

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Howard Gardner Community Charter School	Beverly Jimenez, Executive Director	bjimenez@hgcschool.org 619.934.0300

General Information

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

Howard Gardner Community School provides students with a unique, and supportive learning environment based on the tenets of multiple intelligence theory, facilitate the development of 21st- century skills, and create an atmosphere where ALL students reach their highest potential. HGCS has a year-around educational program.

On Friday, March 13th all students were sent home with a [letter to parents](#) informing them of the school’s closure; plan to implement a Technology Needs Assessment, and availability of meal services during closure and next steps.

Our teachers prepared 1-week (March 16-20) of standards aligned coursework packets which were distributed to student on the last day of site-based instruction to last until Spring Break (March 23 – April 3).

Staff collaborated with the Leadership Team to develop a ***Distance Learning Plan*** that would meet the needs of its students. The Administrative Leadership Team developed a Technology needs assessment, revised staff roles and responsibilities and collaborated to identify student/family needs.

Staff conducted a ***technology needs survey*** via online platforms (Zoom, Google Classroom, Seesaw, Class Dojo and Classtag); and via phone calls, email and school messenger to ensure that 100% of families were contacted. The purpose was to identify which students would need a school-loaned technology device to access curricular and instructional materials; internet access at home; availability of free breakfast/lunch meals. For families that lacked internet service at home, we provided them with [resources](#) for free/reduced costs internet service.

Approximately, 98% of our students/families identified the need for a school-loaned technology device. The distribution of ***technology devices***, instructional materials, and Wi-Fi Hotspots started April 6 (the week after Spring Break) through curbside pick-up, that was

facilitated by school staff. The IT Department set up a “help desk” phone number to provide tech support for students/parents. “How to” step-by-step videos for accessing Google Classroom, Seesaw, Zoom were created for students and parents to access.

Immediately upon school closure, our teachers participated in **professional development** that focused on planning and developing distance learning lessons on Google and Seesaw platform; and developing engaging lessons on Zoom. Our staff also participated in professional development on how to integrate curricular and web-based tools into distance learning seamlessly. Additional professional development included: providing one-on-one intervention via distance learning, keeping track of student progress/monitoring, and how to differentiate instruction through small group instruction via distance learning. Professional Development continued weekly during school closure to support teachers with the transition to distance learning.

Howard Gardner’s pedagogical approach to **Distance Learning** was to deliver standards-aligned instruction via asynchronous and synchronous learning mode. Zoom meetings were used for live (synchronous) instructional sessions with students. Google Classroom and Seesaw was used for submitting and completing assignments.

The following **modifications to courses** were made as a result of distance learning: Physical Education was modified and offered via Zoom lessons in early May; Electives were discontinued; Interdisciplinary Projects were implemented to make learning relevant and engaging; and Mindfulness/yoga was implemented. Girl Empowerment Group and Boys Mentoring continued via Zoom meetings.

The **major impact of school closure** on our **students** has been the inability to focus since there are a lot of distractions at home; and the inability to socialize with their peers has been isolating for students. Most of our students lack an environment conducive to learning at home is another obstacle that has been shared with our staff during check-ins. Although our students have been provided with Chromebooks, the device does not meet the expectations of Zoom; and the internet bandwidth that our students have at home is not ideal for Zoom. **Parents** have informed us that the impact of distance learning (school closure) has been challenging, stressful as a result of job and food insecurity, and would like additional feedback on student work. Parents were highly appreciative of the ongoing communication by our staff with families and the resources that were provided to families. Students stated they preferred Zoom meetings with teachers. To address this impact our teachers shifted the delivery of instruction to include more differentiation during Zoom meetings, and providing more feedback on student work. In addition, our Psychologist and Counselor conducted Social-emotional Learning sessions with students over Zoom. The Counselor provided whole class SEL Lessons to middle school students to address anxiety issues. They held office hours to address the social-emotional needs of our students. We also added Mindfulness/Yoga for our students to address stress and anxiety issues.

For **Students with Disabilities**: Services for Students with Disabilities (SWD) continued via Distance Learning, teleconference, phone call and email. Our Education Specialists collaborated with the General Education teachers to provide SWD with accommodations and/or modifications based on their IEP. Speech, APE, OT, Counseling, BII, BID, & DHH, services continued to the extent possible by

contracted agencies. The Education Specialists provided push-in and pull-out during General Education Zoom sessions and consulted and collaborated with general education teachers to provide support.

Stakeholder Engagement

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

Howard Gardner Community School (HGCS) has engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process throughout the 2019-20 school year. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement.

Howard Gardner Community School has been highly committed to ensuring that input and feedback from parents, students, staff, and teachers took place, since the transition to distance learning and that it was ongoing and impactful. The engagement of stakeholders took place using multiple venues and formats including virtual meetings, virtual workshops, phone calls and online surveys. This engagement was a critical and essential component in the design and development of the school's Learning Continuity and Attendance Plan; and our Reopening plan for the 2020-21 school year:

- April 2000 - present: (no July meeting) Monthly "Director's Coffeeshop" Zoom meetings in which parents/guardians were asked for feedback regarding distance learning, supports needed, and Socio-emotional check-ins (i.e. How are things going? What is going well? What needs improvement? What support is needed?)
- March – June; and resumed August - present) Weekly All-Staff meetings during which school reopening updates and distance learning plan updates were discussed
- April - present: (no July meeting) Monthly School Leadership Team (SLT) Meetings
- April - July: Teacher and non-teaching staff meetings were conducted to discuss reopening plan and distance learning plan updates
- July 16th: Reopening and distance learning plans were discussed and approved by HGCS Board of Directors
- March, July, & September: Needs Assessment surveys were administered by teachers and office staff at the end of the 19-20 school year and beginning of the 20-21 school year (technology, meals, childcare, preference in-person vs. DL)
 - Parents preference for in-person instruction: 50% (Gr TK-5); 30% (Gr 6-8)
 - Preference for distance learning: 50% (Gr TK-5); 70% (Gr. 6-8)

- May/June 2020: COVID survey was administered to students and parents at the conclusion of the 19-20 school year.
- July: Office staff were tasked with contacting families whom our teachers were unable to reach to complete the Needs Assessment survey
- July 15th: Virtual “New and Returning Family Orientation” was held the week prior to the first day of school for the 2020-21 school year. This was an opportunity to inform families of the distance learning schedule, student, parents and teacher expectations for the upcoming school year.
- Week of July 20th: “Meet the Teacher” zoom meetings were conducted by teachers at the beginning of the 20-21 school year to share class expectations, syllabus, etc. with families by grade level.
- August – present: Attendance meetings were set up with parents/guardians’ to address absenteeism of identified students based on our school’s Tiered reengagement strategies.

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

Howard Gardner Community School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services were available to ensure equitable access and a voice for our Spanish speaking families.

- Governor’s Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school’s website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the **Board adoption of the Learning Continuity and Attendance Plan** as a non-consent item with the school’s Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Classtag, Class Dojo, website, and/email.

BOARD MEETING DATES:

Date of Public Hearing: September 17, 2020

Date of (Adoption) Public Meeting: September 24, 2020

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

Feedback has been provided by stakeholders since our school's transition to distance learning in Spring 2020 which continued to the start of the 2020-21 school year impacted the actions included in this plan.

Parents expressed they would like to receive training on the various learning platforms and technology based apps. Parents commended the school's staff on their availability, flexibility and ongoing communication between school and home. Other concerns raised was the lack of internet service at home for some; and for others their child is under the supervision of a caregiver and internet access would not be available. Many of our student's parents are employed in the daytime and are unable to support the needs of their children.

Our students expressed they felt socially isolated and would like the "schoolwide assembly" to take place virtually. This is an event that was halted as a result of school closure. Students also would like to return to in-person instruction. Students in Middle School expressed that their teachers hosted Kahoot, and trivia games during social hour last Spring, and they would like to have this opportunity via Zoom, during the lunch break.

Teachers would like additional professional development on strategies to engage students during distance learning, including research-based strategies for English Learners, Students with Disabilities and utilizing applications to increase and improve student engagement and participation. Our teachers and staff expressed Health and Safety concerns with returning to the school site; and on how they will be able to provide both in-person and virtual instruction simultaneously. Teachers were concerned with students who were disengaged and/or not participating regularly during our initial transition to distance learning in Spring 2020.

With the recent implementation of SB98 student attendance and participation requirements, teachers expressed their concern on the expectations and documentation requirements; and would like this update to be provided to parents and students.

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

Feedback and input gathered from stakeholders since the transition to distance learning was influential in the development of the Learning Continuity and Attendance Plan.

Our **students** will receive daily synchronous instruction and will participate in daily “Morning meetings,” that focuses on social-emotional well-being and school connectedness.

Our teachers will provide daily office hours to provide students with additional one-on-one support and for parents to communicate with teachers.

Our staff will develop a library of short “how-to” videos for students, and parents to access for our Learning Platform and all relevant online apps that our teachers and students are using. Our school provides tech support via phone call, Zoom, and onsite (by appointment) to ensure non-congregate setting, physical distancing and health and safety requirements are being met.

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.]

Howard Gardner Community School (HGCS) started the school year on July 20th with 100% of students in distance learning (Phase 1).

HGCS has designed a 4-phase approach for transitioning from a Distance Learning Model (Phase 1) to a hybrid Model (Phase 2-4). During Phase 2 students will attend in-person instruction 2 days a week on an A/B Schedule. Students that choose to participate in in-person instruction will be divided into 2 groups A & B. In-person instruction will take place either M/W for Cohort A; and T/Th for Cohort B; with Fridays through distance learning (a combination of synchronous and asynchronous instruction).

Phase 2 will start with students in grades TK-2 for one week; then expand to include grades 3-5 (Phase 3), then expand to include all grades TK-8 (Phase 4). As a year-around school, the Fall semester started on July 20th with distance learning. However, our school serves a significantly high proportion of Unduplicated Pupils, and Students with Disabilities, who require assessments to be administered in order to provided appropriate and targeted support. Select at-risk students in grades TK-2, were assessed onsite individually one-on-one with a credentialed teacher and following all Health & Safety protocols and guidelines, physically distanced, wearing a mask and outdoors when possible.

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher from Howard Gardner Community School.

Google Classroom is the Learning Platform that will be utilized by all students in conjunction with Zoom meetings for synchronous instruction. All students will participate in daily synchronous and asynchronous instruction in adherence to SB98.

HGCS students will engage in daily synchronous instruction and asynchronous learning. Daily Morning Meetings are designed to establish school connectedness and support students' social-emotional well-being.

Howard Gardner Community School has established a systemic cycle of assessments (diagnostic, formative, summative) that includes:

- NWEA MAP Reading & Math: 3 times/year
- ESGI: Gr K
- Developmental Reading Assessment K-8
- Interim Assessment Blocks (IAB): Gr 3-8
- Formative Assessments will be administered via exit slips.

The leadership team in collaboration with teachers will review, disaggregate and analyze assessment data using data analysis protocols and findings will inform instruction, and identification for additional targeted support and intervention.

HGCS will provide counseling and/or mental health service to address the social-emotional well-being of students and ensure student learning and competency develops with the transition to the hybrid (in-person/distance learning) model.

REOPENING: PPE, HEALTH & SAFETY

Howard Gardner Community School's will evaluate reopening and implement the following safety measures:

- Daily temperature checks and health screenings will take place for all staff and students prior to coming onto the campus.
- Masks will be required for all staff and students to wear when inside or when social distancing cannot be enforced. PPE including N95 masks, disposable masks, face shields, will be provided to all staff and students who do not have access to PPE.

Options for Higher Risk Individuals

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.

- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing

Social distancing is an effective way to prevent potential infection. HGCS employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Designated foot traffic zones with appropriate signage will be implemented (one-way)
- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff
- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.
- HGCS Administrative Team will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is HGCS's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas.

Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day. Outdoor spaces will be utilized for instructional programs whenever possible. Increased air circulation and ventilation of indoor spaces will be encouraged by opening windows and doors, and the use of fans. Sharing of high touch surfaces, common spaces, classrooms, or equipment will be ongoing and staggered throughout the day. Spaces and equipment will be cleaned and disinfected between use. Smaller cohorts of students and staff, and smaller class sizes will be maintained to ensure physical distancing within the classroom.

Lunch Area Protocols: Students may receive a “grab and go” breakfast and lunch in a central location daily. Breakfast and lunch may be eaten in classrooms due to social distance guidelines. If breakfast and/or lunch is permitted to be eaten outdoors every effort to social distance and stagger lunch times will be used to the greatest extent possible.

All of HGCS’s school policies are guided by the health and welfare of students, families, and our school community, as well as to create a safe working environment for educators and school staff. School personnel have been trained in COVID-19 protocols. Students are required to maintain a regular immunization schedule, and Flu shots are encouraged for all students and staff according to the American Academy of Pediatrics (AAP) guidelines. In all situations, HGCS will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by Family Educational Rights and Privacy Act (FERPA) and state law related to privacy of educational records (California Department of Public Health (CDPH)). Families will be encouraged to screen for COVID-19 symptoms as outlined by the Centers for Disease Control (CDC).

In accordance with HGCS’s Illness policy, all children and program staff will undergo a daily health assessment upon arrival to assess any symptoms of communicable illness. Assessments will be performed safely, and respectfully, and with measures in place to ensure confidentiality as well as in accordance with any applicable privacy laws or regulations. Any persons that are exhibiting signs of communicable illness will not be allowed to participate in the academic program until they have been symptom free for 48-72 hours or as otherwise specified in the inclusion/exclusion criteria listed in our illness policy. Exclusion is mandatory for any students or staff who have been exposed to a person with a confirmed or suspected case of COVID-19 (until 14 days after the exposure) or who have a confirmed or suspected case of COVID-19 (in accordance with local health department guidelines). Employees, students, and visitors should stay home if:

- They are exhibiting signs of COVID-19 symptoms
- They have had close contact with a person who has a suspected or confirmed case of COVID-19
- They have tested positive for COVID-19

In the case of a suspected case of Coronavirus on campus or in our school community, HGCS will:

- Notify and follow the guidance of local health authorities
- Remove/isolate individual and family members from campus for a period of 14 days
- Identify and remove/isolate contacts on campus for a period of 14 days
- Recommend testing for Coronavirus by exposed parties
- Disinfect and clean all campus areas where exposed cases were
- HGCS will implement the necessary processes and protocols in the case of an outbreak, in accordance with CDPH guidelines
- HGCS will follow all CDC criteria to maintain healthy operations

In the case of multiple suspected cases of Coronavirus, the school will:

- Consult with San Diego County Health Department (SDCHD) to determine the criteria for number of cases
- Full school shutdown may occur if more than one classroom is affected by COVID
- The school may reopen in 14 days
- Refer to the HGCS Illness Policy for more information

Please note: Under conditions of increased severity, the CDC may recommend additional measures to help protect students and staff if global and national assessments indicate that COVID-19 is causing more severe disease. In addition, local health and education officials may elect to implement some of these additional measures, up to and including school site closure and move all students to distance learning.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Executive Director and classroom teachers to provide instruction for all students for in-person and distance learning.	\$ 762,384	N
Procurement of PPE equipment, additional supplies, materials, partitions, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$24,860	N

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.]

Howard Gardner Community School started the 2020-21 school year on July 20th with 100% of students participating fully through distance learning (Phase 1), that includes synchronous and asynchronous instruction.

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher from The Accelerated School.

Google Classroom is the Learning Platform utilized by all students in conjunction with Zoom meetings for synchronous instruction. All students will participate in daily synchronous and asynchronous instruction in adherence to SB98.

HGCS students will engage in daily synchronous instruction and asynchronous learning including morning meetings that are designed to increase school connectedness and support students' social-emotional well-being. Students will receive instruction in all core subjects, and electives.

Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments.

Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's Google Classroom.

HGCS students will access standards-aligned curriculum online that includes:

- Big Ideas Mathematics
- Savvas Reading Street
- Stemscoptes
- Mystery Science

In addition, our students will also utilize the following supplemental web-based programs and tools:

- SeeSaw

- Raz Kids
- Quizlets
- iXL Assessments and tools for growth
- Systematic Instruction in Phonics, Phonemic Awareness & Sight Words: SIPPs
- Typing Practice

Distance Learning: Special Education

For students eligible for Special Education, distance learning opportunities are available since July 20, 2020. At this time, we must consider everyone's safety and government mandates. We will continue to support our students and families during this time by providing all necessary and appropriate services to address student needs. During distance learning, services will be provided virtually via phone call, Zoom, Google Classroom, and/or Seesaw. Services may be amended in order to address adjusted school days. Individual services, small group sessions, parent consultation, or any combination of three, will be offered all throughout distance learning. Students will continue to receive support from an education specialist, related service provider (i.e. occupational therapist, speech and language pathologist, and school psychologist), and paraprofessionals. We realize distance learning can bring upon various challenges for most of our students and their families. Our department will continuously collaborate with our students and their families to minimize the impact of these challenges while schools are temporarily closed.

Section 504 Plan

If the student has a Section 504 Plan, which includes designated accommodations, the accommodations will continue to be made available to the students as appropriate through distance learning.

Distance Learning: English Language Learners (ELL)

The base goal of English Language Development (ELD) is to provide support for language production and interaction in meaningful ways as a method to guide English Learners toward English language fluency in reading, writing and speaking. These goals will be met through designated and integrated instruction with the use of both technology and live (Zoom) instruction. The Interventionist will provide push-ins academic support and/or small group instruction during synchronous instruction. Designated ELD will include small groups based on the student's grade level and ELPAC level. The ELD Team will further provide 1:1 tutoring for students with the greatest need for individualized instruction. The Interventionist will collaborate with classroom teachers to identify and provide supplemental and increased services. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

HGCS will implement the [5 Essential Practices for English Learners during distance learning](#) that focuses on:

1. Access and rigor: Engage all ELs in meaningful tasks and use technology to provide language scaffolds and supports.
2. Integrated and Designated ELD: Ensure ELs receive both integrated and designated ELD to support English Language Proficiency.
3. Data-driven decisions: Differentiate based on student need and engage students in prompts feedback.
4. Asset-based approach: Leverage the linguistic and cultural assets of our students and families.
5. Whole Child: Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.

This school year, we developed a list of student, and parent expectations to ensure that norms are followed, and continuity on expectations.

Student expectations:

- Treat online learning like “real” school. There are no bells or teachers to give reminders so establish and maintain daily routines. Dress appropriately.
- Be on time. Your teachers are taking attendance. Arrive to Zoom meetings on-time and turn assignments in by their due date and hour. In distance learning, this is how you demonstrate you are present. Don't be tardy or absent!
- Create predictability: Make sure that you have a regular study space and stay organized. Be aware of lighting and background noise when participating in Zoom meetings and find a space in your home where you can get work done. Join class from a place where you can sit up and focus (e.g. not from bed).
- Eliminate distractions. This includes digital and online distractions as well as other distractions that may affect your learning. Don't engage in side conversations or online chats.
- Actively participate. Collaborate with—and support—your peers in online and distance learning; seek support/feedback from teachers as needed. Fully engage in class instruction and make sure the video is turned on during class so that everyone can see each other.
- Hold yourself accountable. Complete assignments with integrity and academic honesty, and remember your classroom rules and commitments.
- Check communications. Students and families should regularly check their email for announcements, assignments, and feedback from your teachers and advisors.

The following are methods by which ***parents can support their child*** with distance learning:

- Help your student establish and stick to routines. While your student may at first enjoy the novelty of distance learning, many will come to crave the predictability that regular school provides. At school, designated spaces, social norms, and adult supervision help create structure and expectations. At home, depending upon your student's age, you may find it necessary to help establish new routines around getting up and getting dressed, setting up workspaces for productive collaboration and learning, staying organized, snacks and meals, family time, and physical activity. Consider implementing daily check-in routines.
- Empower student self-regulation and learning. With routines and expectations established, look to create space for students to immerse themselves in their work and their school relationships. Classroom spaces and experiences—including those delivered over distance—are crafted for the students. Strive to preserve the integrity of those experiences by giving your student the chance to own their work. Don't complete assignments for them.
- Help your student find a workspace. Setting up a predictable workspace at home can help students establish good work habits and allow them to approach their work seriously—for example, they should probably not work on a bed or on the floor. Also help them find a workspace with a neutral background for their Zoom sessions, out of noise range from other activities.
- Encourage physical activity. One of the challenges of distance learning, especially given its reliance on computer technology, is that it can lead students (and adults) to sit for long periods of time without physical activity. Encourage your student to take breaks, get outside, exercise, and eat nutritious food.
- Watch for anxiety. Because distance learning may take place in the context of a crisis, some students will be understandably worried about family and friends, or generally absorb the anxiety around them. Limit your family's exposure to news coverage, including social media, and allow them to focus on the routine of school.
- Ask for help. If you have questions or concerns about your student's engagement in distance learning or your student is struggling with attention and organization, please reach out to your student's teacher.
- Check email regularly. Administrators and teachers will communicate with parents through email as necessary. The frequency and detail of teacher and advisor communications will be determined by your student's degree of independence. We ask that parents remember that teachers will be communicating with many other families. Communications should only be essential and brief.

Grading Policy

Educators will assign coursework/assignment to students and provide feedback within a reasonable time frame. Unlike in the Spring of the 2019-20 school year, missing and incomplete assignments will be graded and negatively impact the students overall grade. This is to ensure that students are being held accountable to HGCS' high academic expectations. It is the students' responsibility to contact the teacher if they are having academic or technological difficulties.

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.]

In accordance with CA Ed Code 43503, Howard Gardner Community School has provided every student with a Chromebook device. A needs assessment was administered prior to the start of the school year to assess connectivity needs; and provide families with resources for reduced cost internet service from local Internet Service Providers (ISP). Wi-Fi hotspots were provided to students who lack internet service at home in order to be able to access the online curricular and instructional programs. Headphones were also provided to students for use at home during distance learning.

Devices must be checked out, and returned at the end of the school year. To ensure proper use of technology and appropriate norms and expectations, all families will be provided with training throughout the year.

Every HGCS student has been provided a Google school email account. Our students have participated in a digital citizenship and online safety training.

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.]

Howard Community Charter School students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.”

Teachers must document daily engagement for each student. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day.

Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

Each teacher will take attendance daily on Illuminate. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each student. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a Howard Community Charter School credentialed teacher. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous. Time Value is defined as the Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product. Howard Community Charter School teachers will receive training on determining and certifying time value for assignments.

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.]

Howard Gardner Community School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. To enhance teachers' skills, in-depth training on the use of Google Applications will be provided and also participate in an extensive deep dive book study Fisher/Frey's Distance Learning Playbook and will focus on the following topics:

- Self-Care

- First days of schools
- Teacher-student relationships from a distance
- Teacher Credibility at a distance
- Teacher clarity at a distance
- Engaging tasks
- Planning Instructional Units for Distance Learning
- Feedback, Assessment and Grading

Additionally, a focus for weekly professional development will be on: Equity & Access; SEL strategies and Cultural Bias.

Teachers will also have the opportunity to participate and earn a LEC Flex course (Blended Learning Teacher Certification) from the San Diego County Office of Education.

Staff Roles and Responsibilities

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

In order to improve student attendance, participation and engagement our school developed a tiered reengagement strategy as part of SB98 requirements. As a result of distance learning, staff roles and responsibilities have been modified to support with attendance monitoring, contacting families when students are absent, provide tech support for students/families, trouble-shoot issues for families/students, and ensure family/student needs are being met to ensure students are participating in daily instruction.

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.]

An **intervention specialist** will provide additional academic support for students with unique needs including Unduplicated Pupils (Low income, English learners, foster youth) based on student performance on internal and benchmark assessments. English learners will receive increased support in small reading groups from an additional instructional assistant.

Our **Students with Disabilities** will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with the Education Specialist. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for SWD. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continue to provide push in support for students. A focus for the year is to provide both IAs and general education teachers training in how to provide effective support online. The Education Specialist and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

During designated times for small group instruction, the Education Specialist co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

The Counselor will provide social-emotional support to address the behavioral and social emotional needs of students. The Counselor will also contact, monitor and provide appropriate services to students who absent in an effort to improve student attendance, participation and engagement and prevent further learning loss and identification as chronically absent.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Technology devices: Chromebooks, iPads MacBook's, wi-fi hotspots, internet, headsets, IT Support	\$78,500	N
SPED services and staffing.	\$329,655	N
Online Core Curriculum: Big Ideas Math, Pearson – Savvas ELA, Engage NY ELA, Stem Scopes & Mystery Science	\$14,470	N
Technology-based supplemental instructional materials including but not limited to Google Classroom, Zoom,	\$9,412	Y
Instructional Materials, manipulatives, white boards disseminated to all students for distance learning	\$2,400	N
Illuminate Student Information System	\$10,500	N
Professional Development for all teachers: Distance Learning Playbook, Blended Teacher Training (SDCOE)	\$1,000	N

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.]

With the transition to distance learning in March 2020, Howard Gardner Community School has been implementing actions to further mitigate learning loss. This includes the implementation of Education Specialists, Interventionists and Instructional Assistants strategically in classrooms to support the academic needs of our students.

Howard Gardner Community School will administer a **systemic cycle of assessments** that includes diagnostic, formative, summative and internal/local assessments (in addition to state mandated assessments).

- NWEA MAP Reading & Math: 3 times/year
- ESGI: Gr K
- Developmental Reading Assessment K-8
- Interim Assessment Blocks (IAB): Gr 3-8
- Formative Assessments will be administered via exit slips.

The leadership team in collaboration with teachers will review, disaggregate and analyze assessment data using data analysis protocols and findings will inform instruction, and identification for additional targeted support and intervention.

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.]

HGCS has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during

the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-8. Embedded within our distance learning model are the following supports:

- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring via After-school program
- Home Visits for students who are absent; not participating in distance learning; unresponsive
- Parent-teacher conferences: Fall 2020 & Spring 2021
- Instructional Aides & Interventionist to provide additional small group instruction during the instructional day
- Leadership team to oversee the school's Multi-tiered System of Supports (MTSS)
- Online adaptive programs for ELA, and Math
- EL will receive additional small group instruction targeted at their ELPAC Level
- NewsELA will be assigned to students targeting their independent level as identified by the universal screener

Our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families, provided a technology support hotline, and onsite drop-in technology support.

Prior to the start of the school year, our school hosted a virtual "new and returning family orientation" an opportunity to inform families of the changes we implemented for this school year, to strengthen our distance learning program; including student, staff, and parent expectations in order to support student academic outcomes. Every teacher hosted a virtual "Meet the Teacher" Zoom meeting to discuss distance learning norms, learning platform, grade level/course website, course syllabus, attendance requirements under SB98, daily instructional schedule and an opportunity for parents and students to ask questions.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at Howard Gardner Community School. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Data that will be collected includes diagnostic assessments, formative, trimester assessment that will be used for the PDSA process. These assessments outlined under “Pupil Learning Loss” will allow our educators to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Interventionist (2); Instructional Assistant (1)	\$ 98,558	N
Implementation of a Systemic Cycle of Assessments: NWEA MAP, ESGI, DRA, ongoing standards-aligned assessment to, identify learning loss and learning gaps, and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.	\$3,012	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Howard Gardner Community School believes in educating and supporting the whole child—academically, behaviorally, and through social-emotional learning. As the country and world respond to COVID-19, we are all feeling a range of emotions - stress, fear, anxiety, and uncertainty. At Howard Gardner, we understand how critically important it is to address the added social and emotional needs that arise during these stressful times.

Social-emotional learning offers a way to explore and express our emotions, build relationships, and support each other – children and adults alike – during this challenging time. With the collaboration of our school psychologist, our teachers will continue to include social-emotional learning (SEL) in their lesson plans. Our primary focus is the emotional well-being of our students.

All teachers will implement daily morning meetings during distance learning; and morning circles during in-person instruction, that are designed to increase school connectedness, and support students’ social-emotional well-being.

Our staff will also host virtual webinars for parents on SEL strategies they can implement at home including the following:

- What I am most grateful for and why
- Something Special About (name of family member) is...
- How I am feeling on a Scale of 1-10
- The High Point/Low Point of my day was...

The Executive Director will conduct check-ins with entire staff on a weekly basis during staff meetings which will also be a time for affirmations. Individual check-ins will also take place over the phone or via Zoom. We will provide professional development on self-care to ensure the mental health and social-emotional well-being needs of our staff are being met.

The School Psychologist will also provide social-emotional counseling services as needed.

The counselor has developed a list of resources for staff and parents to access.

- [How to Talk to Kids About Coronavirus](#) (tips on how to discuss Covid-19 with children)
- [How You and Your Kids Can De-Stress During...](#)(Tips and ideas for how to destress as an entire family during this time.

- [SUPPORTING YOUR MENTAL HEALTH DURING CORONAVIRUS](#) (English)
- [APOYANDO SU SALUD MENTAL DURANTE EL CORONAVIRUS](#) (Spanish)
- [Care for Your Coronavirus Anxiety](#)- Tool kit to help deal with anxiety caused by Covid-19
- [Coronavirus Sanity Guide — Ten Percent Happier](#) (Meditation and mindfulness app 10 Percent Happier is offering a free [Coronavirus Sanity Guide](#) with links to a special podcast on coping with coronavirus anxiety)
- [PTSD Coach Online home](#) (If the coronavirus crisis is triggering past trauma, the U.S. Department of Veterans Affairs offers
- [PTSD Coach Online](#), a free resource with videos, handouts and other tools. Collections offer help coping with issues like worry or anxiety, trauma reminders, sadness or hopelessness.)

[Crisis Text Line | Text HOME To 741741 free, 24/7 Crisis Counseling](#) (If you're in crisis and need immediate support, the [Crisis Text Line](#) provides 24-hour access to a trained crisis counselor over your phone. The program isn't just for people contemplating self-harm, it's for anyone who needs support dealing with intense emotional pain.

Pupil and Family Engagement and Outreach

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

Prior to the start of the school year, our school hosted a virtual "new and returning family orientation" an opportunity to inform families of the changes we implemented for this school year, to strengthen our distance learning program; including student, staff, and parent expectations in order to support student academic outcomes. Every teacher hosted a virtual "Meet the Teacher" Zoom meeting to discuss distance learning norms, learning platform, grade level/course website, course syllabus, attendance requirements under SB98, daily instructional schedule and an opportunity for parents and students to ask questions.

The Executive Director will host the following meetings with parents/guardians to provide updates, and an opportunity to address parent/guardian concerns, issues and questions:

- Monthly Director's Coffee Shop Zoom meetings
- Weekly "all school" assemblies

Parents/families can also attend monthly board meetings virtually. The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services were available to ensure equitable access and a voice for our Spanish speaking families.

HGCS communicates with families using the following apps and social media: Class tag, Class Dojo, School Calendar (website), Facebook, Twitter, email and School messenger.

Howard Gardner Community School has designed the following procedures for ***tiered reengagement strategies***:

1. When student is marked absent, an automated robocall is made to notify parents/guardians of the absence through SIS
2. On the following day, if no response was received to verify the absence, the attendance clerk will contact them directly via phone.
3. If parent/guardian does not verify absences after 3 consecutive absences, will receive first truancy letter
4. Teachers setup a zoom meeting with front office staff and parents/guardians to discuss the importance and impact of attendance & provide resources for distance learning.
5. Home visits will be conducted by staff.
6. 2nd truancy letter is sent out after 6th absence
7. Attendance meetings and home visits continue. SART team will provide truant families with strategies.
8. 3rd letter goes out after 8th absence
9. Meetings continue with SART team: Administrator, teachers, and other relevant staff.

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.]

Howard Gardner Community School is a Provision 2 school and all students have access to free meals regardless of their income eligibility.

For students attending in-person instruction, meals will be delivered to each classroom for both breakfast and lunch. The meals that are provided by our food service provider will be individually packaged for health safety and ease of distribution. Students will eat in their classrooms and practice all safety guidelines practicable.

During Distance Learning: Grab & Go meals will be made available weekly on Mondays from 11am – 3pm, at the school site that will include breakfast and lunch, for the entire week, for families to pick up, via curbside in a non-congregate setting. To ensure social distancing and “no-touch” pick-up, families will line up alongside the school building maintaining six-feet apart daily meals; or via curbside pick-up.

Howard Gardner Community School will also partner with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families including but not limited to information about food pantries/banks, and community events providing food disbursement. A list of these resources are provided to families on our school’s website and the HGCS Distance Learning Plan:

- Catholic Charities’ Emergency food Distribution Network
- [Lutheran Social Services](#)
- [Vision Club House](#)
- [Salvation Army Chula Vista](#)

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health & Social and Emotional Well-Being	Counselor to provide social-emotional counseling services for students	\$21,707	Y
Pupil & Family Engagement & Outreach	Student Support Staff that will assist with student/family outreach, contacting families when a student is absent (tiered reengagement strategies, trouble-shooting issues, tech support (via phone, zoom and in-person) and to deliver supplies and technology devices to student homes to maximize student engagement, participation and attendance	\$173,602	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21%	\$343,641

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.]

Howard Gardner Community School is a public charter school that serves a highly vulnerable community. HGCS has a student enrollment of unduplicated pupils in excess of 92% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, and CA Dashboard, assessment results.

We identified the need for significant academic support for all students; additional targeted support for Unduplicated Pupils; and the need strengthen the method and modality of the delivery of those supports and daily instruction. A significant proportion of our Unduplicated Pupils are dually identified as Students with Disabilities.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with a robust full day of synchronous instruction; small group instruction/intervention; and electives/enrichment. Increased services for Unduplicated Pupils includes bilingual Paraprofessionals to provide academic support and intervention during the instructional day. In order to narrow and close the achievement gap amongst Unduplicated Pupils, it was critical for our school to provide additional instructional minutes, not less as outlined in SB98. The daily instructional minute requirements of SB98 are significantly less than a traditional school year requirement.

Our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families, provided a technology support hotline, and onsite daily technology support from 7:30am – 11:20am.

English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-8. Examples of specific strategies include emphasis on visual supports for vocabulary and concepts presented, English-Spanish translation support for key vocabulary as needed, interest-based learning focus on familiar topics for students. In addition, our teachers will also provide an optional **daily intervention block** that takes place in the afternoon. Our teachers will provide individualized support for every student as needed.

Our distance learning program incorporates academic supports and targeted intervention in ELA, Math and English Language Development, led by our teachers and in collaboration with our Education Specialists, Interventionists, and Instructional Assistant.

Howard Gardner Community School will administer a **systemic cycle of assessments** that includes diagnostic, formative, summative and internal/local assessments (in addition to state mandated assessments).

- NWEA MAP Reading & Math: 3 times/year
- ESGI: Gr K
- Developmental Reading Assessment K-8
- Interim Assessment Blocks (IAB): Gr 3-8
- Formative Assessments will be administered via exit slips.

The leadership team in collaboration with teachers will review, disaggregate and analyze assessment data using data analysis protocols and findings will inform instruction, and identification for additional targeted support and intervention.

The School Counselor will provide social-emotional support for students and lead Zoom meetings with families on social-emotional and well-being strategies to implement at home.

A tiered reengagement plan led by the Executive Director in collaboration with the work that our bilingual support staff are accomplishing on a daily basis which includes contacting families/students in the morning when students are absent; or for non-participation, and/or when coursework/assignments are not completed. Our daily tracker that teachers use to document attendance is reviewed and monitored by the Executive Director and support staff so we can identify absences in “real-time.” Our support staff also provides tech-support (virtually and over the phone); in addition to trouble-shooting any issues identified by families/students; translating documents, providing translation services, and addressing any and all issues. The Executive Director will facilitate parent meetings, parent workshops, communicate with families on policies (revised), discuss student and parent expectations in the distance learning model, and implement the tiered reengagement strategies.

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student's unique needs through our school's Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.

Increased and Improved Services implemented this year include:

- Student Success team to improve student attendance and engagement which are critical to improving student outcomes
- Counselor that will provide social-emotional support and services.
- Supplemental Instructional Apps to accelerate student learning