

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

Due to COVID-19, Alternatives in Action transitioned to distance learning beginning March 16, 2020. The California Department of Education (CDE) and local public health officials continued to provide as much guidance during the swift transition to distance learning. The unexpected school closure and long-term distance learning impacted the educational, social-emotional, financial, and physical needs of our youth, parents, families, staff, and community. It has caused higher levels of stress, anxiety, and continued trauma which impacts their health and well being.

Everyone was expected to learn a new system and style of teaching and learning. We had to ensure everyone was digitally connected and tech literate. Our style of communication and methods of building relationships looked and felt differently during distance learning. We were challenged to be innovative with our programs while also being mindful of the conditions we were in, both academically and emotionally. Meetings and classes were held online, there was increased screen time, with communication occurring through a video online platform, or via email. We were challenged to learn about our community needs in a more in depth way. We not only had to learn which family had tech needs and financial needs, but what the learning conditions were at home, and what other hardships the family was experiencing due to COVID-19.

Our decision to re-open for in person instruction or stay with distance learning was guided by the California Department of Education, and local public health agencies. We have had to plan for scenarios of all virtual, hybrid, and/or phasing into in-person instruction. Currently, we are still in distance learning, offering mainly synchronous live instruction learning time, including one-on-one or small groups support, and some asynchronous independent learning time.

We continue to take into consideration the following factors in our continued planning:

- Science/information from the Public Health Department (health safety of exposure, transmission rates, response to positive cases)
- Curriculum and Instruction needs for distance learning
- Academic learning needs for students, including special education accommodations
- Academic intervention and english language learner supports

- Professional development needs for staff
- Health and Wellness of our community
- Technology needs
- Approach to building meaningful relationships and creating school culture and climate while distance learning
- Physical needs: safety protocols, cleaning, distancing, and class/school set up

The 2020-2021 school year started entirely with distance learning. We will continue to explore various scenarios that highly consider the safety risk of our community to minimize the spread of infection. If COVID-19 continues to pose a safety threat with increasing cases, we will continue with online learning and reopen when it is safe to do so, or plan for a hybrid model while following safety protocols to include as much in person learning opportunities as possible. A hybrid model can allow for various scenarios such as small groupings of students, or for a slow return of youth in phases.

## Stakeholder Engagement

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

Alternatives in Action solicited feedback in the Spring of 2019 and through the summer with youth, staff and parent feedback via surveys, phone calls or interviews to learn about their experience and use that information to determine how to make the necessary adjustments to meet their needs. The surveys were provided in English and Spanish through our parent online communication system, and collected input on their distance learning experience and needs to either stay in distance learning or for returning.

Additionally, we held multiple school wide virtual meetings for staff, students, families and board members to discuss and collect more information on their experiences.

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

Public meetings and hearings follow all requirements of the Brown Act. Meetings are held via Zoom and allows for public participation by phone, chat or video call. Agendas and documents are posted online and shared publicly.

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

The sudden shift to distance learning was very challenging for our school community. Overall, there was a level of dissatisfaction due to the abrupt change, lack of time to prepare, and a desire to return to in person instruction. To assess the ongoing needs, we collected the following information from our various stakeholder groups:

### Students:

Students felt their teachers were responsive and accessible during distance learning. Aside from access to devices and stable, reliable internet connection, more than half of our students stated the most challenging part of online learning was not having the in person face to

face support. Students expressed challenges with creating a dedicated learning space at home, and having increased responsibilities such as taking care of siblings, which interfered with the expectation to be online for the school day.

Teachers:

Teachers expressed challenges with navigating the various online learning platforms and needing more training. Teachers wanted to be better equipped with meeting their student needs, and that the sudden shift didn't allow time to prepare and shift to online instruction. Building on the strong relationships our teachers and staff had with students, they felt students took initiative contacting them with questions. Teachers felt students were responsive and willing to try to push themselves through the challenges of distance learning.

Parents:

Parents were concerned about the access to the technology necessary for their child to complete their work. Some of the students were completing work on their phones. Parents felt that the notices via our parent communication system (ParentSquare) kept them informed. Parents appreciated the phone calls home and direct communication with them.

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

We used feedback from our stakeholders to guide our Learning Continuity and Attendance Plan. The feedback lead to:

-Revised bell schedule and school calendar. We recognize that students would benefit from live instruction, but had to consider screen time fatigue. We kept our block scheduling, decreased our classes to 70 minutes, increased the breaks in between classes, and added time for identified small group or individual academic and social emotional support time. The changes met the minimum instructional time requirements as outlined by the California Department of Education.

-Increased staff professional development. Teachers needed training for online teaching. They needed more time to revise their lessons to consider online learning needs, including zoom classroom management, use of technology teaching tools, and creating engaging zoom classroom culture. Staff met for 2 weeks prior to the start of the school year, and for the school year, there are 2 designated days and times for staff collaboration in addition to the weekly staff professional development time.

-Adoption of a school wide Learning Management System and with training for using an online learning platform. The adoption of a schoolwide online learning management platform will help support teachers in their organization and planning of their lessons and work. A schoolwide learning management system will help mainstream how teaching and learning is exchanged and how work is provided and submitted. This will help with the consistency of expectations for students to all use the same learning management system tool. Additional online educational licenses, resources, and apps will be purchased using staff input, guidance and need.

-Increased small group or one-on-one academic and social emotional support time. There is time designated weekly for small group or individual academic support or social emotional support. Students can get focused support for academic intervention or counseling.

-Additional technology training for youth and families. Students and families needed tutorials and training on how to use email, online communication platforms, and apps. Webinars and video tutorials were made available. Students and families could also reach out to staff for individualized support.

- Change in attendance coding to distinguish virtual attendance, in person attendance, synchronous and asynchronous attendance. To better track student attendance and engagement, a new attendance coding system was put in place to help collect attendance data.
- Consistent leadership class time to provide more check-ins with youth. Leadership class is similar to advisory where students are assigned the same teacher with whom they check in with while enrolled at our school. Leadership class time was kept to the same frequency to maintain the consistency of support and relationships established between students and their Leadership teacher.
- Increased technology access: providing chromebooks for all our youth. It is important that all students have access to technology, therefore, we purchased enough additional chromebooks to ensure there was one chromebook for every youth. Additionally, the Oakland Undivided campaign was a program for all Oakland school students to apply and if eligible, they received a chromebook and/or hotspot to keep. We encouraged all our families to apply.
- Increased Health Safety. Additional deep cleaning of the school and continued janitorial services was maintained throughout the pandemic to ensure the health and safety of our school campus. Staff attended weekly meetings with the local public health department to stay up to date on safety protocols, resources and information. This information was used to guide decisions and responses to COVID-19. It was imperative that we took appropriate steps to minimize the risk of exposure, transmission and response to positive cases in alignment with the public health department in order to reassure our staff, families and community that safety was our priority.
- Increased Health and Wellness. During times of crisis, we recognize the need to highlight the health and wellness of our students, staff and families. We added a Health and Wellness Coordinator to support the increased stress and anxiety our school community was experiencing.
- Cultivating school culture and climate; building meaningful relationships. To be responsibly responsive to the start of the 2020-2021 school year in a virtual setting, we needed to create strategic plans to maintain engaging relationships with our youth. We know that communication and relationship building would be challenging when done through a screen, however, we needed to establish a new set of norms and expectations for our school. Staff were still expected to get to know the youth, host parent meetings, conduct school wide events such as Welcome Week, or monthly community wideos (assemblies). Staff spent time collaborating with each other to be creative on video calls and to understand that there was patience needed and time to create and build a new way of connecting.

## 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.]

We will follow all the mandates as outlined by the state and by local public health officials to keep our school community safe. When permitted to allow for classroom-based instruction, we will follow all protocols and guidance to ensure a safe return to school. As to date, we have re-organized the physical space to prepare for the return of staff and students, and created safety procedures for any visitors on

campus. This includes training for front office and administrative staff, and putting up visuals throughout the school for safety reminders to wear masks and stay physically distant at least 6 feet apart. We also have a list of screening questions to ask all staff, students and families for self reported health checks to determine if they should/can come to campus. Anyone who may show signs of any symptoms from the screening questions will be asked to stay home.

When safe to return, we plan to slowly phase back into classroom-based instruction. We will first start with cohorts of students who have the highest needs for support and have experienced the most significant learning loss. As stated previously, we will have safety protocols in place which will include temperature checks and screening questions upon arrival at campus.

We have been in constant communication and consultation with our staff to ensure we know which staff members are willing and able to resume in-person instruction once we are authorized to return. We are focused on building up our roster of substitute teachers and have begun to develop a hiring plan in case we have staff who opt out of in-person instruction when the time comes.

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

Description	Total Funds	Contributing
Increased supplies of cleaning supplies, soap, and hand sanitizer that is greater than 60% alcohol. Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, disinfectant wipes, gloves, and masks. Provide Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and families on school campus are minimizing the spread of respiratory droplets. Thermometers to screen temperatures	\$10,000	Y
Signage, Posters, and Floor Decals: Visual cues throughout the school to increase awareness and maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals reinforce face covering, hand washing protocols, and physical distancing guidelines.	\$1,000	Y
Increased cleaning: In addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$7,110	Y
Physical distancing set up: Setting up and redesigning the physical space to ensure following safety protocols and distancing requirements are followed. Replacing any furniture or supplying furniture that will help minimize the spread of the COVID-19.	\$5,000	Y
Providing enough classroom materials for individual use.	\$10,000	Y
Substitutes for coverage	\$9,000	Y

# 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.]

Alternatives in Action continues to offer the same number of courses to our students and have only modified the schedule to allow for necessary movement breaks throughout the school day. Our block schedule meets the minimum number of instructional minutes required and includes synchronous and asynchronous learning time. We have added an instructional aide specializing in supporting English Language Learners who is able to push into virtual classrooms to provide support to teachers and students and ensure our ELL students continue to have adequate access to understanding subject matter instruction and acquiring knowledge of the English language. Teachers and other school staff are providing after school tutoring support five days a week through office hours and a dedicated synchronous learning hour. Alternatives in Action has also purchased additional online resources such as BrainPop and is considering adding access to a 24 hour math tutoring app which students would be able to access by appointment. In addition, our Youth Services Team, which includes our Resource Specialist and School Counselor, has dedicated time for collaboration with teachers and a regular schedule of pushing-in to classes and utilizing break-out rooms for 1:1 or small group support for students with the highest learning needs.

## 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.]

Alternatives in Action purchased additional chromebooks in order to provide one for every student. The Parent/Family Orientation consisted of a Welcome Week where every family was scheduled to come and pick up their Welcome Packets. This included a chromebook and a backpack filled with school supplies. The school also participated in the Oakland Undivided campaign where our families applied and if eligible, received a free chromebook and hotspot. For any families who are not eligible for a hotspot and are in need of one, the school will provide a hotspot for them. Every student now has access to a chromebook and hotspot if needed.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Alternatives in Action teachers continue to assess student progress using quizzes, homework assignments, exit tickets, etc. and are recording grades and progress reports in our Student Information System (SIS). Students and families have access to student grades through our LMS and can also request progress reports directly from teachers. Teachers will track asynchronous learning through completed assignments and a bi-weekly student Asynchronous Learning Log.

## **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.]

Alternatives in Action provided two weeks of pre-service to new and returning staff, along with quarterly staff development days. We will continue to offer regular one on one check-ins with the Assistant Director and a cycle of observation and feedback to all teachers. We have a weekly staff PD focused on improving distance learning and training in our Learning Management System (LMS). In addition we have staff collaboration time embedded in our weekly schedule that is supported by our Youth Services Team.

## **Staff Roles and Responsibilities**

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

We recognize how difficult it has been for everyone to adjust to the changes in teaching and learning since shelter in place began and now as the school year begins. We have continued to communicate openly with staff, families, and students about needs and changes.

Our IT engineer inventoried and set up chromebooks so that they are ready for check out. A school wide plan was developed to provide all youth with a school email, online safety, and technology agreements. Our IT engineer attended additional webinars and training to set up our learning management system and other online tech needs.

Our Operations Manager, Administrative Coach, and Instructional Aide have taken on additional responsibilities for tracking and following up on attendance and engagement. In conjunction with our Parent Coordinator, they are using online platforms in addition to traditional means of communication to follow up with families of students who are absent or are having difficulty connecting to learning platforms.

Alternatives in Action has a Youth Support Services team consisting of a School Counselor, Health and Wellness Coordinator, Restorative Justice Coordinator, and our Resource Specialist to provide comprehensive services to our youth, staff, families, and school community.

Our school counselor continues to provide service to our students and families through online resources and video conferencing and will be participating in professional development targeted specifically to providers of mental health support in these current conditions of distance learning. They have also scheduled one-on-one virtual meetings with 9th graders to provide them a warm welcome to high school and also to let them know about the wellness and counseling services we provide at AIA. Students with designated educationally related mental health services (ERMHS) are receiving individual counseling and the counselor has also been meeting with Coaches and staff to walk them through completing online COST (Coordination of Services Team) referral forms so that any students in need are matched with additional support services at school.

Our Resource Specialist has also been able to provide continuity of IEP service minutes and maintained his support for teachers as they provide accommodations for our students with special needs by utilizing embedded staff collaboration time and break-out room features.

The Restorative Justice Coordinator in conjunction with the Assistant Director and other Youth Services staff has revised our discipline flow chart and restorative practices policies to adjust for online interactions between teachers, students, and staff. He is also providing push in support during online synchronous learning time and utilizing break-out rooms as needed. In addition he provides office hours available to

teachers and students during asynchronous learning to ensure additional social emotional support for all stakeholders and direct support to students who are having difficulty with organization, time management, creating and finding safe spaces online, and attendance.

The Health and Wellness Coordinator is responding to the logistical set up, physical, and emotional needs of our youth, staff and community in particular working with students one on one to ensure they have access to online learning and know how to access online learning. We are tracking and being responsive to needs in order to encourage and build a supportive, engaging, and positive learning environment. The Health and Wellness Coordinator also sets up partnerships with local organizations to build out our mental health program and resources. She also collaborates with other staff to plan our community wide assemblies, and online school culture events. An additional focus has been on building deeper relationships between the school and neighboring community. As well as identifying potential youth empowerment projects to address the health and wellness needs of our community.

Alternatives in Action's Parent Coordinator has shifted to providing more online support for families and youth through our parent communication system, ParentSquare, and has developed a needs-based weekly food distribution program that includes set pick-up days and times but also drop off services for our families.

Our Instructional Aide and Assistant Director collaborated to develop a schedule that allows for our aide to provide English language support during synchronous and asynchronous learning time and also work with teachers to provide bilingual visual aides and instructional materials for ELLs. The Instructional Aide is also supporting our Parent Coordinator with attendance and outreach tasks.

## 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.]

Alternatives in Action's Resource Specialist provides continuity of IEP service minutes through direct online connection with students and by collaborating weekly with teachers to ensure they are continuing to provide accommodations for our students with special needs.

Our Health and Wellness Coordinator serves as our Homeless Pupil liaison and has attended professional development sessions to better serve our community members virtually. She is also supporting our Parent Coordinator with food distribution and delivery, and assessing families' nutritional needs during Shelter in Place. Our Health and Wellness Coordinator is the school site liaison for case managers, and outside providers.

In partnership with the Health and Wellness Coordinator, the Restorative Justice Coordinator provides support for students who need additional check ins or care management for additional services.

Our school counselor has been pushing into online classrooms to continue building relationships with students and Coaches. They have also scheduled one-on-one meetings with new students to provide them a warm welcome and also let them know about the wellness and counseling services we provide at AIA. Students with designated educationally related mental health services (ERMHS) are receiving individual counseling and the counselor has also been meeting with Coaches and staff to walk them through completing COST referral forms so that any students in need are matched with additional support services at school.

Weekly COST meetings serve as a way to identify and create plans for care management for our youth. The COST meeting includes all our youth support team, college and career coordinator, and any other student support service provider identified for a given case.

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

Description	Total Funds	Contributing
Purchased additional chromebooks for students and staff	\$34,000	Y
Added a 1.0 FTE Health and Wellness Coordinator	\$57,000	Y
Increased student activities, social emotional learning activities and tools to increase engagement	\$9,000	Y
Learning kits: School materials and supplies for students	\$10,000	Y
Increased textbooks and core curricular materials	\$10,000	Y
SpEd staff and services to ensure IEP needs are being met	\$14,000	Y
Additional Professional Development for staff	\$14,000	Y
Strategic initiatives and development	\$13,000	Y
Staff time to support students' distance learning and socio-emotional wellbeing	\$100,000	Y

## **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 school will use grades from Semester 2 of the 2019-2020 school year to identify youth who need credit recovery and academic interventions due to their performance during the initial Shelter in Place and virtual learning time. At the start of the 2020-2021 school year Local school wide assessments will be used to identify other academic needs. We will continue to administer our school wide writing assessments, SRI assessments and NWEA Map to measure performance and identify areas of need. Increased tutoring and academic support times are included in our new schedule, including Math and English supports. We are looking at securing a math tutoring app where youth can access a math tutor 24/7.

## **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.]

Alternatives in Action will provide multiple weekly opportunities for academic and social emotional intervention for all AIA students as part of their regular school day. In addition students will be able to sign up for Coach office hours and other support services after school. Curriculum and instruction will emphasize depth over breadth in order to hone in on and prioritize the areas our students need to aid them in credit recovery, English language acquisition, and mitigation of any foundational knowledge lost during school closure. Students with IEPs will continue to receive services from our Academic Intervention Specialist and school counselor. Our Health and Wellness Coordinator will support in identifying and coordinating services for youth in foster care or are homeless.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

We will measure progress by tracking attendance, grades, and through our student information system, learning management system, and the various testing data points. The COST team will also help assess the effectiveness of interventions put in place for youth. We will ask youth and staff about the efficacy of the plans and support in monitoring progress regularly, with the quarter marking period as a benchmark and semester marking period as the final grades.

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

Description	Total Funds	Contributing
Increased School Counselor to 1.0 FTE	\$10,600	Y
Increased Instructional Aide to 1.0 FTE	\$16,400	Y
Increased academic support staff for all students	\$14,264	Y
Administrative time dedicated to professional development and teacher support	\$40,400	Y
Educational software and licenses for distance learning	\$20,000	Y
Consultants for instructional, admin, and HR needs	\$27,500	Y

## 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.]

Alternatives in Action values relationship building and believes in including the emotional, mental health, and well being of our youth, staff, and families. All our students have access to mental and social emotional support through Leadership class in which all our youth are enrolled in. Our Leadership curriculum integrates social emotional learning and personal care. Classes start with a check in, and allows youth to get to know each and the teacher better. Similar to advisory or homeroom, the teachers also monitor student's student's academic

progress and to get to know students beyond the classroom. All teachers can then refer students who need additional support through COST to receive the care they need.

The School Counselor, Restorative Justice Coordinator, and the Health and Wellness Coordinator visit classes often to gauge student engagement and provide supports as needed. The Health and Wellness Coordinator plans community wide and helps assess student needs.

Our staff professional development includes workshops for self care, trauma informed teaching/practices, and social/emotional supports. As part of our partnership with Seneca Family of Agencies, Alternatives in Action can schedule and/or attend their trainings. To assess the trauma of COVID-19, our Assistant Director checks in with our staff regularly, assesses needs and schedules trainings and workshops in response to their needs.

## Pupil and Family Engagement and Outreach

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

Our parent coach, along with our student support services team has been in close communication with our families. For absences, teachers are expected to reach out to students and parents when a student is absent from class. For students who are consistently absent, the student support team is provided a list to follow up on and create a plan for attendance and engagement. In addition to the phone calls, students and parents receive immediate notification of absences via the student information system application. We have bilingual staff to make calls in the languages needed for our families, and all our communication is translated. Family meetings are held for students who are truant and not on track towards graduation progress. Depending on the plan created at the COST meetings, students are supported via various ways to get back on track. Strategies for re-engagement can be supported with teachers through the additional office hours time, or directly by our Resource Specialist, Health and Wellness Coordinator, College and Career Coordinator, Instructional Aide, or School Counselor.

## 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.]

We have kept our food program staff to continue with providing meals to our families. During distance learning, all families have access to food provided by the school. Families can pick up food or request to have food delivered for the week. Our food program is operating and ready to provide meals whether in person or during distance learning. In partnership with our food vendor, meals are delivered regularly for all our families who need meals. Our food program schedule has shifted as regulations allowed and to meet the schedules of our families for

pick up and delivery. The school is currently looking at applying for the SSO (Seamless Summer) option so that we can provide free meals for all our families.

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

Section	Description	Total Funds	Contributing
School Nutrition	Purchased an additional commercial refrigerator to adequately store meal deliveries so that families can pick up meals for the week.	\$1,966	Y
School Nutrition	Increase in food services	\$14,219	Y
School Nutrition	Meal distribution	\$6,000	Y

## **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
30%	\$447,545

### **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.]

We hired a full time Health and Wellness Coordinator to provide additional support for our entire student body, especially foster and homeless youth and homeless youth. We also secured a full time instructional aide to support our English learners. We have a high number of unduplicated youth with high needs and we want to ensure that they have access to get the support they need through appropriate case management, whether it's for connectivity issues or mental health needs.

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

The Health and Wellness Coordinator coordinated additional services needed for our foster and homeless youth, and our instructional aide supports our English learners in various classes throughout the school. Students and families are more closely tracked, monitored and supported with the additional support. We are also able to provide access to chromebooks and hotspots for all our students.