



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
Redwood Academy of Ukiah	ELNA GORDON Principal	EGORDON@REDWOODACADEMY.ORG 707-467-0500

General Information

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

In response to the school closures resulting from the COVID-19 pandemic, Redwood Academy transitioned all classes to a distance learning environment in spring of 2020. Anecdotal data has shown that this pandemic has impacted students and families in a variety of ways. Most significantly, in relation to education, students had to completely manage their own program participation and, subsequently, work production, something they were completely unaccustomed to given the high level of management/oversight by teachers and other Redwood Academy staff members while learning was on-campus. Additionally, parents were charged with being the only direct oversight for their student(s), which, at times, proved very challenging, as parents were new to that role and initially unfamiliar with class content, routines, and assignments. Furthermore, for parents who were still working, it was difficult for them to find adequate time to help with oversight. Additionally, a few students struggled with connectivity issues due to living in very rural areas with limited service. While student participation/success in the distance learning program was relatively strong in the spring of 2020 overall, it was not as strong as on-campus program participation/success. Unfortunately, as a result of the continued spread of COVID-19, Redwood Academy decided to open the school year with continued distance learning with hopes of beginning a hybrid model of learning that allows students on campus for classes four days a week during first semester, assuming Mendocino County remains off of the state's watch list. However, Mendocino County COVID-19 cases are currently above the levels needed to avoid placement on the watch list, and local public health has reported that placement on that watch list is only a matter of time.

Stakeholder Engagement

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

5/18--A student survey was made available soliciting information about possible hybrid and distance learning scheduling preferences.
5/28--A parent survey was made available soliciting information about possible scheduling preferences as well as information about other concerns/issues that arose during school campus closure in the spring.
6/1 and 6/2--Staff meetings were held to discuss possible scheduling options for 20-21 as well as review the parent and student survey feedback.
8/11--The Learning Continuity and Attendance Plan (LCP) draft was a staff meeting discussion item.
8/26--The LCP was a Parent Advisory review and discussion item.
8/31--A public hearing for the LCP was held at a special board meeting.
9/2--The LCP was a SSC meeting review and discussion item.
9/8--The LCP was adopted at a regular board meeting.

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

All stakeholder feedback opportunities allowed for remote participation by way of Zoom or electronically submitted survey feedback.

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

Parent and student feedback centered on preferences for learning and schedules. Student survey results indicated that approximately 42% of students preferred to have full days of school every other day while 39% preferred half days everyday. The remaining students had no preference. Parent survey results indicated that 52% of parents preferred full days every other day, 39% preferred half days, and the rest preferred to remain on full distance learning. Additionally, both parents and students provided input regarding technology needs and challenges in the face of full distance learning. Finally, parents and students also expressed concern over the ability to adequately manage all of the classes during a continued period of full distance learning.

Staff feedback centered on input regarding curricular design when faced with minimizing student numbers and contacts. When presented with two options: 1) to put kids into small, stable groups with a teacher who would help them with all of their classes being taught online by other teachers at a distance or 2) to put kids into small, stable groups where they were taught one core academic subject at a time in four week periods to avoid students having to move from room to room and teacher to teacher, a large majority of staff elected for option two. Additionally, unlike the parent and student surveys, staff feedback indicated a strong preference for half days everyday. The staff's preference had largely to do with two concerns: 1) They expressed concern about being able to keep students' learning on track if they did not see them daily. 2) They expressed concern over being able to teach a single subject effectively over the course of a full day if Redwood Academy went with curricular model #2. 3) They expressed concerns about students being able to stay in facial coverings and 6 feet apart all day. Other staff input included other safety concerns such as suggestions for how to better classroom ventilation systems as well as a desire for additional training time in both safety measures as well as instructional strategies.

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

The Learning Continuity and Attendance Plan was influenced by stakeholder feedback in a variety of ways. Many of the actions, such as added technology, extra academic supports, and safety measures come directly from stakeholder feedback. Additionally, the instructional design and resulting daily schedule were the collaborative result of staff, parent, and student input regarding concerns over learning, management of learning, and safety.

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.]

Once Redwood Academy can reopen campus safely as recommended by local Public Health and State Guidance, all students will have the opportunity to attend classes on campus for half days, Monday through Thursday in small, socially-distanced, stable groups with face coverings required. Friday will remain a distance learning day for all students. Using a model pioneered by Colorado College, students will take only one core course at a time for four weeks. Students will rotate each four weeks to complete at least four courses by December. We hope this concentrated approach will foster deep learning while streamlining the logistics of maintaining stable groups and allowing students to engage meaningfully with one teacher at a time. Additional information about procedures for hybrid learning can found in the Redwood Academy Reopening Plan posted at [https:// www.caredwoods.org](https://www.caredwoods.org).

In addition to our hybrid model learning, when in full distance learning, students who need more support will have access to limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their learning, as long as allowable by Public Health and the Governor's State Guidance for schools. Students will be scheduled for either Mondays and Tuesdays or Wednesdays and Thursdays. Face coverings and distancing of 6 feet or more will be required for all students and staff on campus. Parents may request this extra support for their students, and IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support.

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

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	Yes
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,000	No
Provide necessary protective personal equipment for all staff and students.	\$4,000	No

Description	Total Funds	Contributing
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	No
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$19,500	No
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	No
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$3,500	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	Yes
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	\$6,500	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	No
Provide Guided Study time in person to all students daily to allow for math and SAT skill building.	\$26,500	Yes

Description	Total Funds	Contributing
Provide the PSAT for all sophomores and juniors in October, subsidize the cost of an SAT for all juniors with a 3.0 or higher, and subsidize the cost of AP Exams for all students with a B+ in the AP class or higher.	\$3,500	No
Subsidize any cost associated with the SAT for homeless, foster, and SED juniors, and subsidize any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	No
Provide a week-long Outward Bound wilderness education trip for all juniors and seniors in the spring in order to foster student connections with nature, with each other, and with themselves.	\$8,000	Yes
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	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.]

When on full distance learning, instruction will still be provided in four-week intensive blocks minimizing the number of classes students focus on at one time. In this four-week block model, no student will have more than two core academic classes at any time. We are hopeful that this continued four-week intensive course model will simplify distance learning for our students. Students on distance learning will have mandatory live class meetings on Zoom every day. It will be required that students attend that live class meeting, and attendance will be taken just as if they were on campus. If a student cannot make it to their live instruction session, a parent must call the office and arrange alternative communication with their teacher. The office will make contact daily with all families/ guardians of students who are marked absent for the day. Students will have access to weekly snapshots on Google Classroom. These will be available on Fridays, and they will outline the assignments/requirements for each day of the following week. The use of the weekly snapshots for providing students an overview of the weekly instructional minutes will remain consistent whether students are participating in a hybrid model of learning or in full distance learning. All assignments/activities will be posted in Google Classroom no later than the day prior to the day they are expected to be started. Teachers will maximize live instruction time by using techniques learned in various distance learning trainings. This includes techniques such as designing a flipped classroom, a model that delivers initial learning offline through books, podcasts, and carefully chosen online resources and then brings students and teachers together on Zoom to engage in discussions, presentations, and demonstrations that focus on student interaction. Students will also continue with the same distance learning schedule on Fridays that they have during our hybrid model schedule, providing an increased sense of continuity between the two. Additional information about procedures for distance learning can found in the Redwood Academy Reopening Plan posted at www.caredwoods.org.

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.]

Any technology/materials needed to complete distance learning will be provided by Redwood Academy prior to the beginning of the school year. Students may checkout Chromebooks, Verizon hotspots, and graphing calculators as needed.

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.]

Teachers will assign no less than 240 minutes of instruction daily. All instructional minutes will be accounted for on the weekly snapshots published on Google Classroom as well as in PowerSchool. All students on distance learning will have live interaction with a credentialed

teacher and peers daily as a part of their total instructional minutes. Student progress will be closely monitored through PowerSchool by way of attendance in live sessions and completion of assigned work. In this way, the minutes represented by all completed class activities/assignments will be recorded for each student, represented by teachers inputting of engagement/attendance codings and a grade for each assignment/activity. The entry of a "NP" in attendance or "0" in the gradebook in PowerSchool will indicate that those minutes were not fulfilled. If a student's grade drops below 68% in a core academic class or a student misses two consecutive days of live instruction, the Principal or Student Services Coordinator will be alerted and student re-engagement actions will be enacted. Additional information about procedures for assessing pupil participation and reengagement strategies during distance learning can found in the Redwood Academy Reopening Plan posted at <https://www.caredwoods.org>.

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 engages in two weeks of professional development prior to the beginning of the school year at Redwood Academy. This year, four of the days contained training specific to distance learning and technological support. Additionally, some teachers took part in voluntary distance learning trainings over the summer, including one conducted by Stanford Online High School. To address teachers technology needs, Redwood Academy contracted with a local technology support company, TechPro, in order to ensure that teachers had access to adequate technology support and purchased new laptops for teachers with computers aged 5 years or more.

Staff Roles and Responsibilities

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

Some staff roles shifted slightly as a result of COVID-19. As a result of the redesigned schedule, one teacher will now oversee students who remain on full distance learning once the Redwood Academy opens its hybrid learning model. Additionally, campus aids were given the opportunity to request additional maintenance duties on campus in place of the hours they might normally spend supervising students on campus during times like breaks and lunches. Finally, while full distance learning persists, some instructional aids will work remotely providing services such as after-school online tutoring and helping teachers to monitor and track student progress in online learning sites such as Khan Academy.

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.]

Extra help will be available for all students on Zoom on Fridays from their core academic teachers. Additionally, all students will have access to an "after school" drop in tutoring hour from 3:30pm to 4:30pm Monday through Thursday. For students who need more support, we will have limited seats on campus from 8:30am to 11:30am two days a week where a staff member will support a small stable group of 11 or fewer students in their learning, assuming this is allowable by Public Health and State Guidance. Students will be scheduled for either Mondays and Tuesdays or Wednesdays and Thursdays. Parents may request this extra support for their students. IEP, 504, EL, foster, homeless, and SED students will be contacted and given priority in receiving on-campus support. All students with IEPs will continue to receive services through UUSD. All accommodations/modifications for both students with IEPs and 504s will be adhered to both in distance

learning and on campus learning, as written into their plans. Finally, the Student Services Coordinator will provide additional academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.

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

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	Yes
Provide technology for distance learning to all students as needed, including Chromebooks, Verizon hotspots, and graphing calculators.	\$15,000	Yes
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	No
Provide distance learning training opportunities for staff.	\$11,000	No
Provide administrative time to design full distance learning schedules and procedures.	\$2,500	No
Provide online tutoring hour four days a week.	\$4,500	Yes
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	\$19,600	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	Yes

Description	Total Funds	Contributing
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$6,500	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	No
Provide Guided Study time online to all students daily to allow for math and SAT skill building.	\$26,500	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	No
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize the cost of SAT for all juniors with a 3.0 or higher and the cost of AP Exams for all students with a B+ in the AP class or higher.	\$3,500	No
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize any cost associated with the SAT for homeless, foster, and SED juniors and any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	Yes
Provide online teacher extra help hours on Fridays for all students.	\$11,000	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	No

Pupil Learning Loss

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

Redwood Academy will use a variety of methods to assess learning loss. The primary method will be through teacher developed and delivered assessments. All teachers will continually formally assess student learning status throughout their core academic instruction using grade-level state-aligned curriculum. Students who are struggling to maintain a 68% or higher in their core academic classes will be considered as having some learning loss and referred to extra academic support. Additionally, Redwood Academy will administer interim CAASPP assessments in both ELA and math in October and November to grades 7 through 11. That data will be used in comparison to student data from previous years to further assess student progress or lack thereof. Students in grades 10 and 11 will also take the PSAT, providing a similar measure of student progress. Finally, grades 7,8, and 11 will take the summative CAASPP assessments in the spring providing more data of any learning loss that occurs during the 20-21 school year.

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.]

To mitigate student learning loss, Redwood Academy will employ a variety of strategies. The primary strategy will be to provide a streamlined distance learning and hybrid learning program that allows students to focus on one core academic class at a time and allows teachers to give one class of students their undivided attention. In this way, teachers and students will be able to work together closely to identify any gaps in skills or knowledge and develop meaningful strategies to address those gaps. In addition to core class curricular design, all students will be participate in daily online math review and skill building as a part of their Guided Study class, a elective course all students take at Redwood Academy. Students will be closely monitored in this daily math review and skill building to ensure that they are working at the appropriate level and experiencing continual growth. The Student Services Coordinator will also monitor all students' academic progress in their respective core classes. Students who are identified as having learning loss will be referred to additional supports, including on campus support, online tutoring, and summer school. EL, foster, homeless, IEP, 504, and SED students will have priority for on campus tutoring as well as receive additional academic monitoring and advising services.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports will be measured by way of assessments administered throughout the year. This will include both assessments administered by teachers as a part of the students' core academic classes and standardized assessments to include interim CAASPP tests, the PSAT, and summative CAASPP tests administered to grades 7 through 11. For assessments delivered as a part of core academic instruction, student grades as reported in PowerSchool will serve as a broad indication of the overall effectiveness of the strategies implemented.

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

Description	Total Funds	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	Yes
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	Yes
Provide Guided Study time to all students daily to allow for math and SAT skill building.	\$26,500	Yes
Provide the PSAT to all sophomores and juniors.	\$750	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	Yes
Provide online tutoring hour four days a week.	\$4,500	Yes
Administer and score interim CAASPP assessments.	\$14,000	No
Provide summer school.	\$6,000	Yes

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

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

Teachers will regularly assess students social and emotional well being during live instruction with students and report any noted concerns to the Student Services Coordinator for follow up. All staff receive training in mental health warning signs and suicide prevention as well as mandated reported training that addresses looking for possible signs of emotional or physical abuse. Additionally, Life and Leadership classes serve as a community building time that focuses on students social and emotional well-being, including providing students with mental health resources such as crisis contact numbers and lessons about how to cope with stress. Finally, students are actively encouraged to stay in close communication with school staff, including the Student Services Coordinator, who can provide referrals to other local mental health resources to students in need.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Outreach to parents and students began in early July and continued throughout the remainder of the summer, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. All student contact information was verified by way of the submission of the 2020-21 registration card. Any students who are absent from distance learning have their parents contacted by the office each day they are absent. Any student absent for two consecutive days or whose grade drops below 68% in a core academic class will have their parents contacted by the Principal or Student Services Coordinator to

establish actions for reengagement which may include but are not limited to sending a formal letter explaining the student's attendance/academic issues, assigning mandatory afterschool/additional online tutoring, recommending on campus extra support/instruction, referrals to health and social services, and requiring summer school. Additional information about reengagement strategies can be found on Redwood Academy's reopening plan posted at www.caredwoods.org.

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.]

Redwood Academy participates in the Community Eligibility Program, and, as such, provides free breakfasts and lunches to all enrolled students. All meals meet the nutrition requirements for the National School Lunch and Breakfast Program and are provided by our School Food Authority, Willits Charter School. While all students are on distance learning, students who order meals are provided two days worth of breakfasts and lunches on Mondays and three days worth of breakfasts and lunches on Wednesdays. Once students are back on campus for our hybrid model of learning, lunches and breakfasts will be available Monday through Thursday for daily pick up with Thursday serving as a pick up day for two days worth of meals since Fridays will continue to be a distance learning day. Once regular campus operations resume, free breakfasts and lunches will be available Monday through Friday.

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

Section	Description	Total Funds	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$31,500	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
10.8%	\$126,147

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.]

10.8% is the percentage required to improve LCFF services for targeted students in 2020-21. For \$78,947 of the targeted money, since English Learners and Foster Youth pupil count do not constitute a numerically significant subgroup pursuant to Ed Code Section 52052, Redwood Academy has elected to provide all pupils with opportunities that, in design, specifically benefit these populations. These actions include providing Guided Study time to all students daily to allow for math and SAT skill building, providing online after-school tutoring and teacher extra help hours, providing no-cost enrichment programs/trips such as Outward Bound, providing no-cost concurrent enrollment opportunities and support at Mendocino College, providing summer school, providing all technology needed for distance learning, and providing free breakfast and lunch to all students. These actions meet the needs of these students by providing added academic supports as well as educational opportunities that may not be available or accessible otherwise. The academic supports, technology, and school meals help to ensure that these students have the capital necessary to succeed in their academic coursework, while the enrichment programs and concurrent college enrollment program provide these students the opportunity to explore abilities and pursue interests outside of Redwood Academy's curricular offerings and outside of the town of Ukiah. These actions total \$103,000 of our budgeted costs.

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

For our added services directly aimed at low income, foster youth , EL, and RFEP populations, we are expending \$47,200. The majority of this amount is used in having our Student Services Coordinator provide extra academic monitoring and advising time for these students. For example, while the Student Services Coordinator will meet with all students for the purposes of college counseling a minimum of four times over the course of their junior and senior years, pupils in the targeted populations will receive a minimum of six college and financial aid counseling sessions. Additionally, the school will provide priority availability for on-campus extra support for these students during distance learning. Finally, foster youth, EL, and low-income students have any costs associated with College Board tests, including the PSAT, SAT, and AP tests, subsidized by the school.

