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
Ednovate - South LA College Prep (Ednovate College Prep 7)	Ally Wright, Principal	awright@southlacollegeprep.org (213) 986-5058

GENERAL INFORMATION

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

On March 9th, we created a COVID-19 Taskforce and communicated with our staff on March 10th. By March 11th, there was a national address, and on March 13th, we decided to close our school buildings. On March 16th, we resumed school with 90%+ of our students already connected and resuming learning, and we immediately served 2,000+ meals. In one week, we responded to the rapidly changing environment and were able to ensure most of our students had access to the necessary technology to engage in learning, and as a result, **no days of instruction were lost**.

After spring break we connected with our students daily and took virtual learning and connection to the next level with virtual all-staff professional development, dances, cooking competitions, gaming tournaments, spirit weeks, and so much more. The Ednovate network established CareCorps, a COVID-19 relief fund to provide emergency micro-grants to families facing severe financial hardship. 84% of the families we served live under the poverty line, and COVID-19 only heightened their struggles. With the generous support of our donors, we raised over $25,000 and helped 160+ families across the network buy groceries, pay bills, and more, ensuring that our students can focus on what is most important - their education.

In addition, we decided on a reduction of force by 5% to remain fiscally responsible during a time of proposed budget cuts.

STAKEHOLDER ENGAGEMENT

A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.

We ensured that all students had internet last semester; we checked in daily with students via survey and/or phone throughout the virtual learning period at the end of the 2019-2020 school year. In doing so, we were able to better understand student needs and challenges, which helped us to plan for this school year. Additionally, network-wide surveys were administered twice over the course of their time participating in distance learning via an online survey for both students and families. They provided us feedback on the academic program, struggles they faced in the efforts to work at home, and additional support needed to ensure success. They also asked for feedback on comfort levels with the various scenarios we were exploring. A student advisory group with representatives across campuses was also selected (35 students) to ensure specific brainstorming around remote learning plans and feedback would include the student voice. Educators were surveyed as well as participating in three staff advisory groups (a total of 25 staff members) to understand their priorities and needs. Parents were also surveyed through links that could be used on computer or cell phone, ensuring that all parents had the ability to participate. Parents were surveyed in English and Spanish, and Spanish-speaking members of each team placed phone calls to find out how families were doing, what additional support they needed, and how the team could best help them and their students be successful in distance learning.

A description of the options provided for remote participation in public hearings.

A public hearing was held on August 20, 2020. The agenda was posted on the Ednovate website and sent to parents via email and text (ParentSquare) 72 hours in advance along with the Learning Continuity and Attendance Plan. The public hearing was hosted via Zoom as well as telephonically; login and dial-in information was included in the agenda. Stakeholders were also encouraged to provide written feedback via email or mail if they were unable to join the public hearing live.

A summary of the feedback provided by specific stakeholder groups.

Qualitative feedback from students and parents included: Parents assumed students had no work to do when home. Students suggested more consistent communication with parents to ensure they were aware of the work. Although concerned about strong internet for all, groups thought more synchronous learning time was needed. Sleep schedule was an issue, students recommended synchronous classes starting later. Clubs/Activities and opportunities for socializing with others was #1 request.

Qualitative feedback from staff included: Synchronous instruction is superior and better for kids, but there were concerns about attendance. Over-communication to parents crucial for attendance. Early morning classes were badly attended, suggestion of starting later. Make sure to share State/Ednovate requirements, including rationale, with teachers.

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

Student and staff feedback was considered both in scheduling plans and our baseline expectations for remote learning around synchronous and asynchronous remote instruction.

In response to student needs, we made several adjustments to our approach. Specifically, we moved the start of the school day to be later to accommodate student needs, we created additional opportunities for students to have synchronous learning based on desire of both students and teachers for more real-time communication and connection, and we purchased several academic software tools to enable more engaging content creation (e.g. Nearpod, EdPuzzle) and better interactions (e.g. Zoom) for students.

In response to staff needs, we developed specific Professional Development around both asynchronous and synchronous learning best practices. As with students, staff had a desire for more synchronous opportunities and connection and were seeking different tool supports as well as a strong video conferencing software option.

In response to family needs, we both continued our meal service at multiple of our campuses as well as planned the timing for offering this service based on family schedules. On the first day of school in the 2020-2021 year, we served over 1600 meals to families. In addition, we are continuing to provide technology and internet support for those families who are unable to provide it for their students.

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.

For the start of the year, we will offer no in-person classroom-based instruction based on the recommendations of county health officials. Once we are able to return to campus and while online we will offer small group and 1:1 support for students experiencing learning loss. We are focusing on acceleration with the reteaching of core foundational skills rather than remediation, based on the research of The New Teacher Project. We are utilizing the same assessment system online that we do in-person, a full-length ACT test at the start of the school year, middle of the school year, and end of the school year, with quarterly interim assessments aligned to a narrower group of standards to allow for a focus on core power standards and, where needed, reteaching. The ACT and first interim assessment are both scheduled to be offered online, in the first two weeks of the semester for the full-length ACT and at the end of the first quarter (early October) for the first interim assessment. The data we get from these assessments will allow us to quickly target students in need of additional support in the online environment. When we return to campus in Phase 1, we will invite one grade level per day to ensure social distancing and thorough cleaning of facilities in between student groups being in attendance. Temperature checks are required prior to entering the building. Students and teachers will be required to wear masks, and masks will be provided. Face shields will be provided to those who cannot wear masks due to medical conditions. Bathrooms will be monitored to ensure students do not come into contact with one another. Hand sanitizer stations will be abundantly present throughout the school. To address the social-emotional well being of students, social workers will provide supports for social-emotional well-being, and clubs and leadership opportunities will also be offered to students. In phase 1, we will provide in-person small group and 1:1 personalized support for students selected through our assessment system, as well as continue to support struggling students in the online environment that students will engage with 4 days per week. In phase 2, we would aim to have student groups on campus 2-3 times per week while still allowing for social distancing and more in-person instruction. With increased in-person instruction, additional personalized support will be offered, along with opportunities for students to engage in ways that are difficult online, including discussion groups, small group projects, lab experiments, and physical education. Smaller group sizes will allow teachers to respond to the gaps in learning identified through our assessment system

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

Description	Total Funds	Contributing
Protective equipment	$2,641	N
Cleaning/disinfecting services	$15,686	N
Social Worker support	$10,849	Y
Culture Team support	$10,500	Y
Clubs	$2,500	Y
PE equipment allowing for social distancing	$3,000	N
Learning software	$1,592	Y
Teacher salaries	$25,823	Y

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.

Our students are already familiar with hybrid and virtual learning based on our instructional model. When we moved to all virtual learning, their experience was smooth because they were already used to working on school-issued Chromebooks and utilizing such Learning Management Systems such as Canvas and Google Classroom to engage in their daily learning. Our curriculum and instructional resources are already both web and paper based, so students will have no gaps in access in remote instruction. Our ELA curriculum, Springboard, has a fully virtual component that students are used to engaging with. All of our baseline curricula developed by experienced instructors are already built in Google Classroom and Canvas, and teachers utilize web-based platforms such as IXL and Albert. We also will continue to utilize the Google Suite, including Google Classroom and Google Meets, to enable smooth synchronous instruction in a system students are already familiar with. We are also offering the option of Zoom for instructors who prefer this tool. EdPuzzle and Nearpod allow us to create engaging asynchronous lessons including checks for understanding to monitor student learning.

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.

Our primary vehicle for ascertaining student needs around devices and connectivity was a survey tool. We conducted multiple surveys to accurately project the need for additional hotspot purchases for the upcoming school year. One was conducted at the end of the 2019-2020 school year, and two were conducted over the summer. This ensured we had enough hotspots to be able to readily distribute right at the start of the school year, as needed. Once school was back in session, need is continually assessed through contact with instructors and our operations staff who identify students in need, and get them connected. Families must complete a user agreement form and inform their respective school of the need for support.

In addition, all students have the option to use a school-provided Chromebook. We have dates assigned for technology supports which can range from picking up devices (Chromebooks and/or hotspots), device repair and troubleshooting, or swapping devices for more extensive damage or repairs needed. These dates are shared through multiple channels with families. They could also

reach out directly to the school if any unforeseen challenges come up and they need additional support. When families were unable to pick up technology, administrators and office staff were able to drop devices at their homes to ensure these students could also participate in distance learning.

Students with disabilities have also had Accessibility Applications installed on their devices when their instructor requests it. There have also been additional technology supports provided for those students whose disability would make it challenging to utilize our standard tools. Accessibility Applications installed on student devices as requested by SpEd instructor

In addition, teachers and staff have been provided with a monthly stipend for remote work needs. This is largely used to support paying for internet services. We have also worked with individual staff members to ensure their connectivity and technology needs have been met.

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.

We have developed new and extensive attendance procedures to ensure we have detailed and clear documentation of student instructional attendance and engagement. Students have daily synchronous interaction with each other and an instructor through their advisory class. They will also attend up to three daily blocks of synchronous classes, at which attendance will be taken. Each campus has a clear schedule which has been shared with students and families. Students who are not in class are followed up with via phone and standard attendance letters will go out for students who are truant or AWOL. Instructors will designate and certify the amount of time their asynchronous work assignments will take via an internal tracking tool developed for this purpose. All trackers are updated in close-to-real time for attendance, and weekly for assignments. These combined processes will enable us to track each student's participation, attendance, and work submission daily and weekly, and ensure that all students are receiving at least 420 minutes of instruction per day.

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.

Summer PD
Ednovate's summer Strong Start Institute provided our new hires with two days of instructionally-focused professional development. This included a blend of asynchronous and synchronous sessions over Google Meet, and provided participants with training on the following topics:

- Backwards planning daily instruction to our quarterly ACT interims
- Unpacking the ACT College and Career Readiness Standards (CCRS) that students will encounter on interim 1
- Principles for designing effective **asynchronous** learning experiences for students and digital tools that enable it (Example 1 I Example 2 I Example 3)
- Strategies for providing students with effective and timely feedback in a virtual learning environment
- Principles of executing effective **synchronous** instruction, including ways to effectively Check for Understanding and an overview of the tools that make "live" instruction possible
- An introduction to Ednovate's baseline curricula in each subject area

Quarterly Network PDs
Once in late July, and then at the conclusion of each quarter, Ednovate hosts day-long network-wide professional development ("Network PD"). This past July, this professional development provided teachers with training on the following in their respective content-area departments:

- Backwards planning remote instruction College and Career Readiness Standards and quarterly interims
- Best practices in leading synchronous virtual instruction

Teachers as well as non-instructional staff received training from the National Equity Project to discuss issues around race, equity, and inclusion in our educational space.

Quarterly "Virtual" Mini-PDs
Once per quarter, all teachers will complete asynchronous PDs on best practices for remote/distance learning. Here are some examples of such PDs from SY20, which we'll be adding to as the year goes on.

Monthly Site-Based PD
At school sites, all teachers will participate in network-created asynchronous PD on techniques for teaching writing (with a focus on CER paragraphs in STEM courses and expository writing in English/Social Studies courses). You can find the draft scope and sequence for these PDs HERE. Teachers will then have the opportunity to collaboratively plan in their departments for how they'll implement these writing techniques in their subject area.

Mid-Quarter Huddles
Teachers will work together within grade levels and subject areas to analyze student work products, diagnose gaps in understanding, and develop a plan for how they'll address those misunderstandings in their next virtual lesson(s).

Staff Roles and Responsibilities

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

There have been several shifts to roles and responsibilities both to meet the social emotional needs of students and because certain roles could not be done in a remote environment. The culture team, whose roles include setting a strong foundation for culture and implementing our behavior system, had a hard time completing that task remotely. Instead, they were tasked with following up with students and families who were not signing on daily to remote instruction to discover reasons why, as well as how the school might support the family. They also visited virtual classrooms to ensure teachers had the support they needed to manage their online classrooms. Teachers needed to begin providing both synchronous and asynchronous classes, and meet with their advisories daily to check in on the progress and social emotional needs of students. The wellness team shifted to primarily working with students struggling with isolation, depression, and other mental health needs due to the Covid-19 quarantine. College counselors had an increase in responsibilities based on the need to support students in connecting with colleges to find out their Fall semester plans in terms of housing, virtual learning, and financial aid.

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.

- The LEA will continue to offer Specifically Designed Academic Instruction for English Learners both in our distance learning program. Schools use tools such as Rosetta Stone for newcomers and English 3D and Springboard for English Learners to ensure they are getting strong instruction supporting their reading, writing, speaking, and listening in English. Additionally, small groups and 1:1 appointments will be utilized for English Learners requiring additional support.
- Special education teachers will continue to provide specialized academic instruction by pushing into synchronous classes and providing small group pull out sessions via Google Hangouts.

- The LEA will continue to contract out external service providers such as, but not limited to, Occupational Therapy, Physical Therapy, Language and Speech Therapy, etc. These service providers were able to provide services online during Spring 2020 and will continue to do so during the fall.
- With regard to our students in the foster care system and our students experiencing homelessness, first we allow for immediate enrollment of these students regardless of documentation. Once a week, breakfast and lunch for the week will be provided to all of our families. We are training our staff on trauma-informed practices to know how to support the emotional needs of all of our students and recognize the need for additional accommodations or outside support. Our students, staff and families will be informed of who on campus is the Homeless Liaison as well as the WIN (What I Need) app for additional support. Additionally, our school wellness staff member (Social Worker or Counselor) will provide a list of community resources to families and provide individualized consult as needed. Our school wellness staff member will consult with our LACOE Homeless Liaison as well for additional support.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Mifi devices for students without internet	$6,864	Y
Zoom licences	$417	Y
Academic software	$4,777	Y
Distance Learning Working Group	$2,771	N
Culture Team support	$31,500	Y
1:1 support for unduplicated pupils	$38,734	Y
1:1 social-emotional support	$51,645	Y
Increased responsibility for school administrators	$138,132	Y
Targeted Professional Development for Distance Learning	$2,771	Y
Special Education support	$11,454	Y
Special Education services	$6,474	Y

Social Emotional programs	$26,038	Y
Chromebooks	$47,500	Y
Specialized tech for students with special needs	$360	Y
Staff technology to facilitate distance learning	$19,500	N
Diversity Equity and Inclusion training	$1,667	Y

PUPIL LEARNING LOSS

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 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.

Ednovate will keep its typical cycle of assessments that we do in person but in the virtual environment, using the Illuminate platform. A Pre-ACT, Mid-ACT, and Post-ACT are planned, as well as interim assessments will all be given to students to help teachers understand what core standards need reteaching, as well as provide individualized and tailored support for small groups of students. The interim assessments assess not only ELD, ELA, and Math, but also Science and Social Studies, allowing all core content area teachers to have the information most necessary to drive support of students. In the online environment, teachers will continue to use checks for understanding, including exit tickets, online assessment tools, and writing activities, to assess students formatively and respond to data closely aligned to curriculum. All 9th graders are given a math placement exam for class placement.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

Our special education teachers will continue to provide specialized academic instruction in accordance to IEP plans. To accommodate the remote setting this support may come in the form of push-in services during whole group synchronous learning, small group instruction during synchronous learning, and small group check-ins with students to address individual misconceptions, learning gaps, and learning loss. We have found that in short triads (2 students and 1 educator for 15 minutes), teachers are able to target students' academic gaps more effectively than larger groups for longer time periods (6-8 students for an hour). For students in the general education population, 1:1 and small group targeted intervention is scheduled in the online environment. Reteaching, checking for understanding, opportunities for small group and individual practice, and guided reading strategies are all utilized to ensure acceleration of learning progress, particularly those with gaps in learning. The majority of students at Ednovate are low-income, so we consider that our entire population, and address learning loss the same way for all students, with customized approaches to reteaching and acceleration based on student learning style, preference, skill level, and personality. Learning needs of foster youth and students experiencing homelessness are addressed using the same customized approach, with the addition of additional resources and referrals offered through our site-based social workers to ensure students are in an

environment that makes learning possible. Additionally, we provide printed materials to any student who needs them, which has been leveraged in the past for foster and homeless students. English Learners are provided specific ELD classes to support their needs, as well as scaffolded assignments, translated instructions, and re-submission of work opportunities. English Learners are able to retake tests up to 3 times to ensure equity in grading.

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.

We will look at Annual College Readiness Indicators (ACRIs), our whole child measures, on a weekly, monthly, and quarterly basis for all students, schools, and the network to ensure students are making progress on Mastery (grades, GPA) and College Rigor (ACT-aligned Assessment). These scores will be measured against progress from previous years to ensure we are addressing learning loss. Remediation tends to put students farther behind, so we will use an acceleration model where grade level standards materials will be used for all students, with the spiraling in of previous standards to ensure students are not left behind.   Formative assessments are also used by teachers for each subject matter to ensure proper support is being provided.

In addition to regular assessment by instructors, students participate in regular interim assessments modeled after the ACT. Students take a Pre-ACT at the beginning of the school year to establish a baseline. Thereafter, they will take a Mid-ACT at the beginning of the second semester, and a Post-ACT at the end of the school year, as well as interim assessments between quarters. This data is analyzed at the individual, sextile, and student group level to determine growth and address learning loss.

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

Description	Total Funds	Contributing
Cost to administer assessments	$1,800	Y
Scaffolding, parent engagement, lesson planning	$61,974	Y
Real time student group data analysis	$778	Y
Personalized support for Foster or Homeless students	$500	Y

In-depth student group guided analysis and training	$2,578	Y
ELD curriculum	$2,244	Y

MENTAL HEALTH AND SOCIAL EMOTIONAL WELLBEING

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 any 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.

We understand the importance of direct and meaningful contact with our students and staff to monitor and support mental health and social and emotional well-being. As such, our students will be required to check in each day with their advisories, the teacher-led cohort that meets daily throughout their high school careers. During this community time, students will answer daily survey questions that inquire about their emotional state and any needs or challenges they or their family are facing. These surveys as well as any anecdotal comments students may make are referred to the school Wellness staff member (school social worker or counselor) for intervention as needed. Our school Wellness staff member will share community resources with all of our parents, and offer direct consultation to families who have been identified as needing support. They will also provide counseling services to students who have been referred to them with individualized or small group intervention based on their need.

Our staff will receive training on trauma-informed practices. Brio College Prep has hired a Behavior Intervention Coach to lead trainings for staff and families on trauma-informed practices, classroom and at-home behavior management, and community resources. Those trainings will be recorded and/or offered to all Ednovate schools to benefit the staff, students and families of our greater Ednovate community.

To support our staff, our Network Support Team has provided staff with a list of community supports, including opportunities for free counseling. Our Human Resources Department is also available to consult staff members on their insurance benefits. Additionally, the network will send surveys assessing the social and emotional needs of our staff.

PUPIL 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 is not engaging in instruction and is at risk of learning loss.

To ensure the continued participation of students, we will:
1. Call families daily when students are absent & offer support

2. Send attendance letters when students are absent (unexcused) for 3, 6 & 9 days (English & Spanish).
3. Ask advisors and other staff with a strong relationship with the family to reach out to offer support as needed.

Additionally, students and parents will receive regular progress reports as well as formal parent-teacher conferences on a quarterly basis. Communications are made available in either English or Spanish based on the parent's preferred language. Families are also kept abreast of updates via virtual Coffee with the Principal, weekly school bulletins, and continuous messages from the Ednovate network.

SCHOOL NUTRITION

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in- person instruction and distance learning, as applicable.

We will serve a week's worth of meals to all families, including breakfast and lunch, once per week. Families are informed about days and times of pick up through emails, text messages, and phone calls. Meals are prepared as grab-and-go in an outdoor space with one-way traffic to minimize contact of families with each other. If families are unable to access our distribution site, we problem solve on a case by case basis to adjust location and/or time as needed.

All staff has been trained on proper sanitation procedures and methods to ensure there is no contamination of food. We follow all food safety requirements and our vendor is doing periodic checks to ensure their staff on site are following those as well. We have 3-4 staff members present, all of whom wear personal protective equipment, including masks and gloves, during service and practice physical distancing. Surfaces are continuously cleaned and disinfected.

Additional Actions to Implement the Learning Continuity Plan

Description	Total Funds	Contributing
Meal distribution services	$2,526	N
Meal distribution planning and logistics	$633	N
Meal distribution support	$500	N
Wellness support and trainings	$4,340	Y

Stakeholder involvement and surveys	$645	Y
Student attendance and academic progress support	$57,600	Y
Cleaning supplies	$1,000	N

Increase of 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
32%	$349,187.00

Required Descriptions

For each action 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 goals for these students.
The majority of our students are from low-income families, and, as such, were taken into consideration in every decision. Our priority was to ensure low income and foster youth would be equipped with the appropriate technology and personalized instruction to continue high quality learning. We surveyed families continuously to determine their needs and responded accordingly. We ensured a Chromebook was available for every student, mifi hotspots and internet access resources are available for those who need it. We also ensured English Learners would be able to receive designated English Language Development instruction and researched the most effective standards-aligned software that would ensure students continued to develop their English language skills. Part of teacher roles include scaffolding assignments and increased availability for one-on-one support to English Learners. Other team member roles, such as the Social Worker and Dean of Culture, were adjusted to include daily communication with foster youth to assess their needs and respond as quickly as possible.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.
As a school with a large number of unduplicated pupils, many services in the school are directed to providing additional support for those students to succeed. Advisory gives students the individualized support needed to grow academically and social emotionally. The personalized learning model meets students where they are academically no matter their educational background with supports such as individual support from teachers, credit recovery and summer school. The academic model includes curriculum

designed for students to excel academically in preparation for college, which is supported with a 1:1 chromebook program for students to learn tech skills they may not be able to learn at home. The school has a culture team and a counselor dedicated to supporting students outside the classroom to support with providing resources, building soft skills and problem solving to remove any barriers to learning. Strong parent engagement helps parents stay involved in the school to support their student well and connects them to resources to support the whole family.