

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.]

The COVID-19 pandemic has impacted the Charter Alternative Program (CAP) community in a variety of ways. The most significant impact has been on families who have faced challenges with the distance learning program. Many families live in areas where internet services are inconsistent and very costly. Because of the school's home school/independent study program, families were familiar with supporting their children's learning but the move to an online curriculum and lack of access to technology raise concerns around equity and access to the schools full academic program.

When the school program shifted due to COVID-19 in the spring of 2020, CAP quickly adapted to the COVID-19 closure by tailoring distance learning options for its programs. These included a variety of strategies and tools, including providing or expanding options for hard-copy materials, checking out Google Chromebooks, utilizing online learning management systems and/or learning platforms, and coordinating ongoing outreach and engagement with students and families. Options for families depended on a variety of factors. For example, since our independent study students and families were already used to using online learning management systems or portals, CAP shifted to fully online/distance learning, while direct outreach was increased through the use of new online tools - e.g., Zoom meetings, Google Hangouts, Google Classroom, ScreenCastify (for showing/posting teacher lessons), video announcements from principals, ParentSquare announcements, email, and direct mail.

A significant challenge for all of the programs has been and will continue to be addressing the Digital Divide, in which some families face significant hurdles in accessing online/digital content. EDCOE and CAP have helped address this by providing a variety of ways for students to access/complete work, providing open & increased Wi-Fi access in proximity to all EDCOE facilities, providing a mobile "wireless hot-spot" bus to various locations around the county, and utilizing direct mail and phone calls. EDCOE's Special Education Services Department continued to provide outreach with program staff to support students with IEPs. Students have indicated that they miss seeing their friends and staff in person, and this is why we have made direct, regular outreach a priority at all programs. Additionally, we shifted all on site Mental Wellness Coaching services to a "Telehealth" model, with wellness coaches maintaining social and emotional support through ongoing/regular outreach.

With the start of the 2020-21 school year, the decision was made to continue with distance learning for a minimum of six weeks. Although the students, families, and staff were disappointed, they understood the reason for the decision and the school was well prepared due to increased numbers of Chromebooks to check out to families and cellular hot spots purchased to assist families with access to the internet. The school staff worked together in the spring of 2020 to create several different options for the start of school which included distance learning, hybrid programs, and the regular school program. In addition, the school acquired additional curriculum, online resources and technology in order to be prepared for all three scenarios. The school also provided teachers with additional professional development and resources prior to the 20-21 school year to prepare teachers for distance learning.

Stakeholder Engagement

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

Stakeholder feedback began immediately after the Charter Alternative Programs (CAP) school program went to distance learning on March 16. This time was used to regularly communicate with relevant stakeholders about the schools options during distance learning and solicit feedback on what was working and what additional supports families needed in order to access the curriculum. The school shared important information to families via Parent Square and reached out directly to families who were not engaging regularly with the teachers during the spring. During the summer there were surveys sent out to families and staff members to gather information about their views on returning to school and what protocols they would like to see implemented in order to feel comfortable with having their children participate in school and, for staff, what they would like to see in place in order to feel comfortable working on campus.

Prior to the end of the school year, all instructional staff participated in planning for several different instructional options for August of 2020. They shared what worked during the initial distance learning and what would need to be in place in order to improve instruction, student participation and learning. The staff generated detailed plans on a variety of instructional options and were ready to implement any of those options for the start of the school year. Once it became clear that the school would start the year in distance learning, school administrators communicated with families and staff to share the plan for six week of distance learning to start the new school year. Although not all students have access to reliable internet service, they do have cell phones and landlines which the administrators used to communicate the plan for the new school year. In addition, staff members visited students both in the community and at home to reach out to them to inform them of the plan and to ask for input on the needs they had to make sure they were successful in distance learning.

A School Site Council meeting was held on August 20, 2020 to seek input from families and staff about the impacts of distance learning during the spring of 2020 and the plans surrounding distance learning to begin the 2020-2021 school year.

Additional outreach to families with limited internet access included making phone calls to families to communicate with them about the plan to start the new school year and to work with them to provide access to technology such as chrome books and T-Mobile hot spots in order for them to be able to access the online learning environment to start the year. Each family had an in person appointment on campus at the start of the new school year in order to have an orientation on the learning platform and to provide any necessary support they needed to access the curriculum and instruction being provided in the online distance learning platform.

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

CAP is a charter program within the El Dorado County Office of Education (EDCOE). Stakeholder engagement included soliciting input from staff, students, and families during the spring and summer and at the beginning of the school year. In addition, a school site council meeting was held on August 20 and all parents and students of CCHSA were invited to participate in the meeting via Zoom. EDCOE had a Board of Education meeting on September 2, 2020 which was held via Zoom and the public had access to the meeting via a public Zoom link where they could provide questions or comments to the board during public comment about the Learning Continuity and Attendance Plan which was on the agenda.

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

Stakeholder feedback was gathered in a variety of forms including surveys, phone calls, and school site council meetings. Feedback was gathered from teachers and staff as well as families and students attending the school. The survey data was gathered twice from each group and the during the spring and summer of 2020 to gather information about the preferred method of instruction (distance, hybrid, or regular).

Below is feedback from the families and staff and this information, along with information from Public Health agencies, continues to be used to inform the program options being offered to students

- Families
- 50% were comfortable and preferred in-person learning
- 50%+ preferred to operate under normal schedules with in-person learning
- 30% preferred outdoor instruction as much as possible
- Staff
- 39% were concerned with EDCOE ability to abide by official health guidelines
- 50%+ felt that being provided PPE and assurance EDCOE would abide by official health guidelines would help them feel more comfortable
- 60% felt that maintaining social distance and workspaces being sanitized would help them feel more comfortable

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

Several contingency plans were made and reviewed in June. Upon input from stakeholders, as well as input from County and State Health officials, these plans were revised to include flexibility for families to return in hybrid as well as fully distanced learning modes. CAP has designed programs that will allow flexibility for families. Specifically:

All courses for grades 6-8 will be taught in a twice-weekly format where students remotely attend zoom lessons linked to Google Classroom. Recordings will be made available for students to access asynchronously. Upon re-entry, the courses will resume in-person, but for those who cannot attend or choose to remain in the distance learning format, the classes continue to be available remotely. Supplemental activities to those lessons are posted in the LMS for students to complete on non-classroom days as is normal business for CHSA

Grades K-5 will continue to focus on homeschooling our clients as per our mission with parent teacher meetings being held remotely through zoom or meets or in-person meetings held by appointment on campus. K-5 families have the option to participate in a twice weekly grade level science focused class. This class will meet the science standards for the grade level. Classes are currently held through twice weekly zooms and google class instruction. Upon re-entry, the courses will resume in-person, but for those who cannot attend or choose to remain in the distance learning format, the classes continue to be available remotely.

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.]

The school has developed a variety of instructional schedule models to respond to the ongoing COVID-19 public health emergency. These models include distance learning, hybrid models (one and two days per week) as well as in person instruction.

During in-person instruction, the school will follow the protocols outlined in the EDCOE Return to Worksite Plan Guidance document created in conjunction with the El Dorado County Office of Public Health. The plan covers the following: Daily wellness checks/protocols for students and staff, use of facial masks, restroom use, entrance and visitor protocols, occupancy loads, deep cleaning and disinfection of restrooms and work spaces, hand washing/sanitizing standards and social distancing. This also includes identification of employees or students who are symptomatic and the protocols for how different situations will be handled based on the personnel and students involved and the level of exposure for each situation.

Health and Safety Protocols for Students/Staff on Campus:

On campus, masks must be worn at all times.

When entering the classroom, all must utilize the motion activated hand sanitizers.

When exiting the classroom, all must utilize the motion activated hand sanitizers.

Each classroom will have two tables with two chairs a minimum of 10 feet apart for each student/parent pair.

The sanitized Chromebook will already have been placed on the student's table with the student folder and parent registration folder.

The pens used to complete the registration folder will remain with the student.

Collected registration folders will be placed in an envelope.

After exiting the classroom, staff will use the sanitizer and towels to wipe contact areas: table, chairs, and interior door handles.*

If a student utilizes a Chromebook, it will be sanitized before used again.

This practice will continue for all on-site or in-person instruction. Should additional measures be required due to changes in the EDCOE Return to Worksite Plan Guidance, procedures will be amended accordingly.

To identify students who have experienced significant learning loss due to the school closures in 2019-20, CAP will utilize a systematic cycle of assessments, including initial screenings and formative and summative assessments. CAP will use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Initial assessments are built into all English and Mathematics courses during the first month of fall instruction. Benchmark tests will be used in the elementary grades to determine levels. Every student's progress is evaluated on a monthly basis at the administrative level and bi-weekly by supervising teachers. SST's will be developed by grade level teams along with the caseload teacher and family for struggling students.

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

Description	Total Funds	Contributing
Provide sufficient PPE equipment for students and staff to ensure a safe learning environment during in-person instruction	\$7,200.00	Yes
Purchase and utilization of a Hypochlorous Acid Machine to sanitize work stations, classrooms, and restrooms	\$23,454.00	Yes
Purchase and use of Plexiglas barriers to provide safe conditions for students and staff	5,000.00	Yes

Description	Total Funds	Contributing
Increase custodial cleaning and sanitizing of restrooms, high-touch, surfaces, and classrooms.	\$15,000	No

Distance Learning Program

Continuity of Instruction

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

Teachers returned August 6 in order participate in distance learning training, to call caseload families, and gather materials to check out and organize final enrollment paperwork

Teachers surveyed each family to see if the family will need a Chromebook or hot spot for distance learning

Caseload Teachers and Classroom Teachers will ensure students have grade level appropriate assignments.

Materials will be provided and available to pick up on campus with appointment

A schedule of zoom classes along with teacher office hours will be provided for all families.

Teachers will instruct families on how to log into Google Classroom and Pathways.

All courses for grades 6-8 will be taught in a twice-weekly format where students remotely attend zoom lessons linked to Google Classroom. Recordings will be made available for students to access asynchronously. Upon re-entry, the courses will resume in-person, but for those who cannot attend or choose to remain in the distance learning format, the classes continue to be available remotely.. Supplemental activities to those lessons are posted in the LMS for students to complete on non-classroom days as is normal business for CAP.

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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.]

The plan for ensuring access to devices and connectivity began during the spring of 2020 with tracking the number of students who needed to check out Chromebooks. During outreach in the summer, additional information was gathered about the needs students would have in the fall of 2020 if distance learning continued. There were 100 Verizon hotspots ordered to meet the needs of students who had unreliable access to internet service in their home and additional Chromebooks were inventoried and updated to check out to students in order for them to have one-to-one access in the home if there were multiple children from the same family.

School staff reached out to each family enrolled in their programs via phone to arrange an in person appointment prior to the start of the school year. During the phone call, and again in the meeting, they discussed access to technology with the families.

Chromebooks were distributed to every family who requested and hot-spots were distributed. Additional hot-spots will be delivered to those who requested them upon receipt from the vendors. El Dorado County has many public locations where wifi is available and maps and access lists were distributed to all families.

During the school closure in the 2019-20 school year there were some families that did not have access to reliable internet services. During that time, students were provided with access to books, curriculum, and materials, as well as assignments from the curriculum and materials to complete. Families were able to communicate with teachers using other means such as phone class and check-ins when returning their work to the school site. Verizon hot spots were ordered to increase connectivity and all schools, libraries, and other community buildings set up public WiFi hot spots so students could access the internet close to their homes.

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.]

Charter Home Study Academy will continue to follow independent study law ARTICLE 5.5. Independent Study [51745 - 51749.6] which includes monitoring student progress on all assignments through regular assignment evaluation

Certificated employees and each pupil shall communicate in person, by telephone, or by any other live visual or audio connection no less than twice per calendar month to assess whether each pupil is making satisfactory educational progress.

Satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that evidence that the pupil is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by certificated employees providing instruction.

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.]

During the initial shutdown in the Spring of 2020, teachers were given training on using distance learning programs including Zoom and Google meets. Staff met weekly to review progress and exchange ideas to improve student experience.

Three teachers trained in the EDCOE offered EDU-Protocols two day training and shared the best practices during staff development.

Additional two days of training for all staff prior to school included setting up best practices for online distance learning.

Weekly time is set aside for teacher support and professional development focused on the on-line learning platforms utilized during the hybrid program

Staff Roles and Responsibilities

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

Teaching staff have had to develop a high level of competency working with technology to deliver academic content and monitor student outcomes. Teachers have expanded their repertoire of curriculum delivery methods while also individualizing feedback remotely to include phone calls, zoom, text and email systems.

Staff have developed academic support teams and associated responsibilities to help identify struggling students and provide services or referrals for services.

Office staff have needed to enhance their skills to include collection and distribution of information that uses technology as well as using LMS and SIS software at a much higher level.

Priority for tasks to be done on site and off site have been identified and personnel have been identified to perform those duties.

The Mental Health Clinician is providing and coordinating mental health supports for students via Zoom and phone calls during distance learning.

Custodial staff will have modified schedules to perform sanitation during the school year when students are on campus.

Special education staff have modified their services to ensure student support either in person or in an on-line setting as appropriate.

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.]

Approximately 16% of our students are Low Income, while we serve a relatively low number of English Learners (1) and Foster Youth (1). That said, because we are an alternative program, many of our students are considered at-risk due to a variety of other factors - e.g., anxiety, school phobia, or other social-emotional issues. Because of this, we have been continuing to provide extra support to these groups of students. This includes additional direct outreach from staff to these groups to support work completion and academic success, as well as providing connection with and access to community-based resources. Pupils with exceptional needs continue to receive support through their case manager who coordinates all supports for these students. Some supports may be provided in-person as deemed necessary during distance learning while others may be provided through on-line

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

Description	Total Funds	Contributing
Provide Chromebooks for students in order to access the on line learning platform and software	\$34,000.00	Yes
Professional Development for staff to increase skills in on line learning setting	\$7,000.00	Yes
Verizon Hot Spots for WiFi access for students	\$5,000.00	Yes
Zoom Subscriptions for instructors	\$750.00	Yes
On Line learning software and platforms	\$3,500.00	Yes

Pupil Learning Loss

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

CAP continued instruction during the spring of 2020 through the home school/independent study model and continued to assess and monitor student progress for learning loss. Progress monitoring for learning loss will continue during the 20-21 school year through includes utilizing curriculum embedded assessments in all core subject areas. The results of the assessments will be compared to benchmarks for each grade level and will be monitored throughout the school year to ensure all students show adequate progress or accelerated progress to achieve grade level standards.

All courses for grades 6-8 will be taught in a twice-weekly format where students remotely attend zoom lessons linked to Google Classroom. Recordings will be made available for students to access asynchronously. Upon re-entry, the courses will resume in-person, but for those who cannot attend or choose to remain in the distance learning format, the classes continue to be available remotely.. Supplemental activities to those lessons are posted in the LMS for students to complete on non-classroom days as is normal business for CHSA

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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.]

All courses for grades 6-8 will be taught in a twice-weekly format where students remotely attend zoom lessons linked to Google Classroom. Recordings will be made available for students to access asynchronously. Upon re-entry, the courses will resume in-person, but for those who cannot attend or choose to remain in the distance learning format, the classes continue to be available remotely. Supplemental activities to those lessons are posted in the LMS for students to complete on non-classroom days as is normal business for CHSA. Students that need extra support can schedule time either through zoom or in person to meet with a teacher to address learning loss.

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remain in the distance learning format, the classes continue to be available remotely. Students that need extra support can schedule time either through zoom or in person to meet with a teacher to address learning loss.

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.]

Progress monitoring for learning loss includes utilizing curriculum embedded assessments in all core subject areas. The results of the assessments will be compared to benchmarks for each grade level and will be monitored throughout the school year to ensure all students show adequate progress or accelerated progress to achieve grade level standards.

Students falling behind will have a multi-level intervention including : Identification by individual teacher, SST by grade level committee, intervention and discussion with families, development of action plan for the student, monitoring by committee members and re-adjustments as necessary. Administration will monitor action plans and when students are able to be taken off of assistance lists.

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

Description	Total Funds	Contributing
Provide Software to ensure access to on line learning platforms and curriculum	\$6500.00	Yes
Provide additional on line support for students who demonstrate learning loss or who are falling behind due to distance learning	\$10,000	No

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.]

The school will use professional development time to increase trauma knowledge and skills. Engage staff in professional development about mental health de-stigmatization. Provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness (e.g., saying no, accepting oneself and others, and not being at 100% all the time).

During the 2019-20 school year, the school established a process for students to be referred to or self-identify the need for mental health support. The support was provided with an outside agency who provided both group and individual support for both ongoing and crisis situations. Students were able to continue receiving mental health support either by phone or video conference.

For the 2020-21 school year, the school will continue to follow the process established during the previous school year and has hired a Mental Health Clinician to serve as the coordinator of mental health support for students and staff at the school. They will continue to reach out to students who were served last year in small group or one-on-one settings and receive referrals from staff to establish support for students who indicate a need for additional support.

The school will also include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.) and will also conduct routine check-ins using a trauma- and resilience-informed lens.

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 engaging in instruction and is at risk of learning loss.]

Each teacher is assigned a caseload of students to manage. If a student is absent from distance learning the caseload teacher will first make contact by phone to see if there is a connection issue. If connectivity is an issued staff will offer support including chrome book and hot spot. Staff will also offer an in person appointment for families that are struggling to connect.

Students falling behind will have a multi-level intervention including : Identification by individual teacher, SST by grade level committee, intervention and discussion with families, development of action plan for the student, monitoring by committee members and re-adjustments as necessary. Administration will monitor action plans and when students are able to be taken off of assistance lists.

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.]

During in-person instruction, students will be provided with adequate meals, including those students who are eligible for free and reduced-priced meals in a similar fashion as previous years. Meals are provided by the El Dorado County Food Services Department in compliance with federal guidelines.

During distance learning, families will receive an entire week’s worth of lunches once per week. Parents will come to the school site one day per week to pick up their lunch packs which will include both perishable and nonperishable items provided by the El Dorado County Food Services Department in compliance with federal guidelines.

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	Mental Health Clinician	\$138,894.00	Yes
Mental Health and Social and Emotional Well-Being	Mental Health Coach	\$58,764.00	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
9.26%	\$170,296

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.]

CAP will address learning loss specifically with foster youth, English Learners and low-income students by enhancing efforts to provide the continuation of intensive instruction and supports into the school year as described in the Pupil and Family Engagement and Pupil Learning Loss Strategies Sections.

CAP will provide additional academic supports for students through increasing access to technology and devices to support connectivity for distance learning, hybrid, and in-person instruction.

CAP will provide integrated pupil supports to address barriers to learning in the following areas: mental health services, professional development opportunities to assist teachers in supporting high needs students in a distance learning context, and access to school meal programs for students.

CAP will work with EDCOE staff to provide conditions for students and staff to work safely on campus in individual and small groups for intervention, academic support, and mental health services.

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

Services for foster youth, English Learners, and low-income students are being increased and improved through the increased mental health supports of the Mental Health Clinician and through the use of technology supports for students with difficulty accessing the internet. Additional services include providing professional development and support for instructors to provide high-quality distance learning and software subscriptions in order for students to access the curriculum in an on line setting.

