

Civicorps Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

Civicorps shifted to distance learning on March 16, 2020 as teachers began offering live instruction over Zoom, and began outreach via emails, text messaging, and phone calls to engage students and communicate about the shift to distance learning. For the 2020-2021 school year Civicorps continued at 100% distance learning with both synchronous and asynchronous instruction. All efforts have been made to continue our program offerings albeit in modified formats; for example, our case counselors are continuing to offer constant counseling via phone and internet sessions; intake and enrollment continue via virtual conversations and online applications and assessments; classes remain structured around outcomes and objectives; and job training continues on a daily basis with significant COVID-19 safety protocols in place.

Resource Team staff are scheduled to attend all synchronous Zoom classes and are providing general class support in addition to 1:1 through breakout rooms and follow up. The English Language Learner (ELL) teacher is meeting with students 1:1, and the Dean of Students and ELL Teacher are engaged in Zoom classes based on student assignment and identified need. All staff are supporting with technology needs in order to mitigate frustration and build engagement. While not all students are responsive to our concerted outreach efforts, students' feedback suggests that family obligations and a general sense of feeling overwhelmed by the pandemic are barriers to a fuller academic experience. We recognize that students with high levels of participation are benefiting both educationally and psychologically during this challenging time.

Stakeholder Engagement

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

Serving an 18-26 year old student body, our students are our most important stakeholders. At the end of the 2019/20 school year Civicorps conducted a survey to students seeking information regarding distance learning challenges, needs and feedback on returning to a possible hybrid schedule.

The Head of School had one on one conversations with the teaching staff. Staff meetings were held throughout July 2020 to garner feedback regarding the hybrid learning proposal, to address safety concerns, and to outline COVID-19 guidelines and procedures.

The Head of School spoke individually with each student as they enrolled for the new school year to identify barriers and fully explain expectations and scheduling.

The math teacher has conducted anonymous surveys with her classes at the end of each term to gather feedback regarding perceptions around the quality of Civicorps' virtual education program.

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

Civicorps provides students with Chromebooks and internet resources in order to partake in live Zoom classes and to use for engagement with public meetings.

We provide information via emails, text blasts, and through staff announcements/communication regarding Civicorps Board Meetings which are public.

Zoom information is being shared via our website and sent out to all staff in calendar invitations.

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

Student survey feedback showed the majority of students wanted to return to in person classes. Individual conversations with students reiterated the need to return and feel the sense of community.

Staff conversations and meetings highlighted staff concerns in returning to class and their preference for continued distance learning. With a mid-July start date calendared, all this was framed during the time in which COVID cases were increasing in Alameda County.

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

The Governor's mandate to do distance learning in Alameda County gave Civicorps no choice and we moved forward to provide 100% distance learning to students. With the majority of students showing a desire to return to in-person classes the staff worked together to create a plan that provides frequent touch points and live instruction. The Resource Team has implemented more 1:1 support after hearing from students with IEP/504 plans who felt inadequately served via Zoom

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.]

While in Distance Learning the Civicorps Resource Team provides scheduled 1:1 meetings with students that need extra support via Zoom, phone, and also in-person meetings following the social distancing guidelines that are fully initiated by staff.

English Learner students are meeting 1:1 with the ELL Teacher, in addition the ELL Teacher is engaged in the Zoom classes in which the students are assigned (ie: math, creative writing, career pathways)

Within the job training program (essential service and therefore onsite interaction) we have Job Training Supervisors meeting with our students taking after work to offer support in academics within the evening classes.

At the point in which in-person instruction is allowable, Civicorps will shift to a hybrid model in order to have direct contact and instruction with each student. The proposed schedule will create space for a minimum of one day per week in-person for each course with further learning throughout the week provided online.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Living Expense Stipends and transportation funds paid directly to Students to support financial needs of the young adult student body served by Civicorps. This is an increase of services for students as we seek to mitigate burden on all students and in particular those deemed low-income.	\$80,000	Yes
Professional Development (ie: Trauma Informed Services, DEI, and individual needs) to support the continued growth of staff in service to the young adult population Civicorps serves. This is an improvement of services with a greater focus on blended and hybrid learning in an effort to support all staff as they meet the needs of students in need of support, in particular low-income, foster youth, and English learners.	\$20,000	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.]

Civicorps is providing live synchronized class instruction in addition to 1:1 office hours. Instruction is supported with IXL, EdCite, Khan Academy learning programs and the ESL Library. Live instruction is being offered via Zoom and through Google Classroom.

Civicorps' high school curriculum is teacher-developed to support the unique and comprehensive graduation portfolio. Therefore, the scope and sequence of individual courses offered are developed by teachers and remain intact regardless of method of delivery. As teachers shift back to in-person instruction, continuity between student-facing materials occurs in multiple ways. For one, assignments meeting specific graduation requirements in the Life Skills, Employability and Communications sections of the portfolio utilize electronic templates in both settings and are thus, easily transferable. Another example of how student-facing materials traverse in-person and virtual settings are the blended learning components of our curriculum. IXL is an instructional resource that supports math and English language arts in both virtual and in-person classroom settings.

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.]

During initial contact with potential new students an intake survey is done by Counselors and the Resource Specialist to determine student needs. The Head of School is also in conversation with new students and staff are engaged in ongoing close communication with each student. If need is identified, Civicorps is providing students with Chromebooks and supporting them with receiving internet access.

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.]

Civicorps Academy's course schedule reflects the required instructional minutes and students are assigned to courses that align with their academic and portfolio needs. At Civicorps we recognize that attendance and engagement are critical to student progress toward achievement of the high school diploma. Work produced is being reviewed and tracked by teachers, with portfolio credit being given if it meets the communicated rubric standards for the assignment.

Attendance is being tracked based on participation in live instruction on the Zoom platform. Attendance can also occur via touch point with staff whether counselor, teacher and/or Dean of Students which happens by text, email, and phone. All attendance is being entered into our student information system (CorpsNET).

Engagement is tracked separately based on touch points, assignment completion and weekly meetings with teachers, Resource Specialist and counselors.

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.]

In the spring of 2020 once shelter-in-place was instituted for the Bay Area, the math teacher attended Mike Flynn's "How to Teach in Online Environments" webinar and three webinars hosted by the National Council of Teachers of Mathematics (NCTM) to get ahead of the learning curve teaching math content remotely. The NCTM webinar series is titled "100 Days of Professional Learning". She attended sessions on the following topics: Synchronous Online Teaching Strategies, How to Use Google Templates for Online Instruction and A Lesson on Social Justice: What Should Be In It?

Civcorps is committed to supporting staff with needs related to providing instruction and support at a distance. Funds are available, and are being utilized, to supplement internet bandwidth and data costs as well as having access to laptops or Chromebooks for home use. The IT Manager has worked tirelessly to ensure needs are met and is available for support as new needs arise. This high level of support is being provided to both students and staff.

The instructional and support services staff took part in a "Trauma Informed Services" training with Dr. Carole McKindley-Alvarez in July 2020 as the new academic year began. This allowed space for staff to process the challenges of the past year, the ongoing challenges being faced, and how to move forward with the mission of supporting student learning.

Staff Roles and Responsibilities

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

Civcorps' HR Manager has been the critical point-person in providing Civcorps safety guidelines and procedures regarding COVID-19. All staff have been provided up-to-date Civcorps COVID-19 Prevention and Response Plans and have been engaged in ongoing discussion and communication about policies and procedures to be followed.

As a Conservation Corps and an essential service, our Administrative Services Coordinator is in charge of checking students and staff into the Myrtle Street building under the Social Distancing protocols and guidelines while Job Training and Recycling Supervisors have taken on the added role of enforcing protocols including sanitizing and wearing of masks.

Instructional and Support staff have had conversations with their direct supervisors in which roles and expectations have been mapped out. Some of the changes to operations and new roles include: the Dean of Students joining Zoom classes to offer students support, the Outreach and Retention Specialist facilitating virtual student onboarding and enrollment, and the Career Counselor having a scheduled presence at the Job Training Center to provide pathway support.

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.]

English learners are being provided structured support by Civicorps ELL teacher. She holds 1:1 classes and provides support during live Zoom class instruction. Students with IEP/504s are being provided robust support by the Resource Team. Each class has a Resource Team member present to provide support at the time of instruction, in breakout rooms, and as 1:1 follow up.

All students, in particular those with known housing instability, are working with our Case Counselors who are providing mental health check-ins and case management. Through our food program we are providing daily grab-n-go lunches to meet the needs of all students in the job training program and consistent grocery giveaways for all students and staff.

All engaged students are receiving a bi-weekly living expense stipend in an effort to minimize the burden of housing, phone, food, and/or transportation costs. All participants in the job training program have access to transportation assistance program and an attendance bonus incentive.

At the start of shelter-in-place, Civicorps' two counselors went alphabetically through the active student list to call and check on each young person, going through the list several times. Counselors continue to help with referrals to shelters as needed (although this has been complicated by COVID as shelters have had cases) and to help students with budgeting and applying for waitlists (many fewer lists seem to be available right now). We are currently in the process of bringing on 4 MSW interns who will be virtual along with our students and will focus more individually on emotional and case management needs.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Technology needs for students and staff: Chromebooks, laptops, Zoom accounts, Google Classroom and storage, internet services, IXL. This is an increase of services to all students, in particular those who are low-income.	\$6,800	Yes

Targeted English learner support from dedicated English Language Learner Teacher. While this is a continuation of service offering we are increasing funding toward this position in recognition of the greater need in distance learning platform.	\$40,329	Yes
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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.]

All teachers will be assessing learning gains through quizzes, midterm exams, weekly 1:1 check-ins, and end of term NWEA in a rotating subject area of math, language and reading.

The ELL Teacher is staying abreast of the ELPAC needs and will be supporting students through the initial assessments while also working to meet the summative assessment requirements.

Math classes meet twice a week with built-in formative assessments on EdCite (a website linking Common Core-based test questions to teacher-made assessments). In addition, students enrolled in a math class are assess with a summative exam covering the learning objectives of the course. Math courses offered are Algebra, Geometry, Statistics & Probability, Operations & Number Sense. These courses align with the four strands of the NWEA, the high school equivalency standardized assessment utilized by Civicorps.

The English language arts program builds necessary skills in reading, writing, and grammar. The standards and skills taught are derived from formative assessments and align with Common Core and the Language and Reading NWEA. Incoming students take the pre-writing assessment and after moving through curriculum are then administered the post-writing assessment. Growth data on NWEA and the writing assessment are reviewed by teaching staff to better understand academic impact and identify gaps in learning.

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.]

Civicorps works with 18-26 year olds who have been disconnected from formal education for an average of several years, thus addressing learning loss is built into the program and is required under the most normal of circumstances. Teachers effectively gauge where students are and with small class size are able to target support and address learning loss within the curriculum being

offered. The Resource Team is able to provide continuous support to students who have IEP/504 needs and the ELL Teacher works regularly with English learners.

Weekly staff meetings between instructional and support services staff allow for open dialogue in regards to student mental health and identified physical needs such as housing and technology. The close team structure along with a system of individual student check-ins provide the foundation for Civicorps culture of high expectations within a comprehensive support system.

All staff recognize the need to provide positive reinforcement and encouragement during this unprecedented time, with an eye on those students facing housing instability and/or financial stress.

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.]

The Measurable Pupil Outcomes within Civicorps' charter will be utilized to assess effectiveness of supports as demonstrated through academic improvement on NWEA. Instructional staff will also utilize summative and formative assessments within classes to ensure students are growing and learning.

Civicorps will also be monitoring attendance and engagement levels of all students with a focus on subgroups where it is possible.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
The Instructional Aide and Intervention Specialist on the Resource Team provide direct support to all classes and 1:1 support to all students with IEP/504s. This is a continuation of services offered to address learning loss with this group of students.	\$88,273	Yes
Curriculum and technology needs associated with NWEA and the ongoing services provided by the Academy Compliance Coordinator as they provide analysis of data to instructional staff.	\$1,500	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.]

Civicorps weekly staff meetings with teachers and support services provides space to discuss best practices and identify students who appear in need of a check-in with counselors and/or academic interventions.

Students are supported by our Licensed Clinical Social Worker (LCSW) and MSW Case Counselor. Counselors visit our Job Training programs on a daily basis to provide in-person support to students. In addition, under the shelter-in-place protocols the counseling team is concentrated on providing a high level of virtual contact via text messaging and phone calls. We meet with all new students via Zoom so that an intake assessment can be administered and all services can be explained, and group Zoom sessions are in the works. MSW counseling interns will be joining Civicorps in September and will be accessible to students as they join classes and targeted housing resource support.

In addition to direct staff to student contact, Civicorps is utilizing Twilio, a text messaging platform, to provide resource links and suggested apps to students that may be helpful to reduce stress and focus on well-being.

Our annual Health and Wellness Fair will take place virtually on October 8, and will include self-care packages being hand delivered to each student.

Pupil and Family Engagement and Outreach

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

Student engagement and outreach happens through an all-hands-on-deck approach. The Support Services team leads the efforts through ongoing phone calls, text messages, and pulling students into Zoom/Facetime conversations.

There is an ongoing flow of reaching out to any student who has been missing class during the week, shows worrisome affect in class, or who has reached out to us with challenges. Formally, in weekly staff meetings and via emails, staff discuss which students they are concerned about and counselors then reach out.

The Dean of Students is an added level of support as he pulls weekly attendance reports to ensure anyone with below acceptable (70%) attendance rate is being identified. He also provides support in the online class in addition to phone calls and text messages to those showing signs of disengagement.

For students with IEP/504s, the Resource Team is focused on weekly phone call, text and/or email check-ins.

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.]

Civicorps continues to put the nutritional and food needs of students at the forefront of operations. Daily grab-and-go lunches are provided to students at the job training center. In addition, our counseling team provide bi-weekly grab-and-go groceries that include

pantry staples, vegetables, and protein, as well as easy to prepare meals. Our Food Program Intern and Lead Counselor supervise the daily and bi-weekly food distribution with safety protocols firmly in place. All school nutrition offerings are free to all students.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
School Nutrition	Food Program for all participants that includes grab-and-go lunches and bi-weekly grocery give-away	\$30,000	Yes
Mental Health and Social and Emotional Well-Being	Virtual Health And Wellness Fair for all participants that includes workshops and care packages to support student well-being and address trauma	\$2,000	Yes
Mental Health and Social and Emotional Well-Being	Counseling staff (LCSW and MSW) along with Dean of Students on staff supporting student welfare, housing, food, counseling needs	\$363,305	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
28.63%	\$88,308

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.]

Civicorps provides academic, job training, and support services to a student body between the ages of 18-26 years old. Low-income students make up over 98% of the demographic enrolled. It is therefore critical that Civicorps meet the needs of all students as we look to increase or improve services.

With an increase of English learners over the past two years (from ~4% to ~12%) we continue to seek ways to meet their needs. The ELL teacher is meeting 1:1 on a daily basis via Zoom with each student as they build skills to join in mainstream distance learning courses.

Approximately 15% of Civicorps students have been involved in the foster care system and are being supported through robust counseling support and a small class setting.

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

Each year Civicorps seeks to better understand the nuances between subgroups served within the student body. As a small single-site charter with an enrollment of 55 and with over 98% of those students meeting the definitions of targeted subgroups (ie: low-income, foster youth, or English learners) we are in close conversation with each student we serve. Counseling staff are working to address each unique and individual need. Teaching staff are supported by a robust Resource Team and all staff are able to identify learning needs of the student while working together to meet the academic need. Service activities listed throughout are happening on an ongoing basis and are built upon each year through professional development of staff and by addressing needs as they arise.