



# Learning Continuity and Attendance Plan (LCP) Quarterly Update March 2021

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## Section 1: In-Person Instructional Offerings (CCS of San Diego Only)

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| Action 1 | Purchase IT-related support for OCLC scholars and staff as needed to ensure access to high quality academic offerings   |
| Update   | <p>No action has been taken. The Orange County Learning Center (OCLC) continues to be closed for in person services due to COVID-19.</p> <p><b>On our docket:</b> Upon reopening for in-person services, we will be ordering additional hotspots to accommodate scholars and staff with better Internet services on an as needed basis.</p> |

## Section 2: Distance Learning Program

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| Action 1 | Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the Supervising Teacher (ST), access to online support resources, and tutoring. All Principals will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.   |
| Update   | <p>All tutoring rosters were updated based off of our mid-year diagnostic testing results. Scholars who had scores placing them in Tier 3, or in need of intensive intervention, were invited to our tutoring groups. We also combined the middle school and high school tutoring groups to allow more time in our tutors' schedules for 1:1 appointments and group study hall sessions. Any scholars referred during the A Scholar Intervention Team (ASIT) meetings will have the opportunity to receive a 1:1 time slot for intervention and support.</p> <p><b>On our docket:</b> During April and May, we will strive to continue to increase attendance in our tutoring sessions and continue support for those scholars identified during ASIT meetings.</p> |

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| Action 2 | Identify scholars who are English Learners (EL) and provide additional support and resources to ensure their reclassification.   |
| Update   | <p>English Language Proficiency Assessments for California (ELPAC) Summative testing started on February 16 and will continue until May 31. As of March 22, 54 EL scholars from CCS of San Diego, eleven (11) scholars from CCS of Los Angeles, and one (1) scholar from Yolo have completed the assessment. An additional 120 scholars still need to complete the assessment, and of those, 52 are already in progress.</p> <p>Counts of EL scholars per charter are as follows:</p> <ul style="list-style-type: none"><li>● CCS of Los Angeles: 44</li></ul> |

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|  | <ul style="list-style-type: none"> <li>● CCS of San Diego: 136</li> <li>● CCS of Yolo: 6</li> </ul> <p>Additionally, our EL Support Coordinator continues to implement Listenwise literacy and language support during our live EL support sessions. Listenwise offers standards-aligned podcast lessons with scaffolding built in for ELs. The scaffolded lessons focus on building academic vocabulary, reading comprehension, and writing.</p> <p><b>On our docket:</b> Supervising Teachers (STs) will continue to assess scholars to ensure we complete testing by May 31. Additional training, Ask Me Anything sessions, and support are offered to the STs by the Assessment Department and Assessment ToSAs. Regarding Listenwise, throughout the remainder of the school year, the pilot team will be creating best practices and a teacher toolkit for schoolwide implementation in August 2021.</p> |
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| Action 3 | Identify and provide additional support and resources for our Scholars With Exceptional Needs (Section 504 Plans and Individualized Education Plans (IEPs))   |
| Update   | <p>Scholars continue to be seen virtually in all services areas of qualification. In-person services and assessments will continue for scholars that have this service in their IEPs. Requests for assessments from the Scholar Success Team (SST) process as well as learning coaches will receive Assessment Plans.</p> <p>The Scholar Support Coordinator held 13 Section 504 meetings in the month of February and approximately 6 for March.</p> <p><b>On our docket:</b> The Scholar Support Coordinator will continue to provide support for the scholars with Section 504 plans. Provided supports include collaboration with the scholar, learning coach, and supervising teachers (STs), ensuring implementation of accommodations, monthly check-ins with STs to determine how well the Section 504 plan is supporting the scholar, and compliance of annual meetings. There are currently 11 Section 504 Annual Meetings being scheduled for the remaining months of the school year.</p> |

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| Action 4 | Identify and provide additional support and resources for our Foster Youth and McKinney-Vento Scholars   |
| Update   | <p>The Declaration of Eligibility for Immediate Enrollment Form has been finalized for the 2021-22 academic year. The Compliance Coordinator has developed a plan in collaboration with the Registration Team to re-assess McKinney-Vento eligibility for the current eligible scholars in order to determine their status for the upcoming academic year, which includes a survey. The survey has generated about 43 responses so far. We are focusing on having the families complete their re-enrollment process first and then the</p> |

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|  | <p>re-assessment of eligibility survey. The Scholar Services Technicians assisted the week of March 22nd with checking their re-enrollment status in order to focus on the scholars that plan to return to Compass. We are currently serving 270 McKinney-Vento eligible scholars and three (3) Foster Youth scholars across our three (3) charters.</p> <p><b>On our docket:</b> Our main focus at this time is helping our current McKinney-Vento eligible and Foster Youth re-enroll for the upcoming academic year. In addition, the Compliance Coordinator is working with our back-office provider, CSMC, to update current McKinney-Vento eligible families in CalPads to ensure program eligibility for Free Reduced Lunch and addresses are correct to prepare for the Pandemic-EBT card distribution. The Pandemic-EBT card distribution is said to begin in May, but no specific dates have been announced. The California Department of Education is still awaiting approval from the United States Department of Agriculture on the communication plan and timeline of this program.</p> |
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| Action 5 | Purchase curriculum to support our English Learners (EL) scholars.   |
| Update   | <p>NOTE - this action connects with Action 2 above.</p> <p>We acquired access to Listenwise literacy and language support in early February. We held the implementation meeting on March 1 with a small group of supervising teachers (STs) and our EL Coordinator to pilot. During the week of March 8, the EL Coordinator sent login information to all 6-12-grade ELs and began implementation in the optional ELD live support sessions for 6-12-graders on March 11 and 12. So far, 35 EL scholars in grades 6-12 have logged in to Listenwise. Of those 35 EL scholars, 42% (grades 6-8) and 44% (grades 9-12) are actively working in the program. In addition, on March 15, STs received training in data coaching for the Lexia program. This training provided support for using data to identify areas of intervention for EL scholars and resources to use to provide support.</p> <p><b>On our docket:</b> The plan is to implement Listenwise with 3-5-grade scholars by early April and continue to encourage more scholars to login and work in Listenwise while they receive scaffolded support in the ELD live support sessions. Throughout the remainder of the school year, this pilot team will be creating best practices and a ST toolkit for school wide implementation in August 2021. On April 5, STs will also have another Lexia Training that will include data, best practices and use of instructional materials to support Learning Coaches and EL scholars.</p> |

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| Action 6 | Provide staff training to support distance learning.   |
| Update   | After reviewing data from the needs assessment, the Chief Academic Officer provided information regarding standards-based grading. A Standards-Based |

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|  | <p>Grading professional development was held as an Ask Me Anything Session on March 19th. Furthermore, an interactive scenario-based workshop was held by the Multi-Tier System of Supports (MTSS) committee chair in order to deploy our MTSS framework. Supervising Teachers (STs) collaborated to share best practices utilizing tier 1 and 2 supports under our MTSS umbrella. Finally, based on staff feedback, we partnered with ADL for professional development on anti-racism/anti-bias. Interactive training sessions were held on February 24th and March 17th; pre-work was assigned in order for staff to self-reflect and be aware of their own biases.</p> <p><b>On our docket:</b> The LGBTQIA+ Taskforce is developing a proposal for an all staff training on LGBTQIA+ matters and how to best support our LGBTQIA+ scholars, learning coaches, and staff this spring; date is to be determined. These trainings are designed to help train staff on different needs and different demographics for our scholars. During COVID and the increase of mental health concerns, it is important for STs to know how best to support scholars in their Social Emotional Learning (SEL). The LGBTQIA+ Taskforce will continue to plan for ongoing professional development for the future school years.</p> |
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| Action 7 | Purchase IT-related support for scholars and staff as needed to ensure access to high quality academic offerings.  |
| Update   | <p>NOTE - this action connects with Action 1 in Section 1 above.</p> <p>The IT Department phased out 40 laptops that were 5+ years old for our current staff. The IT Department is also purchasing additional hotspots for scholars at this time on an as needed basis to ensure our scholars have access to high quality academic offerings. To date we have provided hotspots to 10 families.</p> <p><b>On our docket:</b> The IT Department will continue to provide hotspots on an as needed basis for our scholars.</p> |

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| Action 8 | Purchase curriculum to support K-3 scholars experiencing reading difficulties.   |
| Update   | <p>Using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screener, the goal is to pre-screen scholars to address dyslexia concerns prior to Special Education referrals. To date, eight (8) scholars have been screened and/or being monitored with DIBELS.</p> <p><b>On our docket:</b> We will continue to monitor and support the scholars with Dyslexia concerns by administering the DIBELS 8 screener in collaboration between the Scholar Support and Special Education Departments.</p> |

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| Action 9 | Hire additional staff to directly support scholars with Social Emotional Learning (SEL) and unique needs.  |
| Update   | No action has been taken at this time.<br><b>On our docket:</b> CCS will continue to evaluate the needs of our scholars, and make staffing decisions to ensure they receive the support needed to be successful. |

**Section 3: Pupil Learning Loss Strategies**

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| Action 1 | Identify scholars through Multi-Tier System of Supports (MTSS) and through our tri-annual benchmark assessments who have experienced learning loss and provide additional support and resources needed to ensure scholars learning needs are prioritized and addressed.   |
| Update   | All tutoring rosters were updated based off of our mid-year diagnostic testing results. Scholars who had scores placing them in Tier 3, or in need of intensive intervention, were invited to our tutoring groups. We also combined the middle school and high school tutoring groups to allow more time in our tutors' schedules for 1:1 appointments and group study hall sessions. Any scholars referred during the A Scholar Intervention Team (ASIT) meetings will have the opportunity to receive a 1:1 time slot for intervention and support.<br><br><b>On our docket:</b> Throughout the remainder of the school year, we will strive to continue to increase attendance in our tutoring sessions and continue support for those scholars identified during ASIT meetings. |

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| Action 2 | Provide our English Learner Scholars 100% access to Lexia, our new ELD Curriculum, additional live support sessions, and frequent check-ins.   |
| Update   | NOTE - This action connects with Action 2 in Section 5 above.<br><br>We acquired access to Listenwise literacy and language support in early February. We held the implementation meeting on March 1 with a small group of supervising teachers (STs) and our EL Coordinator to pilot. During the week of March 8, the EL Coordinator sent login information to all 6-12-grade ELs and began implementation in the optional ELD live support sessions for 6-12-graders on March 11 and 12. So far, 35 EL scholars in grades 6-12 have logged in to Listenwise. Of those 35 EL scholars, 42% (grades 6-8) and 44% (grades 9-12) are actively working in the program. In addition, on March 15, STs received training in data coaching for the Lexia program. This training provided support for using data to identify areas of intervention for EL scholars and resources to use to provide support.<br><br>In addition, on March 15, STs received training in data coaching for the Lexia program. This training provided support for using data to identify areas of |

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|  | <p>intervention for EL scholars and resources to use to provide support.</p> <p><b>On our docket:</b> The plan to implement Listenwise with grades 3-5 scholars by early April and continue to encourage more scholars to login and work in Listenwise while they receive scaffolded support in the ELD live support sessions. Throughout the remainder of the school year, this pilot team will be creating best practices and a teacher toolkit for school wide implementation in August 2021. On April 5, STs will also have another Lexia Training that will include data, best practices and use of instructional materials to support Learning Coaches and EL Scholars.</p> |
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| Action 3 | Utilize the triannual benchmark results to identify the Multi-Tier System of Supports (MTSS) tiered level of support necessary to support each scholar through CCS Workshops, tutors, and additional instructional support   |
| Update   | <p>Scholars continue to receive tutoring and instructional support based on the mid-year benchmark assessment and supervising teacher (ST) input. Additionally, we have opened up more 1:1 slots with our tutors to provide intensive interventions to those scholars referred by STs during A Scholar Intervention Team (ASIT) meetings. Tutoring groups have been updated accordingly. ASIT meetings will be held again on April 14 and May 12.</p> <p><b>On our docket:</b> Planning for our final two (2) ASITs (April 14 and May 12) and end of year diagnostic is in progress.</p> |

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| Action 4 | Provide scholars with virtual college tutors to help bridge any educational gap they are experiencing   |
| Update   | <p>No action has been taken at this time.</p> <p><b>On our docket:</b> If we were to move forward with this action, we make the recommendation for the AVID Coordinator next year to analyze the feasibility regarding this action item and its alignment to AVID tutoring.</p> |

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| Action 5 | Provide staff training to support pupil learning loss strategies  |
| Update   | <p>An interactive scenario-based workshop was held by the Multi-Tier System of Supports (MTSS) Committee Chair in order to deploy our MTSS framework. Supervising Teachers (STs) collaborated to share best practices utilizing tier 1 and 2 supports under our MTSS umbrella. A Professional Development and demo deployed to STs to enhance scholar learning; this toolkit will be used by STs to provide more interactive lessons for scholars in all subject areas. STs further collaborated within our Professional Learning Communities (PLCs) focusing on the impact COVID-19 has had on scholar learning and social-emotional needs and shared scholar anecdotes and best practices to support their needs.</p> |

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|  | <p><b>On our docket:</b> Training will be provided to our online elementary team to utilize supplemental curriculum to close skill gaps. K-3 “kits” and novel orders for 4th and 5th will be used for online scholars to further supplement and differentiate curriculum and learning. K-5 STs will pilot IXL to address scholar skill gaps and supplement Accelerate Education curriculum.</p> |
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| Action 6 | Increase our subscription access to ensure our scholars have the tools they need to improve their academic outcomes  |
| Update   | <p>Our Multi-Tier System of Supports (MTSS) Committee will continue to curate resources for learning coaches highlighting our numerous subscriptions and the tools available within those programs to support instruction. We have created a resource document as well for all supervising teachers (STs) that highlights popular strategies, websites and teaching tools for STs to utilize as Tier 1 and Tier 2 interventions. We have currently held five (5) meetings, with time for ideation and collaboration.</p> <p><b>On our docket:</b> Our MTSS Committee will meet two (2) more times before this school year ends and plans to have resources available to STs and learning coaches for math, ELA and SEL in all grade spans.</p> |

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| Action 7 | Purchase Advancement Via Individual Determination (AVID) Summer Bridge to strengthen scholars’ math and science skills. This program will also provide support for English language learners.                          |
| Update   | <p>No action has been taken at this time.</p> <p><b>On our docket:</b> More discussion and collaboration needs to take place to make the determination of whether or not we wish to move forward with this action.</p> |

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| Action 8 | Implement a schoolwide Wildly Important Goal (WIG) - 100% of qualified scholars will graduate. Each department will develop a goal to aid in achieving the WILD goal by end of the school year.  |
| Update   | Each department has continued to update their compelling scoreboards and report out to their division on a bi-weekly basis. The Divisions continue to share their progress with the Superintendent & CEO to release schoolwide. Each department has continued to review strategies, collected data and discuss their findings during their team meetings, department meetings, Professional Learning Communities, and leadership meetings. We also started our monthly Compass Deep Dive in February, where each department head shares updates with the entire organization on the work of our WIG. |



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|  | <p><b>On our docket:</b> Each department will continue to update their compelling scoreboards and report out biweekly. At the end of the year, we will evaluate if we achieved our WIG, which supports academic achievement and holistic support of our scholars.</p> |
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**Section 4: Pupil and Family Engagement and Outreach & Mental Health and Social and Emotional Well Being**

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| Action 1 | <p>Our Engagement Department will provide enriching opportunities for our scholars to connect with each other. There are multiple virtual scholar clubs available for our scholars to join based around scholar interests and requests such as gardening, music, Minecraft and more.</p>  |
| Update   | <p>The Spring Scholar Clubs Kickoff was held on Wednesday, February 10. Scholar clubs will continue to meet on a monthly basis. Our Engagement Department has continued to support and work alongside our club advisors. We held our Quarter 3 Club Advisor meeting on March 2. The Director of Engagement has met 1:1 with various club advisors to provide additional training. Club activity continues to be tracked and Zoom protocols continue to be implemented. We currently have 25 active scholar clubs.</p> <p><b>On our docket:</b> The Engagement Department will be focusing on closing out clubs for the 2020-21 school year. Club meetings will pause during the month of April to support state testing efforts. Clubs will host final meetings in May/June and club activity will continue to be monitored in the Engagement Department Scoreboard. We will also hold our Quarter 4 Club Advisor meeting on Tuesday, May 4 at 11:00 am to continue providing meaningful support and training for our advisors.</p> |

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| Action 2 | <p>Our Engagement Department will provide enriching opportunities for our learning coaches to connect with each other. We will provide a school-designed program called Learning Coach Academy which will be facilitated virtually and supports educating our parents on topics such as Back to School Night, Internet Safety, State Testing Overview, Attendance Overview, Preparing for College, Growth Mindset and more. We will translate our Learning Coach Academy sessions to be available in Spanish as well as English. Learning Coaches who complete our Learning Coach Academy will receive a certificate of completion for reviewing all the required sessions. In regards to parent support, we will develop a Learning Coach Ambassador program in order to create additional support options for learning coaches.</p> |
| Update   | <p>The Engagement Department launched two cohorts of Learning Coach Academy. The first cohort started the week of February 8 and the second cohort started the week of March 3. There have been weekly interactions, collaborations and support with those participating in Learning Coach</p>  |

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|  | <p>Academy. Topics covered so far have included Back to School Night, Internet Safety, Preparing for College, Importance of Testing and Art of Journaling for Education.</p> <p><b>On our docket:</b> The Engagement Department will continue to support the Learning Coach Academy. Cohort 1 will wrap up in April and Cohort 2 will wrap up in May.</p> |
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| Action 3 | <p>Our Engagement Department will offer a variety of virtual scholar workshops designed to provide engaging extra-curricular activities and socialization for our scholars.</p>   |
| Update   | <p>In collaboration with all three Compass Charter Schools (CCS) Principals, we implemented the celebration of Heritage Months. We held our Black History Month assembly in February, where scholars had the opportunity to create poetry inspired by Black History, and we also heard from Dr. Walter Milton Jr., our guest keynote speaker. On March 19, we held a Women’s History Month assembly. Scholars were invited to complete research on a “Woman in History” and were given the opportunity to present their research live at the assembly, and we also heard from Nicholette Parrish, our guest keynote speaker.</p> <p>Virtual Scholar Workshops have continued twice per week with a total of 694 scholar registrations across all workshops from mid-January to mid-March. Scholars have experienced a variety of hands-on and interactive workshops including: STEAM Field Trip in a Box, Garner Holt Productions, “I Have a Dream”: Martin Luther King Jr., Inauguration Watch Party, Holocaust History Session with the Museum of Tolerance, Kid’s Table Cooking Class, Pig Heart Dissection, and Drawing and Painting like Van Gogh. Workshops have included combinations of Q&amp;A sessions, a hands-on project, and interactive activities that encourage scholar participation and socialization.</p> <p><b>On our docket:</b> Virtual Scholar Workshops will continue twice per week for the remainder of the school year. The Engagement Department will continue to provide hands-on, interactive experiences to scholars as well as track activity on a biweekly basis. We will also hold the following Heritage Month assemblies: Jewish American Heritage Month Assembly on May 7, Asian Pacific Heritage Month Assembly on May 14 and Lesbian, Gay, Bisexual, Transgender and Queer Pride Month Assembly on June 4.</p> |

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| Action 4 | <p>We will provide a variety of scholar awards to assist with our scholar engagement. These awards include but are not limited to Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards by semester, Perfect Attendance, Samaritan Award, Honor Roll and more. We also engage our scholars virtually in monthly contests and biannual spirit weeks.</p> |
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| Update | <p>The Engagement Department will continue to award the Scholar of the Month awards. During the month of February, scholars participated in a Scholar Steps Challenge and in March participated in a reading challenge.</p> <p><b>Awards.</b> Scholar of the Month awards have been awarded for January and February to one elementary, middle school, and high school scholar in each charter. All Scholar of the Month announcements can be found on the “news” section of the <a href="#">Compass Charter Schools website</a>. Each scholar recipient receives a mention in our press release, a certificate, and a bumper sticker via mail.</p> <p><b>Contests.</b> Contests were assigned in January (Spirit Week), February (Steps Challenge), and March (30 in 30 Reading Challenge). Winners were announced at the close of the January and February contests. March contest winners will be announced via the Monday Morning Update in early April.</p> <p><b>Honor Roll.</b><br/>         CCS of Los Angeles: 348 scholars on Honor Roll (40%)<br/>         CCS of San Diego: 388 scholars on Honor Roll (36%)<br/>         CCS of Yolo: 302 scholars on Honor Roll (46%)</p> <p><b>On our docket:</b> The Engagement Department will continue to award the Scholar of the Month awards and prepare for end of year awards. During the month of May, we will also conduct a summertime recipe contest.</p> |
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| Action 5 | Increase virtual scholar workshops for scholars throughout the year.  |
| Update   | <p>The Virtual Scholar Workshop schedule for the remainder of the year was finalized in February with two (2) to four (4) interactive workshops scheduled each week. Many of our workshop offerings maxed out with registrations and additional sessions were added to accommodate scholars on the waitlist.</p> <p><b>On our docket:</b> On track to be completed by end of 2020-21 school year.</p> |

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| Action 6 | Increase Workshops throughout the year for scholar leaders.   |
| Update   | <p>National Honor Society members were invited to attend the LEAD Winter Conference at the end of February and three (3) of our NHS scholars participated. LEAD Winter was a virtual conference on February 26–27, which brought together and inspired scholars from all over the world to make a difference in their schools and communities.</p> <p><b>On our docket:</b> More discussion and collaboration will continue to take place as opportunities arise for our scholar leaders.</p> |

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| Action 7 | Purchase Personal Protective Equipment, first aid kits and additional sanitation agents to safely follow in-person instructional and engagement events guidelines.   |
| Update   | Due to COVID-19, all in-person activity has been suspended. The following PPE has been purchased: socially distant desks, office shields, Clorox disinfecting wipes, Lysol Spray, Lysol Cleaner, Microban Aerosol Spray, and hand sanitizer. The sanitation agents are being stored at the Central Office.<br><br><b>On our docket:</b> Action complete. |

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| Action 8 | Our counselors will advocate for the mental health needs of all scholars by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career and social/emotional development, short-term counseling interventions, and referrals to community resources for long-term support.   |
| Update   | Counseling small groups have continued to support the mental health needs of scholars served under each school counselor with Morning Starter, Firebird Talk and College Road Map. During the month of February and March, the Counseling Services Team delivered social-emotional curriculum lessons to middle and high school scholars that were focused in areas of compassion, communication, relationships, and mistake friendly environments. These lessons served and supported 69 scholars with social emotional live instruction with recordings available upon request.<br><br><b>On our docket:</b> During the month of April and May, the Counseling Services Team will be delivering our final social-emotional curriculum to scholars in middle and high school. The area of focus will be on building confidence and happiness. |

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| Action 9 | Partner with community providers to offer mental health services and support to our staff.                                 |
| Update   | No action has been taken at this time.<br><br><b>On our docket:</b> This action has been put on hold until further notice. |

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| Action 10 | Partner with community providers to offer mental health services and support to our scholars.                              |
| Update    | No action has been taken at this time.<br><br><b>On our docket:</b> This action has been put on hold until further notice. |

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| Action 11 | Partner with community providers to offer mental health services and support to our learning coaches.                      |
| Update    | No action has been taken at this time.<br><br><b>On our docket:</b> This action has been put on hold until further notice. |