

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.]

Future is Now Preparatory is a classroom-based charter school approved the Los Angeles County Office of Education on July 21, 2020. As such, the COVID-19 pandemic *Shelter in Place* orders has had a significant impact on student recruitment. Recruitment efforts have moved online and include reaching out to government agencies, youth service providers, community organizations, and faith-based communities.

Fall 2020 opening plans have changed as a result of the pandemic. Changes include launching on virtual platforms, increasing our virtual supplemental instructional supports, creating plans for staff to work remotely and to resume in-person instruction, engaging virtually with students and parents, and ensuring our work environment complies with COVID-19 safety guidelines.

All student services, including special education services, are to be provided via an online platform. We are monitoring pandemic guidelines and notices to be able to provide in-person small group instruction and testing to our most vulnerable youth populations.

Stakeholder Engagement

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

Future Is Now Preparatory realized the importance of stakeholder participation in this process and created a plan to ensure engagement given a virtual setting and its new school status. Outreach included emails, social media posts, and school website additions. Future Is Now Preparatory realized that many families lacked devices or the internet and provided the needed resources to any families needing to access all school communication.

The Learning Continuity and Attendance Plan was made available to stakeholders who wished to comment or ask questions about the plan. The English Language Learner population of Future Is Now Preparatory is below the 15% threshold that requires translation; however,

requests for translation of the Learning Continuity and Attendance Plan were honored. Parents, teachers, and support staff were emailed to notify them of the plan's posting and scheduled public hearing, review and approval of the plan, and encouraged to provide feedback. The school also used social media to notify stakeholders of the opportunities for input.

As the school was actively recruiting its founding class during the review phase, a school site council was not formed. Future Is Now Preparatory has plans to launch the school site council during its first month of operation.

Future Is Now Preparatory held the public hearing of the Learning Continuity and Attendance Plan on September 29, 2020, to allow engagement from the majority of the founding class of parents.

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

The public hearing was held via Zoom meetings. The agenda and participation instructions were posted 72 hours before the meetings in accordance with the Brown Act. Stakeholders had the option of participating in the meetings online or calling in with a provided phone number. Stakeholders could also submit a public comment via email, as stated on the posted agenda.

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

Parents asked us to consider accelerating a hybrid model for Fall 2020.

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

Aspects of the Learning Continuity and Attendance Plan that were influenced by service providers included best practices and concerns for recruitment and engagement of homeless youth, foster youth, juvenile justice youth, and youth who have been human-trafficked.

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.]

Future Is Now Preparatory plans for a safe return include implementing and integrating SARS-COVID-19 mitigation strategies into co-curricular and extracurricular activities, limiting or cancelling activities where social distancing is not feasible; communicating, educating and reinforcing appropriate hygiene and social distancing practices among students, teachers, staff and school visitors; Engaging, educating and encouraging school community to practice preventive behavior; maintaining healthy environments; monitoring statewide, countywide and local communities transmission rates; facilitating social distance by increasing classroom space by utilizing outdoor spaces, and developing a proactive plan for when someone in the school community tests positive for COVID-19; developing ongoing channels of communication with Los Angeles County Department of Public Health.

To support students who have significant learning loss due to school closures in the 2019-2020 school year or who are at greater risk of experiencing learning loss due to future school closures, all students received a Following a comprehensive evaluation, each student will have a Personalized Learning and Development Plan (PLDP) – reviewed and updated quarterly -- that outlines current skills, long-range academic, annual academic and personal goals, timelines and benchmarks for completion of annual goals, including specific quarterly goals, academic supports such as IEP, English Learner services, tutoring and other support and interventions necessary to reach academic goals, additional support and services covering basic needs, medical, psycho-social and legal, and personal and professional goals for their future.

The PLDP includes a listing of all adults meaningfully involved in the student's care and their specific role, and list specific programs and services – both on- and off-site that are provided to meet the student's needs. The student, his/her parents/legal guardians, school Advisor (a teacher or staff member who will be thoroughly trained), and as needed, the student's case manager, social worker, juvenile probation officer, attorney, additional relatives or mentors, all will engage in establishing the PLDP and collaboratively commit to their respective roles in helping the student achieve his/her goals.

Future Is Now Preparatory is considering reopening with a two-day rotation blended learning model where student-cohorts report to school two days per week for instruction. On other days, students will receive instruction via distance learning and engage in enrichment activities.

Teachers are required to take daily attendance, and students and their families are educated on our attendance policies for in-person and distance learning.

Future Is Now Preparatory is continually reviewing guidelines issued from Center for Disease Control, California Department of Education, CA Department of Public Health, and Los Angeles County Public Health.

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

Description	Total Funds	Contributing
Personal Protection Equipment	\$25,000	Y
Additional Bus Transportation Service	\$60,000	Y
Additional School Site Cleanings	\$10,000	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.]

Future Is Now Preparatory’s ultimate goal is to radically change the educational outcomes (college- and career-readiness) and future outlook for foster, homeless and other vulnerable youth in Los Angeles County, helping them realize better futures for themselves by equipping them with the academic, social, emotional and life skills to be successful in college, career, and community. We are ardent believers in the ability of all children to succeed when given the support and resources they need to thrive. Future Is Now Preparatory offers personalized instructional services for a vulnerable, at-promise student population.

We know that the vast majority of our students will be trauma impacted youth, with most of arriving at FIN Prep one or even several grade levels behind in their learning, and many having issues with emotional deregulation. We know that many of them will have IEPs, while others may have un-diagnosed special needs, and that perhaps their parents or care givers have been unable to identify or advocate for what their child may need to succeed. We also know that adolescents dealing with significant psycho-social issues need compassionate support to help them navigate these issues and develop self-esteem and self-care.

To combat the risk factors induced and magnified by transiency and improve the well-being of students FIN Prep proposes that school serves as a hub that incorporates strategies with the goal of supporting positive youth development. As each student enrolls at FIN Prep, we will launch a comprehensive multidisciplinary assessment of the student’s needs across domains: basic needs including housing, health/medical needs, psycho-social needs including trauma screening, academic needs, and supplemental services such as legal (foster/case management, probation, immigration, emancipation), mentoring, and any other needs that arise.

Our instructional program includes a rigorous, college-preparatory (A-G) program along with an engaging Career Technical Education (CTE) program to ensure students graduate well-prepared for their next steps and achievement of long-term goals.

Students will engage in real-time synchronous mandatory learning for at least five hours daily via Zoom during the distance learning phase. Students will access classroom and student learning material via Google Classroom. Students will have the opportunity to attend daily study groups and tutoring sessions for extra help in their classes. Students will engage in a robust synchronous advisory program aimed at addressing social-emotional needs. Struggling students, students with disabilities and English Language Learners will receive small group and one-on-one intervention services virtually, and when safe, onsite in cohort small learning groups. Students will receive crisis, and check-in counseling sessions from their counselors. Each student will be contacted on a regular basis using a Primary Person model to check-in on elements such as physical wellness, academic achievement, and emotional wellbeing. Students will have the opportunity to participate in remote extra-curricular activities.

Teachers, counselors and staff of Future Is Now Preparatory will receive ongoing professional development regarding issues relating to trauma, poverty and other issues that impact student attendance and school engagement, and best practices of navigating education during the pandemic.

Students will also continue to use Google Classroom to access instructional material, and some components of the enrichment program will remain online to keep students trained and utilizing online platforms in the event distance learning has to be reactivated due to emergencies or unforeseen crises.

Weekly newsletters will be distributed to parents and students to foster connectivity and engagement.

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.]

Future Is Now Preparatory will provide Chromebooks and broad band mobile units to ensure access to web resources and curriculum tools. All students, including foster and homeless youth, will take a needs assessment to ensure they are receiving the necessary technical support to access instruction and resources to participate in synchronous instruction. Monday through Thursday, students have access to additional academic support in the afternoon. If necessary, replacement devices will be provided.

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.]

Future Is Now Preparatory is a classroom-based charter school, and as such, follows the participation and time value guidelines as laid out in the school's charter petition.

Attendance and assessment policies and practices align with applicable law and school policies. Attendance is claimed using student engagement in synchronous learning each day claimed ("daily engagement") and must complete class assignments. Daily, teachers record attendance and monitor and assess the students' completed assignments the, time value of pupil work. Teachers will work with parents/guardians and students to support students in meeting or exceeding standards and achieving personal goals. This is traditionally done in-person, however, students and parents will meet with teachers via a live Zoom meeting for instruction, to complete tasks, and for parent-teacher meetings.

The school will continue to follow its report card policy to assess student progress. The teacher of record will determine the pupil's grades through multiple methods of evaluation: observation, student work, chapter quizzes and tests, parent/guardian input, and discussion from live online and/or in-person meetings.

Future Is Now Preparatory will follow its report card policy to record student progress. Grading will be determined through multiple methods of evaluation: observation, student work, quizzes and exams, summary assessment, virtual and in-person engagement.

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.]

A comprehensive professional development program, meaningful teacher evaluations that incorporate numerous reflection points, and a distributive leadership structure are designed to ensure that each member of our faculty is continuously supported and mentored in continuously developing his/her teaching practice. Teachers meet frequently to review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure that they are meeting the specific needs of individual students. We ensure our teachers have ample time and resources to engage in professional development to expand their own teaching and learn "best practices," plan collaboratively with their peers within and across grade levels, and to continuously learn themselves as they seek to ensure that each and every student they serve is excelling.

All staff is trained in utilizing Zoom and Google Classroom platforms for student and parent engagement, synchronous instruction, supplemental support, enrichment activities, and online classroom management. All staff is also trained on Trauma-Informed Practice to better support our students. We have an IT Specialist available to assist teachers with their technology devices and the various platforms as needed.

Staff Roles and Responsibilities

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

The roles and responsibilities of staff will not change as a result of COVID-19 other than instruction, services, and supports are conducted virtually instead of in-person.

Leadership Team

Create and distribute Learning Continuity and Attendance Plan. Establish clear channels of communications between faculty, staff, families and students in the event of implementing the plan. Support staff, students and families. Help teachers implement the Continuity of Learning Plan and ensure high-quality learning experiences for all students. Support all teachers and teams in the implementation of LCAP. Provide models and examples of outstanding online learning units and lessons. Support teachers and teams as they design appropriate methods to assess student learning. Support teachers and teams in developing strategies to differentiate their instruction.

Subject / Homeroom Teachers

Collaborate with other members of your team or department to design learning experiences for your students. Communicate frequently with students and, as needed, with their parents. Provide timely feedback to support students' learning. Offer to scaffold or modify assignments, as necessary, for students on your caseload, to support subject or classroom teachers. Provide supplementary learning activities for students who may benefit from additional practice to close academic and curricular gaps.

EL/Special Education Teachers

Collaborate with other members of your team or department to design online learning experiences for your students. Communicate regularly with students and/or their parents to ensure they have success with online learning. Monitor the progress of students and provide timely feedback.

Counselors

Maintain Personal Learning and Development Plans (PLDP). Serve as liaison for communication with students and families in crisis. Maintain a bank of social-emotional lessons. Coordinate ongoing training for trauma informed schools.

Students, parents and guardians are encouraged to schedule meetings as needed.

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 Language Learners

Support for English Language Learners (ELL) begins with language development instruction and access to grade-level instruction and assignments. Information to parents/guardians will be disseminated in a language they can understand. When feasible, we are considering a hybrid model to ensure equity and access. Teachers are engaging with students remotely for instructions, learning support and tutoring. Students will be provided with devices, Chromebooks and broad band mobile units, to facilitate remote access. Teachers will also post prerecorded material to allow students to review at their own pace after a live instruction. Additional support includes online EL curriculum, virtual small group instruction, and monthly monitoring of all EL students. Daily tutoring will be provided.

Foster Youth and Youth Experiencing Homelessness

Students will be provided with devices, Chromebooks and broad band mobile units, to facilitate remote access. Our designated Foster Youth and Homeless Youth liaison will check in biweekly with youth and their parents, or more frequently in response to a referral from a teacher. Liaisons will check in daily with students who have not signed on by the end of the first period. Referrals will be made to school or community-based supports as needed.

A common thread in all professional development is how to apply best practices and strategies to meet the needs of subgroups including English Language Learners, Special Education students, Foster Youth, and Youth experiencing homelessness with a special emphasis on trauma-informed practices. Topics may include any of the following: effective lesson planning, analyzing data to improve instruction, multiple forms of assessment, developing engaging curriculum and creating culturally relevant pedagogy.

Based on the needs of students, the counselors may offer virtual small group engagement to support the learning of these students with unique needs. When feasible, interventions may be provided to small cohorts in-person.

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

Description	Total Funds	Contributing
Zoom	\$2,000	Y
IT personnel-part time	\$18,000	Y
Student Materials for home (chromebooks, hot spot, writing supplies, textbooks for 100 students)	\$70,000	Y

Learning Management System	5,000	Y
Food distribution for remainder of year	\$170,000	Y
Food distribution site rental	\$25,000	Y
Teacher materials for home (laptops, docu-camera, lighting, supplies)	\$17,000	Y
Printed instructional materials for learners who need actual physical textbooks, work, etc	\$5,000	

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Upon enrollment, incoming students have their transcripts and cumulative files from their previous school year reviewed to determine if there was learning loss in all courses. Additionally, at the time of admission our enrollment intake diagnostic allows us to assess students' initial skills upon their enrollment at the school and at the beginning of each academic year. Key "check-in" points allow for ongoing assessment throughout the year; and the post-test at the end of each year measures total growth and ensures that students are making progress towards their goals.

Future Is Now Preparatory will use "authentic" assessments, such as student presentations of learning and universal, teacher-developed rubrics, to help measure student academic growth over time. In addition to providing, "value-added" growth measures for academic subjects, these authentic assessments also measure whether our students are achieving the social and emotional skills they need to be successful academically.

Ongoing teacher assessment tools include teacher-developed quizzes and tests, student self-evaluation tools, student-led conferences, teacher observations, end-of-quarter evaluations, individual logs, online course progression data, and student digital portfolios – all of which can be compiled into the student's PLDP.

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.]

Future Is Now Preparatory approaches youth student achievement and mitigation of pupil learning loss from a systems perspective of promotion, reduction and prevention. The goal is to retain students through high school graduation in preparation for college, career, and independence. We conceptualize policies and practices are aligned within the system to promote academic achievement and well-being, reduce risky and harmful behaviors that are barriers to wellness and achievement, and prevent further instability.

FIN Prep will implement the evidenced-based California Multi-Tiered System of Supports bringing together both Response to Intervention (RTI) and Positive Behavioral Intervention Supports. The framework provides for universal screening and three tiers of support:

Tier 1 Universal Supports/Promotion encompasses the entire school with core instruction and basic interventions including tutoring and study groups, and enrichment activities. Students who are not responding well are provided Tier 2 support.

Tier 2 Supplemental Supports/Reduction these interventions and supports are delivered in small group cohorts, Check-In/Check out interventions. Students who are not responding well are provided Tier 3 support.

Tier 3 Intensified Supports/ Prevention these individual interventions and supports may be provided by community partners and can include counseling and behavior support.

Online credit recovery support will be provided through Apex. Apex's digital curriculum offers credit recovery opportunities that are broken up in manageable steps and includes instructional components that meet all students' needs.

All additional supports will be aligned with best practices for the student demographic such as EL, SpEd, foster 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.]

Students will be monitored monthly with by their advisor and school counselor, quarterly progress reports as progressing or not progressing in their courses, and semester report cards. If a student is not progressing in recovering from the learning loss identified and addressed through a credit recovery plan they can participate in the school's multi-tiered system of support which includes obtaining one on one tutoring, utilizing specialized curriculum, and participating in a student success team meeting.

Future Is Now Preparatory will monitor students regularly and semi-monthly monitor students' Personal Learning and Development Plans (PLDP), quarterly progress reports and semester report cards will be reviewed to identify students with learning loss. If a student is not progressing in recovering from the learning loss identified and addressed through the credit recovery plan they can participate in interventions through the school's multi-tiered system of support.

Future Is Now Preparatory's student performance data is reported to school staff, parents, school board members, and other interested community groups. Data is reported both in absolute scores and year-to-year gains and losses. Future Is Now Preparatory believes strongly in creating a two-way dialogue between the school staff and our parents/families. We know that our students are surrounded by a wide network of caring adults who are instrumental to their success. Parents, mentors, foster families, social workers, attorneys, probation officers, and other student support providers all commit to advocating for and supporting students towards the learning goals outlined in their PLDPs. Dialogue with the teachers and administration will be ongoing for parents or mentors as they support the student through their educational journey. At student-led conferences, parents or mentors review the student's progress, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At these meetings, home and school strategies are discussed so that the student has the best chance of improving

his/her performance. In some cases, students may work with their families and teachers to create behavioral or academic contracts that address problem areas and outline various strategies with attainable benchmarks. These contracts become part of the student's PLDP and serve to guide the teachers and the parents or mentors as they work together to give students the best chance of succeeding in school.

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

Description	Total Funds	Contributing
Read 180 Program	\$50,000	Y
Khan Academy	\$10,000	Y
Credit Recovery -Apex Learning	\$18,000	Y
Winter, Summer School	\$30,000	Y
Intervention Program-PBIS & SEL to assist with individual plans for each student	\$15,000	Y
EL Online curriculum to support teachers with monitoring work and assessments for EL Students	\$200	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 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.]

Multi-tiered supports that will be spearheaded by the mental health or Coordination of Services Team (COST) that includes but is not limited to the following staff members: social worker, diagnostic team, School Counselor, and Advisor. This team will meet bi-monthly and use data indicators such as attendance, grades, and discipline records to identify students in need of tier 2 intervention support. The Advisor will share the support/intervention with the grade level team and ensure its implementation.

Psycho-social care including one-on-one, small group and family counseling on-site through the mental health team including the school psychologist, and counseling staff. Additionally, Future Is Now Preparatory is partnering with a local mental health agency to provide private, wrap-around counseling services on sight for students who need it. Future Is Now Preparatory will also partner with local agencies to ensure mental health training and support for teachers, administration and support staff.

Academic success support will be provided first through the professional development training of all staff and teachers on specific topics that target this demographic of students including but not limited to: trauma informed practices, restorative justice, social emotional learning, differentiation, data-driven instruction, English Language support, special education and accommodations training. Additionally, each teacher will provide office hour support at the minimum of two days after school for individual students.

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.]

The principal distributes weekly newsletters via email, on our website, through social media, and a printed copy distributed with student meals.

All new students and their families attend two admitted student orientations; onsite one-on-one and group via Zoom.

Students are provided with their technology devices and textbooks during the one-on-one student orientation.

Engagement meetings include monthly School Site Council meetings, Bi-weekly family wellness check meetings, social justice dialogues through advisory.

Use student participation tracking sheets to ensure students are showing up to class, participating in homework/classwork and are engaged in learning.

Conduct home visits and or zoom/facetime/whats ap meetings for students who are missing 20% or higher of learning time.

Create the Personalized Learning & Development Plan (PLDP) with families/guardians, teachers and students and have monthly check ins with stakeholders for progress updates.

Monthly attendance and engagement data analysis to determine if multiple levels of support is needed for students.

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.]

Future Is Now Preparatory receives student meals from an outside vendor. During distance learning, meals (breakfast and lunch) will be provided daily at locations for pick up more convenient to our students and their families, from 9 am to 11 am. We will work with the vendor to provide onsite meals when it is feasible to return to onsite instruction.

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

Section	Description	Total Funds	Contributing
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[Distance Learning Professional Development	Teachers and staff will be trained on how to effectively teach students through Distance Learning on an on-going basis	\$5,000	Y
Distance Learning Program Curriculum	Edgenuity for full distance learning	\$15,000	Y
Distance Learning Online Subscriptions	Online supplemental programs for learning resources	\$20,000	Y
Increased counseling services	Additional support for homeless and foster youth, along with all students	\$10,000	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		
40%	TBD		

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.]

FIN Prep will provide wrap around services for all students, specifically foster youth, EL and low SES. This will include daily check ins with students, bi-monthly group therapy and or single person therapy, nutritious meal options for breakfast, lunch and dinner at our satellite campus. Our entire staff will have over 25 hours of training of trauma-informed strategies, signs to look out for and how to report attendance or social-emotional learning concerns. All students will have access to educational resources (technology, supplies for school, hot spots). Foster Youth-we will partner with the social-services offices to ensure all of their needs are met in order to learn. For English Learners we will ensure they have a dictionary for translation, have a EL coordinator to ensure all of our curriculum and instruction is in compliance and follow state mandated requirements. For low SES we will ensure all of the above is done and provide families resources if housing is needed, medical care or other barriers that may impact the students from coming to school.

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

Foster Youth-each student will have a social-emotional, behavior and academic support plan that will be drafted with their social worker and family. FIN Prep will follow the Foster Youth Educational Rights. English Learners will have access to Rosetta Stone for additional language support. ELD and English will be doubled during our Distance Learning time. All students will have tutoring time available and teachers will have office hours at least twice a week for students.

