



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The COVID-19 pandemic has had a significant impact on the Franklin-McKinley School District (FMSD) community. FMSD families live in the area of San Jose with a high rate of COVID-19 reported cases. Schools remain closes as of March 16, 2020 when the Santa Clara County Public Health Department mandated schools close to avoid the spread of Coronavirus. The impact on our community can best be summarized as follows:

Educational Impact

- In-person instruction has become Distance Learning. Students are learning "how to learn using technology" in a blended approach of synchronous instruction with live lessons with teachers using Zoom and asynchronous instruction where students complete assignments and engage in personalized learning programs. The instructional day has been decreased in following SB98 guidelines and students follow a specific schedule where they must participate in Zoom lessons and interactions with their teachers.
- Teachers are learning to teach virtually by using the tools from platforms such as Zoom, SeeSaw and Google Classroom. They rely on district approved applications and online programs aligned to state standards and must ensure students' needs are being addressed.
- Assessments are done remotely and protocols will be established for administering tests normally taken in person. There will be no in-person testing including for special education.
- There is an increased focus on Social-Emotional Learning in designing the academic day to minimize student isolation and develop connectedness and relationship building with peers and staff.

Impact on Families

- Families adjusted their personal lives to ensure safety and to support their children with Distance Learning. Parents who have traditionally relied on the school to educate their children have become partners, if not teachers at home, with their children to ensure students are participating in synchronous lessons and completing assignments.
- Communication with families takes place via technology and telephone. The use of TownHall meetings, messages from the The REMIND application, texts and emails are the primary source of communication. Schools have had to change the way they communicate as well and use Zoom as a tool for parent meetings, IEP meetings, Student Study Team Meetings, parent committee mandates, parent events, and for general parent information.
- Increased reliance on interpreters and translation services provided by District Parent Liaisons, Social Workers, paraprofessionals, bilingual teachers or the Language Line.
- Need to "find" families who are not responding to school communications or students who have not participated in Zoom lessons or completed assignments.
- Limited access to families via home visits due to safety precautions related to COVID-19.

Economic Impact

- Many parents are not working and staying home to support their children with Distance Learning.
- Working parents have had to rely on family members or external community support to care for their children.
- Changes in families' socio-economic livelihood has an impact on home causing additional stress and anxiety
- The district has continued to provide meals via scheduled Meal Distribution sites.
- The district has provided hotspots and devices for students who do not have these at home.

Impact on Support Services and Partnerships

- Services continue to be offered such as mental health, McKinney-Vento and support for Homelessness. Social Workers are actively engaged in outreach: contacting guardians/families and ensuring welfare, well-being and supporting with basic necessities including helping with access to technology.
- Meals are distributed and time is scheduled during the day so students/families can pick up meals during Distance Learning.
- Special Education services are provided remotely by certificated specialists. Adaptive Physical Education, Preschool and Occupational Therapy is provided remotely with suggested activities supported by parents.
- External partnerships such as Shortino Foundation, the CORAL After school Program, San Jose Jazz, SJ Tech Museum etc. have had to modify how services would be provided to students. Services are either being provided remotely, are suspended. CORAL is currently providing staff to care and tutor students during the day at designated sites.

Social-Emotional Learning of Students and Adult Care

- There is an increased focus on taking care of each other and ourselves. COVID-19 and the change in schooling has caused feelings of loss and uncertainty and stress for students, families and staff. Families and staff has suffered loss with family members who have become ill or at risk. There is a need to implement more social-emotional learning lessons in implementing Distance Learning

as well as to ensure staff have access to mental-health services and that staff is being supportive of each other during this challenging time.

Impact on Organizational Structure

The pandemic has caused district leadership to adjust its plans for the reopening of school in the past three months. While planning on reopening with a hybrid model quickly changed to Distance Learning, staff has maintained a sense of urgency and flexibility. The conditions we face as leaders and staff has prompted communication structures to be adapted to meet the needs of the changing climate and guidance from state and local agencies. Since June 2020, district staff, principals and teachers have been involved in a number of adhoc committees created to research and recommend actions in response to COVID-19 in FMSD. All summer and into the school year, district staff meets weekly and recently the superintendent has established the district's executive council for communication, task delineation, reporting and problem-solving with the goal of maintaining a system for clear communication and execution of plans.

Stakeholder Engagement

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

During the Spring 2020, certificated, classified employees and administration took a district created survey. Parents and student took a survey designed by the Children's Healthy Kids. The purpose of the surveys were to obtain feedback from various stakeholders on the effectiveness of distance learning offered from March 16-June 17, 2020. Information regarding the use of the selected learning platforms, the level of student engagement, successful practices and challenges were gathered.

The number of responses to the surveys were as follows:

1,565 students in grades 3-6

1,108 parents

317 certificated staff

113 classified staff

15 school administrators

A number of townhall meetings using Zoom have been held with a two-fold purpose: 1) provide current information and, 2) answer questions and gather feedback and input.

Dates and Purpose

June 15,17,18, 2020- stakeholder input and feedback on Spring Distance Learning

July 13.14, 2020 -stakeholder information and feedback on reopening plans to include the Hybrid Two-Day Rotation Model and an online virtual program

July 29,30, 2020-stakeholder information and input on Distance Learning

August 24, 27, 2020-parents of Students With Disabilities to answer questions or hear feedback regarding services for students with Individualized Educational Plans (IEP). Staff has met with various certificated staff member groups to finalize plans for serving students with IEPs.

Interpretation and Translation has been provided in English, Spanish and Vietnamese for all Townhall and district parent committee meetings.

Meetings with the bargaining unit leaders and executive members were held during the last two weeks to finalize Memoranda of Understanding for the implementation of full Distance Learning.

The District Reopening Advisory and Social-emotional Learning Advisory Committees including subcommittees met from June 18-July 24 to research and make recommendations for the opening of school. These committees provided teachers, classified staff members, principals, assistant principals, district staff and parents with opportunities to provide input and feedback.

The District Advisory Committee made up of parents and staff met on August 20th and the District English Learner Advisory Committee met on August 24, 2020. A copy of the Learning Continuity and Attendance Plan will be posted on the district's website and sent to school principals to share with staff. In addition, a copy will be sent to the District's advisory committees for feedback and comment.

The FMSD Board of Education has a COVID-19 standing item on Board meetings so that the superintendent and staff can provide updates to the board. In addition the staff has provided the board with reports/presentations f on the following dates: May 12 (Response to School Closure), June 23 (COVID Operations Reports); July 15 (Reopening Plan); August 15 (Distance Learning). The public hearing for the Learning Continuity and Attendance Plan will take place on September 8, 2020 and the decision scheduled for September 22, 2020.

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

All public meetings including Board meetings are held remotely using Zoom. Stakeholders have the opportunity to call or participate via teleconferencing. The meeting information and links are shared on the district's website. Information regarding stakeholder meetings continue to be sent using the district's Blackboard Connect and via texting. Messages are sent in parents' language of preference. Townhall meetings were scheduled held in English, Spanish and Vietnamese.

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

Spring 2020 Survey Summary-Key Findings

Student surveys

- Students in grades 3-8 were spending between 1-2 hours per day doing school work.
- 19% elementary and 26% stated not having a device
- 36-41% Elementary and 13-27% middle school students stated doing school work five days a week.
- 71% of students in grade 7 and 55% of students in grade 8 reported not participating in videoconferencing
- 36-52% grade 6-8 students began their work after 12 p.m.

Parent Surveys

- Less than 5% indicated not having internet access
- 25% parents stated challenges navigating Distance Learning software
- Majority of respondents stated that their children completed schoolwork at home
- Over 60% stated no outside childcare was needed for Distance Learning or Hybrid In-Person

Staff Surveys

- 59% communicated with parents weekly
- Certificated staff need more support and training with applications and platforms
- Principals monitored Distance Learning activities weekly
- Attendance and completion of assignments should be required to increase participation in Distance Learning
- Feedback regarding platforms indicated satisfaction with programs, but just needing more training.

Stakeholder feedback from June and July Townhall Meetings

- Staff members and some parents not comfortable sending children to school or coming to work would participate in Virtual Online Program
- Parents requested more videoconferencing for their children to avoid isolation and to ensure students were learning
- Attendance and participation should not be optional
- Prioritize access to devices and internet connectivity
- Some parents expressed concern regarding not having childcare for distance learning
- Safety and health are a priority and district needs to ensure safety for all.
- Parents need to know schedules to plan accordingly.

Parents from DAC and DELAC shared the following input:

- Opening of school went well-students and teacher connection; students learning how to use Zoom; students feeling positive about school, parent communication good.
- Challenges with technology still exist (students not having mics on, need for headsets, internet connectivity is weak in some areas; hotspots still needed, Remind App)
- DELAC parents requested support for parents with technology (workshops), videos, etc. in Vietnamese and Spanish; hiring more tech staff, ensuring teachers have tools they need (updated MAC laptops, doc cameras, etc),

After School lessons for students-to start in first month; serve neediest students, Some students to stay on after zoom call; helps students to focus on lesson;Saturday classes-parents can join the call to understand what is being asked of student, At end of every Zoom, review objective before going on Asynchronous

Expanding CORAL /staffing to support childcare/student support services

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

A review of the feedback collected over the past months and particularly input from the District Advisory Committee and the District English Learner Advisory Committee has prioritized the following needs:

- provide enough devices, hotspots and headsets for all students and staff (certificated and classified)
- provide training, professional development for teachers and support staff including paraprofessionals to use platforms, Zoom and digital learning applications successfully.
- provide ongoing support to teaching staff on effective virtual teaching strategies
- ensure participation and attendance is required and there is on-going communication with families
- support students most in need with additional time with staff to ensure students are learning and being successful with assignments
- teachers are requesting additional copies of student workbooks and support materials
- provide and expand childcare services for families
- parent support in navigating distance learning tools (apps, platforms)

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.]

Currently, In-person instruction is not feasible currently due to the Governor's mandate to offer Distance Learning until Santa Clara County is not on the state's COVID-19 Monitoring List for at least 14 consecutive days. When it is deemed safe for students and staff to implement in-person instruction, the district has recommended a Two-Day Rotation Hybrid A/B model for in-person instruction. In the Two-Day Rotation Hybrid A/B model, the class is divided into two cohorts: cohort A and cohort B. The students in Cohort A attend school for in-person instruction provide by a certificated teacher while the other half, cohort B, stay home and engage in Distance Learning. The following day, Cohort B attend school and Cohort A does Distance Learning. Students attend school two days a week. On the fifth day, students in both

cohorts stay home and participate in Distance Learning receiving some instruction from their teachers for part of the day via Zoom. The fifth day is also designated as a day for teachers to plan and participate in professional development. Parents who do not wish to have their children participate in the Hybrid Model or staff who is unable to provide in-person instruction will participate in full distance learning.

Special Education services would be provided in the Two-Day Rotation Schedule. SDC classrooms would either provide daily in-person instruction or use the A/B schedule option depending on the needs of the students. This would be based on whether students would benefit from a structure of attending school five days a week or whether students in a classroom would benefit most from an even smaller class size in the A/B schedule. Students receiving RSP services would be provided on days when students are in Distance Learning so that students can participate fully in-person instructional days. This would minimize the risk of RSP teachers having exposure to various classrooms and schools in their caseload. All other services could be provided via Distance Learning using videoconferencing. The safety and health risks of the staff and students would be considered first before services could be provided in-person.

The Health, Wellness and Safety Subcommittee in collaboration with the Facilities Department have designed a system to minimize risk and keep staff and students safe when In-person Instruction will be implemented. These precautions include the following:

- Procedures for entering and exiting Campus that includes required face mask coverings, daily health screenings/checks. consistent procedures for entering classrooms and common areas with social distancing.
- Limiting number of adults on campus; office areas will have plastic barriers
- Campus signage will remind staff and students of safety protocols
- Classroom settings for half the students with desks socially distanced and clear protective barriers in specific areas
- Modification of common area use; cafeterias, libraries, gyms
- Use of outdoor space as much as possible for meals and lessons if possible
- Recess and physical education lessons to be modified for minimal-to no-contact activities
- Hand sanitizer in all classrooms where sinks are not available
- Quarantine Rooms will be designated at each site for staff or students who exhibit symptoms
- Protocols and procedures would be followed accordingly for cases where an individual has COVID-19 in accordance with Department of Public Health, including notification, tracing and quarantine.
- Procedures for disinfecting classrooms daily
- Staff and students will be provided with Personal Protective Equipment (PPE)
- Appropriate ventilation

The procedures listed for health and safety are being currently being followed for staff who is choosing to teach from their classrooms and for staff who is reporting to campus for work such as secretaries, Library Media Aides, custodians and site administration.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) - Face coverings (masks and, where appropriate, face shields), gloves, and desk barriers to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets	440,919.	No

Description	Total Funds	Contributing
while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Also includes the purchase of cleaning and disinfecting chemicals and related equipment to kill the Coronavirus and speed up the time it takes to disinfect a classroom, office space or common are. Also includes estimated overtime for the Warehouse & Maintenance teams to support the delivery of these extra supplies and and PPE to the school site and aid in assembly, where applicable, for desk barriers. Purchase of Company Nurse application for online self screening for staff and students.		
Additional custodial staff to disinfect school sites in a timely. With 16 school sites and 1 district service center we expect at least 4 more custodians will be needed and additional hours for current staff.	50,3406.	No
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	48,184.	No
Upgrading filters to Merv 13, where possible, of Heating Ventilation and Air Conditioning (HVAC) filters to reduce the number of particulates in the air that could aid the spread of the Coronavirus; Increase the changing of filter to improve efficiency throughout the year.	10,000.	No
Bus Drivers/Transportation Staff: Increase hours and other operating expenditures to ensure proper social distancing on buses. These increased operating expenditures would include more bus routes since fewer students can ride on each bus, additional staff to screen students before entering the bus, additional disinfecting equipment and supplies for the buses to kill the Coronavirus between routes, additional professional development for staff on reduce exposure to the Coronavirus, additional signage to encourage social distancing, and additional protective equipment for the department.	132,276.	No

Description	Total Funds	Contributing

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.]

- For the 2020-2021 school year, students have access to a full curriculum whether teaching and learning is conducted via distance learning, hybrid, or in-person. All school sites started the school with 100% distance learning due to the Santa Clara County public health recommendations. Franklin McKinley School District schools started the 2020-2021 school year in August with College Connections Academy starting on August 11th and all other sites beginning the first day of instruction on August 17th. A Distance Learning Guidance document was developed to guide staff on the implementation of Distance Learning. See

<https://www.livebinders.com/b/2690989>

The focus for instruction includes all core subject areas and social-emotional learning. The following learning platforms are being used to manage assignments for students:

Pre-K, Transitional Kindergarten, K-3: Seesaw platform.

Grades 4-8: Google Classroom.

All staff is using Zoom for videoconferencing and Remind, a communication platform, for communicating with parents and guardians.

To facilitate digital learning, FMSD is using Clever to provide an easy portal for students to access online programs and resources. It provides a single sign-on for students to access the board approved state-adopted curricula for ELA, Math, Social Science, Science, Reading and other websites such as BrainPop and Common Sense Media for Digital Citizenship and learning apps.

Core Curriculum for Distance Learning: Students have access to their appropriate grade level in the following subject areas:

LANGUAGE ARTS: Houghton-Mifflin Journeys (K-5), Houghton Mifflin Collections (6-8) available in digital format, Transitional Kinder and Preschool are using OWLs and teacher created materials. The Spanish Dual Immersion program is piloting Adelante, a Spanish Language Arts curriculum. The Vietnamese Dual Immersion program is using Journeys and curriculum created with a program consultant. SEAL units will continue to be provided at the four SEAL schools integrating language development with subject areas including science and social studies.

Intervention support for asynchronous instruction is being provided by LEXIA and Freckle online programs.

MATHEMATICS: Opening The World of Learning OWLS (TK), Engage NY Math- Eureka (K-5), College Preparatory Mathematics (6-8) and Mathematics Vision Project (grade 8). Freckle Math is also available this year for piloting.

ENGLISH LANGUAGE DEVELOPMENT: Houghton-Mifflin Journeys (K-5), Houghton Mifflin Collections (6-8) available in digital

format, SEAL units will continue to be provided at the four SEAL schools integrating language development with subject areas including science and social studies. Imagine Learning (K-6) and Rosetta Stone (7-8) are also being used to work with newcomers. SCIENCE: CA Science, MacMillian/McGraw-Hill (K-6) and Discovery Education, Science (grades 7-8) available in digital format. SEAL units will continue to be provided at the four SEAL schools integrating language development with subject areas including science and social studies.

SOCIAL STUDIES: History Social-Science for California, Scott Foresman (K-5) and Discovering Our Past, Glencoe/McGraw Hill (6-8). SEAL units will continue to be provided at the four SEAL schools integrating language development with subject areas including science and social studies.

SOCIAL-EMOTIONAL LEARNING: FMSD adopted the Collaborative for Academic Social and Emotional Learning (CASL) Framework and all schools will be implementing the Second Step curriculum.

Students have access to the curriculum both through digital versions and were provided hardcopy textbook, workbooks and schools supplies.

Students attend online classes daily engaging in synchronous learning with teachers as well as daily asynchronous learning activities. Paras and support staff provide support during online instruction for identified students. SEAL schools will continue to implement SEAL strategies throughout day. There are also additional supports such as para educators, bilingual educators and special education staff who support students in their classes. Teams will begin aligning SEAL strategies with ELA Journeys curriculum to provide additional supports. The devices and access to the curriculum will support pivoting into in-person instruction when it is deemed safe.

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.]

School sites and the District Service Center distributed Chromebooks, iPads, hotspots and board approved curriculum materials to ensure students are able to access distance learning materials. In addition the Catholic Charities' CORAL program is offering in-person Student Day Support for our most needy of students. This allows students to connect to the distance learning program using school site wifi access. Lastly, although not ideal, wifi access is available in the parking lot of most of our school sites, City of San Jose Public Libraries and in the near future Community Centers with the District Boundaries.

Families picked up devices and curriculum materials at each school site during the initial school closure in March 2020 and during the month of August 2020. 1,200 hotspots and over 5,000 devices were distributed to students. Our goal is to distribute a Chromebook or iPad to every student and ensure all students that need a hotspot receive a hotspot. To accomplish this goal, we expect a total of 3,400 hotspots will be issued and over 4,000 devices (combination of Chromebooks and iPad with keyboards) will be purchased.

In addition to our Informational Technology department, each site has technology support people on site to help families learn to connect and to ensure that every student and their family knows how to connect for learning. Instructions were also provided in multiple languages (English, Spanish, & Vietnamese) to support families. Through the District's partnership with FMCI, we are also scheduling in-person but physically distant parent workshops to help those families that are still struggling to connect and need that in-person support. Lastly, the District is finalizing a new call center to address tech questions from both staff and families in a more rapid manner.

Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs.

Outreach efforts from the District to assess technology needs and connect students and families to services will continue throughout the distance learning period. This includes specific technology support following Home Visits conducted for 'unreachable' students. On a case-by-case basis, additional hot spots may be provided to families who are in need of more bandwidth, or different service provider (AT&T, Verizon or T-Mobile).

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.]

FMSD is offering the minimum instructional minutes as per SB98.

DAILY INSTRUCTIONAL MINUTES

Transitional Kindergarten/Kindergarten: 180 minutes

Grades 1-3: 230 minutes

Grades 4-6: 240 minutes

Grades 7-8: 240 minutes

The district and the Franklin-McKinley Educators Association (FMEA) agreed that teachers would provide synchronous instruction to students daily as follows:

Transitional Kindergarten/Kindergarten: 45-125 minutes

Grades 1-3: 60-180 minutes

Grades 4-8: 90-150 minutes

Grades 7-8: 120-150 minutes

The District's goal is to have 100% of students participate daily. Participation/attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts with students or families. The students' participation will be recorded daily and will be communicated to families along with academic progress via our SIS. In order to ensure the minimum instructional minutes, the time value of student work, both synchronous and asynchronous, will be determined and certified by the regular classroom teacher. The time value of work is the instructional time it would take the student to complete the work during in-person instruction.

Re-Engagement Strategies

Supports for mental health promotion, awareness, and supports are outlined in the table below:

Tier 1: Support for All Students- Universal Mental Health Promotion and Awareness Strategies Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

Virtual Classrooms/Wellness Centers

Community Resources

Approved Evidenced Based SEL curriculum and lessons (Second Step PK-8)

Professional Learning for staff: Trauma-Informed Practices (Kognito PK-8) Suicide Prevention and Intervention & Mental Health Crisis Response, Mindfulness, Restorative Practices

District-wide focus on promoting well-being (staff and students)

Parent Outreach & Engagement sessions focused on topics such as Self Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

Employee Assistance Program (EAP) (800) 234-5465

Collaborative meetings (multi-disciplinary teams) process

Mc-Kinney-Vento and Foster Youth outreach and support

Restorative Practices

BARK monitoring and screen time management service

Monitor mental health and social and emotional well-being of students to determine necessary movement between tiers

Tier 2: All Tier 1 Strategies Continue While Adding Tier 2

Targeted Strategies Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize tiered systems of support, staff will identify students in need of supportive interventions and provide support and linkages. with a focus on connecting students to school and supporting their engagement.

All previous tiered supports and services adding the below:

Check-in/Check-out

Intensive Social Skills teaching

Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

Linkage to community-based services School-based mental individual counseling/tele-health therapy services (in person or virtually) for students and their caregivers

Mentoring/tutoring

Home visits/Family Engagement

Case Management services (ensuring needs are met)

Professional Learning for staff & caregivers

Special Education and 504 advocacy

Hazel TeleHealth Services

Student Study Team process

Teacher support and consultation

Tier 3: All Tier 1 and 2 Strategies Continue While Adding Tier 3

Intensive Strategies: Individualized support to increase students overall well-being and overall academic success. Continuing to use referral sources to identify students in need of intensive support.

All previous tiered supports and services adding the below:

Multi-agency collaboration (wrap-around services)

Student Attendance Review Board

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.]

Professional development sessions were provided to certificated staff on two days: August 12 and 13th. Sessions included asynchronous training on distance learning platforms such as Google classroom, Seesaw and Remind and live synchronous sessions focused on curriculum and instruction in all subject areas including math, English Language Arts, Science, Social Science, Special Education and Assessment. Classified staff was invited to participate and compensated as these sessions took place outside the work calendar. Teachers had the opportunity to participate in the Zoom Academy at the end of July to support them in using Zoom for live interaction. During the first two months of school, ongoing professional development will be provided to teachers on designated days to include: Math standards and assessment using Eureka Math; the continuation of training using the new adopted ELA curriculum Journeys to include ELD; LEXIA reading and optional sessions to include Social-emotional Learning, BrainPop Digital Citizenship, Remind and Nearpod, an interactive lesson tool. Professional learning opportunities will be provided to both certificated and classified staff. The goal will be to strengthen core Tier I instruction, assessment practices and use of technology in distance learning. With newly adopted English Language Arts curriculum, ELA is a focus for ongoing professional development as well as increasing professional development for math and strategies for supporting English Language Learners and students with disabilities.

FMSD will make every effort to provide quality professional development by identifying and offering sessions by effective facilitators and staff developers. Presentations should employ best practices in adult learning modeling strategies and tools for participants. All sessions will require a participant feedback form for evaluation and feedback.

All schools have Technology Mentors who are teachers who are able to provide technological support to staff and parents. All schools with grades 4-8 have identified a teacher sponsored by the Educational Services Division to become Google Certified. These teachers will serve as a resource to peers at their respective sites in using Google applications as well as Google Classroom. A needs assessment will be

conducted after the first six weeks of school to identify and prioritize training in response to identified needs for future professional development sessions.

Staff Roles and Responsibilities

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

Due to COVID-19 we have shifted the responsibilities of all staff to have more of a focus on providing services and communicating using telephone or videoconferencing. Social Distancing and Distance Learning has changed the way staff fulfill their responsibilities. District staff in Educational Services have been trained by the Instructional Technology leadership to provide on-going problem solving support for teachers and site administrators given the increased reliance on technology for instruction and assessment. A Teacher On Special Assignment is working with Educational Services to provide on-going technology support to teachers encountering challenges with the use of technology apps and programs. Principals, assistant principals, social workers, counselors and classified staff are spending more time helping families and students learn how to use technology. Each site has identified a teacher to serve as a Tech Mentor to support staff and parents. This role was eliminated two years ago due to budget cuts, but with Distance Learning there was a need to bring this role back. Library Media Aides at school sites and District Parent Liaisons will be trained in troubleshooting and supporting parents and staff with technological needs such as logging into platform, using and changing passwords, identifying curriculum and navigating the various learning and communication platforms. Paraprofessionals and Behavior Intervention Techs who support Transitional Kindergarten, Kindergarten and Students with Disabilities are learning how to use technology and support students in Zoom lessons. Often paraprofessionals are communicating with parents via telephone to answer questions and provide support. Noon Duty, campus supervisors support schools with material distribution. Custodians and Bus Drivers have supported device and textbook delivery and distribution as well. We are in the process of identifying staff who may be able to make home visits for students and families who have not responded to Distance Learning or communication from school.

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.]

English Learners

The District provides supports to English Learners in a myriad of ways. As identified within our Instructional Framework, all English Learners will be provided language support during the designated English Language Development (ELD) protected time block daily. During synchronous live instruction, teachers will be expected to provide designated ELD as well as research-based instructional practices to support the language needs in a safe, culturally responsive manner. Teachers will receive training and professional development in adopted Standards-aligned curriculum Journey and Collections, and use the strategies and supports within the Language Workshop to increase student engagement and language proficiency. Teachers will provide additional small group instruction using synchronous instruction above and beyond the designated ELD time block for students. Instructional materials or applications available in students' primary languages will be available for students to use even if the teacher is not bilingual to provide EL students with access to learning and enrichment in the language they understand. For the newcomer English Learners, Imagine Learning (K-6) and Rosetta Stone (7-8) licenses will be purchased to provide differentiated language support to the student during their asynchronous instruction. Both Imagine Learning and Rosetta Stone

have embedded primary language support for the students if they need it. The District will continue to use Lexia to provide individualized learning paths for students in Reading. District Parent Liaisons are critical in providing ongoing translation, communication, and interpretation between the schools and their communities, thus increasing family and student engagement. Remind, our communication platform, will be used to support communication between schools and families. The District also purchases Language Line for all employees to use when there is a need to communicate with families. Data Management systems, like Illuminate and DataZone, will provide a way for staff to track and monitoring students' academic achievement or learning loss, social-emotional needs, and behavior data over time. Renaissance Learning will be used to assess students' proficiency towards standards mastery and identify areas where the student is struggling so teachers may provide interventions.

Students with Exceptional Needs

For students with exceptional needs, the district must determine, on an individual basis, whether each student could benefit from online or virtual instruction, in Instructional telephone calls, and other curriculum-based instructional activities. Students with IEPs will be provided the same opportunities as non-disabled peers. Educational packets may still be used with some students for which Distance Learning may not be feasible at this time. Special Education Teachers may use materials in accordance with each student's IEP. Special Education Teachers/Case Managers must provide in writing to parents of the student, the student's daily schedule including time and the URL for synchronous meetings, asynchronous time and activities, and the schedule of related services at the beginning of the school year. Distance Learning is provided to students with exceptional needs include Special Education academic instruction, related services, and any other services required by a student's individualized education program (IEP) with accommodations necessary to ensure that it can be implemented in a distance learning environment. Students with exceptional needs are provided with devices and hotspots in order to access distance learning. For triennial and initial assessments the subscription to digital assessment library via Pearson was purchased due to in-person assessment deem impossible and the County of Santa Clara has been on the Governor's watchlist as the cases of COVID-19 increasing. When deemed safe, each site will designate a classroom as an Assessment Center equipped with a testing area with plastic barriers, equipment (2 chromebooks), multi-angular cameras, hand sanitizers and testing materials. There would be protocols for entering and exiting the center by appointment only and following health and safety protocols such as screening on the day of assessment followed by disinfecting after each assessment session.

Support for in Students in Foster Care or who are experiencing Homelessness

The District employs a McKinney-Vento and Foster Youth liaison. This employee works directly with families and students who are experiencing homelessness and ensures that they have the resources needed for day to day living and access to education as well as with foster youth and related service providers to ensure we are providing services and supports for students. Our McKinney-Vento liaison is responsible for the coordination of social and emotional services for students and families experiencing homelessness. The liaison will continue to work with support staff to assess students' individual needs and provide support or put them in contact with support providers including community based organizations. The liaison will also ensure that all students needing technology and/or internet access receive them. Social and emotional support will be provided by counselors and Student Wellness and Support Services staff. School Social Workers assigned to each school site connect with Foster Youth and McKinney-Vento students regularly to review progress and attendance and address any concerns students may have. In addition, we maintain strong partnerships with Department of Family and Children Services and County Office of Education addressing best practices and compliance requirements. In partnering with Catholic Charities, Foster and McKinney-Vento youth were prioritized for our day hub program. This program serves students on site, following CDC guidelines for health

and safety, and offers students tutoring, mentoring and extracurricular activities. In addition, we have designated staff to monitor progress and/or provide intervention and academic support daily.

As agreed upon with the the teachers' bargaining unit, FMSD leadership will meet with the teachers union representatives in October to revisit the instructional framework and discuss ways to further support students who require needed academic or social-emotional intervention.

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

Description	Total Funds	Contributing
Student with Exceptional Needs receive services via Distance Learning as per IEP. Extra devices are purchased for assessment centers.	13,008.	No
Devices to ensure IEP implementation such as multi-angular cameras	2,000.	No
Contract with Pearson for Digital Assessments for Special Education Assessment	14,000.	No
Onboarding of new Special Ed Staff and support for Distance Learning implementation Professional Development/Mentor Support/New Teacher Meetings	50,000.	No
Training of Classified Staff-use of technology, Apps and virtual teaching to support TK, Kinder and Students with Disabilities	40,000.	Yes
Purchase of Videoconferencing tools, communication and learning platforms to be used for Distance Learning (Zoom for videoconferencing, SeeSaw for Pk-3 Learning Platform, Go Guardian, Brainpop for Digital Citizenship, Online libraries, Nearpod for Synchronous Instruction, etc)	400,000.	No
Provide professional development to staff (Virtual Teaching including best practices for English Learners, Culturally responsive strategies, interactive student engagement,	500,000.	Yes

Description	Total Funds	Contributing
assessment, core curriculum digital version support and planning)-Consultants and extra duty hours for teachers		
Purchase of Core Curriculum- ELA/ELD Journeys, Science ELD, Eureka Math and Science Grade 7-8	1,232,265.	No
Purchase of Supplemental Curriculum (Core Curriculum social Studies and Science K-5, Handwriting for TK)	93,810.	No
Provide Personalized Reading intervention for asynchronous instruction - Lexia, Core 5, Power Up and Reading Plus.	293,620.	Yes
Purchase of Additional Workbooks for Distance Learning for Teachers and for students who struggling with online assignments	80,000.	Yes
Materials for Newcomers, Students in ELPAC levels 1-2 (Imagine Learning, Rosetta Stone, Bilingual software-Vietnamese Dual Immersion, Spanish immersion and support curriculum for English Language Programs)	50,000.	Yes
DataZone for Data Analysis, Illuminate for Report Cards	60,000.	No
Purchasing enough Chromebooks (approximately 2,500), iPads with keyboard and rugged case (approximately 1,500), and hotspots (approximately 3,400) so that each student has access to our curriculum and staff members can teach and support students.	2,278,132.	Yes
Additional online apps for Special Ed classrooms to support instruction (WhyTry, TeachTown, N2Y Unique, Autism Support)	38,000.	Yes

Description	Total Funds	Contributing
Support for SEAL Schools: .5 Coach and extra duty PD; Alignment of SEAL units to New ELA Adoption and SEL	140,000	Yes
Supplies and Materials for Students Experiencing Homelessness and Foster Youth	30,000.	Yes
Site Tech Mentors Stipends-Teachers supporting teachers with Apps and Tech support : Google Certification for 13 sites	39,605.	No
Services to support Technology (JAMF, Follett, Infinite, Compu Pro, Boss Web Filter)	158,000.	No
Printing of workbooks and other educational materials for students that struggle with online platform.	40000.	Yes
Additional security for each school site and district service center to protect staff while at work and also to prevent vandalism on district property.	122,716.	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.]

The district will work with staff to reframe the idea of Learning Loss to Acceleration so that students' needs are addressed in a proactive manner. The overall approach for addressing Student Learning Acceleration will be done in three parts: Part I. Measuring of Student Status; Part II: Strategies for Learning Acceleration and III. Monitoring for Effectiveness

Part I; Measuring of Student Status

The district will use the evaluation tools that it has used in previous years to evaluate student progress and identify needs. The following Assessment Plan and diagnostics will be used to assess student learning needs for Language Arts, Math and English Language Development. FMSD will be able to compare STAR/Renaissance scores in ELA And Math for the opening of the 2020-21 school year with scores from last March 2020 as the assessment was given pre-COVID shelter in place. Other assessments will be given for placement and progress monitoring during the 20-21 school year. There are different types of assessments that are administered, each with a specific purpose so below is the list of assessments to be used noted by the type of assessment. While using tools and analyzing data from assessment is a common practice, the district intends to strengthen the use of formative assessments so that teachers are able to obtain immediate feedback on the impact of their lessons and the content they are teaching

Language Arts

- Universal Screening and Progress Monitoring: TK, K-1 ESGI (new pilot)
- Universal Screening, Interim Assessment and End of Year: Grades 2-8 STAR Renaissance ELA
- Progress Monitoring/Diagnostic: Grades K-3 ELA: Next Step Guided Reading Assessment (NSGRA) which includes Running Records
- Placement and Progress Monitoring: TK-5 Lexia/CORE 5 (reset in order to identify new levels for students for starting the 2020-21 school year), grades 6-8 Power Up
- Formative Assessment: daily/weekly using teacher created assessments such as observation, exit tickets, mini quizzes or weekly informal assessments for the purpose of diagnosing student needs and evaluating teacher impact.

Spanish and Vietnamese Dual Immersion Programs will use assessments from curriculum and resources available in the target language.

Mathematics

- Universal Screening and Progress Monitoring: TK-1 ESGI (new pilot)
- Universal Screening and End of Year Comparison: Grades 2-8 STAR Renaissance Math
- Progress Monitoring: Curriculum Embedded assessments and Freckle Math grades K-8
- Interim Assessment: SBAC Interim Assessments for CCA, Sylandale and Bridges
- Formative Assessment Process: daily/weekly using teacher created assessments such as observation, exit tickets, mini quizzes or weekly informal assessments for the purpose of diagnosing student needs and evaluating teacher impact.

Spanish and Vietnamese Dual Immersion Programs will use assessments from curriculum and resources available in the target language.

Freckle Math is another optional assessment that may be piloted for math.

English Language Development (ELD)

EL student's ELPAC levels will be shared with schools and staff to support teachers with adapting lessons for comprehension and access. The data should also be used to support ELD instruction and provide designated ELD lessons at students' proficiency levels.

- Data will be desegregated by EL subgroup and level to evaluate student progress in academic areas in Language Arts and Mathematics in NSGRA, ESGI, Ren STAR
- Placement and Progress Monitoring: Grades K-6 Imagine online Learning; Grades 7-8 Rosetta Stone
- Formative Assessment Process: Daily/weekly using teacher created assessments such as observation, exit tickets, mini quizzes or weekly informal assessments for the purpose of diagnosing student needs and evaluating teacher impact.

The focus of the first two weeks of school was on developing relationships and [re]connecting with students. The Universal Screening assessments and Placement in online programs will begin during the third week of schools. Other assessments will be done following the district's assessment calendar. Staff is developing protocols for students for taking assessments online given distance learning.

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.]

Part II. Strategies for Learning Acceleration

One of the foundational components is to ensure that all students have access to technology devices and know how to sign into the online programs and then to monitor both access and use on a regular basis.

The district proposes the following steps:

1. Baseline Data- Review of Benchmark data from March 2020 and September 2020. Analysis of key areas of need by grade level and for each subgroup (EL, Low income, Students with Disabilities)
2. Priority Standards and Aligned Resources-FMSD will use the the Priority Instructional Content in ELA/ literacy and Mathematics (Achieve the CORE) to identify key standards of focus to provide each grade level with essential standards that must be taught. Standards will be deconstructed and reviewed. Support teachers in aligning core curriculum to key priority standards.
3. Universal Interventions- After taking placement/universal screeners, students will have access to online programs for learning at their appropriate levels for math and reading for asynchronous time. LEXIA, Imagine Learning, Freckle Math will be used to provide students in grades K-8 with these personalized online programs. Usage rates and student progress will be monitored by principals and district staff.
4. Instruction- Grade level standards will be taught and gaps will be addressed. Common Core Standards spiral in the grade level spans so there is no need to go back and teach previous year content. Teachers will be responsible for addressing learning gaps and providing each student with lessons during synchronous instructional time as well as provide assignments at each student's instructional level for asynchronous time. This means that asynchronous lessons must be differentiated for students so they can complete their assignments

successfully with limited or no assistance at home. Students who need additional support such as EL students, low-income, foster youth, students experiencing homelessness or disengaged students will receive additional synchronous instruction by the classroom teacher by individual or small group instruction virtually using Zoom or by telephone if needed.

5. Assessment Plan-The district will implement an assessment plan that includes different types of assessment to improve student learning. Formative assessment processes will be emphasized in Distance Learning. Formative Assessment processes help inform teachers what they need to teach and evaluate the impact of the instruction. This has not been area of focus in FMSD but will become a strong focus for 20-21 in order to plan for effective instruction and impact.

6. Targeted Supports-For students needing additional supports, students will be identified for intervention and additional supports such as individual or small group instruction during the instructional time. Funding will be provided for payment to teachers who are willing to provide additional time after the Distance Learning Instructional day or during intersessions such as the October break or Spring breaks.

Specifically, English Learners will receive protected designated ELD as part of their core instructional program. They will have access to primary language resources in the platforms they are using such as SeeSaw, Imagine Learning or Freckle as well as access to Imagine Learning or Rosetta Stone if they are newcomer students or students at ELPAC levels 1-2. EL students will receive additional instructional support via small groups after school or during the intercession breaks.

Foster Youth and students who are experiencing homelessness will be prioritized for the Student Day Support Program being offered in collaboration with the CORAL after school program. Students who need child care during the day will have the opportunity to come on campus and have access to the CORAL staff who will provide mentoring and academic support. They too will be prioritized for extending learning opportunities either after school or during intersession breaks.

Students with Disabilities will continue to receive services as per the IEP and will have access to the same opportunities as other targeted groups who need additional learning time with certificated staff. Paraprofessionals, Behavior Interventionists will provide additional individualized support during Distance Learning

Low-income students often lack the resources for equal access. FMSD will ensure that all students in need of technology, internet access have the tools they need. Library Media Aides will be available to support students with LEXIA mini lessons and lessons using books from the media center or online libraries to engage students in learning. Like other students in need, students will be identified for additional interventions and will be monitored for progress following district's assessment plan.

7. Professional Development-Continue to provide teachers with professional development on integrated ELD strategies and virtual teaching strategies for all students. District, school site administration and teachers will be offered professional learning opportunities for learning acceleration by district sponsored or sessions offered by Santa Clara County Office of Education. Included in this work will be offered for staff to engage in learning around Culturally Responsive Pedagogy, Equity and Implicit Bias.

8. Parent/Guardian Communication-Ensure teachers are providing weekly reports to families.

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.]

Part III. Monitoring for Effectiveness

Data will be analyzed and monitored by student subgroups including English learners, low-income students, foster youth, students with disabilities and McKinney-Vento students. FMSD uses DataZone as the district's data warehouse where assessment results are uploaded for easy access and review.

Assessment Cycles

District Interim Benchmarks will be reviewed and analyzed by the District team and with principals following this schedule:

1. Universal Screening/Baseline: August/September: Lexia, Core5 (K-5), PowerUp (6-8); ESGI (TK-K); Renaissance Star Reading and Math (2-8); Optional: Freckle Math Pre-Tests (K-8) and NSGRA (K-3, SDC 1-8)
2. Trimester 1: October: ESGI ELA/Math (Tk-K); NSGRA (K-3, SDC K-8); Renaissance STAR Reading and Math (2-8)
3. Trimester 2: February: DRDP (PK) (December); ESGI (Tk-K); NSGRA (K-3, SDC K-8); Renaissance STAR Reading and Math (2-8); CAASPP Testing (3-8) March-June and CAST and CAA for Science (grades 5 & 8); PFT (grades 5 & 7); ELPAC Summative (EL students)
4. Trimester 3: May: DRDP (PK); ESGI ELA/Math (Tk-K); NGRA (K-3, SDC K-8); Renaissance STAR Reading and Math (2-8)

Data from Lexia and Freckle Math online programs will be monitored by principals and site leadership weekly to evaluate usage and student progress.

Principals will be responsible for monitoring the use of formative assessments and collect samples. Furthermore, teachers will use this data for their grade level, course alike meetings during the school year

The district's Assessment Committee, the Curriculum and Instruction and Assessment Committees which include site administration and teachers as well as site surveys will be used to gather information on the effectiveness of the curriculum, strategies and assessment tools in order to gauge effectiveness and make necessary modifications as needed. Principals will visit zoom lessons for all their teachers weekly and monitor the quality of lessons.

All of these professional activities will be done via Zoom with the use of breakout rooms as needed. After each benchmark or assessment period, principals will facilitate data analysis and generate an action plan for the following weeks until the next assessment period. Every other Thursday in FMSD is a Admin directed day in which principals will have staff review formative assessment processes, teaching goals, review the effectiveness of Distance Learning discussing needs and share what is working.

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

Description	Total Funds	Contributing
Compare student assessments from March 2020 to Fall 2020 to identify learning loss in Math and Reading. Analysis will be reviewed after each trimester or quarter using DataZone.		Yes
Small group intervention -pay teachers for one hour after school four times a week for intervention group based on ELA level -LEXIA targeted for Low Income students	30,000.	Yes
Additional ELD and academic support for ELs after instructional Day	20,000.	Yes
Provide professional development and planning time for teachers on identifying essential standards, teaching for mastery and using assessments to improve instruction in mathematics.	30,000.	Yes
Explore providing extended learning opportunities-intersession (October Break, Spring Break) with priority for Foster Youth, Homeless, ELs or Low Income students below grade level	75,000.	Yes
Priority Standards and Curriculum Alignment Work--Extra Duty for teachers (hourly-afterschool or during intersession)	48,600.	Yes
Hire consultant to support data collection and documentation of learning acceleration progress, assessment and data analysis	12,000.	Yes
Professional Development of district staff and principals in assessment and instructional planning based on data with attention to student groups.	60,000	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.]

FMSD has consistently been providing social and emotional and mental health supports for students and families. FMSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the reopening plans. The sixth guiding principle in the district's Reopening Guidance plan is to recognize the importance of overall well being including social and emotional learning "all day, everyday, for everyone." This principle has become the focal area for discussing the Social Emotional Learning (SEL) aspects of the plan. FMSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the Reopening Guidance plans.

We have an online referral process coordinated by School Social Workers and School Linked Services Coordinators linking families to different community providers that can provide individual therapy, family therapy, school and tele-health support if needed for students. Each middle school has an academic counselor and all schools have a dedicated School Social Worker. School Social Workers work under the ethical and legal guidance of the Board Of Behavioral Sciences, School Social Worker Association of America and the National Association of Social Workers.

Staff Well-being

FMSD utilizes the Employee Assistance Program (EAP) as a support service for all staff. The EAP program offers 5 counseling visits per issue per year via face-to-face counseling, telephonic counseling, or virtual counseling, at no cost to employees.

School Social Workers other identified support staff will provide crisis intervention and risk assessment for students as needed. We have also provided Mindfulness training for staff and incorporate mindfulness practices into our professional development and encourage staff to incorporate these practices into their teaching.

Daily student Check-in

Staff are encouraged to have daily temperature check ins with students to gauge their social and emotional well being throughout the day. Staff, if noticing a student's mood may be impacted will encourage students to talk to a counselor or will submit an online referral for more support. In addition, in March 2020, we implemented a wellness check in system for parents/guardians to submit a referral for general student wellness concerns. To provide an extra layer of support and monitoring during distance learning, FMSD has recently contracted with Bark online monitoring services to help keep kids safe online while preserving their privacy. Bark monitors images, text within images, audio,

and video and has recently added screen time management and web filtering to its suite of safety solutions. Identified staff monitor reports and track dashboard data to respond appropriately to alerts.

Evidenced Based Social and Emotional Curriculum

To effectively support the social and emotional well-being of students during the school year, the district adopted Second Step as the evidenced based curriculum to support students in PK-8th grade. Students will engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons will be taught throughout each week of the school year. We will also continue to administer the California Healthy Kids Survey (grades 3-8) to gather SEL and overall well-being data. Also implemented within our instructional minutes is dedicated SEL skill building lesson time for students PK-8th grade. Resources supporting universal practices across the year include guidance for implementing school wide SEL lessons, guidance for weekly community circles, and guidance for daily integration of SEL based upon the district's adoption of the Collaborative for Social and Emotional Learning (CASEL) framework.

Also available, is a set of supports focused on racial and social justice for the FMSD community. Included in resources provided for staff are support for educator advocacy for students, guidance for community collaboration and collective efficacy, self-care resources, and resources for supporting youth. Expanding upon the work in the SEL lesson materials, the Social Emotional Learning committee has developed a Google site that provides support, resources, and guidance. Utilizing CASEL's Reunite, Renew, Thrive Reopening Roadmap, we created a Google site which includes specific resources for students, and educators, including resources specific to SEL as a lever for racial justice and anti-racism as well as resources to guide learning, reflection, connection, and engagement specific to eliminating racism in our school system.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular survey administration (California Healthy Kids) and ongoing assessments by staff of student engagement and participation.

The pandemic has been the cause of trauma for many students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. Social isolation has increased lack of connectedness and belonging. The district is participating in a Trauma informed MTSS series currently offered through the Santa Clara County Office of Education. This is a 3 year offering with the first year consisting of support from Alia Innovations and the SCCOE. During years 2 and 3, technical assistance will be provided by the SCCOE team. This series is intended to expand knowledge and understanding of the human impacts of trauma on youth development, as well as to deepen understanding of how trauma manifests in behaviors. Our district will receive tools and resources for different ways to address trauma in schools. We have also partnered with Kognitio to provide online trauma informed practices training for all staff.

We will continue to connect families and students to resources based on assessed needs and fulfill all mandated reporter duties. In addition, we will continue to equip adolescents (7th and 8th) with the tools to support friends who may be struggling adolescents with the tools to support friends who may be struggling and connect them with a trusted adult. Through our partnership with Santa Clara County, our Universal Access staff are able to provide comprehensive services and supports for families with children ages 0-5 as well as school aged kids through 8th grade.

Re-Engagement Strategies

Supports for mental health promotion, awareness, and supports are outlined in the table below:

Tier 1: Support for All Students- Universal Mental Health Promotion and Awareness Strategies Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

Virtual Classrooms/Wellness Centers

Community Resources

Approved Evidenced Based SEL curriculum and lessons (Second Step PK-8)

Professional Learning for staff: Trauma-Informed Practices (Kognito PK-8) Suicide Prevention and Intervention & Mental Health Crisis Response, Mindfulness, Restorative Practices

District-wide focus on promoting well-being (staff and students)

Parent Outreach & Engagement sessions focused on topics such as Self Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

Employee Assistance Program (EAP) (800) 234-5465

Collaborative meetings (multi-disciplinary teams) process

Mc-Kinney-Vento and Foster Youth outreach and support

Restorative Practices

BARK monitoring and screen time management service

Monitor mental health and social and emotional well-being of students to determine necessary movement between tiers

Tier 2: All Tier 1 Strategies Continue While Adding Tier 2

Targeted Strategies Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize tiered systems of support, staff will identify students in need of supportive interventions and provide support and linkages. with a focus on connecting students to school and supporting their engagement.

All previous tiered supports and services adding the below:

Check-in/Check-out

Intensive Social Skills teaching

Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

Linkage to community-based services School-based mental individual counseling/tele-health therapy services (in person or virtually) for students and their caregivers

Mentoring/tutoring

Home visits/Family Engagement

Case Management services (ensuring needs are met)
Professional Learning for staff & caregivers
Special Education and 504 advocacy
Hazel TeleHealth Services
Student Study Team process
Teacher support and consultation

Tier 3: All Tier 1 and 2 Strategies Continue While Adding Tier 3

Intensive Strategies: Individualized support to increase students overall well-being and overall academic success. Continuing to use referral sources to identify students in need of intensive support.

All previous tiered supports and services adding the below:

Multi-agency collaboration (wrap-around services)

Student Attendance Review Board

District guidance also includes crisis response procedures - including procedures for suicide risk assessment , threat assessment and child abuse reporting - and contact information/links for a range of crisis lines.

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.]

Using the framework from FMSD's Distance Learning Reopening Guidance document, which outlines the processes that our district has adopted to remain on full distance learning, we have created a plan to utilize a multi-tiered system of support to provide services for the whole child. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district reflected on new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. During full distance learning, teachers are expected to engage with students every day, reach out constantly to check in and offer support and to generally maintain as much of a presence as possible in students' lives to support their progress and ensure students feel seen and heard by their teachers every day. In addition, the district is utilizing the LanguageLine services for on-demand interpreting for family engagement.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document in (approved platform) attendance/participation/engagement daily (class period for middle school) and maintain the weekly attendance log for each student in alignment with SB 98.

Attendance Staff: Monitor attendance/participation/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure that attendance/participation/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the FMSD Student Wellness and Support Services Office.

Support Staff: Connect students and families to access appropriate resources and supports; Work collaboratively with all stakeholders to ensure equity, access, and success of all students; Review, adjust, and disseminate crisis protocols for all staff; Work proactively and collaboratively with community based organizations and partners who serve FMSD to continue to provide continuity of care. The Student Wellness and Support Services Department in partnership with our community providers, made efforts to contact every student and family that was not attending or engaged during the school closure. This contact included connecting students and families to resources (basic needs, social services, technology, etc.) and supporting re engagement with the learning process. Students who experience trauma are significantly more likely to be chronically absent from school.

Measuring Attendance During Distance Learning

Teachers will document daily attendance in Infinite Campus based on student participation in synchronous and asynchronous learning. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the SIS, teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis at the district, grade, and classroom levels. The system that is being designed will identify students who have missed 60% of a week and will trigger reengagement strategies as described below.

Student Attendance Review Board

The district SARB process will be followed as outlined by the district's attendance policy as compulsory attendance still applies during distance learning. We are working with our SIS and attendance systems to continue to send parent/guardian attendance/chronic absenteeism notification letters at 3, 6, 9 absences to address chronic absenteeism. School staff will document outreach efforts in Infinite Campus. School sites will follow the tiered response system to address attendance issues.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Support (MTSS): <https://drive.google.com/file/d/1f-JMwBRhy1aw5yraaNr8fCaiwyiutTtu/view?usp=sharing>

Tier 1: Represents universal strategies to encourage overall engagement and participation. Striving for all students to be virtually in school, on time, everyday! Family outreach to message and establish attendance expectations. Protocols reinforced for staff to track and record student attendance in the SIS.

Tier 2: Provides early intervention for students who need more support to avoid academic disengagement and chronic absences. Parent outreach in the home language to determine barriers to learning. Provision of resources to remove barriers for learning including: tech support, basic needs, and academic support. Site administration supports the School Secretary when contact is not made. If students miss 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, site administration works with the site support staff to improve engagement. If a student continues to not respond to supports, school staff submit an online School Linked Services referral to involve additional reengagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all

support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART agreement with the family. If the student violates the SART agreement the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

Tier 3: Provides intensive support for students facing the greatest challenges getting to school and engaging academically. Student Attendance Review Board with recognition of the impact of the pandemic on families and students. SARB is made up of a community team of diverse professionals to diagnose the problem and link the student and family to necessary school district or community services, such as mental health services or community health services.

To support implementation of the above tiered strategies, site-level student support teams (i.e. Administrators, School Social Worker and School Linked Services Coordinators, academic counselors) will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by both our SIS and Data Zone, a tool that generates real-time student data to inform targeted intervention and daily practices.

Because FMSD also works in conjunction with partner agencies, these agencies often employ additional case managers to support student engagement and outreach. FMSD staff and partner agency staff meet regularly to share student concerns and progress and ensure that all available supports are provided to students as soon as a need is identified.

The district is a part of a cross district initiative with Attendance Works focusing measuring connection, engagement, participation & attendance during remote learning as well as refining our tiered response systems.

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.]

Nutrition Services will continue the implementation of key operational procedures developed during the spring school closures and continued through the summer months to ensure safe and effective 'grab and go' meal services. These include the use of a drive-thru, curbside pick-up process that ensures 6 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices. Personal Protective Equipment includes the use of masks for both community and staff required per state and county health orders, gloves, and hand sanitizer, when appropriate. With summer meal flexibility and the associated waivers ending at the start of the school year, the District returned to serving meals curbside at all school sites with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to enrolled students only and meal eligibility requirements at our schools. The Child Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from State and Federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address the flexibility needed to serve meals at the Federal USDA level but a waiver for this flexibility has not been confirmed at the time.

Applications are made available to families online and at schools and are mailed to families. Notifications about completing applications have been sent to families via Blackboard connect, text, email, and mailings. We also perform direct certification for families that have school-age children that are recipients of CalWORKs and CalFresh. These children are automatically eligible for free meals. Staff are also seeking Community Eligibility Provisions to allow all students to eat free even if the other State and Federal waivers do not get approved. If approved, there will most likely be a shortfall between the number of meals served that are reimbursed by the State and Federal Government and the cost of producing those meals. As a result the District was approved of a grant from Second Harvest and the Santa Clara County Office of Education to partially offset those costs. Any remaining difference will be covered by COVID-19 relief funds.

During distance learning and prior to the State allowing all students under the age of 18 to eat for free (Under the Seamless Summer Option) a student or one parent/guardian (to avoid large groups) could pick up grab and go meals from school sites and all they had to provide was the student's name and ID number. Now that the Seamless Summer Option (SSO) has been made available and approved by the CDE (California Department of Education), families no longer need to provide a student's name and ID. Now they just need to show up and tell us how many students under the age of 18 and they receive a free meal.

Families that did not qualify for free-and-reduced meal plans could pay for their meals online, by phone or send a check in the mail to the District Service Center or school site. The Child Nutrition Services department will likely experience lower participation rates while school doors are closed. This will rate the per-unit cost for each meal served. Any reduction in revenue due to reduced participation will also be covered by COVID-19 Relief funds. To help offset low participation, students attending the Student Day Support Program will be fed in their classrooms on a daily basis by our Child Nutrition Services team.

When the District moves to a hybrid learning program the Child Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up and consume meals in the cafeteria, outdoors or and in their classrooms. We expect there to be more meal periods to reduce overcrowding and allow for physical distancing. Child Nutrition Services will also offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

In planning the return of students and staff to the school site, Child Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. The Child Nutrition Services Department is collaborating with community partners including Second Harvest Food Bank and the City of San Jose to offer additional food resources and support for our families and students in the new school year.

Cleaning and disinfecting high touch surfaces has also been increased to prevent exposure and this will continue during both school closures and in-person models.

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

Section	Description	Total Funds	Contributing
School Nutrition	Using Learning Loss Mitigation Funds to serve breakfast and lunch meals to all students under age 18.	205,000	Yes
Mental Health and Social and Emotional Well-Being	Social-Emotional Curriculum-Second Step, CASL Framework project , Kognito and Trauma informed practices consultants including Professional Development for teachers & Classified Staff	110,230	Yes
Pupil Engagement and Outreach	Parent Communication Tools-Remind , Language Line for Interpretation, Permission Click, Extra duty for District Parent Liaisons, Parent Training and Support	80,000	Yes
Distance Learning Program (Pupil Participation and Progress)	District Parent Liaisons to support Linguistically Diverse Parents with Interpretation, Translation Outreach	519,622.	Yes
N/A	Blackboard Connect for district Parent, Community Communication	32,000.	No
Mental Health and Social and Emotional Well-Being	Academic counselors and Social Workers will be accessible and available to support staff in contacting families and meeting with students who are disengaged in Distance Learning to provide personalized support	571,208.	Yes
Distance Learning Program (Pupil Participation and Progress)	Attendance 2A Program to document attendance	44.200.	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.95%	\$15,993,138

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.]

The following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students but are being made available for all students across an entire school or the whole district.

- Technology Access for Low Income, Foster Youth and Students Experiencing Homelessness

It is evident by data collected after Distance Learning from Spring 2020 that students from low income families struggled to access instruction in Distance Learning. We have provided these students with access to I-pads, chromebooks and hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep students engaged.

- Training of Classified staff in the use of technology and support for students with Distance Learning

Paraprofessionals and Behavior Interventionists serving TK, Kindergarten and Students with Disabilities are an important resource in supporting students from low income backgrounds, EL students and Foster Youth. Our neediest student groups are often those who benefit from individualized academic and social-emotional support. Classified members need access to technology and will need to be trained on using Zoom and using learning platforms so they can support our unique student groups.

- Provide professional development to staff (Virtual Teaching including best practices for English Learners, culturally responsive strategies, interactive student engagement, assessment, core curriculum digital version support and planning)-Consultants and extra duty hours for teachers

Teachers are needing much support in providing a quality educational program with Distance Learning. For many, using many of the apps and platforms will be a new experience. At the same time, there is a sense of urgency in bringing staff to speed and learning the tools, learning the online digital versions of the curriculum and learning how to deliver lessons virtually. With almost 85% of our unduplicated count, all students will benefit from teachers capacity to become excellent distance learning teachers. In particular though, the staff will need to learn how to integrate EL strategies, adjust lessons to reluctant or struggling learners and students who may be disengaged. These activities are principally directed for ELs, Low SES and Foster Youth, but ALL students will benefit from their teachers ability to become effective with virtual teaching.

- Provide Personalized Reading intervention for asynchronous instruction - Lexia, Core 5 (grades K-5), Power Up (grades 6-8) and Reading Plus.

The district is in its second year of implementing a districtwide reading intervention program for all students with Lexia. These reading program was adopted to support students who are below and approaching grade level standards in reading. Many EL students who are learning the English language and students from Low SES backgrounds need additional support in learning how to read. We believe that the limited and lack of school that we face with the Pandemic has widened our achievement gap and there is a need to capitalize on this Lexia program by providing students with reading support during asynchronous instructional time in Distance Learning. The first year of implementation showed that students who used the program consistently showed significant progress in reading and learning English.

- Printing of workbooks and other educational materials for students that struggle with online platform.

Some students who are challenged by the new use of technology for learning may need a different mode of learning. Funds have been set aside for printing of workbooks or other educational materials that might be better suited for students based. Parents request materials when they want to support their children at home using a packet or workbooks to further support their children's learning.

- Small group intervention -pay teachers for one hour after school four times a week for intervention group based on ELA level - LEXIA

Parents have expressed concern on how we will mitigate learning loss for their children. Students from low-income backgrounds may not have the resources for tutoring or additional academic support and the instructional day is limited for students who need more. Students who are far below grade level will be provided small group instruction using the mini-lessons from the LEXIA intervention program after the students' instructional day. Additional time in reading with a certificated teacher will benefit the students most in need. All students will have access if they have an identified need, but this action is principally directed at serving unduplicated students.

- Provide professional development and planning time for teachers on identifying essential standards, teaching for mastery and using assessments to improve instruction in mathematics.

The district's data for the past two years has show a decline in math achievement particularly for these three student groups. Research also shows that math is a subject that should be taught in-person. More time has been allocated for math instruction for synchronous instruction, but teachers still need support in learning how to teach math regardless of mode of instruction.

- Priority Standards and Curriculum Alignment Work--Extra Duty for teachers (hourly-after school or during intersession)

The students who are most at risk due to the COVID-19 pandemic are students in FMSD who are mostly from Low-SES backgrounds. With 45% of our students as EL and a significant group who are either in Foster care or living in multi-family homes/homeless, we must accelerate learning for all students with special attention to these student groups. FMSD plans to use Achieve the Core Priority Standards and begin the work of aligning the curriculum to effectively meet the needs of our students and help teachers plan their instruction.

- Hire consultant to support data collection and documentation of learning acceleration progress, assessment and data analysis

FMSD will benefit from expertise and professional support in mitigating learning loss in facilitating the data analysis process and prioritizing how best to serve our student groups. Students who are learning the English Language at the same time as keeping up with academic content is a challenge for EL students. We believe that if we an set realistic performance goals for the EL subgroup and for all of our student groups, we will be able to learn form our practices and inform our future work.

- Professional Development of district staff and principals in assessment and instructional planning based on data

Distance Learning poses a new challenge for educators as a result of the COVID-19 pandemic. No leadership or teaching program provided staff with how to lead or teach in a remote learning environment. District staff and site leaders will need support in understanding how to improve student learning. Assessment will play an even bigger role in planning and analyzing our actions and strategies. This action benefits all students but is principally directed for EL, Low SES and Foster Youth.

- Social-Emotional Curriculum-Second Step, CASL Framework project , Kognito and Trauma informed practices consultants including Professional Development for teachers & Classified Staff

Most of our students and staff are facing multiple challenges living, working and learning as a result of the pandemic. Feedback from Townhall meetings and from surveys indicate that both staff and students are suffering from a sense of loss from not being in school with each other. Some families have experienced some form of trauma, stress or anxiety at home. The role of Social Emotional Learning and Adult Care is critical at this time. An investment in purchasing a curriculum and the development of the work with the CASL framework will be integrated with academics to provide all students and staff with much needed support and care.

- Parent Communication Tools-Remind , Language Line for Interpretation, Permission Click and Parent Training

Many of our parents are not English proficient or may have not have the resources to have internet due to socio-economic challenges. In particular, students who are experiencing homelessness may be hard to teach. The district has purchased Remind-a communication tool to support two way communication and has the ability to translate in different languages. Permission Click will help facilitate signatures needed for school documents. These resources will help especially with our most vulnerable students.

- District Parent Liaisons, Extra duty for District Parent Liaisons for parent outreach and home visit.

Parent Liaisons are essential in parent outreach, translation, interpretations and in making home visits for families who are more comfortable communicating in Spanish or Vietnamese. AT times, it is challenging to connect with families who may not have the resources in English or the access to communicate with school staff. The Liaisons will serve as a resource for supporting families who need information and guidance with Distance Learning or with support services.

- Academic counselors and Social Workers will be accessible and available to support staff in contacting families and meeting with students who are disengaged in Distance Learning to provide personalized support. Some students may not be participating or attending in Distance Learning due to challenges with technology, mental or social-emotional needs or other challenges taking place at home. The A2A system will provide an additional resource in ensuring that staff is informed of students at risk prompting intervention with social workers or other site staff.

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

The Franklin-McKinley School District is required to increase services for EL, Foster Youth, and Low Income students by 29.95% which is equal to \$ 15,993,138. as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learner, Foster Youth and Low Income students.

ACTIONS IN THE LEARNING CONTINUITY PLAN

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage.

- Materials for Newcomers, Students in ELPAC levels 1-2 (Imagine Learning, Rosetta Stone, Bilingual software-Vietnamese Dual Immersion, Spanish immersion and support curriculum for English Language Programs)

FMSD has approximately 45% English Learners with about 1/3 of them as students at ELPAC levels 1-2 including newcomer students. English Language Development daily as part of the core program, however they need more. For increased services, EL students will receive additional instructional time to support English language development and provide academic support in order for them to access grade level subject matter. For this, we will provide bilingual resources to support their comprehension and engagement by ensuring they use the bilingual features of Imagine Learning, See Saw and Brainpop--all learning platforms that will be used for Distance Learning. Teachers will be

provided with direction and professional learning on the benefits of using primary language support. Furthermore, this will provide parents with resources in their primary language so they can be engaged in the educational process during these challenging times. The district's dual immersion programs will provide participating EL students enrolled in those programs with access and primary language instruction as part of their core instruction.

- Support for SEAL Schools: .5 Coach and extra duty PD; Alignment of SEAL units to New ELA Adoption and SEL

Dahl, McKinley, Santee and Los Arboles have the highest number of EL students in FMSD. They implement the Sobrato Early Academic Language model with the explicit goal of improving language development through thematic units. This program provides direct services to English Learners and has provided improved services by enhancing the core curriculum with a set of research-based strategies. As part of the LCP, the schools will continue to offer the SEAL model via Distance Learning. Teachers have a need to align their units to the new adopted language arts program, Journeys integrating Social Emotional Learning lessons. They have expressed a need to improve the instructional program with planning time, participation in professional development and revising units for Distance Learning.

- Supplies and Materials for Students Experiencing Homelessness and Foster Youth

Eight Social Workers throughout the district provide increased services to Students experiencing Homelessness and Foster Youth. They prioritize serving these students and their families by ensuring consistent contact is taking place. They support these students with access to technology, connectivity, school supplies, clothing and access to community resources.

- Using Learning Loss Mitigation Funds to serve breakfast and lunch meals to all students under age 18.

Students from low-income homes are eligible for free or reduced meals at school. During this time of uncertainty, many FMSD families have been affected socio-economically due to changes in employment. COVID Relief funds will help offset lost revenue due to lower participation (participation down to 15% of all students participate); serving free meals to all students; Can't layoff food service staff due to State restrictions. These 3 components will combine to create a total loss of \$200K to be covered by COVID-19 relief funds. This improves the ability of our students to have access to meals without disruption.

ACTIONS OUTSIDE THE LEARNING CONTINUITY PLAN

Actions to support EL, Foster Youth, and Low Income students that contribute to the increased percentage outside of the Learning Continuity and Attendance Plan include staff who are partially funded to serve our unduplicated students. They include the Director of Curriculum, Instruction and Assessment, the Director of Early Learning and Student Wellness and Support, 3 assistant principals, 3 social workers, 3 counselors, 2 computer technicians and paraprofessionals for TK and kindergarten. The district's vision for educational equity calls for staff to increase and improve services for its most vulnerable students especially during this pandemic.

