

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
Paseo Grande Public Charter	Dr. Christine Kasitz, Area Superintendent	ckasitz@paseograndehs.org (833) 980-1356

General Information

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

Paseo Grande Public Charter (PG) is an online public charter that serves a diverse student community with the objective of re-engaging students who are no longer enrolled in a traditional classroom program, or who prefer a personalized education in an online setting for a variety of reasons. Paseo Grande has qualified as a Dashboard Alternative Status School (DASS) that provides independent study for dropout recovery in compliance with the Educational Code Section 51745 et. seq. related to Independent Study/Personalized Learning. Sponsored by Robla School District, Paseo Grande opened on July 1, 2015 and transitioned to a fully virtual school on July 1, 2019. As the school operates solely online, there are no physical school locations; however, the school’s management company, Lifelong Learning Administrative Corporation (LLAC), provides an office location for the Paseo Grande staff and instructional teams to work together collaboratively. Paseo Grande provides educational services for middle and high school students throughout Sacramento and adjacent counties.

The student population at Paseo Grande consists of those who have stopped attending their comprehensive high schools, have been adjudicated, have not graduated on time (and have aged out of district schools), have been expelled, have adult responsibilities, are credit deficient, have full-time or part-time work schedules, or simply work more effectively in a distance-learning, or personalized learning environment.

Upon enrollment to Paseo Grande, the average student is reading at the sixth-grade level with math assessment scores at the fourth-grade level. Students are generally 60 or more credits behind their traditional school graduation cohort. Adult students (18-23) comprise 54% of Paseo Grande’s student population and 45% of Paseo Grande students are 11 – 17 years old. Approximately 70% of Paseo Grande students are credit deficient, meaning they are behind their graduation cohort and not on track to graduate with their class. Since many of our students are older, many of them live on their own and must work to support themselves and often, dependent children and siblings. These factors make regular school attendance challenging. Paseo staff maintain extended hours during the week and on Saturday for instructional time, and counseling services are offered later into the day and by appointment in an effort to accommodate the varied schedules and needs

of Paseo Grande’s student population. Data analysis indicates most students at Paseo Grande identify with a race other than white, with the majority identifying as Hispanic or some African American descent.

As a fully virtual charter school already, COVID-19 has had very little impact on the day-to-day operations of the school. We did move most staff members home to work, but our staff continued to collaborate through weekly online training, day to day messaging and check ins with administration and support staff. All staff members provide a trauma-informed, welcoming environment for families. Supervising Teachers act as advisers, developing personalized learning plans that enable students to be a successful part of a school community and move toward high school graduation while extending to each student a rich educational experience through regular student-teacher meetings via virtual technology, mastering of basic skills, constructive feedback, and student/family input and choice. The Paseo Grande team works alongside its community partners to educate, empower, involve, and instill hope in students who have been harmed by traditional systems, or who need an alternative model of education, providing them the opportunity to “change their own stories.”

The PG online individualized program already had its students doing work independently and online, but COVID-19 has affected students and families, nonetheless. Most of our students are low-income, so students and families are often already connected to resources for food and employment through other social service providers; however, PG staff have increased community outreach and communication about resources to help families during this time. As per school procedures, laptops and hotspots are distributed to students to help address equal access. Counselors and school psychologists are available to offer social-emotional support. Teachers, tutors, and other support staff have continued to reach out to students at least once a week and collaborate for student success via platforms such as Crexendo, Moxtra, and Microsoft Teams, to name a few. They utilize video conferencing, text messages, phone calls, emails, and regular mail to engage and connect with students. Apex Learning delivers curriculum digitally around the clock with support from credentialed, qualified instructional staff. PG staff maintain extended hours during the week and on Saturday. Counseling services are offered later into the day and by appointment to accommodate the varied schedules and needs of Paseo Grande’s student population. Teachers, staff, and school administrators have made an intentional effort to provide even more communication, resources, and emotional support to students and families during COVID-19.

Stakeholder Engagement

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

As a distance learning program, Paseo Grande seeks stakeholder feedback in a variety of ways. These include virtual parent meetings, text messages, emails, surveys, and through phone calls. Students were also asked for feedback on the LCP through a distance learning survey. Feedback from students were also informally collected during students’ virtual appointment times with their teachers. Staff while remotely working spoke with each other and leadership on a regular basis. Staff were asked for LCP feedback via email and a survey.

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

Parents and students were invited to participate in a Google Meet to discuss the Learning Continuity Plan. All stakeholders were invited to participate in a Public Hearing during our August Board meeting which was posted on our website and staff shared the information with parents.

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

Due to the small size of the school and the constant contact that we maintain with our families, our families had very little additional input. Parents requested more support with technology. Students mentioning that they appreciate having a calendar of due dates for assignments and having teachers and staff to support them. Our teachers and staff have asked for more sharing of resources.

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

PG leadership have asked teachers to ensure they are scheduling set meeting times with teachers to provide students and families with consistency and reliable instructional support. Teachers are providing students and parents with choice in digital platform for meetings. Staff are collaborating with each other to provide support throughout the day and evening, as well as communicating their hours with teachers and posting online for students. Teachers are utilizing cloud-based storage services and communication platforms to store and communicate best practices.

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.]

As a 100% fully virtual charter school, in person instruction is not part of the school's design. Teachers and staff regularly communicate with students and parents via various methods, including but not limited to, phone calls, emails, text messages, and scheduled instructional sessions in a video platform, whether live or recorded.

Students who need additional support have scheduled instructional time with tutors or support staff and can meet more frequently with teachers if needed as well.

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

Description	Total Funds	Contributing
N/A	\$ 0.00	[Y/N]
N/A	\$ 0.00	[Y/N]

Distance Learning Program

Continuity of Instruction

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

The ongoing educational model used by Paseo Grande is an individualized virtual study model. Therefore, students are accustomed to doing many of their assignments at home with regular interaction and support from their teachers during the week. As an already established virtual education model, there was almost no transition required of the students due to COVID. Face-to-face student meetups with teachers and tutors became 100% virtual. Teachers, tutors, and other support staff have delivered instruction via Crexendo, Moxtra, Teams, Skype, phone conversations, online whiteboards, and any other means necessary to ensure students received proper support. This innovative approach to the individualized study model is supported by teachers and staff communicating with one another and the administration through Email, Crexendo, Moxtra, Skype, texts, and phone calls. Data reports are pulled regularly to ensure no students are falling behind of expectations and that staff are meeting the school’s expectations for contact.

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.]

As per school procedures, laptops and hotspots are distributed to students to help address equal access. Teachers submit requests to the school which are typically filled within 5 business days. School administrators deliver the technology to the students to ensure that the student knows how to properly use the device/s to complete schoolwork. If a student is having trouble with their device/s, technology support is available.

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.]

Paseo Grande employs a highly qualified instructional team, supporting students both socio-emotionally and academically to meet schoolwide learner outcomes and standards. Students are assigned to a Supervising Teacher during enrollment and receive direct instruction by SGI teachers in core-curriculum courses. Teachers frequently and consistently communicate with each other and students to facilitate engagement and success in course content. With attention paid to individual academic levels, independent needs, and personalized learning paths, Paseo Grande teachers hold students to high expectations and personal accountability, while giving them the support they need from multiple caring adults.

PG students are expected to engage in academics daily, whether they are logging in, working with a course instructor, meeting with the teacher, or working independently on written or research assignments.

Instruction occurs in the form of online meetings or webinars, one-on-one sessions with individual students where material can be reviewed and formative assessments can occur, working with students through challenging aspects of their lessons, using open-ended questioning techniques in review/conference, and the implementation of strategic goal planning. Instructors use instructional scaffolds such as graphic organizers, student planners, alternative forms of assessment, videos, and visual images and language translation to support ELLs and all other learners who benefit from differentiated forms of instruction.

Students receive timely and focused feedback on all completed work. The turnaround for grading is generally one business day. Feedback is relevant to the zone of proximal development for each individual student, and often the instructor and student will decide together on targeted growth goals from one unit of curriculum to the next. When meeting with students, qualified content area instructors preview lessons, provide instruction, offer additional supports and scaffolds where needed, answer questions, and review material that students did not initially master. The amount of time that the instructor spends reviewing the lessons often depends on the subject being taught and how much individual guidance students need. If students need further interventional support to master a lesson's content, then the instructor has a variety of tools to assist them, including continuing to work with them and offer direct instruction, referring students to tutoring support and/or counselor interventions, or assigning supplemental lessons where needed.

In adherence with curriculum program guidelines, and once a student demonstrates understanding – via practice activities and projects – the student takes computer generated assessments for the related lessons. If, after 2 attempts, the student has not shown mastery by score of 60% or higher, the checkpoint/quiz locks and the student will not receive another attempt until the instructor unlocks it. For exams and projects, students are allowed one attempt before it locks. If the student fails with a score of 59% or less, the instructor provides feedback and reviews the results with students. The instructor identifies which sections the student needs to review and creates a study guide or alternative assignments the student must complete to prove mastery before unlocking another quiz/test attempt. If needed, the instructor enlists the help of PG tutors and/or the student's Supervising Teacher to facilitate additional concept review and assistance for the student until mastery is achieved.

In addition to reviewing lessons, instructors and Supervising Teachers continuously check student progress by reviewing credit completion and analyzing assessment scores. Supervising Teachers review any state test results the student receives and discusses these results with students via achievement conferences with students that focus on the assessment's meaning to the student's personalized post-secondary goals. Supervising teachers, course instructors, Education Specialists, counselors, administrators, and staff work together to ensure students remain engaged and supported.

After each Learning Period of no more than 20 days, we verify a written contemporaneous record (Activity Log) supporting the attendance submitted for every student.

Time Value, per Ed Code 51747.5(b)-(c):

(b) School districts, charter schools, and county offices of education may claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher.

(c) For purposes of this section, school districts, charter schools, and county offices of education shall not be required to sign and date pupil work products when assessing the time value of pupil work products for apportionment purposes.

Daily Engagement, per CA Code of Regulations, Title 5, Section 11960(a):

Attendance means the attendance of charter school pupils while engaged in educational activities required of them by their charter school on days when the school is in session.

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.]

Staff will receive ongoing professional development in Edge Foundation coaching to build executive functioning skills with their students, technology platforms to engage their students, best practices for distance learning, and other topics. The counseling department will provide training in suicide prevention, supporting students through tough emotional times, and other trainings as needed. The technology department and team will provide ongoing support and trainings on how to effectively use technology with instruction. The school's website resources pages will be updated regularly with support resources for teachers, staff, students, and families.

Staff Roles and Responsibilities

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

As an existing fully virtual public charter school, our roles and responsibilities were already aligned with distance learning. No roles or responsibilities changed. Hourly staff check in regularly and before/after lunch using Microsoft Teams. Teachers and staff collaborate using Moxtra, Crexendo, Teams, phone calls, and video meets. Staff meet weekly in virtual meetings and engage in participation through real-time survey apps like Kahoot!, Peardeck, and more. Staff can pick up supplies and materials from the LLAC site buildings with advanced notice, approval from administration, and now also through compliance with local COVID safety expectations (masks, limited occupancy, cleaning protocols, etc.)

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.]

When students have questions or are struggling with a concept, the instructional team utilizes various instructional strategies to facilitate understanding. To aid students in fully understanding the content depending on the course, Small Group Instructors use drawings, diagrams, graphic organizers, outlines and/or facilitate navigation of links to helpful websites. Paseo Small Group Instruction teachers have created and shared links to course and content specific videos that have proved to be extremely helpful sources of individualized student instruction. Some teachers even create videos made for individual students, sending important personalized academic instruction, while also incorporating social-emotional support.

Instruction is differentiated or personalized always according to student needs. Both Supervising Teachers and Small Group Instructors recognize that students learn in various ways and try to incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, Supervising Teachers work with Small Group Instructors to adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Small Group Instructors personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the SGI teacher may allow a slower credit completion rate, provide extra instruction, assign tutoring, provide supplemental material, provide study guides, or administer tests in sections. Teachers work with students to provide appropriate instructional interventions and accommodations, never merely “providing” them with extra resources without also providing them with their personal support.

As an online school, attendance and individual teacher and tutoring appointments vary based on the needs of the students and level of support required of the courses they are enrolled in. The school’s hours are 8 a.m. to 8 p.m. Monday-Friday and Saturday from 8am-4:30pm for assistance and tutoring. All Supervising Teachers, Small Group Instructors, and Tutors document student appointments and interactions in the Student Information System. Each student makes individual appointments with his/her teachers to meet with them to discuss progress, receive feedback and receive instruction, at a time that works for them. Some students need the flexibility of these extended hours to meet family obligations, such as work or childcare needs, while other students utilize the differentiated instruction offered to them due to environmental, social, or emotional factors.

Paseo Grande prioritizes building strong relationships with students, as can be evidenced through a close one-on-one Supervising Teacher that acts much like a coach/mentor relationship. This format allows at least one teacher to develop a complex picture of each student's strengths and areas of improvement that guide all teachers in developing a highly personalized learning plan.

Teachers use NWEA results, course assessments, and state testing data, as well as the student's transcripts to create the individualized plan. This outlines a path toward graduation. The plan lists all credits completed and those still needed, tracks test scores, and is reviewed with each student and the parent during conferences. An administrator also reviews the plan and works with the Supervising Teacher to make any adjustments as needed. This plan is always available to the Supervising Teacher, administration, parents, resource teachers, counselors, and tutors.

ELL learners with ELPAC scores of intermediate or below are referred directly to the Literacy/EL teacher who works one-on-one with each student to improve his/her English acquisition. All English learners are provided an Individualized English Language Development Plan (IELDP) that outlines instructional strategies and accommodations that can be used during virtual integrated and designated ELD. The IELDP is followed by the English learner's teachers in a concerted effort to increase EL's English language proficiency every year. Several staff members are fluent in languages other than English. These translation functions available in Apex Learning courses, in addition to online translation services, allow SGI teachers to further clarify and/or supplement instruction in a student's native language, when needed. Small Group Instructors differentiate instruction specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking at the text (when possible), and providing visuals to supplement text.

Similarly, all instruction for students with an IEP, or 504 Plan, is differentiated depending on the student's specific learning needs. Supervising Teachers and Small Group Instructors, along with the Special Education Case Managers, go the extra mile to aid student success in their course work. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read allowed to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs.

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

Description	Total Funds	Contributing
Digital Curriculum – used to provide instructional content to students including intervention supports	\$5000	Y
School supplies and resources to ensure students have the tools necessary to be successful.	\$750	Y
Computers – ensuring students have the technology to be successful within the program.	Donated	
Tutor – to provide academic support for students who need the additional instructional assistance.	\$46,000	Y

Description	Total Funds	Contributing
VOIP Phone System with integrated text messaging – used to connect with families using multiple methods	\$1000	N

Pupil Learning Loss

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

MA measures learning status through regular one on one meetings with course instructors, formal assessments using NWEA Maps testing, and frequent course assignments (both written, open ended, and multiple choice) that align with standards-based learning targets. The personalized instruction learning approach allows students to receive individual attention while being held to the highest level of rigor. During one on one instruction time, SGI teachers frontload, review, and assign activities to facilitate student comprehension and application of the material, as the student needs it most.

Many students arrive at PG with deficiencies in their education history, so upon enrollment, students take NWEA assessments in reading and math. Students retake the NWEA assessments at least three times during the school year. These evaluations allow the counselor and Supervising Teacher to evaluate the results and to place students in the appropriate course, as well as provide necessary interventions based on the levels demonstrated.

Students with an Individualized Education Plan have their accommodations met through meetings with their Special Education Case Manager. These Case Managers notify Supervising Teachers of each student's accommodations or modifications and where the documentation can be found in the online database. Accommodations and or modifications are made, as outlined in the Individualized Education Plan, and executed by the SGI teacher.

Students who are deficient in reading comprehension are assigned to a reading intervention course in Apex. English Language Learners (ELL) students work closely with their Literacy/EL teacher, SGI English teacher, and tutors to practice reading comprehension, writing skills, or other supplemental activities. English Learners benefit from the instruction of an English teacher and Literacy/EL teacher providing additional resources and support within the current grade level English and core curriculum. The Literacy/EL teacher provides one-on-one support for the English Learners in all classes they are assigned. Students with a higher English proficiency are placed in grade level English courses with one on one support by English and a Literacy/EL teacher and are provided appropriate accommodations. All but one Supervising Teacher has a CLAD authorization to enable them to provide support to EL students across content areas (and this one teacher has an emergency CLAD).

Students requiring additional support can utilize free tutoring. The PG tutor has BA degree and is available during business hours. For students who are struggling to engage, our counselor works to connect with the student and family to re-engage the student in learning.

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.]

When students have questions or are struggling with a concept, the instructional team utilizes various instructional strategies to facilitate understanding. To aid students in fully understanding the content depending on the course, Small Group Instructors use drawings, diagrams, graphic organizers, outlines and/or facilitate navigation of links to helpful websites. Paseo Small Group Instruction teachers have created and shared links to course and content specific videos that have proved to be extremely helpful sources of individualized student instruction. Some teachers even create videos made for individual students, sending important personalized academic instruction, while also incorporating social-emotional support.

Instruction is differentiated or personalized always according to student needs. Both Supervising Teachers and Small Group Instructors recognize that students learn in various ways and try to incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, Supervising Teachers work with Small Group Instructors to adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Small Group Instructors personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the SGI teacher may allow a slower credit completion rate, provide extra instruction, assign tutoring, provide supplemental material, provide study guides, or administer tests in sections. Teachers work with students to provide appropriate instructional interventions and accommodations, never merely “providing” them with extra resources without also providing them with their personal support.

Paseo prioritizes building strong relationships with students, as can be evidenced through a close one-on-one Supervising Teacher that acts much like a coach/mentor relationship. This format allows at least one teacher to develop a complex picture of each student’s strengths and areas of improvement that guide all teachers in developing a highly personalized learning plan.

ELL learners with ELPAC scores of intermediate or below are referred directly to the Literacy/EL teacher who works one-on-one with each student to improve his/her English acquisition. Several staff members are fluent in languages other than English. These translation functions available in Apex Learning courses, in addition to online translation services, allow SGI teachers to further clarify and/or supplement instruction in a student’s native language, when needed. Small Group Instructors differentiate instruction specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking that the text (when possible), and providing visuals to supplement text.

Students in special education receive instruction with highly qualified general education teachers as a means for inclusion in the general education program, as well as specialized academic instruction with a highly qualified education specialist. The education specialist collaborates with the general educator in teaching the standards-based Common Core curriculum, instructs the student in IEP goal areas, and implements the necessary accommodations and modifications for the student. The department also sends out reports indicating progress towards the student's academic and post-secondary goals. Virtually related services such as speech and occupational therapy are also conducted via distance learning environment with equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments. The Paseo Grande special education teacher maintains regular and frequent contact with each student. Contact and communication are tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments are used when new students with IEPs enroll with Paseo Grande. The results generated by NWEA provide special education teachers with data points for IEPs, as well as provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to special education students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. Paseo Grande will continue to administer this assessment to assist in monitoring student academic growth.

Foster and homeless students are provided the same supports and curricular options as all students who attend Paseo Grande. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

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.]

Students will retake the NWEA assessment at regular intervals throughout the year to ensure any learning losses are addressed and the student is making progress towards working at or beyond grade level. Students also take end of course mastery based assessments. Supervising Teachers keep track of student course completion progress in conjunction with desired graduation date/personalized learning plan. The assessments combined with tracking progress allow Paseo Grande teachers and staff to identify when the student may be experiencing a loss in learning.

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

Description	Total Funds	Contributing
On Call School Counselor – provides socio-emotional support to students as well as academic and guidance counseling. The counselor also connects students to local support resources.	\$1,000	Y

Mental Health and Social and Emotional Well-Being

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

Paseo Grande has an on-call school counselor and a school psychologist. The counselor regularly makes referrals to outside agencies, including homeless shelters, drug rehabilitation programs, health clinics, and other support agencies. The school Administrators, Supervising Teachers, and counselor monitors academic and socio-emotional progress for students and recommend additional supports as needed, along with any interventions. While Paseo Grande is an online school, staff is willing and able to do home visits when identified safe and as beneficial or constructive for the student.

Prior to COVID, the Paseo Grande staff received mental health certification and completed multiple levels of the ACEs instruction to become trauma informed. These certifications and trainings better prepared the staff for the trauma the students would be facing when the pandemic caused a disruption to their home life. Moving into the new school year, the school plans on continuing the next level for the ACEs training. To support students during this time, the community partners and counselors have come together to provide food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

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

Paseo Grande is a data-driven school. All decisions result from collecting and analyzing data focused on student proficiency rates, student grades, attendance, and credit completion averages. Collaboration between all stakeholders is required to ensure changes are implemented smoothly and are aligned to district and state standards and laws. At the end of each learning period (there are 13 in a year), student’s progress toward graduation is updated and shared, measuring teacher caseload core and elective credit completion rates, student

attendance, and graduation rates (future). Teachers are held individually accountable for their student caseloads, content area instruction, and thereby student achievement. Although this individual accountability is tracked, staff works as a team to motivate, support, and service all students.

Students and parents are contacted at least weekly. If students are not attending or making adequate progress, more frequent contacts are made using multiple contact methods. The instructional team works with the student and family to understand any underlying issues as to why the student may not be attending or making adequate progress.

PG wishes to work with students who are struggling with their attendance. Paseo Grande uses the following tiered model to support the success of non-attending students:

Tier 1: (General School Wide Attendance Support) Attendance is monitored and encouraged. The student and parents receive phone calls or virtual meetings from school staff regularly, and for non-attendance. A non-attending student and parent are contacted by a caring PG School administrator, school counselor, or a student retention support provider.

Tier 2: (Personalized Early Outreach) The non-attending student and parent are contacted by a caring PG School administrator, school counselor, or a student retention support provider to establish an Attendance Intervention Meeting. The meeting addresses possible barriers to assignment completion to promote student attendance. A plan for success and follow up is created and a member of the Paseo Grande team is delegated as the accountability partner for the student.

Tier 3: (Last Resort - Coordinated School and Interagency Response) The student is considered chronically absent at this point. Paseo Grande notifies the student and parent of the requirement to transition the student back to the school district of residence. PG will assist in the process of transitioning the student to the school district of residence if necessary.

(Note, for special education students, Tier 3 will include scheduling and holding a special IEP meeting to discuss the student's progress in the Personalized Learning Environment prior to a recommendation to transition back to school of residence.)

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.]

Paseo Grande does not provide school meals to students as per AB 1871 the program is exempt. However, we believe that hungry students may not be able to focus on their studies, so students were directed to their resident schools for meals. Staff informed students and families in need, of the additional support available through various food banks and other local resources.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.22%	\$24,256

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.]

1. With need and as new students enroll, laptops and hotspots are ordered and distributed as needed. All new students are provided a new laptop upon enrollment unless they state one is not needed. A student resource page was developed for students to obtain online resources, community resources, student portal information, homework help, physical activity resources, and school counselor referral forms.

Foster and homeless students are provided the same supports and curricular options as all students who attend Paseo Grande. To ensure success within the program, the counseling team is in greater contact and has provided further social-emotional resources for this subgroup of students. Student support has included providing food, shelter options, substance abuse resources, parenting teen supplies, and any other services/resources the students may need to be successful during distance learning.

2. To meet the needs of these students in these populations, laptops and hotspots were provided for the students to complete their schoolwork. In addition, food, shelter, and parenting resources were provided so students could sustain the goals of their education.

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

Foster youth, English learners, and low-income students are provided increased support from our teachers, tutor, and school counselor. Our Teacher, tutor, and school administrator immediately contact when students miss an appointment with their teacher to ensure the students are engaged in the program. Students are provided additional resources within their community. These students are offered the required technological equipment along with instructions on how to properly use the technology.