



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Pacific Charter School - Los Angeles	Christine Feher Executive Director	cfeher@cal-pacs.org 855-225-7227

General Information

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

California Pacific Charter Schools offers a robust academic program in a virtual, independent study model of teaching and learning. Our stakeholders are accustomed to using technological devices to access teaching and learning activities remotely, or from home, as it is the way the Charter School performs its "normal" operations. Teachers, administrators, staff and students work and access all aspects of the school remotely via synchronous and asynchronous meetings and communications. California Pacific Charter School students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform students have access to their entire course curriculum. During the Governor's "Safer at Home" order, CPCS' online programs continue to be available to students without disruption. The educational impact of the "Safer at Home" order on students and families has been minimal. Teachers continue to meet with students weekly for virtual meetings using online classrooms (Adobe or Zoom), phone, email, and instant message.

California Pacific Charter Schools, through various opportunities for stakeholder input, has learned of the following ways that the COVID-19 pandemic has impacted our community:

- A general concern for contracting the virus and a focus on social distancing and following safer at home protocols
- Limited, restricted, reduced, or loss of work for working adults due to temporary or permanent business closures or modified hours of operation
- An increase in situations where working adults are working from home rather than in an office or place of business
- Children who, because of the pandemic, would otherwise be in daycare or at school, but are home or attending school from home, requiring a need for childcare at home

- An increased demand for technology devices and internet bandwidth so that parents can work from home and children can attend school from home

Stakeholder Engagement

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

California Pacific Charter School has elicited stakeholder feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the Parent Advisory Committee meeting in English and separate Parent Advisory Committee meeting offered with translation. CPCS solicited recommendations and comments from all stakeholders regarding the specific actions and expenditures proposed to be included in the Learning Continuity and Attendance Plan. Being that CPCS only offers a virtual program, internet access is required for participation in our parent choice virtual Charter School program. Families who advise the school that they do not have access to technological devices are provided with a device and low income households that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. CPCS presented the Learning Continuity Plan at two separate Parent Advisory Committee meetings for review and comment. Translated information was provided for CPCS parents who are Spanish speaking only. Stakeholder feedback was reviewed by CPCS administration and considered before finalizing the Learning Continuity and Attendance Plan.

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

The Governing Board held a virtual Public Hearing for the Learning Continuity and Attendance Plan September 10, 2020
The Governing Board held a virtual meeting for the adoption of the Learning Continuity Attendance Plan September 14, 2020
Virtual staff meeting and staff development on August 24, 2020
Virtual Parent Advisory Committee (PAC) Meeting on September 1, 2020

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

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- A general concern for contracting the virus and a focus on social distancing and following safer at home protocols
- Limited, restricted, reduced, or loss of work for working adults due to temporary or permanent business closures or modified hours of operation
- An increase in situations where working adults are working from home rather than in an office or place of business
- Children who, because of the pandemic, would otherwise be in daycare or at school, but are home or attending school from home, requiring a need for supervision at home

- An increased demand for technology devices and internet bandwidth so that parents can work from home and children can attend school from home

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

As a response to a general concern for contracting the virus and in accordance with the Governor's social distancing and safer at home orders, all in person CPCS school activities are cancelled until further notice. This includes any in-person meetings for assessments or any field trips. All school activities will be held virtually at this time. Additionally, as a response to stakeholder concerns and reported stress due to COVID-related situations, CPCS has established a support group for stakeholders with the school psychologist. CPCS is committed to providing resources, including social emotional and mental health support to our stakeholders. As a response to the increased demand for technology devices and connectivity CPCS has purchased and distributed additional laptops, Chromebooks, and hotspots to students and staff. Over 46% of our staff indicated that they have children of their own at home that they need to care for while they are working. As a response to this, staff meetings start times haven been adjusted to accommodate schedules. Through a stakeholder feedback survey, we had a request from some parents regarding virtual club opportunities for students. CPCS will be offering a virtual club rush event in the Fall in order to offer virtual clubs as a means of increasing student engagement.

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.]

California Pacific Charter School Los Angeles does not offer in-Person instruction. CPCS offers a rigorous and comprehensive virtual, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum. During the Governor's "Safer at Home" order, CPCS remained open and did not have any school closures. CPCS' online programs continued and continue to be available to students without disruption. The educational impact of the "Safer at Home" order on students and families has been minimal. Teachers continue to meet with students weekly for virtual meetings using online classrooms (Adobe Connect or Zoom), phone, email, and instant message. CPCS has hired an additional counselor, a new school psychologist, and a K-8 intervention teacher for the 20-21 school year in order to better identify and meet the needs of students who may have suffered any learning loss during the COVID-19 pandemic and to support stakeholders in the area of social-emotional well-being.

Personalized Learning Plans and Core Curriculum

CPCS utilizes Edgenuity and Odysseyware online curriculum to deliver quality online content with Highly Qualified Teachers. Students can access their courses 24/7, working at home at their own pace.

Students receive synchronous and asynchronous instruction along with weekly outreach from their teacher via phone, virtual classroom, online meeting, email, text message, or instant message. Our core curriculum is aligned to California’s academic content standards. In compliance with the Governor's "Safer at Home" order, teachers review student work online, give feedback, and virtually support students through weekly meetings by phone, email, instant message, and/or Virtual Classrooms (Adobe Connect or Zoom).

Assessments

Students take diagnostic assessments in Edgenuity or Edmentum at the beginning and end of each school year and throughout to evaluate academic growth and achievement. Students identified as having learning gaps via prescriptive testing are provided with targeted support and monitoring to address the identified skills gaps. Teachers continue to grade, give feedback, and support students virtually throughout the week as they regularly do in our virtual teaching and learning model.

State Assessments

If the State of California chooses for schools to administer in-person SBAC testing, CPCS will comply with all recommended safety protocols, including mask recommendations, social distancing recommendations, and sanitation recommendations.

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

Description	Total Funds	Contributing
Action 1: Purchase of protective equipment and sanitation agents to safely follow in-person instructional offering recommendations for state testing.	TBD	No

Distance Learning Program

Continuity of Instruction

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

California Pacific Charter School Los Angeles does not offer in-person instruction. CPCS offers a rigorous and comprehensive virtual, independent study model of teaching and learning. Students learn with the flexibility of online courses and curriculum. Each week, students have assignments that are accessible through the online platform where students have access to their entire course curriculum. During the

Governor's "Safer at Home" order, CPCS remained open and did not have any school closures. CPCS' online programs continued and continue to be available to students without disruption. The educational impact of the "Safer at Home" order on students and families has been minimal. Teachers continue to meet with students weekly for virtual meetings using online classrooms (Adobe Connect or Zoom), phone, email, and instant message. CPCS has hired an additional counselor, a new school psychologist, and a K-8 intervention teacher for the 20-21 school year in order to better identify and meet the needs of students who may have suffered any learning loss during the COVID-19 pandemic and to support stakeholders in the area of social-emotional well-being.

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.]

Being that CPCS only offers a virtual, independent study program, internet access is required for participation in our parent choice virtual Charter School program. Families who advise the school that they do not have access to technological devices are loaned a device (laptop/chromebook) and low income households that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. CPCS ensures that all students have access to technological devices and connectivity.

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.]

Personalized Learning Plans and Core Curriculum

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Students receive synchronous and asynchronous instruction along with weekly outreach from their teacher via phone, virtual classroom, online meeting, email, text message, or instant message. Our core curriculum is aligned to California's academic content standards. In compliance with the Governor's "Safer at Home" order, teachers review student work online, give feedback, and virtually support students through weekly meetings by phone, email, instant message, and/or Virtual Classrooms (Adobe Connect or Zoom).

Independent Study

All CPCS pupils are expected to comply with independent study mandates of daily engagement in educational activities. Credentialed teachers monitor daily, weekly, and at the end of each Learning Period each pupil's engaged in educational activities and participation for attendance, time value, and academic progress purposes. Engaged in activities and live session attendance are recorded on a log and used for attendance and time value reporting purposes according to independent study program requirements.

Assessments

Students take diagnostic assessments in Edgenuity or Edmentum at the beginning and end of each school year and throughout to evaluate academic growth and achievement. Students identified as having learning gaps via prescriptive testing are provided with targeted support and monitoring to address the identified skills gaps. Teachers continue to grade, give feedback, and support students virtually throughout the week as they regularly do in our virtual teaching and learning model.

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.]

CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program. Staff receive training on how to engage students through live meetings and share best practices with using email and phone. CPCS has a technological support department that can help troubleshoot common technological issues for staff and families. CPCS teachers participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice on September 25th at 11:00am

Staff Roles and Responsibilities

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

Because CPCS is a virtual school, staff roles and responsibilities will not change for the 20-21 school year, as the staff roles at CPCS are not affected by COVID-19. Teachers continue to work remotely to support the academic achievement, engagement and academic progress of students.

CPCS utilizes Edgenuity and Odysseywear online curriculum to deliver quality online content with Highly Qualified Teachers. Students can access their courses 24/7, working at home at their own pace.

Students receive synchronous and asynchronous instruction along with weekly outreach from their teacher via phone, virtual classroom, online meeting, email, text message, or instant message. Our core curriculum is aligned to California's academic content standards. In compliance with the Governor's "Safer at Home" order, teachers review student work online, give feedback, and virtually support students through weekly meetings by phone, email, instant message, and/or Virtual Classrooms (Adobe Connect or Zoom).

CPCS's Executive Director functions as the school's COVID-19 liaison. The Executive director closely monitors recommendations from the CDC and CDE regarding all fiscal and operational requirements and recommendations for school operations and communicates with the school's human resources department and CPCS stakeholders as to the school's plans and actions related to COVID-19.

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.]

CPCS staff participated in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services. The Director and Assistant Director participated in Leadership meetings focused on COVID-19 updates and plans and shared information during staff virtual weekly meetings and individual check-ins.

The Edgenuity ELL standards-based learning curriculum focuses on the fundamentals of academic English and literacy development for EL students. Translated information and updates in home languages are available to parents/guardians of English Learners upon request.

During this time of "Safer at Home" restrictions and social distancing, attention to social emotional well being of our students is of great importance. Teachers do weekly wellness and academic checks through regular communication with students and families. Correspondence via email, texts, and virtual meetings using Adobe Connect or Zoom are utilized to inquire on the social emotional health of each student and to communicate connections to community resources.

Student Group Enrollment

Enrollment indicates that 79.1% of our student population are among the following student groups: 59.5% socio-economically disadvantaged, 5.5% English Learners, 1.2% Homeless Youth, Foster Youth 0.3% and 12.6% Special Education student populations.

Needs Assessment

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Amid COVID-19's increased stress levels CPCS Special Education students have the services and attention needed to be successful academically and emotionally. Following social distancing criteria, our Special Education team met more often than legally required via Zoom to ensure students are receiving the services in their IEPs. We implemented this heightened attentiveness to all of our student groups.

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

Description	Total Funds	Contributing
Action 1: Purchased Presence Learning software platform in order to conduct valid virtual academic, psychoeducational, and related services assessments for special populations.	\$6,272.00	Yes
Action 2: Purchased laptops, Chromebooks, document cameras, and hotspots for staff and students as needed to support continuity of instruction.	\$16,304.46	Yes

Pupil Learning Loss

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

Assessments

Students take diagnostic assessments in Edgenuity at the beginning of each school year and throughout to assess understanding. Students identified as having learning gaps via prescriptive testing are provided with targeted support and monitoring to address the identified skills gaps. Teachers continue to grade, give feedback, and support students virtually throughout the week as they regularly do in CPCS's virtual independent study program model.

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.]

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions through a Title 1 intervention coordinator and credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration.

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.]

Effectiveness of implemented strategies will be measured through summative post assessments and projects, course completion rates, student observation, and discussion of goals met at SST meetings.

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

Description	Total Funds	Contributing
Action 1: Hired a K-8 intervention teacher to support student academic growth and achievement.	\$25,357	Yes

Description	Total Funds	Contributing
Action 2: Added a school counselor to focus on supporting 12th graders who are at risk to graduating with their 4 year cohort.	\$54,333	Yes
Action 3: Assigned two homeroom teachers dedicated to supporting the academic success of high school students, specifically those who are at risk from graduating with their 4 year cohort.	\$76,071	Yes
Action 4: Assigned a designated 9th grade homeroom intervention teacher to support students who are at risk from completing expected coursework and meeting expected graduation requirements.	\$43,896	Yes
Action 5: Assigned a designated ELD coordinator to improve services and support for English Learners.	\$1,333	Yes
Action 6: Added subscriptions to intervention and support programs and materials to increase and improve services to all students including SORA digital library, YUP tutoring, Edmentum Reading Eggs, and Middlebury ELD Curriculum.	\$8,967.9	Yes

Mental Health and Social and Emotional Well-Being

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

CPCS teachers, counselors, administrators, and support staff are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Virtual Classrooms are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. The school's Director and Assistant Director conduct wellness check-ins with teachers and staff during weekly meetings. All staff receive ongoing training on suicide prevention, included in the school safety plan, and on trauma informed instruction. Teachers or other staff immediately report any signs of low emotional affect or signs of self harm or potential self harm to a school counselor, school psychologist, and school administration for an immediate risk assessment, intervention, and support. All staff participated in the Keenan Safe Schools for Youth Suicide: Awareness, Prevention, and Postvention. Our most recent stakeholder input survey results demonstrated a 100% Overall Satisfaction rate with our school and a 100% Connected to School: Feels safe, valued and respected rate.

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.]

CPCS utilizes an enriched virtual learning model, allowing students to continue their education and receive the flexibility of 24/7 online learning combined with support from highly qualified teachers.

Teacher Qualification

Our teachers are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families. Highly qualified credentialed teachers support students in the completion of required courses and provide support through weekly feedback, one-on-one support, and instant coursework feedback through the curriculum platforms.

Digital Devices and Connectivity

CPCS provides chromebooks and hotspots to all students for home connectivity, as needed. Students have access to the digital devices and the internet service they need to complete required schoolwork. Technical support is available virtually, and computer drop off and replacement is arranged through the mail with COVID-19 safety precautions in place.

Communication Plan

To maintain regular communication with students and families, teacher correspondence via email, texts, and/or Virtual Classrooms are used for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks. The Director does wellness check-ins with teachers and staff during weekly meetings. Our most recent stakeholder input survey results demonstrated a 100% Overall Satisfaction rate with our school and a 100% Connected to School: Feels safe, valued and respected rate.

Reengagement Strategies

CPCS maintains and adheres to robust attendance and adequate progress policies. Students who fail to abide by the school attendance policy are identified and required to attend a meeting to discuss the reasons for the missed attendance and how the school can support the student in attending. Students who repeatedly violate the school attendance policy are referred to a progressive discipline approach which includes attendance contracts, support meetings with homeroom teachers, counselors, and administrators. Repeat policy offenders can also receive welfare checks by the local police department or Student Attendance Review Board (SARB) referrals and possible involuntary withdraw from the independent study program.

Progress Monitoring

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains.

Special Education

Students in the CPCS special education program continued to receive services per their IEP. Since CPCS is non-classroom based, most students (90%) were receiving virtual services. Any student with face-to-face services were offered virtual services or compensatory education via an IEP meeting with all team member input. The SPED teams have also engaged in virtual testing, where appropriate, to continue to meet annual and tri-annual timelines.

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.]

California Pacific Charter School (CPCS) is a Non-Classroom Based charter school, and as such does not operate a meal program. However, with the closure of businesses and families being out of work, we realized the need to communicate the availability of community food resources. Communication of all resources, including food, is made during teacher weekly check-ins. For example, teachers have access to resource links to provide students and families with support such as: San Diego Foodbank, SDCOE Known Food Services Sites Open During School Closures, Food Pantry East County, Family Services San Diego, CA Parent and Youth Helpline provides support and resource referrals during the COVID-19 pandemic (call or text 1-855-427-2736) for services in English, Spanish and other languages.

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
10.15%	\$262,408.00

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.]

CPCS staff participated in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services. The Director and Assistant Director participated in Leadership meetings focused on COVID-19 updates and plans and shared information during staff virtual weekly meetings and individual check-ins.

The Edgenuity ELL standards-based learning curriculum focuses on the fundamentals of academic English and literacy development for EL students. Translated information and updates in home languages are available to parents/guardians of English Learners upon request.

During this time of "Safer at Home" restrictions and social distancing, attention to social emotional well being of our students is of great importance. Teachers do weekly wellness and academic checks through regular communication with students and families.

Correspondence via email, texts, and virtual meetings using Adobe Connect or Zoom are utilized to inquire on the social emotional health of each student and to communicate connections to community resources.

Student Group Enrollment

Enrollment indicates that 79.1% of our student population are among the following student groups: 59.5% socio-economically disadvantaged, 5.5% English Learners, 1.2% Homeless Youth, Foster Youth 0.3% and 12.6% Special Education student populations.

Needs Assessment

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Amid COVID-19's increased stress levels CPCS Special Education students have the services and attention needed to be successful academically and emotionally. Following social distancing criteria, our Special Education team met more often than legally required via Zoom to ensure students are receiving the services in their IEPs. We implemented this heightened attentiveness to all of our student groups.

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

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-promise student population is being instructed to best meet their needs. A personalized education model is key to mitigating learning loss in these students and supporting them in their academic achievement.