

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

Wallis Annenberg High School prepares its student to become independent critical thinkers, decision-makers and responsible, productive leaders in our community, Each student is challenged with a strong focus on becoming mentally and academically prepared to enter and succeed in college and beyond.

On March 4, 2020, [CA Governor Gavin Newsom declared a State of Emergency](#) to help the state prepare for broader spread of COVID-19. This immediately triggered the WAHS Leadership Team comprised of the Director of Secondary Education, Director of Curriculum & Instruction, CEO, CFO, Director of Technology, Human Resources, Director of Facilities, SPED Administrator, Food Services, and the Principals and Assistant Principals for each school, to meet and develop a Distance Learning Plan, a Technology Needs Assessment, Food Services, Professional Development, and identify resources for families during school closure.

On March 12<sup>th</sup> the CEO of Accelerated Schools [issued a letter to parents and students](#) of the cancellation of all gatherings, assemblies, etc. in order to provide new protective, school distancing measures, and any person who was symptomatic should seek immediate medical attention from a health care provider, and if onsite from the school nurse.

On March 13<sup>th</sup> Wallis Annenberg High School issued a [letter to parents and staff](#) informing them of the school's closure; and details about the plan to provide Distance Learning, meal services, and mental health and health services for students. Technology devices were distributed to students. Teachers prepared 2 weeks of instructional materials including consumable workbooks that were sent home with students along with recommended learning resources.

All communication to parents was provided in English and Spanish.

The week of March 16<sup>th</sup> **families were surveyed** by school staff, using multiple methods of communication to ensure students had access to a technology device, internet service at home, meal service, access to health/medical services, and shelter. Additional technology devices were distributed, along with Wi-Fi Hotspots and/or resources on acquiring [free internet service](#) was provided to families. School administrators and staff provided students and families with training on how to access instructional materials for Distance Learning. Our school provided a tech support hotline for families and for replacement laptops.

As is the case of many schools around the nation, COVID-19 has forced us to shut down our school doors and to continue educating our students remotely. It has forced us to connect with our students in a way that is new and unfamiliar to many of our students, parents and teachers. As a result, we must be creative and innovative and think “outside the box.” COVID-19 has changed the learning environment for our students.

Wallis Annenberg High School will be starting the 2020-21 school year, 100% with Distance Learning. A revised daily instructional schedule was designed to address the academic needs of our students. We also identified the need to design a schedule where students would have the opportunity to build strong relationships with our teachers and peers. Studies shows that students perform better in school and in life, when they have formed a strong connection with a mentor. A Mentor Session class was developed as a means to provide students with a small, seminar type course, where students can develop a positive relationship with their teacher and peers. The mentor session course meets every morning with a focus developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills. Our goal is that it will teach students to be thoughtful individuals and independent thinkers, essential skills in preparation for college and career. Each Mentor Teacher is assigned 20-25 students per Mentor Session and will focus on developing positive school culture and personal connections during these sessions.

**Technology:** Our school has provided every student with either a tablet or Chromebook, however, adequate internet access at home is an issue with low income families. Our technology department and support staff assist families in applying for discounted internet services; or acquiring a Wi-Fi Hotspot. For some families, this required staff to set-up the hotspot at their homes.

While the school is working diligently to close the digital divide, our school is providing Chromebooks and Wi-Fi Hotspots for students who lack connectivity. For students who have low-cost internet service at home, they struggle with connectivity because multiple siblings are also online simultaneously, with limited internet bandwidth. It is a testament to our students that they are making sacrifices for their education on a daily basis, staying up late completing their coursework in the middle of the night, since this is the only time where internet services are reliable, home environment is quiet, and then participate every morning during distance learning.

**Basic Need Support:** The staff at WAHS understands that learning cannot occur if basic needs are lacking. As a result, we continue to check-in on families and students to ensure that they have access to food and shelter, if not resources are identified and provided.

Teachers participated in **Professional Development** to implement an effective Distance Learning Program at all school sites. This included establishing effective Google Classrooms, engaging students in Zoom meetings, use of web-based programs for synchronous and asynchronous instruction. Initially the focus was on English Language Arts and Mathematics, then integrating Social Studies and Science. All teacher's set-up office hours to provide small group and individual instruction. Professional Development for all teachers continued on a weekly basis during school closure. Teachers received extensive professional development on Project-based Learning with goal-aligned instruction.

**Success Criteria:** The Accelerated Schools have developed a Framework for distance learning that outlines 4 goals:

1. Teachers engage as learners: Model a growth mindset for students by growing my knowledge skills and abilities
2. Continue to build student to student and students to teacher relationships and communication: Students and families see me as an adult who cares
3. Learning is aligned to student goals, success criteria, and evidence-based strategies: Students know and can articulate their goal and success criteria; Student assessment data is used to differentiate and tier learning
4. Synchronous and Asynchronous learning occurs daily: Students daily participation includes online activities, completing assignments, completing assessments, and/or contact with staff

The Accelerated Schools also developed their distance learning attendance process and procedures upon guidance from the CDE. Ensuring a focus on synchronous and asynchronous minutes, teachers input attendance into our SIS system (PowerSchool) on a daily basis and our Supervisor of Attendance works with the team to monitor and track the data. Daily reports are provided to all critical staff (CEO, CFO, Directors, Site Administrators, Counselors, Attendance Team, and Main Office Staff) to ensure that all students are in attendance and participating. Daily calls are made when a student is absent and the anecdotal notes (provided by teachers) and daily attendance rates are analyzed student by student so that tiered interventions can be put in place to provide behavioral and instructional support.

As a result of **Distance Learning** the only modification made to program offerings was that all sport programs, and field trips were cancelled as a result of the governor's stay-at-home orders. No courses were eliminated but rather instruction shifted to distance learning. Our High School graduation was changed to a virtual Zoom meeting. A [letter was issued to students and parents](#) with instructions for participation. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including iReady for ELA and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging and meaningful to students, resulting in higher participation and engagement.

**Students with Disabilities (SWD):** Special education teachers (RSP) continued to provide services to students on their caseload as per each student's Individual Education Plan (IEP). RSP teachers collaborated with general education teachers on the daily/weekly assignments that all students were expected to complete, and provided academic support both individual and small group instruction via Zoom. Related service providers such as Counselors, Speech Therapists, Occupational Therapists, Blls/BID continued to provide services as per each student's IEP. Related service providers and RSP teachers collaborated with general education teachers to ensure services did not disrupt and/or conflict with scheduled classroom sessions. RSTs and related service providers held office hours to meet with students individually and provided the necessary scaffolding and assistance for their assignments so students could thrive academically.

The **impact of school closure** varied by **student** from feelings of isolation, lack of motivation, anxiety to an environment where others were able to thrive because of our structured program and consistent communication between our teachers and students. For **parents**, distance learning/school closure was challenging and stressful, in addition to job and/or food insecurity that many families faced. This vital information led our team to identify resources for our families offered by our schools and/or community-based organizations.

## Stakeholder Engagement

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

Wallis Annenberg High School has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, a focus on tiered intervention support for students who need additional social-emotional and/or academic support.

- March 2020: Student survey to assess student technology and connectivity needs. 100% participation
- March – June: Outreach and stakeholder engagement took place via weekly robocalls, daily phone calls, weekly Remind App notifications and (3) Parent Townhall meetings.
- April – June: Approximately 489 Parents and 7 students participated in online surveys which focused on: food insecurity, shelter/housing, mental health needs, technology and connectivity needs, school reentry preferences (in-person/hybrid versus distance learning), school safety and childcare needs. April/May: 83% participation rate; June 80% participation rate.
- May 7<sup>th</sup>: Town Hall to address parent concerns regarding school closure and issues related to distance learning
- Spring 2020: Distance Learning: 71% of students were actively participating
- May 27<sup>th</sup>: Town Hall meeting for the Class of 2020 (students and parents) to address senior issues and graduation activities

- June 3<sup>rd</sup>: Town Hall meeting took place to welcome incoming 9<sup>th</sup> graders
- Summer 2020: Reentry committee was developed composed of teachers, parents and classified employees used these survey results to begin planning for the beginning of the school year. As the reentry team built schedules for the school, teachers had an opportunity to provide feedback through email or online meetings.
- August: 90% of students are actively participating during week 1

Our Town Hall meetings take place virtually via Zoom in English and Spanish to accommodate the language needs of our families.

To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request. During the most recent Town Hall meeting, the Re-entry Committee comprised of teachers, students, parents, and administrators discussed the development of the distance learning plan, daily synchronous participation requirements, and provided resources to support all students and families.

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

Wallis Annenberg High 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 was used for all meetings and hearings with stakeholders, and provided options for remote participation virtually via Zoom, or by phone. Interpreter services are 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 Remind App, Robocall, and/email.

**BOARD MEETING DATES:**

**Date of Public Hearing: September 17, 2020**

**Date of Public Meeting: September 25, 2020**

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

Feedback from stakeholders was gathered throughout our transition to distance learning from Spring 2020 – August 2020; and impacted the actions included in this plan for the 2020-21 school year.

Parents and staff concerns were focused on health and wellness; the need for food distribution, student access to technology; and providing supports during the transition to distance learning.

Teachers concerns focused on the overall safety on campus and whether it would be safe to return to in-person instruction. Teachers would like to receive additional professional develop on research-based online pedagogical strategies to maximize student learning and engagement. They also expressed the need for additional planning time during the week.

Concerns were expressed with regards to ensuring all students would have access to a laptop and connectivity.

Parents expressed the need for structured schedules with consistent routines to support their child academically via distance learning. They also would like to receive additional training/videos on accessing the various online platforms used by teachers.

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

Stakeholder feedback significantly influenced the development of the Learning Continuity and Attendance Plan:

- All students will be provided with a device to access instructional and curricular program
- Students who lack connectivity will be provided a Wi-Fi hotspot
- Teachers will be provided with professional development on research-based strategies for use with distance learning and resources to supplement their learning.
- Teachers will be provided with additional planning time with the daily instructional day.

# 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.]

Wallis Annenberg High School prioritizes the health of its stakeholders in its reopening plan. California schools have been closed for in-person instruction since mid-March 2020, as a result of the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-2, the virus that causes COVID-19. As a result of the state of COVID-19 cases in Los Angeles County, Wallis Annenberg High School (WAHS) began the school year on August 17<sup>th</sup> with a 100% Distance Learning Model. Currently, Los Angeles County is on the State's watchlist. Reopening is contingent on Los Angeles County's local health jurisdiction placement on the California Department of Public Health Coronavirus watchlist.

WAHS follows the safe reopening guidelines of the following organizations:

- CA Department of Public Health
- CA Department of Education
- Los Angeles County Department of Public Health (LACDPH)
- OSHA

Wallis Annenberg High School's Reentry Task Force will continue to develop a hybrid learning model for school re-opening in the event that it is safe to do so based on the guidance and recommendation from the organizations noted above.

For the Hybrid Model comprised of in-person and distance learning, students will be divided into 2 Cohorts (A/B) for scheduling purposes. It is a combination of face-to-face instruction with distance learning. The school will work with parents to ensure siblings are in the same cohort. Schedule will be as follows:

- Monday: Distance Learning (synchronous and asynchronous instruction); including IEP Meetings
- Tuesday & Wednesday: Cohort A: in-person instruction; Cohort B: distance learning
- Thursday & Friday: Cohort B: in-person; Cohort A: distance learning

The hybrid model will include small class sizes to accommodate the physical distancing protocols. We believe this is the model that will ensure the safest approach to reopening schools physically once we are able to do so. This model is designed to seamlessly transition students back to campus once it is safe to do so.

This model provides students with consistency and a structured schedule that maintains interactions with both staff and peers and access to instruction on a daily basis, which should help students perform at an optimal level.

Students will continue to be assessed during in-person (Hybrid Model) to measure and monitor student progress. Wallis Annenberg High School has established a systemic **Cycle of Assessments** that will be administered in-person/distance learning that includes but is not limited to (in addition to state mandated assessments):

- Interim Comprehensive Assessment (ICA)
- NWEA MAP Reading and Math, Gr. 9-12, 3 times/year
- Illuminate Assessments: Gr 9-12

### **English Learners**

Our English Learners will receive integrated English Language Development (ELD) across all disciplines; and designated ELD daily that includes an online platform (Summit Learning) and Rosetta Stone, with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supports long-term English Learners (LtELs). 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. The ELD curriculum will also be paired with online platforms that include but are not limited to: Summit Learning, and NearPod, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

### **Considerations for Students with Disabilities**

- In the Hybrid Model, students with special education needs will attend school in the same manner as all other students (Cohort A & Cohort B). However, if a modified day in either a morning/afternoon cohort is necessary, we will accommodate. Should SWDs need to come onto campus as a means to support their learning, we will accommodate and follow all PPE and social distancing directives.
- Designated services outlined in IEPs will be offered to the maximum extent possible in person when campuses reopen.
- School personnel will work closely with families of students who are immunocompromised regarding specific individual needs when returning to school.
- Students with sensory/cognitive/behavioral needs that cannot wear a face covering may utilize a face shield or covering as needed.
- Staff working with students who are deaf/hard hearing or require modeling of oral response will be issued clear masks and may also utilize face shields to support students.



Wallis Annenberg High Schools' Reentry Task Force focuses on 5 areas that the Los Angeles County Office of Education has focused on: Health & Safety, Operations, Social-emotional Support Systems, Family and Community Engagement, and Instruction.

## HEALTH & SAFETY

All health and safety measures are in accordance with the guidelines outlined by the Los Angeles County Department of Public Health (LACDPH) and have been established to protect students and staff when they return. The key areas outlined within the health and safety protocols are: 1) Student/Staff/Visitor entrance/exit protocols and Interactions; 2) Health Offices; 3) Campus Cleaning Practices; and 4) Community Partnerships.

Student/Staff/Visitor Entrance/Exit protocols: Entrance/Exiting Protocol & Health Screening Process:

- During Distance Learning, each employee will register their visit to the school at least 24 hours before the visit.
- School Campus is open from a 7am to 3pm. The school cannot be accessed outside these hours.
- Visitors are not allowed on campus unless approved by the Re-Entry Committee
- Upon entrance of school campus:
  - Maintain appropriate physical distancing (at least 6 feet apart)
  - Markers will be placed at the entrance to manage crowds of more than 1 person
  - Employees will log entrance into the school
- Employees will perform the following self-checks:
  - Mask is worn fully covering the nose and mouth
  - Temperature will be taken by a Supervision staff
  - Employee will log time upon exiting the school
- Parents will be required to drop off/pick up students without getting out of the car, unless express permission from a site administrator is provided for good cause Good cause includes students with moderate to severe physical and/or cognitive disabilities.
- If a parent has permission to get out of the car during drop-off/pick-up, have the student arrive at/leave school before or after assigned times for the majority of students.



### Student/Staff /Visitor Interactions:

- Students, staff, and visitors will maintain physical distancing (at least 6 feet apart) at all times with masks covering their nose and mouth when on interacting with others on campus
- Masks must be worn in all public places, when interacting with 1 or more colleagues in public, outdoor, or classroom space
- No communal eating or sharing of food will be allowed

### Visitors

- All non-school and non-essential activities are not permitted to take place on campus at this time. Activities that are not permitted to take place on campus include:
- Meetings with parents or other visitors are required to be conducted via electronic platforms to minimize physical contact, including IEP team meetings, 504 meetings and SSPT meetings. However, if this is not possible, please contact your respective school.

### Use of Masks

- All Students and staff must wear their cloth masks at all times
- Neck gaiters and fleeces are prohibited
- All students and staff must bring their own cloth masks as per the California Governor's guidance. However, if a student or staff member is in need of a mask, the school will provide one.
- Schools will also provide a mask when a personal mask is destroyed or lost.
- Medical grade PPEs will be provided to staff who cares for a sick student or employee.
- Face shields will be provided to identified faculty/staff members.
- Teachers will be provided with face shields to enhance instruction where students need to view the teachers mouth (i.e phonemic awareness instruction). Masks may be taken off only during instruction (with face shield remaining in place) and masks should be placed back on afterwards. During instruction the teacher will maintain appropriate distance with the students.
- Classified staff will be provided with face shields where there is high traffic and contact.

### Hand Washing

- Hands are expected to be washed with soap and water for at least 20 seconds or the use of hand sanitizer

### Sanitizing

- Faculty and staff to wipe down materials and desks after use or between sessions
- Faculty must keep all disinfecting wipes out of reach of students.

- Hand sanitizing stations will be placed throughout campus in high traffic areas.
- Handwashing stations may be placed in areas without easy restroom access (e.g. rooftop, gym, etc.)
- Nightly sanitizing of classrooms, offices, restrooms, and common areas will occur with an electro-static system being used by an outside licensed vendor (or in-house trained staff) to perform to CDC standards. The application system places an electrostatic charge to approved liquid disinfectants (EPA) to allow them to cling to virtually any surface and destroy 99.9% of germs.
- Designated staff to perform multiple cleanings of high traffic and common areas at least three (3) times per day

Health Offices: Health offices will be reorganized to ensure there is a separate area for students with symptoms away from others with appropriate supervision. Health office support will come to students in the classroom, when necessary, to minimize student movement and to ensure separation of the well and sick

#### Campus Signage

- Signage explaining safety protocols will be placed at entrances and in common areas
- Directional signage/floor markings will be placed where appropriate
- Social distancing markers will be placed where appropriate

Classroom layout: desks will be marked for usage within 6 feet social/physical distancing guidelines

- All students will receive personal instructional materials & manipulatives

The School’s HVAC system is a fully ducted system and does not re-circulate air within a room. Air is continually circulated through vents to the outside and fresh outdoor air is brought in through separate ducting. The system is set to allow the maximum air flow to the outside.

### **Actions Related to In-Person Instructional Offerings**

Description	Total Funds	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	\$2,105,022	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$244,550	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.]

Wallis Annenberg High School started the 2020-21 school year on August 17<sup>th</sup> at 100% distance learning 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 Wallis Annenberg High School.

Summit Learning is the Online Platform Learning Management System, utilized by all students with UC A-G approved courses. In addition, this year we have also added Vista, an online Spanish program for use with distance learning. Our students will also utilize the following technology-based online applications: Zoom, Kami, NearPod, Edificity, Rosetta Stone, Kickboard, Naviance, Scholastic, and Smores. All students will participate in daily synchronous and asynchronous instruction in adherence to SB98.

WAHS students will engage in daily synchronous instruction and asynchronous learning. A Mentor Session class was developed as a means to provide students with a small, seminar type course, where students can develop a positive relationship with their teacher and peers. The mentor session course meets every morning with a focus developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills. Our goal is that it will teach students to be thoughtful individuals and independent thinkers, essential skills in preparation for college and career. Each Mentor Teacher is assigned 20-25 students per Mentor Session and will focus on developing positive school culture and personal connections during these sessions.

On a daily basis our students will meet with their mentor teacher for an hour and receive feedback on their SMART Goals during self-direction time. Teachers will also host office hours, an opportunity for students to receive small group instruction with their content teachers; and then check-in with their Mentor teacher to complete a self-reflection for the day.

Teachers will collect the following metrics/data on a daily/weekly basis:

- Percentage of students accessing their core curriculum in Summit Learning
- Percentage of students completing content assessments (aligned to lesson plans and project completion)
- Percentage of students will set their first goal on the platform.
- Percentage of students have experienced their first 1:1 mentor check-in.

- Percentage of students have attempted at least one content assessment for a power focus area.
- Percentage of students have passed their first power focus area in each course.
- Percentage of students have submitted their first project in each course.
- Percentage of students have completed NWEA MAP assessment for baseline data

Wallis Annenberg High School has established a systemic **Cycle of Assessments** that will be administered in-person/distance learning that includes but is not limited to (in addition to state mandated assessments):

- Interim Comprehensive Assessment (ICA)
- NWEA MAP Reading and Math, Gr. 9-12, 3 times/year
- Illuminate Assessments: Gr 9-12

### WAHS Distance Learning Schedule

Monday			Tuesday		Wednesday		Thursday		Friday
<b>Student Schedule</b>			7:40 - 8:00 Teacher Planning / Prep		7:40 - 8:00 Teacher Planning / Prep		7:40 - 8:00 Teacher Planning / Prep		7:40 - 8:00 Teacher Planning / Prep
8:00 - 8:10	Mentor Session: Goal-Setting		8:00 - 8:50 Mentor Session		8:00 - 8:50 Mentor Session		8:00 - 8:50 Mentor Session		8:00 - 8:50 Mentor Session
8:10 - 10:10	Self-Direction: Focus Areas		8:50 - 10:05 Self-Direction & 1:1 Check-ins		8:50 - 10:20 Self-Direction & 1:1 Check-Ins		8:50 - 10:05 Self-Direction & 1:1 Check-Ins		8:50 - 10:20 Self-Direction & 1:1 Check-Ins
10:10 - 10:40	Break		10:05 - 10:20 Workshop Block 1		10:20 - 10:35 Break		10:05 - 10:20 Workshop Block 7		10:20 - 10:35 Break
10:40 - 12:40	Self-Direction: Focus Areas		10:20 - 10:35 Break		10:35 - 11:25 Synchronous Math		10:20 - 10:35 Break		10:35 - 11:25 Synchronous Math
12:40 - 12:50	Mentor Session: Reflection		10:35 - 10:50 Workshop Block 2		11:30 - 12:20 Synchronous History / Social Sci.		10:35 - 10:50 Workshop Block 8		11:30 - 12:20 Synchronous History / Social Sci.
			11:00 - 11:50 Synchronous ELA		12:20 - 12:50 Lunch		11:00 - 11:50 Synchronous ELA		12:20 - 12:50 Lunch
			11:50 - 12:20 Lunch		12:50 - 1:40 Synchronous Spanish		11:50 - 12:20 Lunch		12:50 - 1:40 Synchronous Spanish
			12:20 - 1:10 Synchronous Science		1:45 - 2:00 Workshop Block 3		12:20 - 1:10 Synchronous Science		1:45 - 2:00 Workshop Block 9
8:00 - 8:10	Mentor Session: Goal-Setting		1:15 - 2:05 Synchronous PE		2:05 - 2:20 Workshop Block 4		1:15 - 2:05 Synchronous PE		2:05 - 2:20 Workshop Block 10
8:10 - 10:10	Planning & Collaboration		2:10 - 3:00 Synchronous Electives		2:25 - 2:40 Workshop Block 5		2:10 - 3:00 Synchronous Electives		2:25 - 2:40 Workshop Block 11
10:10 - 10:35	Break		3:00 - 3:10 Mentor Session: Reflection		2:45 - 3:00 Workshop Block 6		3:00 - 3:10 Mentor Session: Reflection		2:45 - 3:00 Workshop Block 12
10:35 - 12:10	Planning & Collaboration		3:10 - 3:30 Teacher Planning / Prep		3:00 - 3:10 Mentor Session: Reflection		3:10 - 3:30 Teacher Planning / Prep		3:00 - 3:10 Mentor Session: Reflection
12:10 - 12:40	Lunch				3:10 - 3:30 Teacher Planning / Prep				3:10 - 3:30 Teacher Planning / Prep
12:40 - 12:50	Mentor Session: Reflection								
1:00 - 3:00	Professional Development								
3:10 - 3:40	Grade Level Team Meetings								

## **Students with Disabilities**

Our Students with Disabilities will receive push-in support via distance learning. 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.

## **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.]

All students were provided a Chromebook for the 2020-21 school year in order to access the curricular and instructional materials for distance learning via Summit Learning. Students who lack connectivity at home were provided with a Wi-Fi hotspot; and our IT department has shared resources for low-cost internet services for low-income households.

Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

## **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.]

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. For students with low-technology access, teachers conduct such assessments via phone. To address this need for students with no access to technology, teachers will conduct home-school visits following appropriate protocols.

WAHS teachers will utilize the CDE's Combined Daily Participation and Weekly Engagement Template or an equivalent online electronic attendance process. Teachers will provide daily synchronous instruction and Summit Learning Management System in combination with online tools, Zoom, Kami, NearPod, Edificiency, Rosetta Stone, Kickboard, Naviance, Scholastic, and Smores.

Student attendance and participation will be monitored and documented daily during synchronous instruction, asynchronous instruction participation or verified daily assignment completion. Online learning platforms include NearPod, Zoom, and Clever that provide data documenting time on task, assignment completion and course completion.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

## 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.]

Wallis Annenberg High School is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 1 Summer Professional Development that focused on Summit Learning, online learning platform for our entire core curriculum. They also focused on developing content specific lessons for their courses. Additional Professional Development topics included:

- Online AP training for AP teachers
- How to use the College Board Platform
- New Teachers' Orientation & Curriculum Week – for teaching online & research-based pedagogical strategies.
- Web-based apps: NearPod, Zoom,
- PowerSchool, Student Information System

All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator will facilitate and lead training for all general education teachers and support staff on trauma informed practices designed to meet the needs of all students during distance learning; and with the expanded roles of non-certificated staff, this is an essential training to ensure the needs of our students are being met. The Social-emotional Counselors, School Psychologist/Special Education Administrator will also facilitate professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

We have also designated mentor teachers who are providing support for other teachers who struggle with technology during distance learning.

A total of 2 instructional coaches were added this school year to strengthen the quality of the delivery of instruction; and the capacity of our teacher, that will impact student outcomes. One coach will specifically focus on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach will work with Math and Science Department.

## Staff Roles and Responsibilities

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

**Support Staff** is used in various capacities. Our supervision staff is supporting our attendance policy, making daily phone calls for students who are marked absent from class. Supervision was provided training in parent outreach and how to provide families with the resources needed to enter distance learning classes. For more details, see our attendance policy.

Wallis Annenberg High School **Administrators** are also certificated staff who support teachers with coaching and professional development on evidence-based pedagogical strategies to accelerate student learning through distance learning. The Administrative team also contacts families/students as part of the tiered reengagement strategies, to maximize student attendance during distance learning. The Administrative Team also prepares and analyzes student achievement data reports that are presented to teachers for review, reflection, analysis and to inform 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.]

A Mentor Session class was developed as a means to provide students with a small, seminar type course, where students can develop a positive relationship with their teacher and peers. The mentor session course meets daily with a focus developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills. that will teach students to be better students, thoughtful individuals and independent thinkers who are able to develop lifelong skills and be prepared for college and career of their choice. In addition, each Mentor Teacher has a class of 20-25 students per Mentor Session and they work on developing positive school culture and connections during their sessions.

The Counselor will provide social-emotional support for all students; and the School's Psychologist will also be available to provide additional mental health services. Our school has partnered with Hathaway-Sycamores, that provides individual and group therapy for students and their families.



## Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Assessments: Illuminate, NWEA MAP	\$17,155	Y
Technology devices: Chromebooks, wi-fi hotspots, internet, headsets, IT Director	\$59,507	N
SPED Services and staffing	\$647,981	N
Core Curriculum: Summit Learning Management System; Vista Online Spanish Program	\$132,382	N
Technology-based supplemental instructional materials including but not limited to Google Classroom, Zoom, Kami, Summit, NearPod, Kickboard, Naviance, Edificency, Clever Partially funded with LCFF S&C Total: \$8,200	\$35,301	*Y
Professional Development & 2 Instructional Coaches	\$166,050	N
Secondary Director to provide support with College & Career readiness and After-school Programs; and collaborate with the Counselors	\$178,350	Y
Academic Counselors (2)	\$147,600	N
Director of Tutoring	\$178,350	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.]

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning Wallis Annenberg High School has been implementing actions to mitigate learning loss. This includes the implementation of our Summer Bridge Program, where students piloted the Summit Learning Online Platform Learning Management System; in conjunction with NearPod and provided us with feedback. Our school developed student expectations and protocols for distance learning.

For the 2020-21 school year, we have developed a cycle of assessment including diagnostic to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

The systemic cycle of assessments include:

- Illuminate Assessments
- NWEA MAP (Reading & Math): gr 9-12, 3 times/year
- Interim Comprehensive Assessments (ICA)

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. 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 9-12.

The School Psychologist, Counselor and Principal will develop consistent and effective SST Protocols and formats.

## 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.]

To address learning loss our students were provided the opportunity to participate in an extended learning experience during the Summer to pilot Summit Learning LMS Online Platform. Within the instructional day, students will have access to additional academic support through small group instruction and teacher office hours.

At WAHS, our focus is to accelerate student learning and to build teacher and student efficacy to enable pupils to succeed academically. We focus on developing the skills of our teachers to ensure the delivery of high quality instruction. Our teachers implement researched based pedagogical strategies in an effort to ameliorate student academic outcomes.

All teachers have participated in extensive professional development both during the summer and ongoing during the academic school year. A total of 2 instructional coaches were added this school year to strengthen the quality of the delivery of instruction; and the capacity of our teacher, that will impact student outcomes. One coach will specifically focus on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach will work with Math and Science Department.

## 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.]

With the implementation of a Multi-tiered System of Supports, the Administrative Team in collaboration with teachers will use improvement Science using the Plan, Do, Study, Act (PDSA) Cycle of ongoing schoolwide improvement to measure the effectiveness of our program. As a data-driven school and organization, multiple types of data will be reviewed, disaggregated, analyzed on an ongoing basis to assess both program effectiveness and the identify students for additional targeted support/intervention to mitigate learning loss and accelerate student learning.

Wallis Annenberg High School has established a systemic **Cycle of Assessments** that will be administered in-person/distance learning that includes but is not limited to (in addition to state mandated assessments):

- Interim Comprehensive Assessment (ICA)
- NWEA MAP Reading and Math, Gr. 9-12, 3 times/year
- Illuminate Assessments: Gr 9-12

### Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Summer School: Pilot Summit Learning	\$54,575	N
In House Long Term Sub - covering classes to ensure learning continues without interruption; in-house subs provide continuity of instruction	\$38,745	Y
Various Clubs	\$24,600	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.]

A Mentor Session class was developed as a means to provide students with a small, seminar type course, where students can develop a positive relationship with their teacher and peers. The mentor session course meets every morning with a focus developing personal Habits of Success; such as goal setting and a set of identifiable Cognitive Skills. Our goal is that it will teach students to be thoughtful individuals and independent thinkers, essential skills in preparation for college and career. Each Mentor Teacher is assigned 20-25 students per Mentor Session and will focus on developing positive school culture and personal connections during these sessions.

This school year, 2 additional Deans of Culture were hired to support the development of school culture while in distance learning, social-emotional learning, and restorative justice practices. The purpose is to ensure students are participating in distance learning on a daily basis to minimize student absences.

A Secondary Director was hired to provide student support with College and Career Readiness and Afterschool Programs. This person will provide additional support to our counselors and our Dean of Cultures in developing mentor lessons to build positive school culture and to develop increased support to our students for college preparedness and qualification.

Our Counselors will continue to conduct grade level meetings, provide seniors with ongoing support with college applications and provide social emotional support as needed.

**School-Based Mental Health:** We will continue to provide mental health support to students and staff through the use of our counselor as well as outside licensed therapists. Our counselor will provide one-on-one and small group counseling services. Social-Emotional Learning (SEL) curriculum will be incorporated at all grade levels. Following a Multi-Tiered System of Support (MTSS), school staff will identify and refer via our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically-absent students will occur frequently.

For students suffering from loss due to death in the family, our school has partnered with Our House, that provides grief counseling services for children.

**Behavior Support Systems:** To promote a positive school climate, on-ground or virtually, students will be given a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices will be implemented specifically at the secondary level, for prevention and targeted intervention to support students.

**Staff Support:** Appropriate training will be provided to teachers and staff to help all cope with emotional and mental health concerns. In addition, staff will be provided with resources, self-care strategies, and opportunities to reconnect with their colleagues. To keep students, staff, and families connected with their school, each site will develop virtual events, such as a virtual welcome back, spirit week, and award assemblies, and will maintain student and staff recognition, awards, and traditions. Site administrators will conduct

daily check-ins with their staff to gauge instructional practices, identify the social-emotional needs of their staff. For staff that are in need of social-emotional support, the Special Education Administrator, who is a School Psychologist and the School Counselor will provide professional development to the entire staff on coping with trauma; and addressing social-emotional and well-being.

The Social-emotional Counselors, School Psychologist/Special Education Administrator will also facilitate professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

## Pupil and Family Engagement and Outreach

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

We will continue to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. We will work closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that support mental health, online engagement, and diversity and inclusion

- Ongoing family readiness surveys
- All stakeholders represented on Site Level ReEntry Committees
- Creating a centralized feedback system for families
- Providing education for families around supporting children on non-physical learning days
- Establishing home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensuring all families stay “connected” to Wallis Annenberg High School

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the [CDE’s Combined Daily Participation and Weekly Engagement Template](#) (Education Code (EC) Section 43504)

Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments.

Wallis Annenberg High School has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

<b>1 Day Absent</b>	<p><b>Intervention</b></p> <ol style="list-style-type: none"> <li>1) After a single absence, support staff will call home</li> <li>2) Document reason for absence and expected date of return</li> <li>3) Verify accuracy of contact numbers and update accordingly</li> <li>4) Upon student return, Support Staff will follow up accordingly to clear absences</li> </ol>	<p><b>Role/Responsibility</b></p> <ol style="list-style-type: none"> <li>1) Support Staff</li> <li>2) Support Staff</li> <li>3) Support Staff</li> <li>4) Support Staff</li> </ol>
<b>3- 4 Days Absent</b>	<p><b>Intervention</b></p> <ol style="list-style-type: none"> <li>1) Run weekly report</li> <li>2) Initial Attendance Support Letter #1 sent home for students with 3 or more unexcused absences</li> <li>3) Place student on "Support Intervention List"</li> </ol>	<p><b>Role/Responsibility</b></p> <ol style="list-style-type: none"> <li>1) Main Office</li> <li>2) Main Office</li> <li>3) Main Office</li> </ol>
<b>6-7 Days Absent</b>	<p><b>Intervention</b></p> <ol style="list-style-type: none"> <li>1) Run Weekly report</li> <li>2) Attendance Support Letter #2 should be sent home to parent requesting Zoom Conference to review record and develop intervention plan for excused absences, investigate health issues or other reasons for absence</li> <li>3) Zoom Conference to complete attendance intervention form</li> </ol>	<p><b>Role/Responsibility</b></p> <ol style="list-style-type: none"> <li>1) Main Office</li> <li>2) Main Office</li> <li>3) Advisor/Counselor</li> </ol>
<b>8-9 Days Absent</b>	<p><b>Intervention</b></p> <ol style="list-style-type: none"> <li>1) Run Weekly Report</li> <li>2) Advisor/Counselor will monitor students with excessive absences through contract/weekly report</li> <li>3) Inform Admin Team and staff as needed regarding tracking, case management and relevant issues contributing to student's absences</li> <li>4) Follow Up Mandatory Parent Zoom Meeting for parents/guardians of students with excessive absences</li> </ol>	<p><b>Role/Responsibility</b></p> <ol style="list-style-type: none"> <li>1) Main Office</li> <li>2) Advisor/Counselor</li> <li>3) Advisor/Counselor</li> <li>4) Advisor/Counselor</li> </ol>
<b>10 + Days Absent</b>	<p><b>Intervention</b></p> <ol style="list-style-type: none"> <li>1) Run Weekly Report</li> <li>2) Doctor's notes required for all absences</li> <li>3) Virtual Home Visit/SSPT</li> </ol>	<p><b>Role/Responsibility</b></p> <ol style="list-style-type: none"> <li>1) Main Office</li> <li>2) Mentor Teacher, Parent, Counselor and administrator (and/or SPED Admin if necessary)</li> </ol>

# 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.]

Wallis Annenberg High School will provide all students including those who are eligible for free or reduced-price meals during distance learning and also when in-person instruction resumes.:

- Distance Learning: Meals are available daily (M-F) from 10am – 1pm via curbside in a non-congregate setting at the Front gate.
- In-person instruction: Breakfast will be served in the classroom; and lunch will be available as a grab and go during midday dismissal
- WAHS has not been impacted by CDE waivers to meal programs.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and emotional Well-Being	Dean of Culture (2) to provide social-emotional counseling	\$221,400	Y
Pupil & Family Engagement and Outreach	Support Team (Supervision Team: calls to parents, mailers, instructional supplies inventory, temperature checks, home visits - tech support)	\$191,344	Y
Mental Health and Social and emotional Well-Being	Social Emotional Learning Specialists (SELs) - make calls to families; check on emotional needs, provide resources to families in need of social/emotional support; provide counseling support to students with and without disabilities during asynchronous time; provide support to not only their assigned student during synchronous and non-synchronous times, but provide general instructional aide support to both SWDS and non-SWDS during synchronous times based on schedule created by RSP teacher and site administrators.	\$86,100	Y



Pupil & Family Engagement and Outreach	Remind App to communicate with parents/families	\$2,267	Y
Pupil & Family Engagement and Outreach	School Nurses (2 split 1/3 each school) & Medical Supplies	\$73,800	Y
Mental Health and Social and emotional Well-Being	School Psychologist split between 3 schools	\$32,595	N

## 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
31.71%	\$1,528,409

### 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.]

Wallis Annenberg High School is a public charter school that serves a highly vulnerable community. WAHS has a student enrollment of unduplicated pupils in excess of 97% 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, CCI, Grad rates, CA School Dashboard, assessment results including NWEA (reading/math) and Illuminate assessments that were administered in 2019-20 school year.

We identified the need for significant academic support with the addition of in house substitutes to co-teach in the classroom and support teachers to ensure continuity of instruction. The Secondary Director will provide support with College & Career Readiness, collaborate with Counselors, and oversee After-school Program.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with synchronous and asynchronous instruction; small group instruction/intervention; and electives/enrichment. 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. In order to ensure students are on track and prepared for college, students will have access to and utilize Naviance for college and career planning.

The shift from in-person instruction to distance learning as a result of COVID-19 has further exacerbated and created more trauma for students especially for low-income, foster youth, and those with extended families living in the same household. Our students have been faced with social isolation, food scarcity, parental unemployment, and the pandemic has destabilized support system, resulting in further trauma to students.

A tiered reengagement plan led by the Principal 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 Principal 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 Principal 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.

In order to strengthen student attendance and participation in distance learning our school has developed a Support team that contact families when a student is absent to identify and monitor student attendance and ensure student is able to complete coursework. Social Emotional Learning Specialists will contact/communicate with families; check on emotional needs, provide resources to families in need of social/emotional support; provide counseling support to students. Our school will also employ nurses that will provide temperature checks, assess students for COVID, and any medical needs.

[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.

The following services are being increased and/or improved by the percentage required for Unduplicated Pupils:

- Naviance App

- Dean of Culture – to provide behavioral support; and restorative practices
- Secondary Director
- Student Support Team
- Social emotional Learning Specialist
- School Nurses
- In-house substitute teachers
- Access to Clubs and Organizations