

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

For Northern United - Humboldt Charter School, the impacts of the Covid-19 pandemic on our school and community was great. Families, staff and students experienced stress brought on by these unprecedented times. Families were impacted by having to be the main provider of their child's education while potentially experiencing a loss of income, food insecurities, and uncertainty in what the future holds. Staff were impacted by changes in instructional delivery models, concerns about health and safety and childcare needs for their own children. Students were impacted by changes in their instructional delivery model as well as potential food insecurity and health and safety concerns. They also experienced a loss in social interaction and traditional end-of-the year activities. In order to mitigate mental health concerns within our school community, we instituted the policy that no student's grades would be harmed due to the school closure. Because of this, teachers gave students additional time to complete assignments and approached grading and due dates in a more holistic way.

Because our school and community had these experiences in the spring, using stakeholder feedback, we included interventions to mitigate these impacts. For example, in the fall of 2020-2021 school year we will be providing PPE to all staff, as well as regular deep cleaning and sanitizing stations throughout each facility. We will be holding regular parent meetings to instruct them on effective instructional techniques, as well as proper use of instructional technology. Nutritionally adequate meals will continue to be provided to our students.

Northern United - Humboldt Charter School is a non-classroom based charter school. We closed our facilities on March 13, 2020. Given that we are a non-classroom based charter school, our transition was more quickly implemented. Though we are non-classroom based, we have many facilities in which students meet their teachers for instruction and live classes. Once we suspended our in-person classes, we transitioned toward maintaining our regular class schedules in a virtual fashion. We moved all special education services to an online platform. We delivered instruction to students using a combination of Google Classroom, Zoom, and other online platforms. We ensured students had Chromebooks, internet access, and hot spots. We also continued with packets, textbooks, and other forms of traditional curriculum. Our tutors made themselves available to meet with students. We reached out to all families to inquire about their needs outside of the education of their children, including food insecurities, child care needs, household supplies, etc., with a special focus on students who qualify for free or reduced lunch or special needs. Our counselor and school psychologists held regular group and individual meetings

addressing the social/emotional needs of our students and families. We informed our families of the free breakfast and lunch opportunities provided by local school districts and the additional food resources in the community.

The overall transition in the spring was effective, however we did find that for very young children, packets were more effective than digital meetings and for students with higher levels of need, we feel in person meetings will be most effective. Because in the spring we approached grading with a more holistic approach and put more emphasis on mental health rather than academics, we feel the need to increase and emphasize academic rigor to reduce learning loss and to create a more normalized educational setting for our students, staff and parents.

In the fall, we plan to implement the following changes: young students will be provided with engaging project-based lessons to minimize the time on digital devices; students who need higher levels of support will be offered in-person tutoring and instruction; expectations for students, families and teachers will be more focused on academic growth. We anticipate beginning the year with assessments to gauge academic levels of our students in order to target interventions appropriately. One-on-one meetings with students and families will occur as needed.

Stakeholder Engagement

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

Beginning in the spring, surveys were distributed by learning centers to families. These surveys addressed needed supports including meals, mental health support, instructional strategies, etc. Then in the summer, additional surveys were given to elicit feedback regarding reopening. Families were asked about their comfort level with students wearing masks at school, sending their students to a facility, etc. In addition to surveys, phone calls, emails, letters and meetings with families occurred to continue to gather information, to keep them abreast of reopening, to determine student needs, to give Covid updates and to assess overall well being of students and families. All information related to closure, updates and Covid was posted on our website. Throughout the spring and summer, administration continued to meet. We had monthly meetings to discuss closure, instructional practices during Covid, student needs, State and local guidelines for reopening, a reopening plan, etc.

In addition to the administration meetings, a whole-school staff meeting was held each Friday between March 27th and the end of the school year. Staff discussed best practices, mental health concerns, student needs, grading policies, end-of-the-year activities, and reopening. Learning centers also held staff meetings throughout summer. The reopening plan, best practices, grading policies, student needs,

technology, translation services, meal planning, as well as reflection on experiences in the spring. Northern United - Humboldt Charter School does not have any bargaining units.

At each board meeting between April and August, school closure and its impacts and reopening considerations were discussed. The public was given the opportunity to comment at each of these meetings. We do not have an ELAC or DELAC group, but translated documents were provided as needed.

Based on feedback from students, families and staff, we determined that for very young children, packets were more effective than digital meetings and for students with higher levels of need, we feel in person meetings will be most effective. Because in the spring we approached grading with a more holistic approach and put more emphasis on mental health rather than academics, we feel the need to increase and emphasize academic rigor to reduce learning loss and to create a more normalized educational setting for our students, staff and parents. This feedback was all considered prior to finalizing the plan.

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

In order to promote stakeholder engagement, we contacted families in a variety of ways. We used our school dialing program, Dial My Call, to phone and text students and parents. We mailed letters home and we posted them on our website. We emailed surveys to families. For our public meetings, we posted all agendas on our website and at each of our facilities. The public was able to participate in the meetings through Zoom teleconferencing and phone calls. Any member of the public could also contact school administration to provide feedback. They had the opportunity to provide written feedback, phone calls, emails or through Zoom.

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

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

As stated above, based upon the feedback we received from our stakeholders, we have changed certain aspects of curriculum for our very young students. Knowing that they did much better with curriculum packets instead of digital meetings, we plan to implement this at a much

higher degree. Moreover, knowing that our students who have higher needs seem to be more successful with one-on-one in person meetings, we plan to stagger these meetings on a regular basis being sure that we set all of our students up for success.

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.]

We will be completely independent study during the fall semester. Students who have also had in-person classes at any one of our learning centers will continue to receive instruction via Zoom. Students who have regular in-person tutoring sessions will also receive their tutoring via Zoom. Students without a computer and/or internet at home will be provided Chromebooks and/or internet hotspots. When the above is not viable or not allowable in the case of special education services, in-person one-on-one sessions will be made available at one of our centers. Anyone entering the building will follow the strict protocols outlined in the reopening plan that was submitted to the Humboldt County Department of Public Health.

To determine the level of learning loss experienced by a student, we will use STAR-Renaissance assessments in English and math. Results of those assessments will then determine what interventions might be needed. Formative assessments will include both STAR and CAASPP Interim Assessments throughout the year. Summative assessments will include STAR, CAASPP Summative, and end of course assessments.

The school counselor and school psychologist have regular office hours in which they are available for consultation and counseling services. They compiled a list of resources for mental health support. This resource list is shared with all staff and on our website for family and student access. It is kept up-to-date as new resources emerge. The counselor and school psychologist meet via Zoom with students needing support.

Once we are able to resume in-person classes, the following protocols will be followed:

Any in-person instruction that occurs will be on alternating days of facility attendance with pods or cohorts of students. For high school students, the master schedule has been altered to allow for more classes to be completed online only. NU-HCS has limited the reasons that families and visitors may enter a facility, allowing for more teleconferenced meetings. Additionally, some staff will continue to work from home either full or part time.

Students will be grouped in grade band cohorts that will be present at a facility no more than two days each week. The remainder of their week will be home-based independent study. Staff will remain with a limited number of students whenever possible.

To maximize the safety for our students, families, and staff, all of our students will begin the year on independent study and online learning. Once we are able to resume in-person instruction on a limited basis, furniture in classrooms and common areas will be rearranged to allow for a maximum distance between students. Recess times will be staggered to isolate cohort groups. Start times, as well as drop off and pick up times, have been amended to decrease the number of students and families on campus at a time. Meals will be eaten by students at their desk within the classroom.

NU-HCS will limit foot traffic patterns within the facilities with barriers and signs. The windows will remain open, as weather allows, for increased circulation. Additionally, staff will ensure physical distancing of students on playground equipment by staggering recess times to limit the recess to one cohort at a time and to ensure students remain three to six feet apart.

Staff will physically distance from each other and from cohorts of students with whom they are not working. They will avoid congregating in all community areas, such as break rooms, staffrooms, and bathrooms. Staff will also avoid in-person training and development through use of virtual training. If in-person is required, staff will ensure physical distancing and mask wearing. Staff schedules will be altered to accommodate new student schedules. Staff will remain with a cohort of students to the greatest extent possible. Furniture will be rearranged in staff work spaces, as needed to meet physical distancing guidelines.

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

Description	Total Funds	Contributing
Increase Custodian Hours	\$13,986	No
Purchase face masks and face shields and other PPE for staff and students	\$13,321	No
Purchase hand sanitizer	\$2,618	No
Extra counselor and psychologist office hours with an emphasis on unduplicated and other high risk students	\$132,400	Yes
Training all stakeholders on our learning center Covid-19 safety protocols	\$0	No

Description	Total Funds	Contributing
Training all stakeholders about the signs and symptoms of Covid-19	\$0	No
Training all stakeholders in proper hygiene and use of PPE	\$0	No
Provide bus passes to students as needed	\$400.00	Yes

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.]

As an independent study program, much of what we do will not change. Parents are going to be the primary instructors for their children. We provide needed supplies, materials, and instructional support. Instructional and enrichment supports that have previously happened at any one of our learning centers will now happen via Zoom. Students will have regular Zoom meetings and classes to attend. Teachers will also create Zoom meetings among themselves and parents so that they can provide support to each other. Parents and students meet every four weeks, at a minimum, to compile a learning record for that period. This provides an opportunity for staff to have a dialogue with each student and parent with regard to how they are feeling about what they are doing. In these meetings, staff also discusses student progress and perform formative assessments. Staff can then provide guidance to the student and parent with regard to how to support their child's learning in any areas in which they are struggling. Extra tutoring sessions via Zoom might be warranted if parents are struggling to provide the instructional support needed.

As an independent study school, we currently use curriculum resources that are families-friendly, designed to support parents instructing their children at home. The in-person instruction that takes place within our school is primarily in support of and enrichment of the home-

based instruction. Curriculum resources have typically remained the same regardless of an in-person or home-based independent study delivery model.

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.]

At the time we closed in the spring, our teachers reached out to students and families to determine their technology needs. Chromebooks and internet hotspots were provided to all students who requested them. As new students have enrolled, they were also asked about their needs in this area. Chromebooks and/or hotspots will be provided to all who request them. We also provide computers, Chromebooks, hotspots, and document cameras to teachers as needed. Both our teachers and our IT department are available to provide help to parents and students struggling with technology use.

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.]

As a nonclassroom based, independent study program, our attendance is determined by assessing the amount of work completed rather than physical attendance at a facility. If a student is found to be falling behind in their assignments, a meeting will be held, as outlined in our missed assignment policy, to determine how we can better support students in completing their assignments at home. We will also be tracking contacts with students, as well as their participation in Zoom classes and tutoring sessions. This data will help us determine which students are not taking advantage of the extra instructional supports we are providing and will be helpful when having a missed assignment policy meeting.

As part of our missed assignment policy and procedures, if a student, through observations and/or common assessments, is determined by their teacher to be not progressing or participating, the teacher will contact the parents, as well as an administrator. A meeting will be held with the family to determine what barriers exist to impede participation or progress and a plan will be developed and implemented to reduce these barriers and get the student back on track.

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.]

Many of our teachers attended summertime professional development sessions offered from CUE pertaining to various Google products such as Classroom, Drive, Forms, and others. Teachers also attended sessions on best practices for online teaching and student

engagement in their grade level. Additional professional development will be delivered at our pre-service, all school meetings, as well as staff meetings throughout the year. This professional development, as well as the following list are the types of PD that we regularly provide to our staff since we are a nonclassroom based, independent study charter school.

Ongoing PD for Google Classroom provided by in-house experts

Interim Assessment Training provided by our CAASPP Coordinator

Apex Learning (LMS) training provided by in-house experts

Zoom training provided by school staff who have demonstrated effective instructional practices using this platform.

How to effectively use a document camera

How to support parents technology use

Technology support will be provided by our IT department, teacher leaders and administration.

Staff Roles and Responsibilities

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

Since we are already a nonclassroom based, independent study program, much of what we do will not change, with the exception of increasing the frequency of interaction and engagement with their students beyond what is normally required by independent study contracts. Staff will need to become even more attuned to the emotional and mental health of their students. Staff may also be making more deliveries of supplies and meals to students' homes than they normally do.

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.]

Additional supports will be provided to assist students with unique needs in the following ways:

EL Students: We do not have any EL students at this time. If we have an EL student enroll, the EL Coordinator will assess him or her and the student's teacher will provide targeted language acquisition instruction daily through Zoom.

Students with disabilities: Resource specialist time will be delivered primarily online whenever possible or allowable. When in-person resource time is needed, students will come to any of our learning centers for in-person sessions. Similarly, extra tutoring will be available online, and in-person as needed. Speech services are delivered online.

Foster and Homeless Youth: Our foster youth/homeless liaison will reach out to each foster and homeless student to determine specific needs and to provide resources as needed, including support in receiving public assistance services, laundry, food and supplies. Our school counselor will also contact these students regularly. Tutoring services will be provided as well. We will work with the Humboldt County Office of Education Foster/Homeless Youth Coordinator to provide additional supports and services.

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

Description	Total Funds	Contributing
Provide Chromebooks to students	\$10,000	Yes
Provide hotspots to students as needed	\$5,000	Yes
IT Support	\$60,900	No
Deliver curriculum, materials and supplies to families	\$13,500	Yes
Provide professional development to staff regarding effective integration of curriculum in an online learning environment	\$0	No

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.]

Our primary means of addressing learning loss will be through the use of STAR Renaissance and CAASPP Interim assessments given at regular intervals throughout the year. The Core Growth assessment system's screening tool will also be utilized. The focus of our common assessments will primarily be in English language arts and math. Students who need extra support will receive intervention services through STAR Renaissance and IXL, as well as APEX credit recovery courses. English language development assessments will also be given as needed. Assessment results will be used to determine which students need extra support through our SST process. Additionally, our teachers are developing a list of essential standards that they will be monitoring for each student throughout the year.

Each of our teachers already meets with every student and parent a minimum of once every 20 school days, or more, as determined by the independent study contract to determine progress towards standards. These meetings will provide a regular opportunity to monitor a

student's progress and determine any extra support that may be needed. If a teacher feels that a student is in danger of falling behind, they may decide to meet more often with that student and provide other supports. Extra tutoring sessions will also be arranged in the case that a student is struggling to achieve standard benchmarks.

For foster youth, homeless students and students who qualify for free or reduced lunch, meals, school materials, curriculum, and supplies will be delivered to them by staff. Community resources will also be provided as appropriate. The school homeless liaison will meet with all homeless families to determine appropriate needs. Counseling will be provided if needed. For EL students, translated documents will be provided for their families and targeted ELD instruction will be provided daily. The ELPAC will be administered when available and appropriate. Any students who require face-to-face instruction will be offered it on a case-by-case basis.

All students who receive special education services will be contacted by special education staff to determine face-to-face instructional needs. IEP meetings will occur to document any changes in instructional placement. Special education one-to-one aides will be utilized per IEP team direction.

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.]

Administer STAR Renaissance and CAASPP Interim assessments

Administer Core Growth assessment system's screening tool

Use STAR Renaissance intervention

Use IXL for intervention

Regular staff meetings to review and discuss assessment results and informal observations about students

Regular meetings with parents to monitor student progress

Regular review of SST documentation

Make in-person tutoring available to students struggling with the Zoom format

Provide bus passes to students who need in-person instruction and with whom transportation is a barrier

Provide in-person meetings, when needed, with specialized academic instructors for students with IEPs

Make our wireless networks available outside our buildings to students after hours as a way to target homeless students who may not have access to internet

For students suffering from mental health struggles that may be a barrier to academic achievement, provide social and emotional counseling as needed

Provide food to low-income or homeless students whose hunger might be a barrier to academic achievement

Targeted daily ELD instruction for EL students

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of our learning loss mitigation strategies will be determined by reviewing results of regular diagnostic, formative and summative assessments, and in a review of learning records, in which each student's progress through State Standards for each four week learning period is documented. Additionally, anecdotal assessments of students, parents and teachers will be considered in order to implement in-person tutoring and other targeted interventions. The SST process will be implemented as needed.

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

Description	Total Funds	Contributing
Administer STAR Renaissance diagnostic and formative assessments	\$8,720	Yes
Administer CAASPP Interim assessments	\$0	Yes
Initiate SST for students as indicated by assessment results and teacher/parent observations	\$9,700.00	Yes
Provide Zoom tutoring sessions and in-person tutoring sessions as needed	\$89,000	Yes
Provide IXL as an intervention tool	\$5,170	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.]

Teachers will play an important role in monitoring the mental health and social and emotional well being of students. Through regular online interactions with students and discussions with parents, teachers and other staff members will have ample opportunities to assess students' well being. We will have regular staff meetings in which we will discuss our observations. This will allow a time for teachers to share their concerns with other staff, counselors, and administration and put a plan of action in place to provide support to students who need it. We also contract with an internet filter company that not only monitors student searches, but also student emails, looking for words or statements that suggest a risk for self-harm. We will revisit PD for our staff in trauma-informed teaching practices.

The school counselor and school psychologist have regular office hours in which they are available for consultation and counseling services for students and staff. They compiled a list of resources for mental health support. This resource list is shared with all staff and on our website for family and student access. It is kept up-to-date as new resources emerge. The counselor and school psychologist meet via Zoom with students needing support. In addition, counseling support and referrals to outside agencies such as Changing Tides Family Services will be instituted if our counselor deems it necessary.

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.]

Tracking of student engagement will be completed through Zoom class attendance and documentation of school work completed as required for attendance in the independent study instructional model. In order to maintain the highest level of student engagement, we have a multi-tiered strategy for pupil engagement. Tier one includes weekly Zoom meetings with students and families, phone calls to families of students who miss Zoom meetings, regular messaging to parents using Dial My Call platform, and home visits when a student or family can't be reached by phone or text. In order to outreach to families, a comprehensive list of community resources will be posted on our school website, and translations will be made available of all communications, as needed.

After one missed class or scheduled meeting, or a series of missed assignments, we begin our tier two strategy. The first step is that the teacher has a verbal conversation with the parents and student about missing class time and/or assignments and the reasons this is

concerning. Barriers to the student engaging and potential solutions to overcome these barriers will be discussed. Our Missed Assignment Policy will be reviewed with the parent at that time. It states that after one missed assignment, the teacher, at his or her discretion may initiate a process to determine if independent study is an appropriate educational setting for the student.

If the problem persists, tier three begins. The administrator will contact the family and request a conference. The parent(s), student, teacher and administrator and, if appropriate, counselor will attend the meeting. The purpose of this meeting is to determine how best to support the student. At the meeting, specific goals regarding expectations of work completed and attendance of scheduled meetings will be decided and written. These goals will include a timeline and a date to reconvene.

If for some reason, we no longer have any contact with a student or family, a wellness check by law enforcement will be requested.

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.]

Families will be notified at teacher meetings and through Dial my Call that anyone who wants to be provided meals can make a request. Arrangements will be made for food to be provided to students who request it on a weekly basis. For those that cannot make it to one of our facilities to pick up food, delivery will be made available. Safety and social distancing precautions will be put in place when serving meals during in-person instruction and distance learning. Staff will wear masks and gloves and stay six feet away from students/families. Meals will be placed in individual bags and set on a table for students to pick up. Students will pick up their meals at a prescheduled time to avoid congregating of large groups. The meals provided will follow the USDA breakfast meal pattern.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Provide counseling with Changing Tides Family Services	\$4,000.00	Yes
School Nutrition	Deliver food to families as needed	\$2,612	Yes
Pupil Engagement and Outreach	Train staff on the process for pupil engagement	\$0	Yes

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
18.46%	\$588,234

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.]

The actions and services in Northern United - Humboldt Charter School's LCP are targets toward supporting students with the greatest need and/or the lowest performance. Because of the school closure during the 2019/2020 school year due to COVID-19, some students experienced a learning loss. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless, and/or low income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled throughout Humboldt County. Each student who is not meeting expected outcomes or has experienced learning loss has a need for tiered services, more skilled teachers, and access to a strong Common Core

based instructional program. Through focused actions and services through school wide or targeted services as appropriate, we intend to increase the rate of student success and reduce effects of learning loss.

The LCP includes actions and services intended to support both academic and social-emotional growth and success for students in either home based or in-person independent study. Programs or services targeted to specific groups are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of where they are served. These actions/services are principally directed to the unduplicated students and are effective in meeting the needs of the unduplicated count.

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

The following actions/services are contributing to increased or improved services principally targeted to foster youth, English learners, and low-income students are being provided on a school-wide basis:

Provide hotspots to students as needed

Deliver curriculum, materials and supplies

Administer STAR Renaissance diagnostic and formative assessments

Administer CAASSP Interim Assessments

Initiate SST for students as indicated by assessment results and teacher/parent observations

Provide Zoom tutoring sessions and in-person tutoring sessions as needed

Provide IXL as an intervention tool

Provide counseling with Changing Tides Family Services

Train staff on the process for pupil engagement

Deliver food and supplies to families as needed