

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.]

Dunham School District is a signal site school district in a rural area of Sonoma County. Dunham has 170 students ranging in grades TK-6th, with approximately 90% of our students coming from outside of our District boundaries. Dunham’s student population is 6.3% multi-racial, 18.4 % Hispanic and 72.8% white. 22.8% of our students are identified as Socioeconomically Disadvantaged and 8.2% as English Learners.

On March 23, 2020, the Dunham School District, along with the 39 other school districts in Sonoma County, made the difficult decision to close schools in order to slow the spread of the coronavirus. At the time, it was anticipated that schools would reopen on May 6th. However, with the State of California continuing its Stay At Home order issued March 19, 2020, the school site was closed to in-person through the end of the 2019-2020 school year. Since March 25 the District has been offering Distance Learning opportunities to our students.

Anticipating in-person learning to take place in a “hybrid model” for the start of the 2020-2021 school year, the District sought stakeholder input through surveys, a special board meeting and a Reopening Committee made up of staff, parents and a board member. On July 17, the Governor announced requirements that school would have to meet in order to open for in-person learning. Sonoma County did not meet the requirements at that time and continues not to meet the State’s requirements for in-person learning.

Our first priority has been the health and wellbeing of our students, staff, and families. We will reopen school based on the best and most current information from our state and local health partners, while also working to ensure a positive learning environment for all students.

COVID-19 has had a tremendous impact on our District. Our students are struggling with the lack of social interaction, mental health affected, inconsistencies in their daily routine, extra curricular activities being taken from them, struggles within the home environment, parents losing their jobs and the academic support from home being difficult. The Staff have been affected as well with the amount of work that they have had to endure with these challenges to ensure that our students are being taken care (social-emotional well being, academics, health, overall stability). Additional responsibilities have been given to staff members in order to cover additional tasks on campus. The District is working to

support families with no internet connectivity in their homes, although the School has struggled in gathering the number of hot spots needed. We have learned from a number of our parents and community members that this has impacted all of them as well. Having to quit their jobs to care for their children, loss of jobs, lack of child care, family health concerns, family dynamics changing, and struggling to support their child(ren) academically.

Stakeholder Engagement

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

The District conducted three surveys of parents, one in June and two in July to reflect on the spring of 2020 Distance Learning program, determine who is returning, who only wants to return in a distance learning format, feedback on hybrid models, technology needs, and solicit open comments. The district also conducted three surveys of staff, one in June (teachers only) and two in July (1 all staff, 1 teachers only) to get feedback on the lessons learned from Distance Learning in the spring of 2020, get feedback on specific online programs and explore options for hybrid sanitation in between cohorts.

All three parent surveys, along with five updates, were sent out over the summer to parents via our "all call" system by text message, email and our District website. For our third survey, we were able to secure a 100% response rate. Any family that did not complete the survey was contacted (English and Spanish) and the questions administered over the phone.

A Reopening Committee was formed of certificated staff, classified staff, parents, and a board member to determine specifics about hybrid models and their associated educational and safety features. On July 15, a staff meeting was held to share the outcomes of the reopening committee and answer staff questions or concerns.

The reopening hybrid model was presented at a Special Board meeting on July 21. The School Board voted to move forward with an A.M. / P.M. (two cohorts a day) hybrid model when school could safely be reopened for in-person learning. The District's Reopening Plan was presented and approved at the August 11 Board meeting.

The District pivoted to working on the distance learning plan in mid July. The superintendent/principal had two meetings with teachers, on August 5, 2020 and August 17, 2020 to establish aspects of the Distancing Learning program to start the school year with. These meetings included input on platforms, communication, schedules, curriculum, attendance, re engagement, parent/teacher conferences, materials pick-up/drop-off, online protocols, technology and equality of student supplies.

A Parent Information Night was on August 26, 2020. The Distance Learning program was shared and a question and answer session allowed for parents to comment, seek clarification or give feedback. The District held a public hearing for the Learning Continuity and Attendance Plan draft at a board meeting on September 8, 2020. The Board will adopt the plan at a subsequent meeting.

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

Each Board Meeting since April 2020 has occurred via Zoom and was offered to the public. The District is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe, and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20. The District abided by the orders.

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

At a PTO meeting parents asked that supplies be distributed by grade level so students and families could meet/see teachers from their cars. They especially were interested in ways to support families and continue to grow and support a strong school wide community. They were very interested in carrying out as many of the school traditions as and discussed creative ways to modify them.

Teachers gave input to the superintendent/principal as they worked together on the safe hybrid reopen plan. The teacher's union worked with the superintendent/principal on safety and support for teachers. The superintendent/principal met with the teacher bargaining unit to agree on MOU regarding COVID-19 pandemic and school opening during the 2020-2021 school year.

This Plan will go before the School Site Council for additional feedback prior to final board approval.

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

The specific stakeholder input influenced the District Reopen Schools Plan and the Learning Continuity and Attendance Plan, especially the development of the models: hybrid; distance learning; full return. This includes: support for families; safety for students, staff, teachers and other support personnel; lesson design with a focus on essential standards; common daily schedules; social emotional wellness curriculum and support; distribution of supplies; distribution of Chromebooks and Hotspots; food service; increased connection to teachers via daily instruction; adjust the calendar for professional development; provision for virtual small group work to support students who are struggling, with special needs, English Learners, Foster Youth, and socio economically disadvantaged youth. Support Instructional Aides are providing assistance to classroom teachers and conducting small group intervention classes.

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.]

Dunham will offer In-Person instruction when the Health Department, the Governor deems and the Governing School Board deems it to be safe to do so. When this opportunity arises, Dunham will follow all safety precautions outlined in the County's Roadmap To A Safe Reopening and the District's Reopening Plan, including disinfecting all common surface areas frequently, frequent hand washing / hand sanitizer, temperature / health checks, distancing students at all times and in all areas, providing face masks/shields to students and staff, COVID-19 exposure protocols, limit sharing of supplies, safe arrival and dismissal time strategies, and limited outdoor play time. Dunham will be starting with Distance Learning.

Teachers will have a live interaction daily with their students as well as with their peers. Teachers, classified staff, administration, counselor, school psychologist, and the special education staff will be working together to ensure students' needs (both academically and social emotionally) are being addressed. This will be accomplished through Zoom meetings, emails, small group or individualized instruction and personal phone calls made.

Students will be assessed at the start of school and continued on a regular cycle to ensure the students' learning and areas of needs are being addressed and supported for each student. Students who are new to Dunham and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. Extra support will be provided to students by the teacher as well as the Instructional Aides assigned to the class. In addition to the staff support, Dunham utilizes a few programs in the areas of English Language Arts and Math (Dreambox, Lexia Core 5, Acellus), which all remediate for student's academic needs. Parents and students will be communicated with regularly through email and phone calls by staff and small group break out sessions for personalized instruction and support. Some instructional lessons will also be recorded for students to review at a later time.

When safe to do so, Dunham hopes to transfer to a hybrid learning model offering in classroom-based instruction for all students four days a week (M, Tu, Th, F) in an A.M. (8:00-10:30) and P.M. (12:00-2:30) two cohort hybrid model (approximately half of a class per a cohort). This model will offer all students the academic and social emotional support in-person four days a week. Wednesday will be used to communicate with families, office hours, preparation times, professional development, staff meetings, small group instruction / intervention and whole class Zoom meetings (a mix of cohorts and Distance Learning students all in one Zoom meeting for each class).

The time between 10:30-12:00 allows for staff lunches, Distance Learning check-ins and sanitization of classrooms and frequently touched areas. The entire school will be cleaned and sanitized prior to the start of each school day.

This model will allow for the District to offer in-person support for our most neediest students four days a week and allow staff to teach full ELA and Math lessons in-person four days a week to all students who attend the hybrid model. Distance Learning will also be available for families that choose not to initially return to school in the hybrid model.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of PPE Products / Materials | 1,534 | No |
| Purchase of Disinfecting Equipment for Staff Use | 134 | No |
| Classroom Water Bottle Fillers | 54 | No |
| Classroom Air Purifiers | 200 | No |
| Additional A.M. Cleaning / Sanitizing | 808 | No |
| Classroom Sets of Recess Equipment | 50 | No |
| Classroom Sets of Individual Materials Holders | 20 | 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.]

Should there be another Shelter in Place or other health reason that students cannot come on campus, we designed a comprehensive and rigorous program for all students which includes daily student contact with the teacher. This is an updated and rigorous distance learning

program, supported by legislation, to require daily interaction with a teacher, and monitor attendance, work completion, and engagement. Feedback on work will be provided and grades will be given in the format the school usually uses. Each class will work together as one cohesive group with daily lessons both recorded and in person with the teacher. Instructional time may be live with a teacher and may include a recorded lesson from the class teacher or another teacher from the school. The grade level curriculum will continue with essential standards-based lessons, social emotional learning activities, and strong teacher support. During this time students will receive grades and feedback just as if they were in the physical classroom. Students will also continue to receive lessons from specialist and support staff. We will have classes available through our virtual learning software, Acellus. Teachers will assign students to these classes as appropriate. We will also offer a variety of supports for students who may struggle with areas of the curriculum.

Teachers design lessons and assignments through a learning management system such as Seesaw for primary and Google Classroom for intermediate grades. Teachers are using Zoom for delivery of live instruction with peers, and phone calls, email, and texts to follow up with students and families.

The District has provided and continues to provide professional development in applicable areas to best support staff and students in Distance Learning. Time is provided to teachers for collaborative planning. Instructional assistants are trained in using zoom to provide small group virtual support.

Frequent feedback and progress reports will be provided to students and families including the use of parent portals.

Supplemental support and curriculum to mitigate learning loss and accelerate as needed includes: Lexia Core5 Reading; IXL (for EL students); Dreambox, Renaissance Learning, and Acellus.

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.]

All students who did not have appropriate devices (Chromebook, laptop or desktop computer) that could be dedicated to school on school day and during school hours were provided with a Chromebook front the school. Additionally, any family that has asked for or needed a Chromebook was provided with one. Hot spots are being provided for students as needed. Mice and headphones are also available. Staff has supported parents/students with basic login issues and our IT support has reached out to families to offer technical support.

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.]

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA. A daily schedule is made for the class. Synchronous minutes are detailed and the teacher provides classwork in the form of reading, writing, completing math problem sets, research and other standard assignments to meet the additional required minutes that will be completed asynchronously. Student Classwork and assessments will be submitted via Seesaw,

Google Classroom and a weekly work drop-off (hard copies). This work will be evaluated and feedback provided. Daily schedules will reflect the required number of minutes as required by law. Daily engagement will be recorded.

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 received training in Acellus and were offered optional professional development for Distance Learning through the Sonoma County Office of Education. Certificated staff provided support and training on Zoom for Classified staff. Future anticipated training includes Google Education Applications, Trauma Support, Lexia Core5, Updated Mandated Reporter training based on a Distance Learning approach and Zoom.

Staff Roles and Responsibilities

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

Instructional Aides will be trained in technology tools and platforms that they will be supporting students with. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Administration / Office staff have become health screeners. Teachers roles are shifted to instruction via virtual platforms including providing social emotional services through online interface to support engagement with the learning process. All staff members have been trained in basic how to use sanitation equipment in case the need arises during the transition between daily cohorts while in a hybrid model.

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.]

Students with unique needs will be supported by their teacher as well as through the District's Classified Staff, Resource staff, and counselors to ensure they are receiving additional supports in all areas, academically and social/emotionally. Dunham held conferences prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group breakout sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students. Teachers will be assessing students and meeting each student's individual needs. Teachers will set academic goals for their student and celebration accomplishments. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with special needs will be supported through the specialists and classified staff and goals monitored. Students with special needs are having their services provided virtual support and by synchronous and asynchronous instruction by specialists and assistants.

Our Counselors will work to provide guidance to families/students of outside resource supports as well as being a resource and support for them. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by the counselor to

ensure their academic and emotional stability. Resources will continued to be updated on the School Websites homepage as well as parent trainings and question/answer sessions as needed throughout the year

Teachers are collaborating with common schedules and planning. This allows for opportunities for flexible grouping and regrouping of students into targeted learning groups to mitigate specific learning loss and/or to provide more long term support with the reading and math support teachers providing the virtual instruction. Students can also be assigned to Dreambox, Lexia Core 5 Reading, and IXL (EL students), for more individualized instruction. Acellus also provides targeted support as assigned and monitored by the teacher. The school counselor is meeting with each class to provide social emotional guidance and will also meet individually with students as needed.

100% of families where contacted about access to technology. Technology and hotspots was provided to all students as needed.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| District Zoom Subscription | 95 | No |
| Seesaw Subscription | 28 | No |
| Classroom Supplies for All Students | 77 | No |
| Bridges Math Manipulatives Take-Home Kits for All Students | 123 | No |
| Hot Spots | 115 | Yes |
| Increased IT Support | 600 | No |
| Trauma Training | 8 | No |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| ToolBox Training | 30 | No |
| Digital Curriculum Streamlining and Technology Disbursement | 30 | 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.]

Grade level teachers have collaborated to work towards teaching with greater emphasis of the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students will be assessed with the District Assessments and adopted curriculum at the start of the school year to develop a plan to meet the needs of each individual student.

Teachers will create differentiated learning plans for those few students who may need additional accommodations to their instruction. Teachers as well as Instructional Staff will work with individual or small groups of students to regain the student's loss of learning and support the English Learners. The teachers use both formative assessments, evaluation of daily work, and formal assessments and projects with rubrics to continually revise and adjust instruction to accelerate or mitigate learning loss.

Teachers regularly evaluate student work and group or regroup virtual small group support and interventions by the teacher or support specialists in reading and math. Teachers also evaluate student progress on asynchronous software based learning activities

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.]

In addition to teacher support, the students will be utilizing software programs (Dreambox, Lexia Core5, Acellus, IXL) to accelerate and remediate their learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-economically Disadvantaged) in both Math and English Language Arts during their dedicated time supporting the classroom teacher.

All students will receive standards-aligned instruction focused on essential standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Flexible grouping will be formed as teachers assess learning loss and their students' individual and collective learning needs. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Students will be assessed on a regular basis with District assessments as well as daily connection and check ins on their progress. Assessments and progress monitoring will be used to support student needs (monitor learning loss), plan instructions and additional supports and interventions as needed. Communication between all staff supporting these students will be frequent and regular through staff meetings, emails and daily check ins with teachers and instructional aides.

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

| Description | Total Funds | Contributing |
|--|---------------------------------------|--------------|
| District Lexia Subscription | 492 | No |
| District Dreambox Subscription | 180 | No |
| District Acellus Subscription | 483 | No |
| IXL Subscription (for EL Students) | paid for via the Title III consortium | Yes |
| Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-economically Disadvantaged) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. | 7,573 | 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.]

Dunham School applies ToolBox principles to social emotional learning and behavior support. Most staff have been trained. TOOLBOX™ is a simple and practical metaphor directing children to the experience and awareness of 12 innate "Tools" that already exist inside them. Opening the door to authentic relationship to self and others, TOOLBOX naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life.

It's a research-based, community-tested Kindergarten through sixth grade social and emotional learning (SEL) program that builds and strengthens children's inherent capacity for resilience, self-mastery and empathy for self and others through its curricula, methods, and strategies.

The power of ToolBox resides in the moment-to-moment invitation to the "common language" and "practices" of ToolBox. A strength/asset-based vocabulary shared among children, educators, and parents that gives children their own solutions using the 12 strategies and practices of ToolBox.

The 12 Tools are: Breathing Tool; Quiet/Safe Place Tool; Listening Tool; Empathy Tool; Personal Space Tool; Garbage Can Tool; Taking Time Tool; Please & Thank You Tool; Apology & Forgiveness Tool; Patience Tool; and Courage Tool.

Many returning Dunham students have received the ToolBox language and skills and know how to access their toolbox. Teachers support students' continued application of toolbox strategies in the virtual learning environment through class meetings and in the moment guidance. New teachers and administration will be receiving Toolbox training on October 1, 2020.

Our educators monitor and support mental health and address trauma by: Creating safe environments and conditions. Being available, compassionate, and connecting visually or auditorily with students on a regular basis. They provide routines and structures to assist students with self-regulation. They prioritize health and well-being for students.

When teachers identify students and families who need more support they are referred to the School Counselor who works with students and families and provides additional resources as referrals.

The School Counselor will meet with each class to provide lessons on ToolBox and other social/emotional concepts and skills.

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.]

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences and engagement will be recorded by the teacher of record and entered into the Student Information System (Schoolwise) by the district secretary each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for distance learning is met through the following:

- participating in the daily class meeting or group (by video teleconference or phone)
- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- contacts between any Dunham School staff member and a student or their parent/guardian
- e-mail

A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

The District/School provides outreach to all pupils and their parents and guardians, including in Spanish, when pupils are not meeting compulsory education requirements or if the school determines the pupil is not engaging in instruction and is in danger of learning loss. The District will implement the following tiered reengagement process:

Reengagement Process

Tier 1

Teachers document daily attendance during distance learning or the hybrid model.

Teachers or Instructional Aides will attempt to make contact with the student and parent. The School Messenger call system or district secretary will make daily phone calls home for each day a student is marked by the teacher as missing Daily Live Interaction.

Tier 2

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the district secretary and school principal.

As part of the re-engagement strategy, the school office will attempt to reach out and determine the cause for the absence and will: Ensure that communication with the parent is working, phone dialer, emails, and internet access; Determine if there is a breakdown in communication and make any corrections; and Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved. The parents will be informed that continued absences from distance learning could include:
A conference with the principal;
Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions.

Tier 3

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance (two weeks of attendance below 60%), then a follow-up meeting with the principal may be held. The principal may develop an Attendance Plan that includes:
Teacher engagement;
Both reward and consequences for further attendance;
Review of the family circumstance for outside connection with health and social service;
Make a recommendation to transition the student to in-person learning (if available).

The District is able to provide any of this outreach in English and Spanish.

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.]

The District provides 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.

The District provides lunch for students when distance learning starts on August 24th and will continue to do so when in-person instruction begins. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed. A neighboring district serves as the District's food service vendor. In collaboration with them we offer all of our students a free lunch (through December 31, 2020) at three different locations on Mondays, Wednesdays, and Friday, from 11:00am-1:00pm. After this date the district tentative plans to provide grab and go lunches for the week everyone Monday from 12:00pm-1:00pm.

Once the School moves towards in person learning, students will be provided a “grab and go” lunch in between the daily hybrid A and B cohorts.

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 |
| 2.53% | 4,362 |

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.]

To meet the social-emotional needs of English Learners, low in-income students and foster youth, the School Counselor will do a check-in with said students as a priority to ensure they're social-emotionally stable and attending to their virtual class lessons.

To provide needed positive opportunity outside of the academic rigor, enrichment opportunities such as Music will be offered virtually.

English Learners, low in-income students and foster youth who have experienced learning loss in Math and/or English Language Arts will be provided support from Instructional Aides.

School psychologist will increase contact with teachers (bi-weekly) by checking-in and supporting teachers with student needs, strategies and concerns.

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

Additional technological devices (Chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery.

Technology support and technology training is provided in Spanish for the parents of English Learner students.

Increased services in the area of social emotional support through the School Counselor.

The Counselor and Principal provide support to socio-economically disadvantaged families and to foster your or homeless youth when we have them.

The Principal oversees Student Study Team Meetings, Intervention and Support Programs.

