

# 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.]

On March 12th, in light of the COVID-19 pandemic, with the guidance of state and county health departments, Bridges Charter School made the decision to close school for one week without instruction. At this time, staff and teachers prepared for Distance Learning in the event that extended school closure was to take place. We offered virtual enrichment learning opportunities with our classroom teachers and specialists for families to participate in during this time of closure and we coordinated efforts to ensure that all students would have access to internet, computers, and supplies needed to be successful as virtual learners. On March 18th, we announced that we would remain closed through May 1st, and we shared our Distance Learning Plan with our families. On April 1st, all Ventura County LEA's agreed to keep their school sites closed through the end of the year in support of mitigating the spread of COVID-19.

Bridges Charter School offered differentiated instruction and a multi-tiered system of support for our English Learners, Students with Disabilities, and our Economically Disadvantaged students. We implemented check-ins with parents and caregivers of students who were not regularly engaged. Our teachers continued to provide Distance Learning to students

On July 17th, in a Special Board Meeting, the Bridges Board of Directors voted to begin the school year virtually as directed by the county health department and the state governor. We expect to continue virtual or hybrid learning until it is safe to return to school.

Although we are a small, community driven school, and we have been able to pivot quickly to Distance Learning and adapt to the many changes, the pandemic has impacted our students, their families, and our community in significant ways including:

- 1) Teachers and staff had to quickly pivot from a classroom based model of instruction to a distance learning model of instruction.
- 2) Families, students, and staff had to quickly acquire the necessary technology including hardware, software, and internet service to provide equitable access to learning.
- 3) Support staff transitioned to supporting students in zoom sessions and to support engagement with distance learning.
- 4) The enrollment in our long term Independent study program reached full capacity with a waiting list of 85+ students.
- 5) Because it has not been safe to meet face to face with students, SPED assessments were delayed and SPED services traditionally offered face to face were offered virtually. This has impacted the quality of services we were able provide to our SPED students. As such, we have transitioned some staff positions to provide more direct support for students with disabilities and our EL students learning from home.
- 6) Child Care: Many families in our community have had to make decisions about supporting their children at home through Distance Learning and working from home simultaneously. The stress our families feel has drastically increased. We therefore invested in Parent Education resources and offered more consistent check-ins with families by the Directors and staff.

## Stakeholder Engagement

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

In order to solicit stakeholder feedback and to inform our decisions, administration held bi-weekly parent meetings beginning in March and these meetings have continued into the current school year. The bi-weekly meetings are meant to facilitate connection between families, provide families updates with school plans, and to solicit feedback from families. With over 100 participants in the meetings, more than 50% of our parent population attended and provided feedback in these meetings when offered. If families could not attend, recorded versions with the option of translated subtitles were made available within 6 hours of the live meetings. Meetings were recorded and posted to the school website and to our parent communication platform, Parentsquare where stakeholders could continue asking questions and engaging with the topics discussed.

Further, we developed a Return to School Task Force that met weekly or bi-weekly from March through August in order to provide feedback on our plans to return to school. This Task Force includes parents, teachers, staff, administration, PAC and ELAC representatives, and board members. This Task Force continues to meet regularly and respond to changing contexts.

We also collected survey data regularly from our families and our students in order to gather feedback on our academic and social emotional programs.

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

We hosted all of our meetings on zoom, and we posted the public board meeting links publicly on our website and at our school site. Further, we publicized parent meetings with zoom links on our school communication platform Parent Square.

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

Stakeholder groups including parents, students, and board members provided feedback on our educational programs and the learning platforms that we provided via distance learning in the Spring. Stakeholders on our Task Force have been very instrumental in helping to design our plans for returning to school in the 2020-2021 school year. The planning done has taken into consideration new legislation, and healthy/safety recommendations from the CDC and VCPHD. Our stakeholder groups have provided feedback on hybrid program design, social emotional learning plans, community engagement, health and safety considerations, and academic programs.

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

We sought feedback from many stakeholders to inform program decisions and logistical considerations for Distance Learning. Daily schedules, the amount and type of work given, start and end times for instruction, the type of synchronous and asynchronous programs, along with the social/emotional/psychological support programs that were offered to families.

## 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.]

Our Distance Learning Plans prioritize the health and safety of our students and staff. When we are safely able to re-open, we have plans in place for mitigating the spread of COVID-19 while providing classroom based instruction to the extent reasonably possible.

Classroom desks will be arranged using the Rosner Model to ensure 6 feet of physical distancing between the teacher and students. Based on the size of our classrooms, between 16-20 students/adults can fit in a classroom as a group. We have grouped students in family cohorts

with staggered campus entry locations. Intermixing of student groups will be minimized to the extent possible. When the county health department deems it safe for local schools to re-open, these safety protocols will allow for the maximum number of students to receive instruction on site as possible.

Further, we will work with our county office of education and our county health department to determine the feasibility of submitting a waiver for the safe return of students who have experienced significant loss of learning or who are at the greatest risk of experiencing significant learning loss. These prioritized groups will include students in lower grades, students with special education services and accommodations, and English Learners.

Our beginning of the year assessments as well as teacher feedback forms submitted at the end of the 2019-2020 school year will help us identify students who have experienced significant learning loss due to school closures. Using supplemental staff, we are able to offer both push-in and pull-out intervention for more students who have experienced significant learning loss or who are falling behind in the areas of ELA and Math. Further, we will consider the option of submitting a waiver for re-opening to prioritize serving students in target groups who we identify as more at-risk when we are safely able to do so.

For example, re-opening plans will prioritize students who have experienced significant learning loss due to school closure in the 2019-2020 school year or who are at a greater risk of experiencing learning loss due to future school closure such as students in lower grades, English Learners, and students with IEP's or other accommodations.

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. In grades K-2, we will utilize Express Readers Assessments, BPST Assessments, and Guided Reading Assessments to determine learning loss. In grades 3-8, we will administer the NWEA Map Growth Assessments 3 times per year in the areas of ELA and Math. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Intervention strategies include additional small group support with the classroom teacher, and Tier 2 pull-out interventions with our intervention specialists. Progress will be tracked over a period of 12 weeks to monitor growth and success of intervention services. Further, for students requiring additional support with organization, we will direct staff resources to check-in with students who are struggling with engagement and participation before the school day begins.

Our supplemental staff has been re-directed to support students ongoing social-emotional wellbeing through weekly small group check-in zoom sessions in grade level spans.

Our re-opening plans to support student learning require essential protections for health and safety of our students. Purchases include hand sanitizers and disinfectants, sneeze guard acrylic plexiglass shields, protective gloves, masks and face shields, signs for bathrooms and common space, no touch thermometers, and an electrostatic sprayer.

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

Description	Total Funds	Contributing
1. Hand Sanitizer & disinfectant \$1,087 2. Sneeze guard acrylic plexiglass shields \$631 3. Protective gloves \$465 4. Mask/Face shields – \$374 5. Social Distance signs - \$132 6. No touch thermometers - \$1,297 7. Electrostatic Sprayer \$940	\$4,926	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.]

Our virtual learning program and classroom based program are structured to be closely aligned so that when students are at home our classroom programs will be offered through distance learning. Our learning from home program will be aligned with classroom based program to ensure the fluidity of student learning between the two settings. K-2 classrooms will be set-up on Seesaw with resources, lessons, and interactive activities for students who are on-site and at home. Teachers will record instructional videos of important content and will post the lessons in their virtual classrooms for parents and students to access. Checklists and schedules will be posted in virtual classrooms for parents and students to access easily.

When we are able to return to site, live instruction will be provided both in the classroom and at home with teachers offering live office hours and differentiated small groups to ensure that students and their families have access to targeted support from the classroom teacher.

During both distance and classroom based learning, students will have the opportunity to engage with content through a variety of different learning modalities. In addition to whole class live instruction, students will participate in small break out groups, differentiated reading and math groups, and we will offer regular opportunities for students to interact with their classmates and practice their interpersonal skills through chats, interactive comments on documents, virtual meetings, group activities, and more. Whether teaching virtually or in person,

teachers will integrate Tier 1 supports for and research-based academic supports that include tapping into prior knowledge, scaffolded collaboration with classmates, reducing the cognitive load, and cultivating opportunities for metacognition.

## **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.]

We have assessed family need for chromebooks and wifi via a survey and via personal communication with families from administrative staff and teachers. We distributed chromebooks to all students who did not have access to a device at home. We have set-up ongoing walk-up or call-in tech support available for families for four hours per week.

Students with limited or no access to WiFi were given Hotspots to ensure internet connectivity. 100% of our students have devices and access to the internet.

## **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.]

Daily attendance and engagement in Distance Learning is required. Students in grades K-5 will login to their virtual classrooms daily at 8:20 am, and teachers will track attendance and engagement in our SIS. Live instruction in ELA and Math will be provided M-Th with additional asynchronous assignments that re-enforce skills and lessons that provide deep connections with content that integrates Math, ELA, Science, Social Studies, Music, Art, and Movement. Assignments and instruction given will be tracked by minutes; completion of assignments and demonstrated engagement with virtual activities offered through our virtual classrooms in Seesaw and Google Classroom will evidence the participation and engagement of students.

Standards based assignments will be assessed as in a traditional school year to demonstrate progress in meeting grade level standards. Teachers will also track student engagement with assignments daily and report this engagement in our SIS. NWEA Growth Map Assessments in Math and ELA will be administered three times per year to students in grades 2-8 in order to track continuous growth. Express Readers, BPSD Reading Assessments and Guided Reading assessments will be administered to students in grades K-5 to place students in differentiated reading groups and to track growth in literacy. For students identified as needing additional academic support, intervention will be provided with a credentialed teacher.

We will document via our SIS the daily participation for each student on each school day, in whole or part, for which distance learning is provided. A student who does not participate or engage in a school day will be marked as absent (43504.d.1)

We will also ensure that each teacher tracks and submits a weekly engagement record via our SIS to include documentation for synchronous and asynchronous instruction for whole or partial days of learning, verifying daily participation and tracking assignment completion.

## 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.]

Teachers and staff requiring a computer, wifi, printers, or doc cameras, or other technology have been provided with the devices to ensure high quality delivery of virtual learning programs. Technological support has been provided for teachers and staff needing additional resources.

Further, before the first day of school, each teacher engaged in least 180 minutes of professional development related to developmentally appropriate methods for distance learning via Google Classroom or Seesaw. This training has been offered through different virtual resources and will be re-enforced in professional development days leading up to the first day of school. Teachers have also been given time to collaborate on grade level teams and share effective resources and best practices across grade spans. Professional development was re-designed to prioritize content and strategies for engaging student learners virtually, for organizing virtual classrooms, and for assessing student growth.

## Staff Roles and Responsibilities

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

As a result of transitioning to Distance Learning, we have restructured programs and resources. Middle School electives were significantly cut back, specialist programs in K-5 were integrated into classroom learning, and since students are not able to return to site, our campus supervisors and child care employees were either cut or shifted into new positions.

Many of our yard duty positions were transitioned into classroom support in the form of instructional aides or paraprofessionals. Specialists such as music, art, library and PE are providing some resources for classroom teachers and some programming for families, but most of their hours will be dedicated to supporting small groups of students socially, emotionally, and academically with a particular emphasis on students who are not engaged, consistently absent, not progressing academically, or in need of social/emotional support.

Professional development programs, virtual learning programs, support platforms, and effective programs alongside policies for safety and compliance monitoring with local, state, and federal law were only possible with significantly more days than typical for administrative staff.

## 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.]

For students with unique learning needs including English Learners, and students served across the full continuum of placements including students in foster care or who are experiencing homelessness, we will direct a variety of targeted resources.

We have transitioned our Intervention Teacher into the roll of ELD Coordinator to further develop our programs for multilingual students and their families. We are working with Ventura County Office of Education to develop our virtual programs in alignment with the English Learner Roadmap to provide integrated ELD instruction to the greatest degree possible. Further, we will offer pull-out services in the afternoon outside of daily classroom instruction for our EL students who require more intensive support with an EL specialist.

For students receiving special education services, we will offer SAI and services to reflect the number of minutes in their IEP to the greatest degree possible. We will also gather feedback from families as we develop Distance Learning Plans for every student with an IEP within the first two weeks of school. Students will be assessed using common assessments in reading and math within the first month of school in order to identify learning gaps and to identify students needing additional support. For students who are dis-engaged or falling behind in reading and math, we will provide small group or 1-1 intervention services.

Learning modalities and learning supports will be integrated into virtual instruction in order to support learners and to re-enforce key concepts. Tools such as graphic organizers, visual aides, interactive slides, closed captioning, or other learning supports will be used by classroom teachers when they benefit student learning.

Bagged lunches and breakfasts are available for all students at our school site between the hours of 9am-10am.

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

Description	Total Funds	Contributing
1. Technology – Chromebooks & miscellaneous technology \$42,112	\$65,320	No
2. Hot spots - \$1,881		
3. School support staff to implement distance learning - \$17,371		
4. Amplify science and Seesaw learning platform \$3,551		
5. Staff development - \$405		

## **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.]

Bridges Charter School will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning within the first month of the 2020-2021 school year. Teachers will assess students in the areas of English Language Arts, Math, and Language Development. We will utilize formative and summative assessments to track loss and growth in the areas of English Language Arts, English Language Development, and Math. Through the assessment process, if we identify a student as below grade level standards or if we identify a student as not making measured growth, we will provide appropriate Tier 1 and Tier 2 interventions.

While students are learning from home, they are receiving academic instruction through zoom and classroom management platforms such as Seesaw and Google Classroom in the areas of English Language Arts, Math, Social Studies/History. While synchronous instruction happens for all students in the mornings, the afternoons are left open for our credentialed teachers and support staff to provide additional targeted academic instruction for students with interventions who are not progressing or who have experienced learning loss.

## **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.]

Within the first four weeks of school, teachers in all grades will administer diagnostic assessments in the areas of Language Arts, Math, and ELD as necessary. Teachers will analyze the results of these assessments to determine appropriate next steps and to address areas of pupil learning loss. Teachers have collaboratively identified the most essential standards in their grade level to assess mastery. Instruction and formative assessments will be aligned with these essential standards identified by teachers in their grade span teams.

Following diagnostic assessments, students will be grouped in more specific domains to support skill development in math, reading, and ELD. Formative and Summative assessments will align with essential standards and will assess student mastery of grade level standards. Continuous formative assessments in small group and whole group instruction will be conducted regularly to monitor student progress and to inform instruction as students build their identities as learners. Feedback from teachers and peers is continuous and encourages students to reflect on their learning and encourages them to continue deep learning independently and with appropriate scaffolds.

Teachers in most grades are implementing portfolio-based assessments that showcase student learning over time and allow for meta-reflection.

Administrators collect classroom data by conducting regular classroom observations done virtually by logging in to virtual synchronous instruction and by visiting the asynchronous classrooms.

For ELD students, we administer the ELPAC and provide integrated and designated services in support of English language acquisition.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

We will utilize both formative minute-by-minute assessments alongside our triennial common assessments (NWEA MAP Growth) to determine the effectiveness of interventions and instruction.

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

Description	Total Funds	Contributing
NWEA Common Assessments for Language Arts and Math -- \$3,228	\$3,228	Yes

## **Mental Health and Social and Emotional Well-Being**

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

Our virtual learning programs are designed to support the social and emotional wellbeing of our students and their families. In the same way we do during classroom based learning, our K-5 teachers begin with a daily circle or morning meeting with the intention of making personal connections with students and developing social relationships with classmates. Our teachers are trained in identifying students who may need additional emotional or psychological resources. If students are identified as struggling socially or emotionally, teachers will connect with them 1-1 and we will match them with an additional support teacher who will facilitate small group connections that may include games, discussions, and more regular check-ins.

Further, the first two weeks of school have been designed to promote personal connection and to allow teachers the opportunities to get to know their students and their families personally. Teachers will schedule a 30 minute zoom session with each family during the first week of school. The first two weeks of virtual learning will also be spent developing classroom norms, establishing expectations, and developing a connected classroom community through low stakes activities. Establishing routine and connection are very important processes in addressing trauma and supporting students through unprecedented circumstances.

Much of our support staff including our instructional aides and program specialists have been retained on staff despite a cut back in programs in order to support the emotional well being of our students. They will offer small groups to facilitate social connections with students and to assess need for additional support.

Our counselor(s) are available to work with students who have been identified as having exceptional social and emotional needs during the period of virtual learning.

In order to support the social and emotional well-being of our teachers and staff, we have prioritized health and safety by offering the option of working on site or working remotely. We have developed a health and safety plan for re-opening that includes protective measures for staff and teachers in order to minimize their exposure to COVID-19. Regular check-ins with staff and teachers to assess emotional wellbeing and stress are a part of our normal operations. We also include time during staff meetings to do staff circles for the purpose of connecting emotionally, and discussing/releasing stress. Mindfulness programs are offered regularly, and for staff who are exhibiting exceptional stress, we refer them to counseling services offered for free through a contracted agency.

## 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.]

Our plan for student engagement begins proactively in the first several weeks of the school year with engaging the students in developing classroom norms and expectations for virtual learning. Teachers will be tracking attendance and engagement daily for the required minimum minutes and reporting disengagement and absences on a daily basis. Our virtual projects will include Our office staff will call parents of students who were absent or disengaged. For students with patterns of absences or disengagement, we enact a tiered re-engagement plan.

This plan includes qualitative analysis to assess the underlying reasons for the chronic absenteeism or disengagement. Our plan includes a number of different tiered strategies. Tier one focuses on preventative measures including wellness checks, parent education classes, phone

calls home, social emotional support groups for students, chats with the director(s), family/community engagement opportunities, parent workshops, etc.

When preventative measures in Tier 1 are not enough, we advance to Tier 2 strategies that include initiating our SART, phone calls home, official letters home to parents, SST meetings, interventions, organizational support, additional adult support during class time, peer mentoring, and other individualized strategies.

When Tiers 1 and 2 are not enough, we initiate Tier 3 by continuing our SART process, offering additional SST supports or assessments, home visits, assistance with resources, agency referrals, counseling services, etc.

With these tiered systems, we are able to offer a delivery of resources that may be helpful in addressing some of the identified barriers. Closer monitoring and connection with the classroom teacher and/or a support teacher, supplemental academic supports such as intervention or regular check-ins with support staff are proving impactful for positive trends in attendance and engagement for the majority of our students and families.

## 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.]

Bridges will be serving meals on site for both free and reduced as well as families wishing to purchase Breakfast and/or Lunch at regular price. All meals will be a Grab and Go. While Bridges is closed and operating in a full distance learning mode we will have meals available for pick up between the hours of 9-11 on site. Meals will be ordered and scanned in advance. Families may make a deposit into their child's lunch account online in the student management system or a parent may come into the office to make a deposit.

Once the school site is allowed to reopen we will continue to allow meals to be purchased in advance by any family remaining in full distance learning. Once students return to campus meals will continue to be pre-ordered and will be served as a Grab and Go.

Further, we have partnered with our local District, CVUSD, to provide free meals to children ages 2-18 through the end of December. We have provided pick-up locations and time windows for free Grab and Go meals to all of our families.

## 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]		

## 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
3.60%	\$116,969

### 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.]

Bridges Charter School considered the needs, conditions, or circumstances for all of our students, but particularly for our unduplicated students as a result of COVID-19. Our actions and services were designed to take into account this populations' exceptional needs related to the design of our programs, the content we are teaching, the methods by which we are teaching, and the location for instruction and learning. Based on these considerations, we have increased the amount of intervention services, we have added an ELD Coordinator, we have transitioned our supplemental staff to assist as instructional aides in our virtual classrooms, we have continued counseling services to

support students' social emotional learning, we have increased instructional days for students, we have purchased new materials designed for English Learners, and we have focused our professional development on classroom differentiation in a virtual setting.

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

Based on current enrollment projections, BRIDGES Charter School will educate 416 students during 2020-21. Approximately, 16.11% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated will be approximately \$116,969. BRIDGES will increase or improve services for unduplicated students by implementing the following services:

1. Intervention teacher for reading and math to increase academic achievement for students
2. Response to Intervention Coordinator to support students and staff
3. Counselor to help support students' social emotional learning
4. Two additional teacher/instructional days for students
5. English language materials designed for English Learners (ELs)
6. Provide in classroom differentiation to address student needs, including English Learners