California Department of Education, July 2020

# 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>.

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## General Information

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

News of the COVID-19 pandemic gained momentum at the end of January 2020. By mid-February, DLINC had developed a list of materials and conditions necessary for successful distance learning. On March 2, a survey was sent to families to gauge needs within the school community for computers, internet access and additional support materials such as Spanish/English dictionaries and school supplies. By March 6, computers and hotspots were ready to be distributed on short notice. San Diego County announced school closures on March 13 and distance learning began on March 16. The first two weeks were dedicated to establishing online protocols, connecting with students and families, and creating a robust online learning environment. Once these practices were in place, we increased frequency and duration of meetings. Families were surveyed as to their impressions of the program and any challenges they had experienced. Parents reported concerns for their children’s socioemotional health due to lack of peer interaction. They communicated the challenges they had with simultaneously overseeing distance learning while managing their own work obligations. However, overall they were satisfied with the distance learning experience we provided, pleased with the continued rigor and noting that local schools had not commenced with any sort of virtual program.

Amid the passage of SB 98, budgetary concerns have emerged in part because of the lack of new funding coming in, and in part because of the unique student needs which are a byproduct of the pandemic. In severing its affiliation with a parent organization, the school has undergone a major change in infrastructure for two reasons; first, in order to avoid operating at a deficit and second, to free up resources for English learners and socioemotional support for students. Even so, more resources are required to maintain a safe and clean environment and to ensure optimal functioning.

## Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

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| Date | Stakeholder Group | Topic(s) of Discussion |
| June 26, 2020 | DLINC Board | Special Board Meeting to determine whether or not DLINC should maintain current infrastructure given information provided in the “Stronger Together” document which indicated greater costs for reopening schools |
| July 6, 2020 | DLINC Board | Special Board Meeting to ensure that proposed changes to infrastructure were compliant with all regulations |
| July 9, 2020 | Parent Square message to parents and teachers | Announced survey to determine community opinions on coming back to school and wearing masks. |
| July 16, 2020 | Staff Meeting | Developed checkpoint plan to proceed in the face of uncertainty; the plan would provide a week’s notice before beginning school at any given time in the year. Teachers expressed preference to maintain distance learning for the first semester of school. |
| July 20, 2020 | Parent Zoom Meeting | To discuss current plans for reopening and address parent concerns, amid placement of San Diego County on state watch list and subsequent school closures. Presented checkpoint plan as an option. |
| July 21,  2020 | DLINC Board | Regular Board Meeting to create transition plan for change in infrastructure. Presented checkpoint plan. |
| July 23, 2020 | Parent Zoom Meeting | Held for those unable to attend the July 20 meeting. Discussed the checkpoint plan for reopening. Established procedure to request technology. |
| July 29 | Staff meeting |  |
| July 29, July 30 | Grade Level Cluster Meetings | Determined communications platforms for distance learning. Determined which curricula came in on-line format and how it could be used. |
| August 5 | Staff Meeting | Exchanged ideas for technology use to extend upon what was learned in the spring. Discussed English learners, SPED students and how their needs would be met. Staff members expressed preferences for PPE. |
| August 6 | Parent Zoom Meeting | Shared checkpoint plan with parents, letting them know that we would determine when in-class instruction would begin on September 14. |
| August 10 Kindergarten Orientation | Kindergarten Orientation | Spoke with parents about Spanish resources available on-line for support if Spanish is not spoken in the home. |
| August 18 DLINC Regular Board Meeting | DLINC Regular Board Meeting | Reported to board on technology and materials distribution |
| August 21  Leadership Team Meeting | Leadership Team Meeting | Discussed NWEA MAP and ELPAC testing; how to successfully test students in current environment. |
| August 25 | Parent Zoom Meeting | Discussed ideas for revision of class schedules and how students were faring with distance learning. |
| August 28 | Leadership Team Meeting | Developed plan for additional ELD for ELs. |
| September 8 | Parent Zoom Meeting |  |
| September 15 | DLINC Regular Board Meeting | Public Hearing: LCP |
| September 21 | DLINC Special Board Meeting | Public Hearing: LCP |

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

All meetings were held remotely. Notices and agendas were posted on ParentSquare in both English and Spanish, along with both links and call in information for Zoom. Feedback was also solicited via Google Forms surveys; specifically, on options for returning to school, technology needs, and before and after school care needs.

A summary of the feedback provided by specific stakeholder groups.

Our initial July 9 survey took place prior to the re-closures in California, announced July 14. The survey was based on the premise that we would re-open in August. It had already been established that a virtual option would be available to any family who had medical concerns about coming back to school. The first questions asked whether or not the family would exercise the virtual option. Then, families who indicated they would come back in person were asked whether or not they would prefer coming back four days per week with only as much social distancing as is possible, or two days a week with stringent social distancing, given smaller groups of students. Finally, parents were asked how they felt about students wearing masks. Of approximately 260 students, there were 215 responses. Thirty three percent indicated they would exercise the virtual option. A clear majority indicated a preference for four days a week on site. Opinions about masks were evenly divided.

During the July 16 staff meeting, teachers expressed concerns that San Diego County would remain on the the state watchlist, then be removed, and then be expected to start school immediately upon being removed with no opportunities to plan for students’ return to in person learning. It was determined that we would begin the school year with distance learning. On September 14, if SD County was off the state watch list, we would return on September 21. If SD county was *not* off the state watch list, we would continue with distance learning until October 12. If on October 12, SD County was off the state watch list, we would resume in person classes on October 19. We would continue this pattern for as long as necessary, with a checkpoint date each month.

Staff also expressed concerns about returning to in person classes amid the pandemic. Several staff members are immunocompromised or have family members who have medical conditions. Staff members agreed that everyone on site should wear masks. They requested additional janitorial support, PPE, and more handwashing sinks.

The July 20 parent meeting was an opportunity to present our checkpoint plan to re-open. Parents were supportive, understanding the need for both families and schools to be well prepared to begin school. However, they also asked that the waiver which was available to be able to hold in person classes be submitted.

At the July 21 board meeting, the checkpoint plan was presented to the board. They also were supportive and understood the intentions behind the plan.

The July 23 meeting was held at a later hour to accommodate families who could not attend a morning meeting. The checkpoint plan was presented for the third time. Stakeholders were largely supportive, though all expressed an interest in filing the aforementioned waiver to hold in person classes.

The next three meetings were staff meetings. Teachers discussed ideas about small group instruction using zoom breakout rooms. They determined what a reasonable amount of Zoom class time was for each grade level, and which communications platforms they would use. Grades K-3 selected SeeSaw, a platform on which videos, projects and worksheets can be posted from home, much like Google classroom, which is what grades 3-8 selected. Additional ideas included a drive through book exchange and placing younger students with older students to read in pairs, which is something we traditionally do during a normal school year.

Another parent meeting was held August 5. It had already been determined that school would begin virtually, so now it was important to hear parents’ ideas about virtual learning specifically.

Concerns for Virtual Learning:

- continuity of Spanish language instruction/opportunities for practice

- enough socialization in class

- quality of sound/visibility in Zoom class sessions

- staying motivated

- Physical Activity

Concerns for In-Person Learning:

- masks- yes or no?

- increased efforts for cleanliness/sanitation

- social distancing- how effective can this be in our facility?

- PPE

- Lunches- indoors or outdoors

- Recess, P.E.- still available?

Suggestions for Distance Learning:

- Spanish conversation groups

- Reading buddies

- Peer tutoring in Math

- Spirit Week

- Supplemental online resources- Khan Academy, Reflex Math

- Community activities such as Talent Shows

Suggestions for In-Person Learning:

- Outdoor instruction

- Outdoor playtime with no-contact, no-equipment games

- Waiver for full in-person learning, even if SD County remains on state watch list

- Desk shields

- More parents preferred 4 days per week than small cohorts

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

Based on stakeholder feedback, it was clear that DLINC needed to be able to offer both in-person instruction as well as distance learning, provided we are in compliance with public health authorities. All concerns with in person learning dealt with PPE and safety. All concerns with distance learning dealt with the quality of the experience the school can provide. See above for specific concerns. It was imperative that we design a program in which students could transition seamlessly from distance-learning to in-person learning when necessary. It was equally imperative that we design a robust distance learning experience for students who opted for distance learning for the entire first semester.

## 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.

Provided that San Diego County stays off the state watch list, in-person classes will resume on September 21. The teaching staff has worked to provide an onsite program of instruction which mirrors that of the virtual instruction students have received thus far. Given the unpredictable nature of the pandemic, the overarching goal has been to design a program in which students can transition seamlessly from distance learning to onsite learning. The class schedule remains the same whether at home or at school. Students receive instruction in all core subject areas, as well as weekly instruction in art, music and P.E. In grades K-2, the majority of the courses are taught in Spanish with science and social studies taught in English. In grades 3-8, classes are evenly split between English and Spanish instruction. Students attend classes Monday through Thursday from 8:30a.m. - 2:30 p.m. 2:30-3:00 p.m. are reserved for one-on-one or small group instruction, as are Fridays.

Here are additional protocols and considerations for social distancing, arranged in the order of a school day:

**Student Drop Off:** All students will be dropped off via the pick-up line, as opposed to escorted to the playground by their parents. Two drop off loops have been established: one from grades K-2 and one for grades 3-8. Support staff will take students’ temperatures at the end of the drop off line, so they will have been screened by the time they arrive at their drop off location. Any student who has a temperature of 99.6 or above will be sent home. Students will be let in the building one by one.

**Classroom Setup**: Each student will have a desk shield at their work space. Students will wear masks. Students will be issued their own materials- there will be no communal supplies this year. To the extent possible, students will be seated 6-10 feet apart. This will not be possible in every classroom. Parents are aware of their child’s class size and they have a choice to participate in distance learning from home. As the weather cools down, teachers will be able to take their students outside for independent work once lessons are taught.

**Recess/Lunch:** Families will be encouraged to use the school’s catered lunch service in order to avoid bringing items from home. About 60 students qualify to have catered lunch either for free or at a reduced cost. Students who opt to bring food from home will bring their lunches in disposable bags. Water will be permitted in refillable bottles, but no other beverages will be allowed. Students may run, play hopscotch and play other no-contact, no equipment games.

**Academics:** DLINC students with IEPs will continue to receive regular services, on site or virtually. Comprehensive services will be provided for students with IEPs. English learners will receive ELD instruction in class as well as in pull out/push in groups. Classes with more that 20 students (kindergarten and first grade) will have a full time classroom aide in order to support the teacher and ensure that social distancing protocols are maintained to the extent possible. Students will have a schedule which mimics their current (August 17- September 20) distance learning schedule. Lessons are taught in small blocks with breaks in between lessons for movement and one-on-one and small group support. Students enrolled in the virtual program will attend class and participate in lessons from their homes synchronously with their on-site classmates.

**Increased Sanitation Measures:** A day porter will be employed from 10 a.m.- 2 p.m. each day to assist with disinfecting surface areas and overall maintenance of cleanliness. Although portable handwashing sinks are on backorder until November, a parent will assist with creating handwashing stations outside. Air ducts and air filters (are being cleaned, September 2) The five classrooms without access to air ventilation from outdoors will be equipped with air purifiers. Hand sanitizer dispensers will be placed at every entrance/exit.

**Student Pick Up:** Students will be picked up much in the same way they are dropped off. Parents will use the same two circles they use to drop off in the morning. Students will be released from classrooms using Curbside, an app designed to support efficient school dismissals.

#### Actions Related to In-Person Instructional Offerings

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| Description | Total Funds | Contributing |
| 1.01 Health Screening materials: Thermometers | $700 |  |
| 1.02 Hand cleaning supplies: Hand Sanitizer Dispensers, Handwashing Stations | $1000 |  |
| 1.03 HVAC/Clean air supplies: Air Duct Cleaning/Maintenance | $5000 |  |
| 1.04 Custodial staff: Overnight crew, daytime |  |  |
| 1.05 Sanitization supplies | $1500 |  |
| 1.06 PPE: masks, desk shields | $7000 |  |
| 1.07 Entrance/Dismissal Coordination: Support Staff, subscription to Curbside app | $15000 |  |

### 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.

DLINC’s distance learning program mirrors that which takes place onsite. Students receive instruction in all core subject areas, as well as weekly instruction in art, music and P.E. In grades K-2, the majority of the courses are taught in Spanish with science and social studies taught in English. In grades 3-8, classes are evenly split between English and Spanish instruction. Students attend classes Monday through Thursday from 8:30a.m. - 2:30 p.m. 2:30-3:00 p.m. are reserved for one-on-one or small group instruction, as are Fridays. Class sessions can last up to 1.5 hours, but much of that time takes place in the form of independent work. Students are given a lesson, they take a break, they practice the content of the lesson on their own, and then they reconvene.

DLINC has purchased the online version of our Houghton Mifflin curricula (Senderos, Journeys, Go Math) so that students can access textbooks, workbooks,worksheets and assessments virtually. TCI, our Science and Social Studies curricula, is also available online. A corporate Zoom account with a webinar feature has been purchased so that lessons can be recorded, as per parent requests. SeeSaw and Google Classroom accounts have been purchased so that students can post assignments online. DLINC’s art and music teacher continues to provide lessons to grade K-4 virtually and grades 5-8 participate in a weekly online wellness class. English learners meet with support staff in small groups via Zoom. Students with IEPs also receive services via Zoom.

#### 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.

Of 260 students, 136 students requested and were given laptop computers. Per their requests, 15 families will receive internet hotspots once they arrive- they are on backorder. On the rare occasion that a family has weak internet access or no internet access at all, teachers have worked with students individually via facetime and Facebook Messenger. (These methods were used in the spring of 19-20; they have not been used this school year.) All teachers are in close contact with families, ensuring their students’ participation and facilitating all aspects of their students’ distance learning experience. In a small school, communication is strong. All students are accounted for.

Our IT department is upgrading our internet to facilitate online lessons. They are also replacing a class set of laptops with new chromebooks.

#### 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.

DLINC will assess students in grades 1-8 with NWEA MAP tests three times this year. Kindergarten students will be assessed twice with NWEA MAP. Students in grades K-4 will also be assessed with local benchmark assessments which include the BPST and running records. Students are also assessed using both summative and formative tests and quizzes which accompany our curricula. English learners will take the ELPAC test.

DLINC has invested in PowerSchool, a more comprehensive attendance platform for classroom based schools. Teachers take daily attendance for each of the 3-5 daily class meetings and students complete assignments while working online with their classes. Students also post independent assignments online, and families drop work off on site every two weeks. DLINC will account for instructional minutes and the time value of pupil work in much the same way it does while school takes place on site, beginning with state guidelines and modifying them as necessary based on stakeholder feedback.

#### 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.

[Respond here] Google Classroom training, Powerschool Training, trauma training, Zoom training

#### Staff Roles and Responsibilities

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

-DLINC has a new site facilitator who has taken on the responsibility of managing all site-related COVID 19 matters, including scheduling cleaning and maintenance, conferring with the San Diego Department of Health and Human Services, overseeing technology check-outs, and working with IT to connect with parents for troubleshooting.

-DLINC has also contracted with a new IT company for the more extensive and detailed support required for distance learning.

-Teachers have added a “check in” component to their daily class routine, in order to support socioemotional health of students.

-Once school opens for in-person instruction, DLINC will employ a custodian to facilitate overall cleanliness in the school.

-DLINC is offering enrichment Spanish classes on Fridays to students in grades 5-8.

#### 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.

Of the categories of Pupils with Unique Needs, DLINC has Special Education students who receive SAI, speech, OT and counseling services; as well as 45 English learners and approximately 40 students who qualify for free/reduced meals.

- Students who receive SAI, speech, OT and counseling services are eligible to receive those services on site; however, thus far, all of those students have opted to receive their services virtually.

- Our English learners receive small group support outside their regular on-line instruction. Emphases are academic language associated with grade level standards.

- Students who qualify for free lunch come to the pick up line each Monday to receive a brown bag filled with five complete lunches and daily snacks for the week.

- Students who qualify for free/reduced lunch may also purchase these meals at a reduced cost.

#### Actions Related to the Distance Learning Program

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| --- | --- | --- |
| Description | Total Funds | Contributing |
| 2.01 Support for ELs: part time teacher for small group instruction based on English level of proficiency | $5000 |  |
| 2.02 IT Service provider: | $52,800 |  |
| 2.03 Technology: Webcams, microphones, Ipads, chromebooks, internet hotspots | $10000 |  |
| 2.05 Enrichment Spanish Class | $2500 |  |
| 2.06 Purchase of online platforms: corporate Zoom account with webinar feature, SeeSaw, Google Classroom | $2500 |  |
| 2.07 Purchase of on-line curricula: Senderos, Journeys, Go Math | $20,000 |  |
| 2.08 Free/Reduced Grab and Go Lunch Service | $10,000 |  |
| 2.09 Testing Coordinator: NWEA MAP, ELPAC, local benchmark assessments | $5000 |  |

### 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.

Students will be assessed using multiple measures: NWEA MAP, local benchmark assessments, and summative and formative tests which accompany curricula. By October 1, teachers will use assessments to identify students who may be struggling with content, and those students will enter the Student Success Team process, a process whereby teachers, parents and administrators meet to strategize to improve student learning based on a discussion of the student’s strengths and challenges. Progress is measured and analyzed every six weeks, and support structures are assigned based on these outcomes.

#### 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.

DLINC will use results from NWEA MAP tests as well as local benchmark assessments to measure student growth or lack thereof. The ELPAC exam will be administered to English learners, and those results, coupled with the results of local assessments, will be used to determine whether additional support is needed. As additional support to ELs, DLINC may employ any of the following strategies: provide ELD classes during holiday breaks or after school, purchase specialized ELD curriculum, one-on-one push-in support or tutoring. Should it be determined, based on local assessments, that low income students are in need of extra support, that support will begin in the form of outreach. A conversation with a student’s caregiver may reveal what is missing, and the school does partner with local organizations to help families in need. Low income students may also receive extra tutoring and/or attend after school classes. Students with IEPs may be provided with extra time with their providers. Finally, as a means of addressing learning loss for all students, teachers will analyze which standards are prerequisites to those taught in the next grade, and structure class time to ensure that those standards are emphasized. Additional learning loss strategies for all students include:

-one-on-one support from teacher or support staff member

-additional small group instruction (outside normal classroom instruction)

-specialized materials to support instruction

-academic testing to screen for learning disability

-enrollment in after school reading or math clinic

#### 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.

Effectiveness of services and/or supports will be measured using local benchmark assessments, NWEA MAP assessments, as well as both summative and formative assessments which accompany curricula.

#### Actions to Address Pupil Learning Loss

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| --- | --- | --- |
| Description | Total Funds | Contributing |
| 3.01 Literacy reading curricula: Leveled readers and specialized ELD curricula | $750 |  |
|  |  |  |
| 3.02 NWEA MAP testing | $4148 |  |
| 3.03 Support staff to tutor students | $5000 |  |
| 3.04 Support for IEP students | $25000 |  |
|  |  |  |

## 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.

DLINC will monitor mental health and socioemotional well-being of pupils in the following ways:

-maintaining close communication with families and staff via ParentSquare

-Frequent surveys to inquire and receive feedback

-Keeping a structured schedule both on site and during distance learning

-Encouraging physical activity and movement during class breaks

-Art and music lessons targeted for students to express themselves

-counseling services- as of September 22, we are actively seeking a counselor.

-restorative circles

-regular phone calls for families who may not be participating

DLINC will monitor mental health and socioemotional well-being of staff in the following ways:

-close communications

-regular staff meetings

-frequent surveys

-online group events

## Pupil and Family Engagement and Outreach

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

A sufficient response to this prompt will provide a description of pupil engagement and outreach including:

With 260 students, DLINC is very small and frequent absences are noticed quickly. Teachers take attendance daily on Powerschool, which was purchased with more accurate attendance and parent communication in mind. A tiered re-engagement system is implemented upon the first absence.Teachers contact the parents if a student is absent once. If the same student is absent twice, the principal contacts the parent and imposes upon them the importance of attending classes. If the student is then absent a third time, the principal arranges a home visit for a conversation with both the parent and the student.

Reasons for absences vary greatly. If the absence is due to lack of connectivity or faulty equipment, the school can provide technology. If the absence is due to a parent’s inability to participate in getting the student set up or facilitating the student’s attendance, teachers are willing to meet with students one-on-one so that a parent’s presence isn’t required. DLINC can facilitate connections between needy families and local organizations with which we have partnerships.

If absences continue past the third-tier intervention, the SST process is initiated to support the family in the goal of having their child attend classes. During this process various possible interventions for learning loss (including classes during school breaks) are introduced, which may incentivize students to attend classes.

DLINC initiates and maintains communications using ParentSquare, a platform on which communications can be translated to 100 languages with a click. Additionally, all non-English speaking parents speak Spanish, as do 11 of 14 teachers, the principal, and 4 of 5 support staff members.

Additional outreach strategies include:

- check in phone calls from the principal

- IT support for families

- ”Estudiantes Excelentes” honor award for students doing outstanding work in distance learning.

- Room parents for each class

## 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.

DLINC is proud of its community partnership with Ki’s, a local restaurant committed to serving meals which consist of whole foods and locally sourced ingredients. Students who qualify for free and reduced lunches receive one bag of five lunches and snacks each Monday during distance learning. Families come to the pick up line and the lunches are distributed through car windows.

## Additional Actions to Implement the Learning Continuity Plan

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| --- | --- | --- | --- |
| Section | Description | Total Funds | Contributing |
| Mental Health and Social Emotional Well-Being | 4.01 Counselor: to meet with students who have been identified as struggling, to run Restorative Circles | $12,500 |  |
| School Nutrition | 4.02 Ki’s Restaurant: lunch catering, both Grab and Go and on site | $12,500 |  |
| Pupil and Family Engagement and Outreach | 4.03 ParentSquare, Powerschool: communications platforms for attendance, outreach | $7500 |  |

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

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| --- | --- |
| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 10.12% | $203,896 |

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.

[Provide description here]

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

[Provide description here]