

# 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.]

COVID-19 brought unprecedented change, uncertainty, and hardship to The New School of San Francisco community. This experience was, and continues to be, undeniably traumatic for all families. For those already at risk of learning loss, the pandemic intensified vulnerabilities and threatened to deny opportunity and deepen existing inequity.

However, we do accept inequity as inevitable. While deeply painful, our shared experienced over the past 6 months has revealed the resiliency, strength, compassion and power of our community and its ability to collectively care for and educate each child. The crisis has called upon our community to partner like never before – to act from a place of love, inclusion, and equity – to live out our philosophy that “all kids are our kids”. We saw this in the 72 hour transition to distance learning in Spring 2019, the creation of our equity-based, hybrid model for in-person learning in Fall 2020, our focus on social-emotional learning and anti-racist pedagogy, our inclusive engagement of families across difference, our benchmarking and data cycles, and our comprehensive support for families in crisis.

## Stakeholder Engagement

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

Beginning in late spring of the 2019-2020 school year, we began a robust effort to solicit stakeholder feedback from our students, our staff and our families.

Continuing into the summer and fall, the school’s leadership team solicited and encouraged feedback through:

1. 2-4 per month, virtual ‘coffee chats’ and ‘office hours’ with the leadership team to hear concerns and provide updates and information.
2. Virtual town halls for all stakeholders to come together, give feedback, and understand next steps in the schools decision making process.
3. Surveys for families (x3), staff (x2) and students focused on distance learning in the spring and feedback for planning for the fall.
4. 1:1 engagement with families at the end of year parent conferences to better understand the strengths and stretches of distance learning for their family.

5. Weekly Family Digests communicating key information, dates, and opportunities to engage in the decision making process.

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

All of our engagement was carried out virtually with the following support in place to ensure information was accessible and all stakeholders had the opportunity to participate:

1. All coffee chats, office hours and town halls were simultaneously translated into Spanish, recorded and posted on our website for all stakeholders to view.
2. All information, including presentations, notes from presentations, and Family Digests, were translated into Spanish for monolingual Spanish speaking families. Individualized support from the Director of Community and the Operations Team for families with low to no access to technology.
3. Creation of frequently asked questions for families and staff to raise questions and voice concerns. The FAQ was answered and updated on a twice-monthly basis.

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

From the above engagement, we gathered the following feedback:

1. Distance learning was difficult to access, especially for our youngest students (kinder and 1st grade).
2. Distance learning was challenging for those who faced barriers accessing reliable internet and/or electronic devices.
3. Distance learning created challenges for diverse learners, especially those in need of additional supports.
4. Staff and families greatly appreciated the Leaderships Team's transparency around the school's priorities, the rapidly changing context and requirements, and the considerations for planning both distance and in-person learning.
5. Small group and 1:1 virtual instruction yielded significant growth.
6. Staff and families appreciated the narrowing of curricular priorities during distance learning, focusing on social emotional learning (to address stress, grief and trauma), core academic areas (specifically literacy and numeracy), and more intensive interventions for our most vulnerable learners.
7. A large majority families and staff preferred in-person learning, when it was safe to return. They also preferred to phase in in-person learning, prioritizing students who faced the greatest barriers learning remotely.
8. Families and staff appreciated a range of options for learning in a hybrid model (all in-person, all distance) to fit their risk tolerance.

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

Based on the feedback above, the school developed two models for learning in 2020-21:

1. Hybrid model for re-entry into in-person learning. Three schedules were designed to prioritize in-person learning for those who were at the greatest risk for learning loss (more detail in next section, Continuity of Learning):

- a. Cohort A: Four days per week, every week of in-person learning For kinder, 1st, and 6th grades, the students of essential workers, students who struggled to access learning remotely.
  - b. Cohort B/C: Four days per week, every other week of in-person learning. For 2nd - 5th grades.
  - c. Cohort D: All distance learning for families who do not feel comfortable with in-person learning during the pandemic for health and safety reasons.
2. Distance learning model for all students from the beginning of the school year until a safe return to in-person learning (hybrid model) was allowed by the San Francisco Department of Health.

Based on feedback the school also:

1. Developed multiple systems to track attendance, participation, engagement and wellness of students using synchronous whole and small groups settings throughout the year, with a focus on their social-emotional wellbeing
2. Ensuring that all students received a reliable device and internet connection with school provided hotspots, Chromebooks and iPads.

## 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.]

In 2021, we plan to implement a hybrid model. This model is based on 4 days of in-person learning per week. Students who face the greatest risk of learning loss (diverse learners, ELLs, foster care and homeless students, children of essential workers, our youngest learners and academically and/or emotionally struggling students), will attend 4 days of in-person learning (Monday-Thursday) and 1 day distance learning every week (Cohort A). All other students will be split into two cohorts (Cohorts B & C) which will alternate the 4 days of in-person learning/1 day of distance learning. The weeks Cohort B & C are not in-person will be 5 days of distance learning. Cohorts B & C follow what is known as the “4/10 schedule”. This represents the number of calendar days, not school days, and allows for enough time for symptoms to develop between each 4 day period of in-person learning. We are using the 4/10 schedule for most of our students to increase health and safety, minimize cohort size, and limit the number of students in the building at once. This also allows us to safely increase in-person learning for students facing the greatest risk of learning loss (Cohort A). In addition, all families have the option of choosing to learn remotely 5 days per week, every week (Cohort D) if they don’t feel comfortable sending her child into the school building during the pandemic. Students who are in-person will remain in a stable bubble of students throughout the day (including before and aftercare) with a limited number of teachers and staff interacting with them. Students at home will continue to have a mix of live and recorded learning experiences, small and whole group instruction, and independent work time in all subject areas.

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

Description	Total Funds	Contributing
Repurposing all certificated staff to deliver hybrid learning model and a return to in-person learning, prioritizing students at the greatest risk for learning loss (Teachers Salaries)	\$1,753,052	Y
Repurposing all specialists to deliver relevant curriculum (arts, PE, and Spanish) on-line as well as supporting 1:1 and small group interventions, including social emotional learning (Teacher – Specialist)	\$195,504	Y
Rapid transition of SPED and COST from distance learning to ensure continuity of services, response to need, and access to learning (Teacher - Special Ed)	\$142,010	Y
1:1 instructional coaching supported by data cycles focused on students at the greatest risk for learning loss (Teacher - Instructional Coach)	\$85,000	Y
Distribution of Take Home Box filled with materials such as books, paper, manipulatives, etc. to ensure families have equal access to classwork and curriculum (Approved Textbooks & Core Curricula Materials)	25,000	Y
Purchase of furniture and supplies to ensure safety and feasibility of hybrid model. Prioritizes in-person learning for students at greatest risk of learning loss. (Classroom Furniture, Equipment & Supplies)	30,000	N
Distribution of Chromebooks and iPads to ensure access to distance learning in hybrid learning (Computers)	40,000	Y
Support of meal program to expand access and reduce cost of reduced meals for qualifying families (Student Food Services)	68,895	Y
Adoption of data and assessment cycles, anti-racist pedagogy, social-emotional curriculum, and inclusive practices (Professional Development)	45,000	Y
Provision of special education services, including increase in therapeutic services to address both academic and social emotional needs of students, especially those most impacted by the pandemic (Special Education Contract Instructors)	283,000	Y
Implementation and integration of data management system to support data and assessment cycles and track progress/risk of learning loss (Student Information System)	24,078	Y
Subsidized transportation options to ensure access to our new campus, prioritizing families lacking reliable transportation (Transportation – Student)	300,000	Y
Distribution of hotspots to families lacking reliable internet access during hybrid learning (Communications - Internet / Website Fees)	7,002	Y
Purchase supplies and equipment to support health and safety protocols (Student Health Services)	8,500	N

# 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.]

This year our teaching and learning priorities are as follows:

1. Closing the academic gaps that exist for students of color, English Language Learners and students with diverse learning needs. This will be done in a variety of ways including expanding on a schoolwide anti-racists curriculum ensuring all of our teaching and learning practices are inclusive and accessible for all students.
2. Developing stronger data and assessment systems to inform teaching and learning. This will include adopting a new learning, data and assessment platform, revamping our Individualized Learning Plans (ILPs) and expanding upon the rich data we collect and using it in more meaningful and effective ways.
3. Supporting teachers and families in creating an equitable, inclusive, and engaging online/hybrid learning program. This year we will offer a variety of workshops, professional developments and support to all the adults in our community on topics such as anti-racism, technology and so much more so that they feel prepared to support student learning.

The first day of school for all students began August 31, 2020. New School is delivering all programming via distance learning until it is safe to bring students back into the building. This decision was based on a variety of factors including restrictions and guidance from the local health department. All students are learning five days a week with a mix of live and recorded learning experiences, small and whole group instruction, and independent work time in all subject areas. Literacy, numeracy and social emotional learning will be taught daily. Other subject areas such as social studies, science, art, Spanish and PE will be taught 2-3x/week.

## 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.]

For the 2020-21 school-year, we assessed the technology needs of new and returning families in a fall planning survey (administered Jul '20). We reached out to families who were unable to access the online survey via phone or text message. All families who did not have a student device or reliable internet received a school-issued loaner tablet/Chromebook and/or a hotspot. Before the first day of school, bilingual staff members connected with families to ensure that devices were functioning properly, and students were able to access distance learning platforms. Teachers are providing ongoing, individualized support to families and students who are less familiar with the technology. Additionally, we created a group on our school's online communication platform where families can assist other families with technology troubleshooting.

For the 2019-20 school year, all families received a student device and/or hotspot before the first day of online learning March 23<sup>rd</sup>.

## **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.]

For attendance, participation, teachers will use a variety of engagement and participation strategies, such as:

1. Attendance in small and whole group live sessions.
2. Daily submission of independent work and classwork.
3. Regular connections and correspondence between teachers and families via text, phone, email and video conferencing.

All students will have daily live contact with teachers, starting with our morning Pod (K-5) or Advisory (6). Attendance will be taken during this time. Teachers will keep in daily contact with families. In the event a child is not at Pod/Advisory, contact with the family to confirm participation or participation in another section of that day's live instruction will confirm attendance. Using Google Classroom, teachers assign and track participation in class curriculum and materials. Classwork is assigned daily.

The school will employ consistent and reliable data cycles to inform instructional strategies and determine student progress. Existing benchmark cycles allows us to set individualized goals, get a clear picture of student strengths and growth areas, and develop student-centered curriculum. We will also use short-cycle assessment data in order to identify specific student learning needs and to track progress towards short-term goals.

## **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.]

Every Friday, teachers and the entire staff community will come together to build community, make connections, celebrate what's working, problem solve what's not, plan and be professionally developed through a variety of learning and meaning making. These weekly sessions will focus on our school priorities: digital learning, anti-racists education, social-emotional and health and wellness and inclusion and accessibility. We will invite outside experts and local partners such as the Exploratorium and Seneca Family Agency to lead PD along with various in house experts.

## **Staff Roles and Responsibilities**

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

We have increased staffing to meet the needs of all students and especially those who receive additional supports to access the learning. We hired a full-time Director of Inclusion to oversee all tiers of support, including Special Education. We increased our school psychologist's time from 2 days per week to 3 days per week to provide additional therapeutic supports to students. Finally, we added two instructional aides to support with academic interventions and social skills groups. Finally, we hired a Development Manager to support with the increased fundraising needed to support these roles and the additional expenditure related to COVID and Distance Learning.

All out-of-school time (Exploremos) staff roles and personnel were repurposed to support distance learning, specifically those groups who are at the greatest risk of learning loss. Exploremos staff support classroom small group instruction, social-emotional learning, and facilitate on-campus care for students whose family circumstances make distance learning challenging and increase risk of learning loss.

## **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.]

New School will provide the following supports and activities to all students, including students with disabilities:

1. All students will receive instruction provided through a combination of live and recorded lessons.
2. A variety of small groups will be available to support students academically and socially.
3. A device and a wifi hotspot for students that need it.
4. A Take Home Box filled with materials such as books, paper, manipulatives, etc.
5. A detailed schedule and directions and support on how to access all live and recorded lessons.
6. Important communication in the family digest disseminated in English and Spanish.

In addition, New School will provide individualized support and services to ensure all students with Individualized Education Plans (IEPs) have equal access to the same opportunities. These services include:

1. Continued provision of Specialized Academic Instruction, Speech and Language Therapy, Occupational Therapy, Educationally Related Mental Health Services, and all other related services via virtual service delivery and telehealth.
2. Supports, accommodations and modifications, including assistive technology and supplementary aids and services including consultation as appropriate.
3. Translation and interpretation provided by the school to facilitate collaboration and engagement in their child's learning.
4. Any accommodations including physical tools or tactile materials such as a wobble seat, fidget, adaptive paper, etc. to be sent home in the Take Home Boxes.

In accordance with Senate Bill 98 and EDC 56345 (a)(9)(A), all initial and annual IEPs will be written to include a Special Education Emergency Contingency Plan

The Coordination of Services Team (COST) will continue to monitor progress of students who have been referred for tier two supports and oversee the implementation of tier 2 small group interventions, 504 plans, and Student Success Team (SST) meetings with families.

In addition to COST monitoring, every grade level teacher will fill out an end-of-week student wellness tracker to inform the design of additional small group instruction for social skills, managing anxiety, and movement. This tracker is reviewed weekly by the school Culture and Climate Team and the school’s Diverse Learners Team.

The COST team representative responsible for students who qualify as ELL will meet with all grade level teachers within the first 4 weeks of school to review the progress of EL students. During this meeting, the team will utilize English Language Proficiency Assessment of California (ELPAC) recommendations for specific, targeted EL strategies that fit the needs of each individual student who qualifies as ELL.

Finally, to support students both in the foster system and who are experiencing homelessness, the school will collaborate with outside providers in monthly meetings. These meetings consist of updates, areas of concern, next steps, and action items for both teachers, administrators, and outside providers to best meet the needs of our families and students.

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

Description	Total Funds	Contributing
Repurposing all certificated staff to deliver distance learning model (both synchronous and asynchronous learning), establishing targeted interventions (1:1 and small group) for students at the greatest risk of learning loss (Teachers Salaries)	\$1,753,052	Y
Repurposing all specialists to deliver relevant curriculum (arts, PE, and Spanish) on-line as well as supporting 1:1 and small group interventions, including social emotional learning (Teacher – Specialist)	\$195,504	Y
Rapid transition of SPED and COST from in-person learning (Spring 2019) to ensure continuity of services, response to need, and access to learning (Teacher - Special Ed)	\$142,010	Y
1:1 instructional coaching supported by data cycles focused on students at the greatest risk for learning loss (Teacher - Instructional Coach)	\$85,000	Y
Distribution of Take Home Box filled with materials such as books, paper, manipulatives, etc. to ensure families have equal access to classwork and curriculum (Approved Textbooks & Core Curricula Materials)	25,000	Y
Distribution of Chromebooks and iPads to ensure access to distance learning (Computers)	40,000	Y
Support of meal program to expand access and reduce cost of reduced meals for qualifying families (Student Food Services)	68,895	Y



Adoption of data and assessment cycles, anti-racist pedagogy, social-emotional curriculum, and inclusive practices (Professional Development)	45,000	Y
Provision of special education services, including increase in therapeutic services to address both academic and social emotional needs of students, especially those most impacted by the pandemic (Special Education Contract Instructors)	283,000	Y
Implementation and integration of data management system to support data and assessment cycles and track progress/risk of learning loss (Student Information System)	24,078	Y
Distribution of hotspots to families lacking reliable internet access (Communications - Internet / Website Fees)	7,002	Y
Repurposing out-of-school time staff to facilitate distance learning and deliver full time, on site care for students at greatest risk for leaning loss (Other Classified - After School)	165,394	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.]

As with everything this year, we are navigating how to collect, store and use data and assessment information in a virtual/hybrid world. We believe that all students can benefit from frequent, consistent and reliable data cycles that can inform instructional strategies. Our existing benchmark cycles allows us to set individualized goals, get a clear picture of student strengths and growth areas, and develop student-centered curriculum. We will also use short-cycle assessment data in order to identify specific student learning needs and to track progress towards short-term goals. We believe that more robust data cycles will lead to a clearer picture of what students know and need to learn, which will in turn allow us to adjust our instructional strategies and narrow our opportunity gap across the school. Data helps our students learn, and it helps us see and measure our impact. For the 2021 school year we will use the following types of data:

**Formative Data** tells us about who our students are as learners, what they *do* know, and what skills they have to build upon. Formative data is often collected at the start of a year, arc, or unit. Then, throughout the year, teachers continue to collect formative data in order to measure student learning and identify students who need additional supports. It can also be used to identify topics and skills for corrective instruction.

**Benchmark data** gives us information on how our students are performing against grade-level content and expectations. At the start of the year, our benchmark data is used to set individualized growth goals.. We also use this data to understand how effectively we provide access to grade-level content for individuals and groups within our school. It can also be used to identify topics and skills for corrective instruction. Some examples of benchmark data:

**Summative** data allows us to compare our program to other elementary schools across the country. This data gives norm-referenced evidence as to how our students are developing skills and whether we are closing any opportunity gaps within our community.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Within the first 4-6 weeks of the school year, the Coordination of Services Team (COST) is meeting with each grade level team to review students who were in the COST process during the 2019-2020 school year. Outcomes of these meetings include:

1. Reviewing progress updates (including checking in about any significant events or changes that occurred over the summer).
2. Determining tier one supports within the COST process.
3. Establishing clear timelines, action items, and point people for next steps (including Student Support Team (SST)) and initiating support from the Diverse Learners Team as appropriate.
4. Setting a plan with all parents to communicate/remind families what previous interventions were in place, and share the plan for implementing these supports in the 2020-2021 virtual world.
5. Exit students from the COST process as necessary.

In addition, general education teachers will be tracking student wellness over the first four weeks of school. This data will be used to configure social skills groups for the 2020-21 school year. The COST team will also be accepting new referrals for the COST process. New School will work with our school partner, Seneca Family of Agencies, to conduct a Social Emotional Screener as an additional step to assessing the need for tiered intervention support.

For students with IEPs, all service providers collected data in the Spring and are currently gathering data on student progress toward goals to assess for regression as a potential impact of the extended school closure, in addition to the summer break. The Diverse Learners Team will work under the guidance of the EDCOE SELPA to determine a timeline for gathering additional data and assessing for the recoupment period for each of our students on the IEP caseload. This progress monitoring data will provide necessary information for the team to determine if additional supports are needed such as changes to the offers of Free and Appropriate Public Education (FAPE) and/or compensatory education services.

For students who are experiencing homelessness or are in the foster care system, the school will collaborate with the involved outside parties to develop specific strategies to:

1. Increase accessibility for these students.
2. Establish a comprehensive wrap-around service plan.

These supports may include, but are not limited to, transportation, outside therapy, communication plans, and connecting with out-of-school resources. This

collaboration/planning occurs during monthly meetings which involve the student’s teachers, a school admin, additional school providers, a social services case manager, and any additional outside agency/providers (as applicable).

## 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.

### Data collection and assessment:

Please see Pupil Learning Loss section for how the school will assess pupils to measure learning status and progress.

### Student supports and family engagement:

The groups below will assess data on learning status, progress, and efficacy of interventions regularly:

1. Grade-level Teams (monthly)
2. School-wide (4x data deep dives per year during professional development)
3. Diverse Learners Team (once weekly)
4. Coordination of Services Team (COST) (weekly)
5. Student Support Team (SST, is a school-family partnership to provide targeted academic or SEL supports) (dependent of data cycle, typically every 8 weeks)

In addition, we will build community and engagement for learning by intentionally building a strong remote culture, prioritizing intentional check-ins with students, and ensuring staff and families are supported in how to engage learners remotely. Interventions include a variety of small groups that will be available to support students academically and socially emotionally. Teachers will be developing these groups over the coming weeks.

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

Description	Total Funds	Contributing
Repurposing all certificated staff to deliver distance learning model (both synchronous and asynchronous learning), establishing targeted interventions (1:1 and small group) for students at the greatest risk of learning loss (Teachers Salaries)	\$1,753,052	Y
Repurposing all specialists to deliver relevant curriculum (arts, PE, and Spanish) on-line as well as supporting 1:1 and small group interventions, including social emotional learning (Teacher – Specialist)	\$195,504	Y
Rapid transition of SPED and COST from in-person learning (Spring 2019) to ensure continuity of services, response to need, and access to learning (Teacher - Special Ed)	\$142,010	Y

1:1 instructional coaching supported by data cycles focused on students at the greatest risk for learning loss (Teacher - Instructional Coach)	\$85,000	Y
Distribution of Take Home Box filled with materials such as books, paper, manipulatives, etc. to ensure families have equal access to classwork and curriculum (Approved Textbooks & Core Curricula Materials)	25,000	Y
Distribution of Chromebooks and iPads to ensure access to distance learning (Computers)	40,000	Y
Adoption of data and assessment cycles, anti-racist pedagogy, social-emotional curriculum, and inclusive practices (Professional Development)	45,000	Y
Implementation and integration of data management system to support data and assessment cycles and track progress/risk of learning loss (Student Information System)	24,078	Y
Distribution of hotspots to families lacking reliable internet access (Communications - Internet / Website Fees)	7,002	Y
Repurposing out-of-school time staff to facilitate distance learning and deliver full time, on site care for students at greatest risk for learning loss (Other Classified - After School)	165,394	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.]

Within the first 4-6 weeks of the school year, the Coordination of Services Team (COST) will meet with each grade level to review students who were in the COST process during the 2019-2020 school year. Outcomes of these meetings include:

1. Reviewing progress updates (including checking in about any significant events or changes that occurred over the summer, which may be impacting the students social-emotional well-being).
2. Determining which students would benefit from behavioral/social emotional tiers of support.
3. Establishing clear timelines, action items, and point people for next steps (including SSTs and initiating support from the Diverse Learners Team as appropriate).
4. Setting a plan with all parents to communicate/remind families what previous interventions were in place, and share the plan for implementing these supports in the 2020-2021 virtual world.
5. Exit students from the COST process as necessary.

In addition, general education teachers will be tracking student wellness over the first four weeks of school. This data will be used to configure social skills groups for the 2020-21 school year. The COST team will also be accepting new referrals for the COST process. The school will work with our partner, Seneca Family of Agencies, to conduct a Social Emotional Screener as an additional step to assessing the need for tiered intervention support.

Finally, the school will be engaging students in weekly school-wide work in grade levels to explore the ‘here and the now’ and support student’s understanding of and managing feelings around anxiety, loss, lack of connection, etc. Through school developed guiding questions, social-emotional curriculum (Kimochis and RULER), and intentional social time (lunch bunches and PODS), our students will have ample opportunity to develop their tool-kit for managing emotions which may otherwise be detrimental to their social-emotional well-being and wellness.

## **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.]

For attendance, teachers will use a variety of engagement and participation strategies such as: marking attendance in small and whole group live sessions, submission of independent classwork, and connections and correspondence between teachers and families via text, phone, email and video conferencing.

Additionally, during distance learning, the school has various systems in place to provide tiered engagement and re-engagement strategies for pupils. These systems include:

1. Social emotional check ins for all students
2. Community Connection; virtual home visits for students and families
3. All school materials translated into Spanish and dedicated school interpreters for family engagement
4. During distance learning, our after school program is providing care and an alternative space for students who are at risk of suffering learning loss, or left at home alone.

## **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 continued our partnership with SFUSD’s Student Nutrition Services program for the 2020-2021 school year. The USDA has extended their waiver allowing all of our students to access free meals through December 31, 2020 (with a likely extension). We provide SFUSD with the necessary student information to serve our students. We provide our families with translated information and eligibility letters through text, email and hardcopy in the mail so they could access all grab and go meal sites. We have bilingual staff members who are providing families with individualized support through phone calls, text messages and emails in order to ensure they have access to all relevant food service information.

We have confirmed with SNS that once we return to in person learning we can provide meals, free of charge, to all students attending onsite. Students learning virtual either on certain days or full time, will still be able to access grab and go meals at all our partner sites.

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.8%	\$108,395

### 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.]

For distance learning, our students with greater obstacles to accessing the curriculum were first considered. We ensured that children had computers and wifi hot spots in their homes. All school-wide updates and meetings were held in both Spanish and English to ensure all families had important information to best support their child through this crisis. Additional staff were pulled in to support with virtual small group instruction for English Learners and those behind academically. Our low-income families have struggled the most through the pandemic and to support them we have established a COVID Support Fund to provide crisis assistance for things like groceries, rent and childcare. As we prepare to transition to in-person learning, we are first prioritizing our most vulnerable students for being back in the building first -- this group is referred to as Cohort A and will be at school each week, Monday through Thursday and doing distance learning on Fridays.

For distance learning, all out-of-school time (Exploremos) staff roles and personnel were repurposed to support distance learning, specifically those groups who are at the greatest risk of learning loss. Exploremos staff support classroom small group instruction, social-emotional learning, and facilitate on-campus care for students whose family circumstances make distance learning challenging and increase risk of learning loss.

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

Services are improved upon constantly. We have been collecting data from families, teachers and students to best understand which students are making growth through distance learning and which students need additional supports. We look at both academic and social-emotional data in making those determinations. Parent voice and input is also important and we've had two opportunities over the past six months to have a conference with families and talk about an individual student's goals and progress. We have increased staffing as well to best support our most vulnerable students, including hiring a full-time Director of Inclusion, two part-time Instructional Aides and increasing our school psychologist's time each week.