California Department of Education, July 2020

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.]

The COVID-19 pandemic has had a negative impact on the entire Palisades Charter High School community, as it has had on the rest of the nation and the world. The negative effects of closed schools will be profound and generational. "Economists reviewed the loss of earnings from school disruptions during World War II in Austria and Germany. They found that missing a year of school means 9.4 percent to 16.2 percent lower earnings for up to 40 years, with bigger losses for children with less educated parents. More recent estimates from 139 countries indicate a year of schooling increases earnings by 9 percent. Even brief school closures, such as the 1916 polio pandemic, lowered levels of educational attainment." (city-journal.org) 2020 has been a rough year for everyone, but teens are among those hit hardest by mental health concerns. A recent CDC report of 5,400 people found that 25% of respondents between the age of 18-24 had contemplated suicide in the previous 30 days. Active Minds, a nonprofit advocacy group supporting mental health education for students, has also reported some concerning statistics this year. A recent survey found that 80% of students have experienced some negative impact to their mental health due to the pandemic. 20% say their mental health has significantly worsened. Chief Program Officer Laura Horne explains that this is part of a larger trend showing an increase in depression and anxiety among young people in recent years.

The driving force to address and shift the negative impact from this pandemic on schools has been focusing on students. Fortunately the PCHS community has come together to create a positive, inclusive, learning environment for our students.

PCHS' responses have had to be inclusive of all stakeholder groups, including parents, teachers, students, and the surrounding community. The school site typically serves as a gathering point for various community activities and events, such as youth athletics, student clubs, a weekly farmers market and community/open swimming at our pool.

Stakeholder Engagement

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

PCHS has distributed annual and snap shot stakeholder surveys to gain feedback from our community. Surveys were distributed to students, parents and teachers. The survey feedback has given insight on various stakeholder concerns, as well as, feedback that was incorporated when developing the school's recent phase of distance learning.

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

All PCHS Board of Trustees meetings are public and accessible through Zoom Webinars. PCHS Budget and Finance Committee has been meeting regularly through publicly announced Zoom meetings. Administration and department chairs were paid during the summer to collaborate and get faculty feedback on eLearning plans and policies. The Budget Long Term Strategic Planning Committee met in the spring. ASB Leadership met with Administrators over Zoom several times over the summer, and at the start of this school year. In early summer (June 2020) they presented the student school wide survey findings. These findings were presented per Executive Director report to the PCHS Board of Trustees.

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

PCHS consulted with parents, pupils, teachers, administrators, classified personnel, and bargaining units (UTLA and PESPU) to develop its Learning Continuity Plan. During the consultation and stakeholder feedback process regarding the development of the Learning Continuity Plan, PCHS communicated remotely with pupils, families, educators, and other stakeholders who do not have internet access, or speak languages other than English. PCHS offered information to all students/families regarding low-cost resources for Home Internet Access, and for those families that still could not get Internet Services from Home were/are provided Hotspots at no cost to them. PCHS also has provided Student Internet Access such as (but not limited to) Chromebooks to students that requested them. PCHS has additional Hotspots and Student Access Devices for those that need them.

Specifically, our school solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan, by eliciting feedback on stakeholder surveys, stakeholder budget meetings, and summer/fall school site meetings.

Students: Students specifically mentioned that they would like additional time for school activities and student engagement. Students offered a variety of feedback concerning online face-to-face time per department. From this, the administrators contacted the departments that needed additional support which guided much of the summer professional development, as well as the eventual eLearning schedule. Students also provided feedback on accessibility. Overall most students had some sort of access, however they could not always have access during the daily schedule. This also led to having flexibility in our eLearning plan.

Parents: Two parents surveys were conducted. Overall, the parents appreciated the effort the PCHS faculty had made during eLearning. The key concern that the parents brought up was the desire for face-to-face online time. Some parents worried that there would be too much screen time, while others desired more time. We also sought feedback from parents regarding their feelings of safety returning back to

campus. Around 25% stated that they would not feel safe returning until a vaccine had been developed and safely tested. Thus any hybrid models will need to have eLearning options for such students.

Teachers and staff: The faculty were at the end of the spring semester and throughout the summer (summer surveys were facilitated by Administration Google Forms and Checkout Surveys, UTLA Survey Monkey Surveys, and the Operations/Technology Department Surveys. Feedback was solicited regarding professional development and technology needs. PCHS was able to buy educational subscriptions, technology equipment, and provide personalized technology coaching and workshops through surveys and meetings. Meetings with department chairs gave feedback on eLearning proposals. From this, more time was created in the eLearning schedule for professional development, intervention, office hours, and PLC planning.

Administrators: Administrators gave feedback concerning policies that would ensure educational equity at the school site. To maintain equity for all students, attendance policies, grade policies, student technology budget, and additional students services were the focus of the feedback.

Bargaining Units: UTLA and PESPU: UTLA conducted staff surveys on grading scales and teacher expectations of elearning. Multiple surveys were conducted to identify professional development interests and availability. Additionally, technical needs of staff were identified through surveys.

Two student surveys: one in Summer 2020 (following the close of the school's first distance learning semester which began in May) and another student survey conducted at the beginning of the school year.

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

Learning Continuity: Based upon feedback from all stakeholders, PCHS created a schedule with increased time for daily Intervention and created a flexible schedule that allows for both synchronous and asynchronous learning. Students and parents requested additional time for clubs and student engagement. Every Friday has two opportunities for this.

Attendance Plan:

The PCHS Student Attendance Policy (a student **may** Fail a course if they have 7 absences) will be waived for the Fall 2020-21 school year (per Board approval on August 13)

Daily Attendance
- **Students take daily attendance for each class period in Infinite Campus (IC). Students will have the first half hour of each class to record their presence in IC.**
- **At the end of each period, teachers will receive an email report with the names of students who were absent from their class that period (from the Attendance Office).**
- **Teachers have until the next morning at 11:59 PM to update Virtual Attendance.**
- **IC Virtual Attendance will be transferred to IC actual attendance daily.**

Teachers will report students that have been absent according to the above to A-COST Team Member JoLeta Simmons at jsimmons@palihigh.org and the Attendance Office at AttendanceOffice@palihigh.org (in the subject line write **LACK OF PARTICIPATION / ABSENT 3 DAYS**) to initiate tiered reengagement strategies with the A-COST Team.

If a student is unable to attend class, parents/guardian should send an email to AttendanceOffice@palihigh.org to clear the absence(s).   Parents/Guardians will be notified of students' class absences via Infinite Campus robocalls.
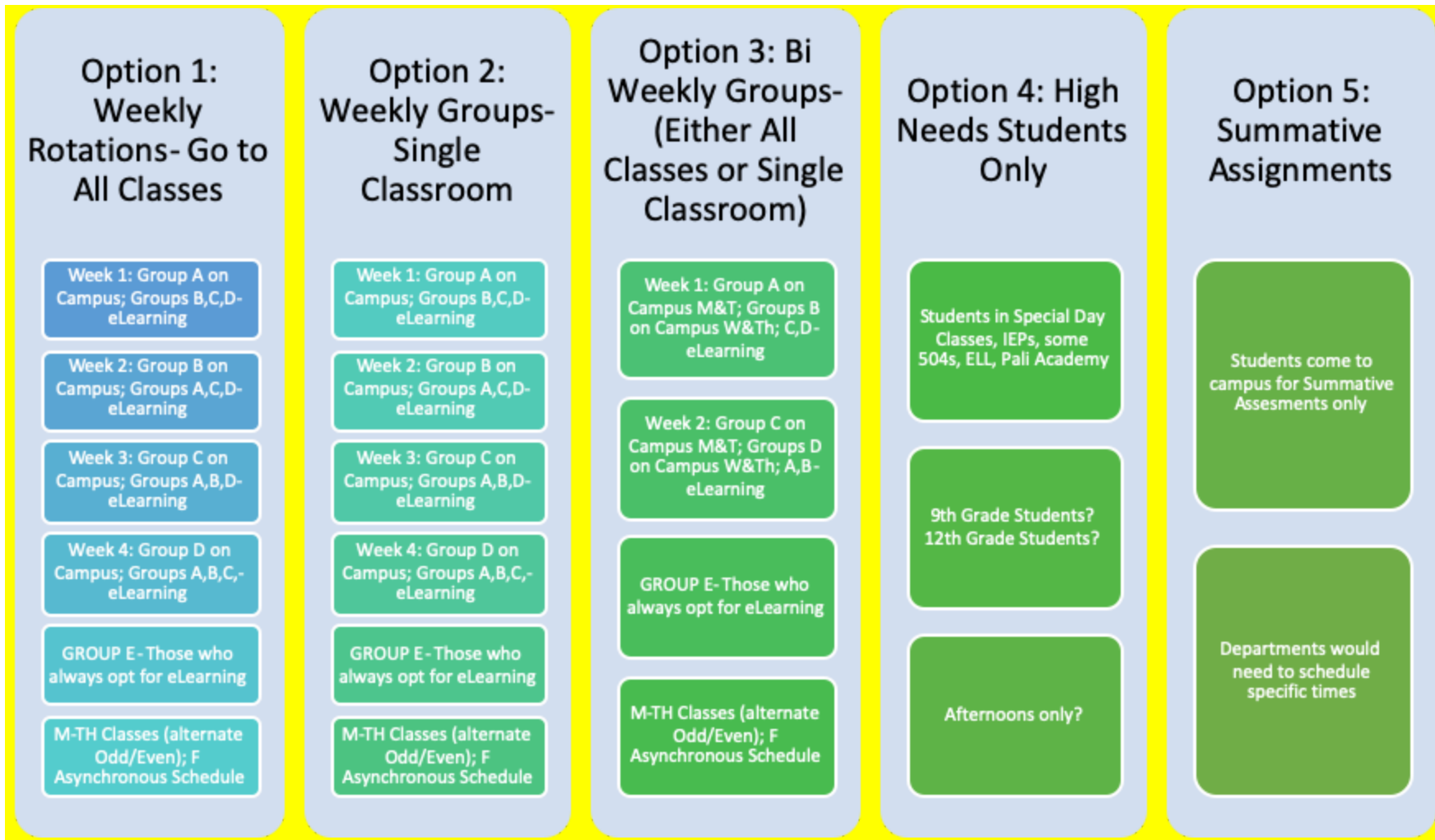
Continuity of Learning

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.]

In considering In-Person Instructional Offerings, the safety of our school community is of utmost importance. All possible hybrid models are funneled from this viewpoint. We are looking into cohorts or pods to uphold safety guidelines.

PCHS is exploring options to bring students with disabilities, English Learners and our most at risk students on campus to provide targeted support. Administration is working with faculty and staff to develop MOU's and reopening protocols to safely bring students back on campus once allowed by our chartering agency and landlord, LAUSD.

Possible Hybrid Models:

Option 1: Weekly Rotations- Go to All Classes	Option 2: Weekly Groups- Single Classroom	Option 3: Bi Weekly Groups- (Either All Classes or Single Classroom)	Option 4: High Needs Students Only	Option 5: Summative Assignments
Week 1: Group A on Campus; Groups B,C,D- eLearning	Week 1: Group A on Campus; Groups B,C,D- eLearning	Week 1: Group A on Campus M&T; Groups B on Campus W&Th; C,D- eLearning	Students in Special Day Classes, IEPs, some 504s, ELL, Pali Academy	Students come to campus for Summative Assesments only
Week 2: Group B on Campus; Groups A,C,D- eLearning	Week 2: Group B on Campus; Groups A,C,D- eLearning	Week 2: Group C on Campus M&T; Groups D on Campus W&Th; A,B- eLearning		
Week 3: Group C on Campus; Groups A,B,D- eLearning	Week 3: Group C on Campus; Groups A,B,D- eLearning		9th Grade Students? 12th Grade Students?	
Week 4: Group D on Campus; Groups A,B,C,- eLearning	Week 4: Group D on Campus; Groups A,B,C,- eLearning	GROUP E- Those who always opt for eLearning		Departments would need to schedule specific times
GROUP E- Those who always opt for eLearning	GROUP E- Those who always opt for eLearning		Afternoons only?	
M-TH Classes (alternate Odd/Even); F Asynchronous Schedule	M-TH Classes (alternate Odd/Even); F Asynchronous Schedule	M-TH Classes (alternate Odd/Even); F Asynchronous Schedule		

tech devices and internet access from home resources to aid in more students able to participate in summer school

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

Description	Total Funds	Contributing

Increased janitorial services to clean high traffic offices and classes	$222,000	No
Increased Security/Monitoring to maintain Social Distancing and Mask Wearing	$138,000	No
One-time costs associated with in-person instruction (hybrid model): - Thermal infrared thermometers - Added signage throughout campus related to requirements for Social Distancing, Hand Washing, Mask Wearing, etc. - Increased availability of hand-washing (portable hand-washing stations and extra hand-sanitizing dispensers in common areas around campus)	$134,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

1. **Meeting the learning needs of students**
   Maintain academic excellence and quality learning time.
   Address learning loss due to absence from school
2. **Maintain the health and safety of our school community**
3. **Provide support for students and families**

PCHS eLearning Program:
1. PCHS will use **Infinite Campus** for roll taking purposes.
2. PCHS will use **Schoology** as its main platform for class engagement and grading.
3. Teachers will continue to provide instruction through a variety of modes, including collaborative face to face discussions (Zoom/BigBlueButton/Google Meet/Teams), viewing videos, web-based assignments, Schoology apps for assignments, and class activities.
4. PCHS academies (Virtual Academy and Pali Academy) will continue to use Accelerate and Accelus as delivery platforms.

PCHS eLearning Terms:
PCHS eLearning is Distance Learning. Distance Learning is instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of PCHS. **THIS IS NOT** the same as independent study.

Synchronous instruction: Video teaching (or live-instruction in front of students in real time) engaged in learning at the same time using technology that allows the teacher

and student to connect in real-time to deliver:

a. Timely actionable feedback to students.

b. Direct instruction to students through video conferencing.

c. Recorded video lessons posted online produced by the teacher with the teacher available for student questions in live time.

d. Teacher guided peer-to-peer learning.

e. Whole or small-group instruction.

Asynchronous instruction: Student learning using non-live instruction: Screencast, EdPuzzle, Youtube channel, IXL)

a. Learning done on students' own time or schedule.

b. Students work independently.

c. Self-guided instructional modules.

d. Discussion, emails or chats that aren't happening in real time.

Brick and Mortar: in-person instruction

TEACHER EXPECTATIONS
Log into **Schoology** courses Monday-Friday,   **BEFORE** class starts. Check **PCHS email** and PCHS Schoology updates on the Palisades Technology Enthusiasts Course Page.   At the beginning of each class, remind your students to mark their presence in Infinite Campus and Review the **Course Calendar.**   **PCHS will use Infinite Campus (IC) for attendance taking purposes. Students are responsible for logging onto Infinite Campus and marking themselves "present" for each class.**   **Teachers will monitor Infinite Campus and will verify all attendance logged by students. IC Virtual Attendance will be transferred into actual IC Attendance daily. At the end of each period teachers will receive an email report with the names of students who were <u>absent</u> from their class that period.**   **Teachers have until the next day at 2:00 AM to update Virtual Attendance (for Friday Asynchronous Day that means Saturday by 2:00 AM).**   Each class period the instructor is required to post agendas and assignments on the **Course Calendar** through Schoology. Assignments **must** have a designation of **A** or **S with the minutes of the assignment in parenthesis** before the actual assignment title.   Identify if the assignment is **A**synchronous or **S**ynchronous along with the estimated time value of the assignment (i.e. the amount of minutes it will take students on average to complete).

YOUR ASYNCHRONOUS AND SYNCHRONOUS ASSIGNMENTS MUST TOTAL A MINIMUM OF 80 MINS PER CLASS (OR 40 MINUTES ON ALL CLASSES MEET DAYS).

Assignment Titles, Examples:
S (40m)- Getting to Know You Activity
A (20m)- Industrial Revolution Muckraking Photographs and Analysis
S (20m)- Industrial Revolution Pear Deck Notes/Worksheet

- Indicate due dates and method of submission for all assignments.

  To the extent possible, communicate **in advance** when you will grade and return assignments and when you will be holding office hours for additional help.

  Provide class **Video** teaching (synchronous instruction) daily M-TH, minimum 15 minutes. With 15 minutes of synchronous teacher Video conferencing must have a visual component where the student can see the teacher's face and teachers can see students' faces. Additional individual or small group student conferencing for feedback and/or intervention is encouraged.

  Video teaching sessions should be recorded and available to students who are unable to attend the sessions and stored in Schoology material.

  Live online interaction with students will require teachers to present and conduct themselves and present their setting/backgrounds professionally, as they would conduct themselves in a real classroom setting.VideoTeaching Best Practices and Tips for Instructors.

  Create a clear class policy on how Video (ex:Zoom) teaching sessions can be factored into grades. For example, Class Participation points may be issued for Video teaching/class instruction for academic discussions and Socratic seminars. However, a make-up assignment must be issued for students who cannot conference due to technical difficulties, excused absence, and/or lack of a device or internet.

  PCHS office hours occur **Monday - Thursday** for 45 minutes. **Friday** Intervention period is from 1:00 PM - 3:00 PM, which could be an extension of one of your classes. Office Hours are required to schedule Student Video Conferencing for Instruction/Support. Students interaction during Office Hours must be tracked in a Google form.

  Post one assignment daily per class period into Schoology Gradebook.

The law requires tiered reengagement strategies for a student who is absent for more than 3 school days or 60% of the instructional days is a school week. An absence is for a student who has no evidence of that participation that day in synchronous or asynchronous activities - i.e. online activities, completion of regular assignments, completion of assessments and contacts between employees and students and pupils or parent/guardians.

Report students that have been absent according to the above to A-COST Team Member JoLeta Simmons at jsimmons@palihigh.org and the Attendance Office at AttendanceOffice@palihigh.org (in the subject line write **LACK OF PARTICIPATION / ABSENT 3 DAYS**) to initiate tiered reengagement strategies with the A-COST Team. Parents will be notified of students' class absences via Infinite Campus robocalls.

Contact Mary Cappelli-- EL Coordinator (X5032) for translation assistance

Contact student's case carrier or Mary Bush at mbush@palihigh.org for assistance in supporting special education students when needed.

Review grades in IC before published deadlines for progress grades and student report cards.

<u>**Gradebook Nomenclature for ALL assignments (ungraded and graded) in SCHOOLOGY:**</u>

Identify if the assignment is **A**synchronous or **S**ynchronous along with your certification of the time value of the assignment it will take a student to complete.

YOUR ASYNCHRONOUS AND SYNCHRONOUS ASSIGNMENTS MUST TOTAL A MINIMUM OF 80 MINS PER CLASS (OR 40 MINUTES ON ALL CLASSES MEET DAYS)(for example):
S (40m)- Getting to Know You Activity
A (20m)- Industrial Revolution Muckraking Photographs and Analysis
S (20m)- Industrial Revolution Pear Deck Notes/Worksheet

<u>**GRADING OF STUDENT WORK:**</u>
Student work will be graded in a timely manner with feedback that supports student learning and growth.
Teachers will be required to enter one assignment daily per class period in Schoology gradebooks (one grade, for each student, per class period, Monday through Friday). These weekly assignments will be aligned with the class learning objectives, and have clear criteria for grading.

● For large *assignments/ projects/ assessment*s grading rubrics and timelines/benchmarks will be posted with the assignment for clarity

*Assignments/ Projects/ Assessment*s:
a. Focus on project-based tasks whenever possible
b. Post expectations for tasks (e.g. rubric, clear outline, with previous student work samples, if available)
c. Provide models and recorded demonstrations and/or explanations where possible
d. Provide revision opportunities, at teacher discretion.

Feedback

a. Provide feedback in a timely fashion so that students can apply it to their work
b. Feedback should be meaningful to improve future student work
c. Feedback should be provided in a positive and constructive manner

Makeup Policies

Students shall be given the opportunity to make up (or be excused from, at the teacher's discretion) schoolwork that was missed because of school activities, an excused absence, or a suspension. The student shall receive full credit if the work is turned in according to a reasonable makeup schedule, as determined by the teacher. A reasonable makeup schedule shall include at least one class extension for every class the student has missed. The tests and assignments may differ from the tests and assignments that the pupil missed during the absence. It shall be at the discretion of the individual teacher to allow, or not allow, students who miss school work, because of truancies, the opportunity to make up missed work. Should a student need to make-up an assignment/ assessment for a class, this should not infringe on another teacher's class time. Teachers must give written permission for students to miss their class in order to make up work for another class. Teachers are reminded to be flexible when students are unable to sign in during class time due to lack of a device / internet, or other COVID related issues, i.e.family obligations.

Note: Students are strongly encouraged to get work or schedule assessments from the teacher in advance if the student knows about an absence in advance.

Students who missed work in the class may need:
assignments waived
extended deadlines
alternative assignments
shortened assignments
additional conferencing
other forms of support, accomodations, and intervention.

Community Service Waiver

THE COMMUNITY SERVICE 40 HOUR GRADUATION REQUIREMENT *is waived for the class of 2021. PCHS values community service; therefore, PCHS will continue to recognize and reward students who continue to participate in the program. Upon student completion of community service hours project, students will submit a completed report to Mr. Howard via the* PCHS Community Service 20-21 Google Form.
(per Board Approval on August 13, 2020)

PCHS continued to expand Credit Recovery options for students. We have extended the time for which students can complete the credit recovery classes, as well as seniors having the opportunity to use Credit to make up deficiencies.

TARGETED RE-ENGAGEMENT STRATEGIES

Academic-Coordination Of Services Team (A-COST)

Students will be referred to A-Cost if not participating in either Synchronous or Asynchronous Instruction or who are not demonstrating progress in courses. The A-COST is comprised of:

> Director of Academic Achievement
> Special Ed Department Rep
> Pali Academy Counselor
> Technology Department Rep
> Intervention Coordinator
> Parent Liaison
> SLC Coordinator
> PLC Coordinator
> Attendance Office Rep(s)
> ELL Coordinator

For the purposes of tiered re-engagement, the A-COST will design specific outreach and intervention plans for each student/family on their caseload to include verification of current contact information for each enrolled pupil, daily notification to parents/guardians of absences, and a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and when feasible, transitioning the pupil to full time in-person instruction. Targeted re-engagement strategies will include the PCHS Distance Learning Pyramid of Interventions.

TEACHER OFFICE HOURS/INTERVENTION

PCHS office hours occur once a week for 45 minutes, which could be an extension of one of your classes. (See schedule below.)

Office Hours/ Intervention/ Planning 1	1:45-2:30	HIST	MATH	ENGL	SCI
Office Hours/ Intervention/ Planning 2	2:30-3:15	TECH	VAPA	LANG	PE

a) **Purpose:** Devoted time to communicate with students and parents to provide intervention, connection, and socio-emotional support. Teachers will use office hours to help meet students' socio-emotional needs to feel connected to their teachers and the wider school community.

b) **Objectives:**
- To answer questions or clarify class instructions
- To increase outreach and intervention to students and parents
- To allow communication or feedback on student class concerns
- To document interventions

c) **Office Hours Attendance:** The teacher will document office hours. A Google Form will be provided to teachers by the Intervention Coordinator to log student attendance each week.

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.]

Students will notify their teacher, counselor, main or attendance office (via phone or in-person) about internet issues they face. The students needs and assistance are based on a case by case basis. However, to get the student going in class an email will be sent to the students teachers asking for written instructions of assignments and the materials (handouts, PowerPoints, textbooks and or class notes) that will be mailed to the student,unless they or a family member are able to come pick up the materials. Upon completion the students will mail (or is possible drop off) the completed work to be returned to the teacher.

1,500 New Student Devices ordered to increase Quality and Quantity of device availability for students

84 New Faculty/Staff Laptops ordered to increase Faculty/Staff mobility/flexibility and productivity

Hotspots purchased to distribute to those students that cannot get Internet Access at home, or needed additional capacity of their internet services from home

Provided Information regarding low-cost Internet Service Provider resources

Additional Ed-Tech Software purchased to aid in Remote Learning

Additional Professional Development to assist Faculty & Staff in using all resources

Provided Tech Hotline for Parents & Students to call to get PCHS Tech Dept. assistance with technology challenges

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.]

PCHS is assessing pupil progress through a requirement of daily synchronous time. Synchronous time is measuring participation and time value through various video conferencing metrics, student feedback, Checking for Understanding tools, and Learning Management System Analytics.

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.]

From the PCHS Technology Plan: The Tech Director and Tech Team are directly involved in the decision making process by providing insight and support limitations regarding the network infrastructure, software and hardware resources needed to effectively implement the PCHS Tech goals. The overall goal of the district technology program is to incorporate technology in meaningful ways to advance the district long term strategic plan.

However, professional development experiences for teachers must be sustained and of high quality for improved learning outcomes to be realized. Specifically, the Center for American Progress reports that 14 hours of high quality professional development on a single topic is needed before the classroom is impacted to a statistically significant degree. However, CASE data collected from hundreds of schools indicates that 73% of teachers report less than 17 hours of school-sponsored professional development around technology in the last 12 months.

Research from the International Society of Technology Education (ISTE) also reveals that high quality professional development is job-embedded, personalized, and designed to promote skill transfer. Professional learning experiences must respond to teachers' interests, needs, and classroom settings. In many cases, these types of learning experiences can extend beyond the traditional school in-service setting to include webinars, Twitter chats, and other virtual experiences.

Being aware of teachers' skill profiles and interests with technology can greatly inform the development of a cohesive, integrated professional development plan that will enhance student learning outcomes.

One of the most effective models of professional development is **job-embedded professional development (JEPD)**. "Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. Job-embedded professional development can:

1. Be less expensive than courses, workshops and conferences that often produce few

changes in practice. 2. Reduce and/or eliminate registration fees, travel costs, and time away from students. 3. Occur in many different ways both as individual or collaborative learning.

However, "In the absence of a theory of change, job-embedded professional development can become an unsystematic piling up of a group of unrelated experience for teachers as they jump from strategy to strategy and/or collect data here and there without intentionality or purpose." Yendol-Hoppey and Fichtman Dana. (2010).

When done well and with support from school leadership, Job Embedded Professional Development can result in powerful learning, with teachers feeling a greater sense of ownership and investment in their learning.

The Academic Achievement team, composed of instructional coaches, coordinators and Teachers on Special Assignment, act as leaders researching best practices, implementing pilots, developing and implementing PD, collecting and reflecting on data from teachers, parents and students in order to help shape the vision of Tech Education and its role at PCHS.

Staff Roles and Responsibilities

Joleta Simmons: SARB (attendance outreach) officer

Monica Iannessa: Academic Coordination of Services Team Lead

Ramona Bostic: Parent Liaison

Andrea King: Digital Media Service Specialist

Randy Tenan-Snow: Independent Study Support

Delilah Brown: Food distribution center coordinator

NAMI: Additional Mental Health Support Services

Pearson: Student Tutoring Contractor

Technology Team: Student and Parent technology outreach

COST Team: With additional counseling support

ACOST Team: With additional staff 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.]

1. Chromebooks were distributed to all PCHS students in need. A student resource page was developed for students to obtain online resources, community resources, student portal information, homework help, physical activity resources, and school counselor referral forms. Within the student resource page, students were provided with information for obtaining free or low-cost internet service. For those students who live outside a service providers' jurisdiction, hot spots were provided. English Learners and students with exceptional needs work with highly qualified education teachers as a means for inclusion in the general education program, as well as, English Learner specialists and/or a highly qualified education specialist. Both specialists collaborate with the general educator in teaching the standards-based Common Core curriculum, instructs the student in their goal areas, and implements the necessary accommodations and modifications for the student. All English learners are provided an Individualized English Language Development Plan (IELDP) that outlines instructional strategies and accommodations that can be used during virtual integrated and designated ELD. The IELDP is followed by all of the English learner's teachers in a concerted effort to increase EL's English language proficiency every year. Additionally, paraprofessionals for English Learners and students with IEPs were utilized to lend extended instructional support and accommodations. Foster and homeless students are provided the same support and curricular options as all students who attend PCHS. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, mental health services, and any other services/resources the students may need to be successful during distance learning.

2. To meet the needs of these students in these populations, Chromebooks and hotspots were provided for the students to complete their schoolwork. In addition, food, shelter, and parenting resources were provided so students could sustain the goals of their education. The English Language Learner Team consists of a school administrator, English Language Learner Coordinator, English Language Learner Teacher, English Teacher, English Language Learner Paraprofessional, and Counselor. This team meets regularly to review case loads and perform outreach to both parents and students. ELL was granted additional support and distanced learning subscriptions to assist with literacy measurement and reading comprehension. Identifying students that are homeless or foster youth and ensuring that they have the academic support (ACOST), but also the Mental Health support provided by the Mental Health team (COST).

The school implements a personalized learning experience for foster youth, English learners, and low-income students that is strategically integrated with their unique academic and socio-emotional needs. PCHS has been successful in graduating students who are behind in their academics. Foster youth, English learners, and low-income students will receive additional support through adult mentors. They will also have increased connectivity to the internet and have digital devices that provide them access to their teachers during distance learning. Foster youth and low-income students who are experiencing low attendance and engagement will receive additional outreach through dedicated personnel coordinators, counselors, and teachers through COST and ACOST. PCHS will provide bilingual outreach for students who are behind in completing their coursework. In addition, PCHS students have access to multiple socio-emotional and trauma related services provided by the school and through local community service providers that PCHS partners with to support the wide range of needs and challenges our students are facing. Students have unique needs that most educators are not trained to address in a distance learning environment. Schoology is being used for online learning, and with the expertise of the Academic Achievement Team, teachers will have access to specific training catered to their needs and levels of technical expertise. Supporting our teachers and paraprofessionals with specialized professional development is crucial to our students' success.

3. Students with exceptional needs are provided services online via Zoom. Schoology, Big Blue Button and FERPA compliant platforms. Students with more significant disabilities in the alternate curriculum program are provided instruction using the Unique Curriculum and individually designed lessons. Students with disabilities are provided individualized instruction in the core curriculum, instructional support in

general education classes (Math & Social Science), support in Study Seminar classes and through individual sessions with their case carrier. PCHS school psychologist is utilizing assessment instruments, when appropriate, to garner input from students and significant others, i.e. BASC online. The transition teacher is preparing students for post-secondary success by delivering transition lessons online. Acellus online curriculum is provided for students whose needs are better met through a self paced learning platform. Special Education paraprofessionals are assigned to individual students who may need additional supports during eLearning. Intensive behavioral services are being provided for students who require this to access eLearning.

Description	Total Funds	Contributing
Licenses to assist and aid in distance learning and student engagement	$149,000	Yes
A-COST Team member (SARB Attendance Officer) to assist with student engagement	$79,554	Yes
Acellus Online Credit Recovery Program	$9,300	Yes
Additional devices for students and staff	$671,047	Yes
Providing hotspots for students without internet access	$8,400	Yes
Professional Development for staff to aid in e-learning strategies	$60,000	No
Tech hotline for students and staff (tech dept)	$430,408	No
Mental Health Services	$220,000	Yes
Tech accessories for staff (headsets, etc.)	$8,500	No
Food distribution support	$72,676	Yes
Digital media specialist	$134,119	Yes
Parent Liaison	$80,228	Yes

Pupil Learning Loss

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

The English language arts and Math Curriculum and Instruction teams developed both student and teacher instructional videos to support distance learning resources and tools. Learning Kami, Whiteboard, TurnItIn, Accellus, EdPuzzle, Gizmos, Delta Math, Actively Learn, and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos are embedded within the curriculum so students are exposed to a plethora of avenues targeted to support skills and standards based around essential questions. As well, the Mathematics team ensured that flipped videos were created for highly used courses such as Algebra I, Geometry and Algebra 2 to deliver instruction to all students. Realizing that students were at a physical, mental, and social disadvantage during this crisis, teachers adapted with our English language arts and Math curriculum to focus on student growth and

completion/understanding of content through homework checkpoints and performance tasks which reflected the content they had been studying in the unit. A significant change in our pedagogy was to waive multiple choice and/or online testing in favor of direct engagement and Performance Task teacher-based assessment. English learners with English Language Proficiency Assessment for California (ELPAC) scores of intermediate or below are referred directly to the Literacy/EL teacher who works one-on-one with each student to improve his/her English acquisition. Several staff members are fluent in languages other than English. Translation functions available in Accellus Learning courses, in addition to online translation services such as Google Translate, allow teachers to further clarify and/or supplement instruction in a student's native language when needed. Small Group Instructors differentiate instruction specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking that the text (when possible), and providing visuals to supplement text. Similarly, all instruction for students with an IEP or 504 Plan, is differentiated depending on the student's specific learning needs. Teachers, along with the Special Education Case Carriers, go the extra mile to aid student success in their course work. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read allowed to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs. PCHS has developed intervention teams to provide support to students not participating regularly or who are not successful during eLearning. Intervention teams are reaching out to students and families to ensure technology needs are met and supports are provided. PCHS is working to revise curriculum to increase spiraling of information sequential courses. PCHS will continue to use ELPAC and CAASPP interim assessment block tests in math and English as well as Scholastic Reading Inventory Tests and Achieve 3000 lexile scores to assess students and determine learning needs. Internal Assessments will be augmented with diagnostics and Internal Performance Task assessments will continue to be developed to authentically assess student 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.]

Through these varying curriculums and instructional models, teachers are encouraged to differentiate instruction and scaffold curriculum in order to best support students all students including those with IEPs, 504s and English Learners. Throughout all coursework, students and staff use academic language and students prove their learning by being an active learner throughout their packet-based and virtual work with their teacher. Teachers focus on the language and reinforce the academic vocabulary consistently throughout their lesson deliveries. Throughout all the curriculum, students must complete listening, speaking, reading and writing components. Teachers are encouraged to engage students in higher depth of knowledge questions to elicit higher order thinking responses. We recognize that our students have dropped behind in completing coursework in both English Language Arts, English Language Development and mathematics, and as a result may be impacted by learning loss. To combat the negative outcomes that COVD-19 has caused, we are employing the following strategies:
One-on-one instruction from a Teacher assigned to students during Office Hours
Increased mentor relationships through Link Crew, TVN, and FUN
Increased Math Lab hours and virtual tutors, by trained paraprofessionals
Socio-emotional support is system-wide

Utilizing data to inform appropriate course placement and monitor progress
Intervention courses are virtually accessible, Study Skills, Resource Classes
Small Learning Community Teams and Professional Learning Community Teams are focussing on intervention
For our low-income students, instruction is differentiated or personalized according to student needs.

Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, administrators and instructors will adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student(s).

It is essential to continue sharing information about COVID-19 with English Language Learner (ELL) and immigrant families, especially as it changes. Key topics include: Basic information about the virus, how it spreads, and who it most affects, such as the elderly and people with certain underlying health risks:
What to do if you are sick
Preventative measures such as hand-washing, not touching your face, and staying home if you are sick
Information about social distancing
Here are some strategies PCHS is using to support that effort:
Ensure that students are receiving reminders on preventative measures regularly.
Encourage teachers to use visuals, videos, and demonstrations with ELLs that they check students' understanding on needed information.
Ensure that families receive this key information as well. Keep in mind that families will have different preferences on how they wish to communicate:

Phone calls, texts, and social media: Many families may prefer to communicate via phone, text, or social media instead of email. They may also be sharing regular updates with their own networks through these channels.

Translated information: Many COVID-19 resources have already been translated into other languages. Check with your local public health office to see if they have information serving the immigrant families in your community. We have also compiled multilingual resources below. Note: Families with lower levels of literacy may not be able to read written hand-outs. Making information available in a variety of forms will increase families' access.

Community networks and media outlets: Some immigrant communities may have robust communication networks within parent groups, with local organizations, or through media outlets in their language. Collaborating with these networks can provide a valuable two-way benefit both in sharing information and learning more about families' questions, concerns, and ideas.

Credit Recovery: PCHS continues to expand Credit Recovery options for students. We have extended the time for which students can complete the credit recovery classes, as well as seniors having the opportunity to use Credit Recovery to make up deficiencies.

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.]

PCHS is addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and support into the school year.

For PCHS this represents:

Increase of Summer School Enrollment

Increase of In School Credit Recovery Program

Increase if Independent Study Options

Increase of Literacy Programs

Increase of Access to Math Lab

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

Description	Total Funds	Contributing
Expanding therapeutic support for Pali Academy to address needs of at risk youth.	$70,000.00	Yes
Increased math lab hours and virtual tutors by trained paraprofessionals	$233,536	No
Offering intervention courses virtually, along with study skills and resource classes	$549,721	Yes
Summer school teachers	$23,416	No
EL/Literacy Teacher & EL Paraprofessional	$492,866	Yes
Independent Study Support (Independent study teacher)	$112,897	Yes
Tutoring Service	$140,000	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.]

PCHS' Mental HealthTeam provides support for students experiencing emotional difficulties through individual & group counseling, parent contact, provision of resources and referrals. Information about supports available has been provided to students and parents on the website and through meetings with students and parents. An online resource is being developed to provide mental health information and resources. PCHS partners with community agencies such as Our House (grief counseling), Westside Family Services (sexual health), Stuart House (rape victims) and Los Angeles County Department of Mental Health who provides therapeutic services and substance abuse counseling. We are expanding therapeutic support for Pali Academy for students most at-risk.

Resources include:
The Centers for Disease Control (CDC) has guidance on managing mental health and coping
  during COVID-19 for children and caregivers, as well as guidance for higher education
  administrators.
• The Child Mind Institute has published a resource on how to talk to young people about
  COVID-19.

- The Hope Center has outlined resources for supporting college students during this crisis.
- The American College Health Association has created a guide to help college health staff and campus administrators address COVID-19 on campus.
- The World Health Organization (WHO) has information on travel, media resources, and other research on COVID-19.
- Anxiety and Depression Association of America Psychologist Jelena Kecmanovic provides some science-based strategies and tips for coping with COVID-19 anxiety.
- Self-care experts recommend getting adequate sleep, eating well, and engaging in exercise, among other tips for practicing good self-care.
  - CDC: Mental Health & Coping During Covid-19
  - CDC: Stigma and Resilience During Covid-19
  - CDC: Helping Children Cope with Emergencies

Staying emotionally connected as a community even if we temporarily become more physically isolated is critical to all our mental health. Learn more at Community Connections in Times of Physical Separation.

Mental Health Association of San Francisco:
CA Peer-Run Warm Line
Toll Free: 1-855-845-7415
Web Chat: https://www.mentalhealthsf.org/peer-run-warmline/

National Suicide Prevention Lifeline:
Toll-Free: 1-800-273-TALK (1-800-273-8255)
Toll-Free (español): 1-888-628-9454
TTY: 1-800-799-4TTY (1-800-799-4889)
Veterans: press 1 or text 838255; Para español, oprima el numero 2
Website in English: https://www.suicidepreventionlifeline.org
Website in Spanish: https://suicidepreventionlifeline.org/help-yourself/en-espanol

SAMHSA Disaster Distress Helpline:
Toll-Free: 1-800-985-5990 (English and español)
SMS: Text TalkWithUs to 66746
SMS (español): "Hablanos" al 66746
TTY: 1-800-846-8517
Website in English: https://www.disasterdistress.samhsa.gov
Website in Spanish: https://www.samhsa.gov/find-help/disaster-distress-helpline/espanol
SAMHSA: Coping with Stress During Infectious Disease Outbreaks
SAMHSA: Taking Care of Your Behavioral Health: Social Distancing

Teen Line:
Text "TEEN" to 839863 between 6:00pm-9:00pm PST to receive person teen-to-teen education and support or email our hotline at www.teenline.org/talk-now.
Message boards for youth - https://teenlineonline.org/board/
Parent support website - https://teenlineonline.org/parents/

Trevor Project – Trevor Lifeline:
Toll Free: 1-866-4-U-TREVOR (1-866-488-7386)
SMS: Text TREVOR to 1-202-304-1200 (3pm-10pm, Monday-Friday)

NAMI: NAMI is providing mental health workshops for all 9th and 12th grade students.
https://www.nami.org/Home

Video
How Much Coronavirus News Should You Watch?

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

Students who were disengaged were supported through a 3-tiered process. Tier-1 consisted of a preventative meeting between the teacher, student, and parent/guardian. Within these meetings, the team determined what was keeping the student from completing the work and what supports the school could provide to the family. Tier-2 consisted of an Attendance Intervention Meeting between the teacher, student, parent/guardian, and Intervention Coordinator and counselor. This type of meeting discusses the same items as in Tier-1 but adds more support of ACOST. The ACOST has additional resources that can support the student. For example, the SRS can make additional phone calls home and can mail work at the student's home. Tier-3 consists of the ACOST can lead to a Student Success Team meeting, but could include a welfare check. These visits are typically made for students who are unresponsive to phone calls and other forms of communication home. Because of COVID-19, the ACOST team will exhaust all available communication lines such as emergency and alternative numbers before considering a home welfare check. When our instructional staff have determined that a student with disabilities is not connecting with our distance learning approach, the staff will identify potential causes for lack of participation or engagement. These causes could be difficulties suffered in their home lives such as disruptions in their living or housing arrangements or parental or employment status. Students could be experiencing personal social/emotional distress making it difficult for them to respond to attempts to engage them in their education. Students could have made early attempts to participate in the distance learning model but experienced challenges and became disheartened. Finally, the lack of participation

could be associated with a very practical reason such as lack of technology or technology support. To assist with determining the cause, special education teachers will convene the team to hold a special IEP for students who are not engaging in the current distance learning program to discuss additional supports that may be necessary for the student and to problem-solve obstacles hindering learning and engagement. Communication with parents of English Learners in their primary language is essential. The school will provide parents written communication, in their primary language, when fifteen percent or more of students speak a language other than English as indicated on their annual language census. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, report cards, and other parent notifications. Also ELAC meetings, ELAC officer training and ELAC agendas will be provided in multiple languages. In cases where families are not literate in their native language, oral communication will be provided. Each year during individual parent-teacher conferences, parents of ELs are informed of their student's progress towards ELD redesignation. Re-engagement distant learning strategies for students that have been identified as an English Learner are personalized according to the student's social-emotional health, technology access, English Language proficiency level and academic skill level in an initial re-engagement meeting with the principal, student, families and appropriate school staff. The school will monitor the reengaged student weekly following the personalized reengagement plan developed for the student. Some examples of these strategies could include technology training for the student and family, multiple weekly virtual appointments, and daily support calls.

Teachers will report students that have been absent according to the above to A-COST Team Member JoLeta Simmons at jsimmons@palihigh.org and the Attendance Office at AttendanceOffice@palihigh.org (in the subject line write **LACK OF PARTICIPATION / ABSENT 3 DAYS**) to initiate tiered reengagement strategies with the A-COST Team.

If a student is unable to attend class, parents/guardian should send an email to AttendanceOffice@palihigh.org to clear the absence(s).   Parents/Guardians will be notified of students' class absences via Infinite Campus robocalls.

TARGETED RE-ENGAGEMENT STRATEGIES

Academic-Coordination Of Services Team (A-COST)
Students will be referred to A-Cost if not participating in either Synchronous or Asynchronous Instruction or who are not demonstrating progress in courses. The A-COST is comprised of:

        Director of Academic Achievement
        Special Ed Department Rep
        Pali Academy Counselor
        Technology Department Rep
        Intervention Coordinator
        Parent Liaison
        SLC Coordinator
        PLC Coordinator
        Attendance Office Rep(s)
        ELL Coordinator

For the purposes of tiered re-engagement, the A-COST will design specific outreach and intervention plans for each student/family on their caseload to include verification of current contact information for each enrolled pupil, daily notification to parents/guardians of absences, and a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and when feasible, transitioning the pupil to full time in-person instruction. Targeted re-engagement strategies will include the PCHS Distance Learning Pyramid of Interventions.

TEACHER OFFICE HOURS/INTERVENTION

PCHS office hours occur once a week for 45 minutes, which could be an extension of one of your classes. (See schedule below.)

Office Hours/ Intervention/ Planning 1	1:45-2:30	HIST	MATH	ENGL	SCI
Office Hours/ Intervention/ Planning 2	2:30-3:15	TECH	VAPA	LANG	PE

a) **Purpose:** Devoted time to communicate with students and parents to provide intervention, connection, and socio-emotional support. Teachers will use office hours to help meet students' socio-emotional needs to feel connected to their teachers and the wider school community.

b) **Objectives:**
- To answer questions or clarify class instructions
- To increase outreach and intervention to students and parents
- To allow communication or feedback on student class concerns
- To document interventions

c) **Office Hours Attendance:** The teacher will document office hours. A Google Form will be provided to teachers by the Intervention Coordinator to log student attendance each week.

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.]

PCHS believes well-nourished students promote a positive learning environment. We believe hungry students will not be in the optimal state of mind to learn if they are lacking a basic need of food. Therefore, PCHS will have nutritional food and drinks readily available to students during school hours when students return to onsite instruction. Our vendor is Chartwell and they have provided us prepackaged meals that are in compliance with the State of CA guidelines. During remote learning, students were able to drive by to pick up food at multiple LAUSD food center sites. In addition, a website resource page was developed to house all of the locations throughout the community where free meal pickups were available. Distance Learning: On August 31, 2020, the USDA's Food and Nutrition Service (FNS) announced an extension of nationwide waivers for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO). This announcement extends free meals for children through December 31, 2020 and ensures children have convenient access to nutritious food. As a result of this waiver, we have opted to halt our meal distribution service in order to allow our students the opportunity to obtain nutritious meals at a site that is more convenient for them. Prior to making this decision, we received confirmation from the CDE Nutrition Services Department that we will remain in compliance with the National School Lunch Program (NSLP) and received confirmation from Los Angeles Unified School District (LAUSD) Nutrition Services Department that states we can direct our students to grab-and-go sites within LAUSD boundaries. LAUSD is operating under the Summer Food Service Program (SFSP), and that allows any student (ages 1-18) access to free meals. They also offer daily pick-up options (Monday-Friday), and do not require student IDs, or for the student(s) to be present for pick-up. As part of our outreach efforts we have communicated with parents and provided information on our school website in order to direct our students and families to LAUSD grab-and-go sites.

In-Person / Hybrid: Upon returning to in-person instruction, Palisades Charter High School will offer nutritionally adequate meals for all students, including those students who are eligible for free or reduced price meals. Cohorts of students will be sent to the cafeteria each day on staggered break and lunch times. Meals will be prepared and pre-packaged in accordance with Public Health Control requirements. Distribution will adhere to current state and county mandates regarding social distancing and personal protective equipment. Food kiosks/carts will be utilized in order to minimize congregation and accelerate the delivery of grab-and-go meals. Hand hygiene will be performed prior to and after lunch breaks. In addition, social distancing will be implemented at the lunch tables (or other seating areas) depending on where students eat.

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

Section	Description	Total Funds	Contributing
School Nutrition	Cafeteria - purchasing barcode scanners to ensure touchless service at POS	$689.44	No
Continuity of Learning	Additional buses for student transportation to ensure social distancing (to facilitate in-person instruction during 2nd semester)	$ 330,000	No
Continuity of Learning	Additional PPE equipment	$60,000	No

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
6.15%	$2,789,808

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.]

As PCHS implemented distance learning protocols for students, PCHS prioritized the needs of those who are Foster Youth, English Learners and Low-Income Students by making sure those students were getting equal access to quality education because PCHS realizes that these students are facing more difficulties in the pandemic than others

The actions PCHS took to meet these needs are:

- Handing out devices and wireless hotspots to those students that did not have access to a device and internet at home.

- providing digital online resources for students

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

Listed below are the ways PCHS has improved/increased services to Foster Youth, English Learners and Low-Income Students

- making sure students who did not have access to internet and devices are able to obtain a device and hotspot
- distributing textbooks and classroom materials through pick-up service
- purchasing more digital licenses and resources
- increasing mental health services
- increasing math tutoring through math paraprofessionals
- increased access to online credit recovery program
- providing teacher office hours for students
- expanding therapeutic services for at-risk students by partnering with local mental health providers
- increasing EL and literacy services
- assessing the individual needs of each Foster Youth, English Learners and Low-Income Student to meet their specific needs