if the goal was met, if some progress was made although the goal was not met, or if no progress was made.
4. Additional SST meetings- for the duration of time that a student remains on Tier 2, you are able to hold additional SST meetings and create new Action Plans as needed based on the student's level of progress. For example, if after a first SST meeting the student made progress, but a few months later, they are struggling again, teachers may hold another SST meeting.
5. Communication- teachers will communicate regularly with students and families on Tier 2, and document summaries and important communications in the Contact Manager at least on a weekly basis.
6. SEL- If a student has been identified as struggling in the areas of behavior or SEL teachers will work with a team to create a Behavior Plan.

Tier 3

A small percentage of students may advance from Tier 2 to Tier 3 if they have either, repeatedly not participated in mandatory meetings, or been unable to make progress despite the implementation of all available supports and 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.

When the resource center was closed last year, Pivot continued to provide curbside pick-up of meals for any student. Unfortunately, no one utilized the meal service and food was going bad. Pivot then communicated the locations of other community based meal programs to families and also provided additional information about how families can access support for the purchasing of food. Once the resource centers open again, Pivot will reinstate the daily meal service program for students. In the meantime, we will continue to provide breakfast to the students

who are on site on a limited basis for face to face instruction in small groups as outlined above.

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

| Section | Description | Total Funds | Contributing |
|---|---|-------------|--------------|
| Mental Health & Social & Emotional Well-Being | AA-1: Counseling - hire an additional counselor to provide social and emotional support for all students during these difficult times. | 4,803.13 | N |
| Mental Health & Social & Emotional Well-Being | AA-2: Targeted Counseling for Unduplicated Pupils - provide additional mental health outreach and counseling services for unduplicated pupils, as they have a unique set of challenges and needs which may require enhanced support. | 7,204.69 | Y |
| Pupil Engagement & Outreach | AA-3: MTSS - teachers, support staff, and administrators monitor pupil engagement and immediately respond when a student is failing to engage appropriately. Staff work to identify and eliminate barriers to successful engagement on a student by student basis. | 22,477.14 | N |
| Pupil Engagement & Outreach | AA-4: Targeted Outreach for Unduplicated Pupils - additional outreach is provided to unduplicated pupils and their families, as these students often experience challenges to successful engagement such as language barriers or instability in their home lives. | 34,375.18 | Y |
| School Nutrition | AA-5: Student meals - for in-person instruction, a nutritious meal is provided for every homeless, foster, or low-income student who attends site based activities. | 3,000.00 | Y |
| N/A | AA-6: COVID Compliance - administrators monitor changes to legislation and public health conditions, and ensure compliance with all regulations. This includes implementing federally mandated leaves related to COVID, developing and enforcing COVID protocol at school facilities, and making decisions about when school facilities will be open or closed based on local public health conditions and stakeholder input. | 10,649.97 | N |

| | | | |
|-----|--|----------|---|
| N/A | AA-7: Translation Services - additional translation services have been budgeted due to the importance of communicating about the unique and changing circumstances for the 2020-21 school year. For families whose native language is not English, important meetings will have translators present, and important documents regarding student engagement and progress will be translated as well. | 2,000.00 | Y |
|-----|--|----------|---|

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 |
|--|--|
| 9.19% | 101,423.00 |

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.

Actions marked contributing in this Learning Continuity Plan are principally directed toward meeting the needs of unduplicated pupils. Some of the contributing actions are provided to all students, but are nonetheless implemented for the primary purpose of serving unduplicated pupils.

Devices and materials: Pivot will provide devices and materials to any student who needs them. However, students requesting these most frequently qualify as low-income and/or homeless. The needs of these low-income and homeless students are the primary consideration for the increased purchases of devices and materials for the 2020-21 school year. Communication between staff, parents/guardians, and students has consistently shown that students who do not qualify as unduplicated pupils have a much higher rate of access to a computer and internet that they prefer to use for distance learning. They are also more likely to have a printer they can use at home when needed. Devices loaned to unduplicated pupils often provide access where there previously was none at home. Increased accessibility to devices and connectivity meets the needs of unduplicated pupils and improves their educational engagement to a far greater degree than it does for other pupil groups.

Translation services: School personnel utilize translation services for many different types of meetings and documents. These are widely utilized, regardless of whether a particular student officially qualifies as an English learner. However, these services are principally directed toward English learners because of their own language barriers and the fact that they most frequently have parents/guardians whose native language is not English. The needs of these English learners and their families are the primary consideration when utilizing translation services to communicate. It is crucial for students and parents/guardians to understand all aspects of Pivot's independent study program and also what unique changes have been made for the 2020-21 school year. Providing translation services meets the needs of these students and families by ensuring they know what is required and expected of them, as well as ensuring they are regularly informed of school policies and the students' progress in ways they can understand.

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

The COVID-19 pandemic has had dramatic effects on our communities, and many students who previously had stable situations are now faced with challenging circumstances in their home lives. We are seeing a rise in the number of unduplicated pupils, particularly those who qualify as homeless and/or low-income. In response to the pandemic, Pivot has increased targeted outreach and support for unduplicated pupils, guided largely by school counselors and the foster/homeless liaison. Actions marked as contributing in this Learning Continuity Plan represent increased or improved services for unduplicated pupils made in response to stakeholder feedback and Pivot's analysis of student performance trends.

Increased services for unduplicated pupils include: devices such as Chromebooks and Kajeet wifi hotspots provided to ensure access and connectivity, physical course materials provided to reduce reliance on student access to technology, translation services for more meetings and documents, counseling services, outreach including regular check-ins regarding student basic needs and general well-being, bus passes and meals for in-person instruction at the resource center.

Improved services for unduplicated pupils include: English Learner curriculum and supports, data analysis of unduplicated pupils' progress on assigned courses and basic skills, professional development targeted at training staff to identify and address the needs of unduplicated pupils, collaboration between administrators and teachers regarding supports for unduplicated pupils, communication between school personnel and non-native English speaking parents/guardians via increased translation services.