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.]

On March 13, 2020 , the Berryessa Union School District communicated with staff and parents that schools would be closing starting on March 16, 2020. The Student Nutrition Department began offering free sack lunches for pick up at three of our district schools from 12:00 to 1:00 PM on a daily basis. Starting March 16, 2020, classroom teachers began reaching out to the students/parents assigned to their class through emails and phone calls. These communication venues were sent out by classroom teachers initially to check in with families to make contact and also to see if students need a Chromebook or a WiFi Hotspot. Information was shared on our district website that included supplemental websites for parents/students to explore and bagged lunch pick up information.

During the weeks of March 23rd, March 30th, and April 6th, teachers began to send out class work to students through email and communicate with their students using multiple platforms (Google Classroom, Zoom, and SeeSaw). Paper packets for all grade levels (English Language Arts and Math/Science) were made available for parents to pick up at the district office and during lunch pick ups. Professional Development sessions were offered for all staff members by the Director of Technology. Over 1500 Chromebooks were deployed to students during this timeframe in order for teachers to launch Distance Learning the week of April 13, 2020. The Coordinator of Education Services along with the School Social Workers reached out to our families who were identified as McKinney Vento students to let them know about the services that the district was offering and checking in to see if they needed access to technology. Throughout this time, multiple emails were sent out to parents to keep them informed of the state of the district. Emails and newsletters were also translated by our district's translators (Vietnamese, Spanish, and Mandarin) in order to reach as many families as possible. The Director of Curriculum and Instruction sent out daily email messages to all teachers sharing information on our district's mandated curriculum online subscriptions and offering ongoing support. Classroom teachers and Instructional Coaches worked collaboratively with the Director of Curriculum and Instruction to offer technology tips and shared best practices with all teachers through these daily emails. The Director of Special Education met virtually with Special Education Teachers, Speech Language Pathologists, the Adapted Physical Education Teacher, Counselor, Occupational Therapists, School Social Workers and School Psychologists. The purpose of these meetings were to discuss how staff members could continue to offer virtual support to the students with Individual Education Plan (IEPs). Letters were sent out to all parents who have Special Education students letting them know that IEP teams would work with families to determine how supports and services

could be provided to students that would allow students to continue working on the goals of their IEP. Parents were also notified that annual and triennial IEP meetings would be held virtually.

The week of April 6, 2020, was our district's Spring Break. On April 13, 2020, the district's official launch of Distance Learning occurred. Teachers continued working with their students in a more formal setting, including online virtual meetings, small group instruction via Zoom and other platforms, and weekly assignments sent to students through email. Grading policy updates were sent out to parents and staff members describing the changes for the second semester (middle school students) and for the third trimester (elementary school students). Students were held harmless and received a Pass/No Pass at the middle school level, based on their grades as of March 13, 2020. Students who were not passing their classes at that time were given the rest of the school year to work with their teacher to improve their grade to Pass. Elementary students received Not Applicable (N/A) for their third trimester grades. Comments were written by teachers based on the work and the amount of time that students spent on their coursework. Care Solace, an online mental health support program, was approved by our board of education. These services helped to increase access to social emotional support for our students and staff members.

Throughout the rest of the school year, teachers worked with their students on an ongoing basis. At the elementary school level, approximately 95% of our elementary students participated in Distance Learning. At the middle school level, approximately 70% of our students participated in Distance Learning. Virtual promotion ceremonies were held for our 8th grade students at the middle school and for our 5th grade students who were being promoted to middle school.

Summer School opportunities were offered through Distance Learning to students who qualified for the programs. Extended School Year (ESY) was offered to students whose IEPs stated that they qualified for ongoing support (pre-school students to 8th grade). English Language (EL) summer school (Kindergarten - 8th grade, Elevate Math classes (2nd grade - 8th grade), and a Computer Science program (6th and 7th grade) were also offered through Distance Learning. Classes started on Monday, June 16th and ran through July 10, 2020.

A survey was sent out to parents, certificated staff, classified staff, and management members at the end of May to solicit input that informed the district's decisions about school schedules, safety measures and protocols for the 2020 - 2021 school year. The data from the surveys was shared at the June 23rd board meeting. At the time, a majority of our parents were open to sending their students back to school in August 2020. A Re-opening of Schools Committee was established at the beginning of June. Stakeholders who took the survey were offered the chance to serve on the committee. Classified members, certificated members, and administrators made up the Re-opening of Schools Committee. The committee was broken up into two sub-groups - elementary and middle school. The purpose of these sub-group committees was to come up with schedules for hybrid and distance learning (elementary and middle school models). The committee met several times throughout the months of June and July and took a recommendation to the board at the July 15th meeting.

Stakeholder Engagement

As the district started planning for the re-opening of schools for the 2020 - 2021 school, we reached out to all of the district's stakeholders in many different ways - surveys for staff and families, creation of Re-opening District Action Teams, and Town Hall meetings. An initial stakeholder survey was sent out on May 22nd. The survey went out to classified staff, certificated staff, administrators, and parents (in Spanish, Mandarin, & Vietnamese). The purpose of this initial survey was to gauge the stakeholders' comfort in reopening schools. A follow up survey was sent out on July 9th. With the number of COVID cases increasing in the Santa Clara County, the district wanted to gauge the stakeholders change in reopening schools.

1. If we are allowed to physically return to school in the Fall and all the recommended health safeguards were in place, would you send your child back to school? (2058 parents answered this question)
YES - 75%
NO - 25%

2. BUSD recognizes that all the factors below are important when planning to re-open schools. We would like to know how important these factors are for you and your family when considering your child back on campus for Fall 2020.
* Social Distancing - 72% very important
* PPE - 71% very important
* Limited classroom seating - 69% very important
* Staggered drop off and pick up - 49% very important
* Staggered lunch and recess - 60% very important
* Hand Washing - 88% very important
* Temperature checks - 73% very important
* No large group settings - 66% very important

Results from the second parent survey (July 2020 - sent out in Spanish, Mandarin, & Vietnamese) are listed below:

1. Given opinions change as new information is learned, if we are allowed to return to school and all the health safeguards recommended by SCCPHD were in place, would you send your child back to school?
* I am extremely comfortable sending my child back to school - 11% (323 responses)
* I am relatively comfortable sending my child back to school - 18% (524 responses)
* I am hesitant and concerned - 28% (829 responses)
* I am extremely uncomfortable - 21% (614 responses)
* I will not send my child back to school until their is a vaccine - 22% (643 responses)

2. Regardless of the instructional model selected for reopening schools, I prefer a distance learning program for my child(ren).
* Yes - 67% (1953 responses)

* No - 33% (980 responses)

Results from the initial classified survey (May 2020) are listed below:
1. If the district fully opens in August in a physical environment, choose the statement that best describes your current mindset: (105 Responses)
* 68% - I am ready and understand that there will be modifications that need to be made.
* 14% - I am nervous returning to school due to personal circumstances.

Results from the initial certificated survey (May 2020) are listed below:
2. If the district fully reopens in August in a physical environment, choose the best statement that best describes your current mindset (264 responses)
* 60% - I am ready and understand that there will be modifications that need to be made.
* 26% - I am nervous returning to school due to personal circumstances.

Results from the second staff survey (July 2020) are listed below: (565 responses)
1. Given opinions change as new information is learned, if we are allowed to return to school and all the health safeguards recommended by SCCPHD were in place, would you be ready to return to work on site?
* I am extremely comfortable returning to my work site - 15% (84 responses)
* I am relatively comfortable returning to my work site - 23% (130 responses)
* I am hesitant and concerned returning to my work site- 35% (195 responses)
* I am extremely uncomfortable returning to my work site - 22% (124 responses)

An email was sent out to all employees seeking volunteers to sit on the district's Re-Opening District Action Team committee. The district was looking for a cross section of employees (classified, certificated, and other union members) to help work on a student schedule, add info here... The first two meetings were to review the survey results and understand the different models of school re-opening (i.e. hybrid, distance learning, full re-opening). The committee was broken into two distinct sub-groups focusing on elementary and middle school. The dates of those meetings are as follows:
In order to keep

6/15 - Re-opening District Action Team meeting #1
6/18 - Re-opening District Action Team meeting #2
7/1 - Re-opening District Action Team meeting #3

Elementary school sub-group meetings:

6/23 - Re-opening District Action Team meeting - Elementary School sub-group meeting
6/24 - Re-opening District Action Team meeting - Elementary School sub-group meeting
6/25 - Re-opening District Action Team meeting - Elementary School sub-group meeting

7/7 - Re-opening District Action Team meeting - Elementary School sub-group meeting
7/9 - Re-opening District Action Team meeting - Elementary School sub-group meeting

Middle school sub-group meetings:

6/22 - Re-opening District Action Team meeting - Middle School sub-group meeting
7/6 - Re-opening District Action Team meeting - Middle School sub-group meeting

Focus group meetings:

6/19 - Middle School Teacher Focus Group meeting #1
7/8 - Middle School Teacher Focus Group meeting #2
6/22 - Elementary School Teacher Focus Group meeting #1
7/10 - Elementary School Teacher Focus Group meeting #2

7/9 - Superintendent met with middle school students during summer school (Elevate Math)

7/10 & 8/14 - Superintendent met with the PTA Presidents of all the schools in the district -

Town Hall meetings were held for all stakeholders to attend:

6/29 - Berryessa Union School District Town Hall meeting #1
7/14 - Berryessa Union School District Town Hall meeting #2

Board meetings to discuss re-opening plans and updates on supporting schools with regards to COVID19

6/2 - Board Meeting
6/16 - Board Meeting
7/16 - Board Meeting (Re-opening plan discussed and approved)
7/28 Board Meeting

7/30 & 7/31 Principal planning meetings were held to discuss re-opening of schools through Distance Learning

Final Stakeholder input on the Learning Continuity and Attendance Plan
8/27 - Berryessa District Advisory Committee (BDAC) meeting
8/27 - District English Language Advisory Committee (DELAC) meeting

9/8 - Public Comment during Board Meeting

ZOOM links were sent out to all stakeholders to join Board meetings, Town Hall meetings, and District Action Team meetings. TownHall meetings were recorded and posted to the district's website. Translation of documents and interpreters were made available for any stakeholder who needed those resources. Teachers who wanted to share their thoughts were given the opportunity to provide their input during focus group meetings. Participants at board meetings were given opportunities to speak using the "raised hand" icon.

Parents' comfort level between the initial survey (May 2020) and the second survey (July 2020), showed a major shift towards a hesitancy of sending their children back to school.   After reviewing the surveys, the majority of our planning pivoted to a Full Distance Learning Model which is what was brought to the board for approval.

Themes from the parent survey and TownHall meetings focused on these topics listed below:
Provide a Hybrid Option
Rotating students within cohorts so smaller groups of students can attend in person
A focus on social distancing
Provide support to parents who need to work
Continue Distance Learning
Concerns of no vaccine, increased cases, and younger students not able to social distance
Concern of violating truancy policies
Concern for students who have medical conditions
Homeschool/Independent Study options

Themes from the staff (classified and certificated) survey focused on these topics listed below:
Continue with distance learning
Go slow and steady
Hybrid model could support many students, but would be difficult to pull off
PPE will be essential for any type of return
Technology accessible to all (1:1)
Keep in mind differences for young learners, special education, English learners, and middle school
Open communication and updates throughout the summer

Themes from the focus group meetings (elementary & middle schools) focused on these topics listed below:
Provide more professional development on the platforms (SeeSaw & Google Classroom)
Provide more professional development on the use of our district adopted curriculum in order to use with Distance Learning
Provide time for students to receive extra support within the regular day of school

Provide collaboration time for teachers throughout the district
Material deployment - getting workbooks and other supplemental materials into the hands of students before school started

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

As we continued to work with our stakeholders throughout the end of June 2020 and early July 2020, the focus of our planning shifted from a Hybrid model to start the school year pivoted to beginning the school year in a Distance Learning model.

Additional online curriculum was added to help support our teachers with Distance Learning. The district also upgraded SeeSaw and ZOOM. SeeSaw is being used for our primary grades and ZOOM is being used throughout the district as our district learning platform.

Professional Development was another area of input that we received throughout our stakeholder engagement sessions. Teachers were given paid opportunities to receive professional development before school started through Alludo.

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.]

The district will offer in-person instructional offerings once the county has been off the watch list for 14 consecutive days. Each school site administrator will work collaboratively with their teachers to identify students who they would invite back to school to receive services identified through their Individual Education Plan (IEP), 504 plan, or other initial screenings administered by the classroom teacher in order to receive additional support. Students with IEPs that are in our district's moderate/severe programs would be the first group of students that would be prioritized in receiving in-person instructional offerings. Students who are identified through their IEP that qualify for speech services, occupational services, and students who receive Resource Specialist Program (RSP) services would be the next wave of students that would be brought back to school to receive their services.

The district will be relying on Spring Assessment data and comparing Fall 2020 assessment in order to identify students who are in need of additional support. These students will be the focus of the next wave of students who would be brought in for additional services. Assessments are reviewed on an ongoing basis. Our assessment cycle is listed below: Students completed ELA assessments just prior to schools closing on March 13: The Fountas and Pinnell Benchmark Assessment System (K-2), Benchmark Advance Oral Reading Fluency

Passage (3-5), and the Scholastic Reading Inventory (6-8). These assessments provided teachers with the reading level or Lexile level for each student. Elementary students completed the Benchmark Advance Interim assessment measuring literacy skills and comprehension. During remote learning, teachers gather observational data from reading with students 1-on-1 or in small groups to ascertain if their reading level remains the same or is progressing. They collect student work samples that are uploaded to Google Classroom or SeeSaw to look at comprehension, writing, vocabulary, and spelling.   Learning A-Z was purchased for K-2 students and on that platform, teachers can record students reading and analyze their reading records. Other typical district assessments are available through that platform such as Letter Recognition and sight word lists.   English learners are assessed in all the district-wide assessments. Most students took the state ELPAC assessment and teachers will use this data to group students. Teachers use ongoing formative assessments to determine EL student needs and differentiate and group students. Middle school students take a Reading Inventory assessment three times a year and teachers use this data to determine student needs and plan instruction. Just prior to students leaving campus they completed a math benchmark in grades K-8 which provided a baseline for student learning. Another math benchmark will be administered this fall to elementary students. Middle school students will take an assessment in January. In the meantime, learning loss is measured by collecting student work samples on a weekly basis and administering chapter and unit assessments.

Once the district has been given the approval to bring more students into schools the following hybrid model. Hybrid model (Elementary Schools) - Classes are split into 2 cohorts (A & B). Cohort A (Mondays & Tuesdays); Cohort B (Thursdays & Fridays); Wednesdays (Asynchronous activities for all students and student support sessions for students identified for extra support)

8:30 - 9:00 Morning Check-In with All students (Monday - Friday)
9:00 - 10:00 Learning Block 1 (Student support sessions on Wednesdays)
10:00 - 10:15 Staggered recess
10:15 - 11:45 Learning Block #2 (Student support sessions on Wednesday)
11:45 - 12:45 Staggered lunch
12:45 - 1:45 Learning Block #3 & Check out with ALL students (Wednesday - Prep, PD, staff meetings)

Hybrid model (Middle Schools)

8:30 - 8:50 AM Homeroom/Advisory
8:55 - 9:50 AM 1st period (Mondays & Thursdays) 4th period (Tuesdays & Fridays)
9:55 - 10:50 AM 2nd period (Mondays & Thursdays) 5th period (Tuesdays & Fridays)
10:50 - 11:05 AM BREAK
11:05 - 12:00 PM 3rd period (Mondays & Thursdays)   6th period (Tuesdays & Fridays)
12:00 - 1:00 PM LUNCH
1:00 - 2:00 PM Students come into the school to receive student support from staff members

Approved Santa Clara County Public Health Department Social Distancing Protocols have been posted prominently at each site and distributed to all staff returning to work. Human Resources Department also required each staff member returning to work to sign return to work safety guidelines that included the following: social distancing protocols, self screening process, when to stay at home and when to

return to work, hygiene information, COVID-19 testing information, disinfecting information, signage descriptions, how to report concerns, and training. BUSD is following all required guidance in the Reopening of Santa Clara County K12 Schools for the 2020-21 School Year.

Staff and students will self screen at home and follow steps as described in the Reopening of Santa Clara County K12 Schools for the 2020-21 School Year guidance if exhibiting any symptoms of COVID-19. All staff have been required to take COVID-19 training provided by Keenan Safe Schools.

BUSD has procured face masks for all staff and students, face shields, N95 masks (for nurses) hand sanitizer, hand sanitizer stands, sneeze guards, barriers or dividers for areas where staff are unable to adequately space apart, touch-less thermometers for all sites, disinfecting spray and wipes, electrostatic sprayers, UV sanitizing cabinets for laptops, COVID-19 signage for all sites, and social distancing floor decals. Hand sanitizing dispensers have been installed in all front offices and in all classrooms that do not have a sink with soap.

All sites and classrooms in use are to be disinfected daily according to Santa Clara County Reopening K12 Schools guidelines. All high touch areas are cleaned daily at a minimum. Classrooms and offices will be additionally disinfected with electrostatic sprayers at least once per week. BUSD has limited the use of items and areas that are difficult to clean and sanitize.

Physical distancing is required at all sites and offices and barrier or dividers have been provided in work areas where 6 foot distancing is not possible or an alternate work space has been provided. All unnecessary furniture has been removed from classrooms so that desks can be properly distanced according to the Santa Clara County K12 Schools guidelines.

All hygiene practices required by the Santa Clara County K12 Schools guidelines are being followed.

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

Description	Total Funds	Contributing
Purchase of Personal Protective Equipment (PPE) to ensure staff safety when in person instruction returns: Items purchased are as follows: Face coverings, Face Shields, Sneeze Guards, no touch thermometers, gloves, and other items required by the Santa Clara County K12 schools for the 2020-21 School year guidance.	207,140.00	No
Deep Cleaning for School Sites - to ensure all classrooms are cleaned and sanitized, Wednesday will be dedicated to deep cleaning.		

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.]

Daily schedule for elementary schools - https://docs.google.com/document/d/1o6EUVYKWaz9isyaovYl08vt2yL8dcoEWzHNLlTnZuaU/edit

Daily schedule for middle schools - https://docs.google.com/document/d/1KXcBgN8v8k8EKfJRWDs-BQsy0iCpUMvAdl50VZs3_g0/edit

Instructional delivery - Teachers continue to provide instruction using the district adopted curriculum. The list of adopted materials is viewable at this link: https://drive.google.com/file/d/11UYLx0afQA7KtSgeknVQq4xskFUwD7kV/view?usp=sharing. Additional programs were purchased for the 2020-2021 school year for online instruction including the e-version of Sonday Systems, Studies Weekly, Mystery Science, and Learning A-Z. The publishers of Benchmark Advance and Amplify created slides and videos specifically for distance learning which teachers described as very helpful.

Assessments - The academic needs of students were initially determined by March 2020 benchmark assessments for reading and math administered just prior to remote learning. Student needs and progress are measured by observational data, student work samples, unit assessments and district benchmarks to determine ongoing academic performance levels and learning loss. The implementation of district benchmark assessments are modified to accommodate distance learning. Beginning of year computer-delivered assessments for brand new kinder students are delayed while students develop knowledge of how to use Chromebooks. Learning A-Z is being used to assess reading levels and comprehension in grades K-2. All math benchmarks are online and will continue during distance learning. Middle school Scholastic Reading Inventory continues to be delivered in an online format. We plan to implement the East Side Alliance math assessment for Middle School in January. Teacher meet with grade level colleagues during site professional development to analyze student data, examine learning loss, and plan for instruction to ameliorate the loss.

Designated & Integrated ELD: In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will also be provided synchronously. English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers have multiple opportunities throughout the day to differentiate and meet EL student needs in a small group setting. Teachers will receive professional development on meeting the needs of English Learners during Distance Learning.

The district is working to engage families in a variety of ways: District interpreters who speak Spanish, Vietnamese or Chinese are instrumental in bridging the communication between the school/district and home. They translate various communication messages and

information to ensure parents of English learners understand the Distance Learning model and where to access other information on the district's website.

Prior to commencing distance learning, parents were surveyed and provided a Chromebook and a hotspot, if needed. Parents picked up the requested Chromebook at their student's school. Parents who missed the first Chromebook distribution were provided the opportunity to pick up a Chromebook at the district office during scheduled times or by appointment. Families who did not have Wi-Fi, were offered and provided a hotspot. A parent page on the BUSD website was created to highlight resources for parents to support their children's learning at home.

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.]

Chromebooks and hotspots have been deployed to all families that have requested them. We have deployed more than 600 hotspots and more than 2,700 chromebooks. Surveys were sent out to all families to ascertain the amount of chromebooks and hotspots were needed. All families picked up their books from each school site and were also offered a chromebook at that time as well even if they did not respond to the survey stating their need for one. They were able to pick up the chromebook or hotspot if needed. Technology support is being provided to all school sites for families that are having issues with their chromebook.

Schools reach out to students and families not attending school to determine if devices or wifi are needed. Site tech leads at each school report difficulties that students encounter with technology. The technology department and site tech leads create screencast videos to show students how to login and gain access to district curriculum applications. These are made available to all teachers and students who need support. The technology department is available at the District Office daily from 10:00 - 2:00 to troubleshoot any issues parents or students have with technology and applications. Parent trainings are offered by the Technology Director. Videos are available on the BUSD website teaching parents how to log into a Chromebook, connect to WiFi, join a Zoom and log into Clever.

The district supports access for students and families with unique circumstances by gathering data on students who are absent. Each site reaches out to the families of students who are not attending classes to determine what the obstacles are. Anyone who reports that they need wifi or a Chromebook find out how they can pick up both from the school office. They are also informed that they can obtained personalized support from the tech department daily at the district office. The technology department also has an online survey that parents can fill out when they need help using Chromebooks. The district instructional focus the first few week of school are on developing a learning community and getting to know students. This provides an opportunity for teachers to get know the specific access problems each student might face and creatively seek solutions.

The district connected with students and families who were unable to access devices in the Spring in several ways. When families came by to pick up their textbooks and school supplies they were asked if they needed a Chromebook or hotspot. Both were available for immediate checkout. Students who did not pick up their supplies and/or attend school the first week were contacted by phone to find out if they needed a device or wifi. The front office staff, social workers and district librarians continue to provide personal outreach to families. Anyone who has a broken device or difficulty using their device can get support at the district office daily. No appointment is necessary.

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.]

Student Check-Ins begin and end each day for all elementary school classes. These sessions are live (30 minutes) and promote Social Emotional well-being (i.e. checking in with each student). Learning Blocks(one hour blocks of synchronous/asynchronous instruction) were created at the elementary level. Teachers are required to have synchronous instruction (a minimum of 15 minutes of live instruction) during these three blocks of time at the elementary level. Teachers pull in small student support groups during the learning blocks. Asynchronous assignments are also given throughout the day to reinforce the material that was presented during the live session.

At the middle school, each period of instruction is a blend of synchronous (a minimum of 15 minutes of live instruction) and asynchronous sessions. Teachers are able to pull in students at the end of the day during their student support time. They also have Wednesdays in which they can also pull in students who need extra support. If students are not being pulled in for student support sessions then they are working independently on asynchronous assignments.

The district's weekly engagement template will be used to track synchronous and asynchronous instructional times. Teachers will be using the templates to monitor students who are missing assignments or not engaging in the classroom instruction. Links to the templates are below:

Elementary School Attendance/Engagement Tracking Template:
https://docs.google.com/spreadsheets/d/1y4c1Cwq1RlrxyJvhlErFge0a9RKQF6tbSHMSZtNvTXA/edit#gid=2047500833

Middle School Attendance/Engagement Tracking Template:
https://docs.google.com/spreadsheets/d/1_hSLKsQxmsISJyMvBel4TAFd5dqtWltoJESOfIkpSJo/edit#gid=0

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.]

Extensive training modules are available in the Alludo, an online platform for professional development in which participants earn points for participating in learning activites. The learning activities in Alludo were developed collaboratively by the Director of Curriculum and Instruction and the Director of Technology. The customized learning platform includes beginning, intermediate and advanced activities related to all the important technology in use in our district such as Zoom, SeeSaw, Google Classroom and Google Meet. Teachers can choose the level of learning appropriate given their background experience and choose their own pathway for learning. The activities also include pedagogy realted to online learning such as universal desgin for learning, problem based learning, and how engage students using technology. A fourth module provides learning activities on how to use the digital aspects of distruct adoped curriculum including all content areas. These modules also introduce teachers to an array of supplemental online resources for distance learning. Teachers received an additional 2 days of per diem pay if they chose to participate in two days of training online. All the modules remain available throughout the

year. and teachers earn points for participating that can evenutally be turned in for prizes. Prizes will include additional technology to support instruction.

Staff Roles and Responsibilities

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

Staff have been reassigned to different duties as a result of COVID-19. Noon duty supervisors are providing support with distributing grab and go lunches. Bus drivers are providing support to lunch distribution, traffic control, and also providing additional support to Maintenance and Operations staff. Maintenance staff have provided support with the distribution of learning materials at school sites. District office administrators have provided school site support when necessary for distribution of materials, technology, and lunches.

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
During Distance Learning English learners will receive targeted support and scaffolds to access the content standards (Integrated ELD). At the same time, EL students will be provided with English language development instruction where the focus is on developing English proficiency (Designated ELD). In addition to the plan outlined in the "Continuity of Instruction' section, district instructional coaches will also support and work with English Learners. Classroom teachers and instructional coaches will collaborate, co-teach and plan for Designated and Integrated English Language Development instruction to meet the varying EL student needs and provide targeted support to access curriculum.

Distance Learning supports specific to Homeless Youth will include:
1. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case by case basis.
2. Communication with schools/teachers & parents/students to locate 'missing' students or students who have not engaged in distance learning, and identification of special need or services.
3. Coordination with parents/students and schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
4. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district department/services when educational, health, or welfare needs are identified.
5. Coordination with County Homeless Liaisons to provide continuity of education services as students transfer.

Distance Learning supports specific to Foster Youth will include:
1. Case management to support all eligible foster youth
2. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and email.
3. Monitoring of attendance/engagement and communication with teachers and administrators when needed.

4. Referrals to both district and community agencies for additional support/resources as needed.

A full continuum of services will continue to be offered to students with disabilities. Service providers will strategically plan lessons and activities that will address goals of the each IEP. Providers will videotape lessons where they teach and model activities for parents and students that address fine and gross motor skills. Low tech equipment such as slant boards, special scissors, visual timers, stretch bands, yoga balls, headphones, etc. will be available to students.Social emotional tool kits have been created specific to age levels and will be sent to parents via their teachers. Sensory diet tools will be made available to those that need them. Access to online learning programs that help address goals of the IEP may be purchased.

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

Description	Total Funds	Contributing
All teachers were paid their per diem rate to participate in the professional development geared towards distance learning	250,000.00	No
Instructional delivery- additional programs were purchased to ensure the success of distance learning: These program are as follows: Sonday Systems, Studies Weekly, Mystery Science, and Learning A-Z	54,740.44	No
Families that do not have internet connection are provided Wi-Fi hotspots. 250 hotspots were purchased from T-mobile	120,000	Yes
Securely - Cloud based web filter was purchased to monitoring the content of all deployed Chromebooks	39,000	No
Site tech leads - used as a site based tech resource for students. Each tech receives a $1,000 stipend	15,600	No
Zoom - Meeting Platform used for professional development and online instruction	18,000	No

Description	Total Funds	Contributing
Smart Music and Quaver - Virtual teaching platforms to assist with the District's music program	21,500	No
Noon Duty Supervisors roles have been adjusted to assist our food service staff with lunch distribution	342,181.89	No
Bus Drivers - Bus drivers roles have been adjusted to assist our food services staff with lunch distribution	741,090.62	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.]

English Language Arts (ELA) - Students completed ELA assessments just prior to schools closing on March 13: The Fountas and Pinnell Benchmark Assessment System (K-2), Benchmark Advance Oral Reading Fluency Passage (3-5), and the Scholastic Reading Inventory (6-8). These assessments provided teachers with the reading level or Lexile level for each student. Elementary students completed the Benchmark Advance Interim assessment measuring literacy skills and comprehension.   During remote learning, teachers gather observational data from reading with students 1-on-1 or in small groups to ascertain if their reading level remains the same or is progressing. They collect student work samples that are uploaded to Google Classroom or SeeSaw to look at comprehension, writing, vocabulary, and spelling.   Learning A-Z was purchased for K-2 students and on that platform, teachers can record students reading and analyze their reading records. Other typical district assessments are available through that platform such as Letter Recognition and sight word lists.

English Language Development (ELD) - English learners are assessed in all the district-wide assessments. Most students took the state ELPAC assessment and teachers will use this data to group students. Teachers use ongoing formative assessments to determine EL student needs and differentiate and group students. Middle school students take a Reading Inventory assessment three times a year and teachers use this data to determine student needs and plan instruction.

Math - Just prior to students leaving campus they completed a math benchmark in grades K-8 which provided a baseline for student learning. Another math benchmark will be administered this fall to elementary students. Middle school students will take an assessment in January. In the meantime, learning loss is measured by collecting student work samples on a weekly basis and administering chapter and unit assessments.

Assess initial student status - in-person v. distance learning; analyze data on a bi-monthly basis (professional development and teacher collaboration); February-March 2020 district benchmarks recorded in School City along with the elementary 2nd trimester report card or middle school semester report cards provided data on students' initial status. During monthly site professional development and weekly collaboration meetings, teachers will analyze data from benchmarks and class work to discuss student progress with their grade-level colleagues. Teachers will use this data to pull students into small groups on Wednesdays and offer additional support for those students who are identified needing extra supports.

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.]

Students with Disabilities:

Teachers will continue to update goals of the IEP at the designated reporting periods. In addition, during the first month of school teachers will administer curriculum based assessments and inventories to document a baseline of skill levels. Learning loss during COVID 19 will be addressed by the students IEP team through the IEP process as goal progress is reviewed. Teams, which includes parents, will identify any goals not met

and what strategies and supports will be utilized to address the loss. Additional hours of direct service (i.e. speech) may be needed. Continued access to online programs during the summer may be provided. After school tutoring in academics may be offered. Counseling and other social emotional support will be made available on a case by case basis.

English Learners:

During the summer months (June 15 – July 10) BUSD implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade level standards. Priority was given to English Learners (levels 1 – 2) and long-term English Learners in grades K-8. Programs were implemented in a full distance model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020 – 2021. These included:
- Daily live instruction – minimum of 3 hours a day
- Targeted, structures support for small groups and/or individual students
- Specific supports for English learners
- Pre and post assessments aligned with the content

- Ongoing communication with parents, including content to be taught and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance learning context.

During the regular school year, teachers will use state and district data to determine EL student needs, group students and differentiate instruction. Instructional Coaches, trained in the Sobrato Early Academic Language (SEAL) Model, will support teachers in the implementation of the Common Core standards that scaffolds all students into rigorous and academic literacy, and meaningful, deep engagement with academic content. Ongoing collaboration and communication between teachers and instructional coaches ensures EL student needs are addressed. Teachers will receive professional development on how best to meet EL student needs during Distance Learning.

McKinney-Vento and Foster Youth:

To mitigate pupil learning loss, wrap-around services will be provided to McKinney-Vento and Foster youth. Site social workers will maintain ongoing communication with parents of McKinney-Vento and Foster Youth to ensure the youth attend Distance Learning and stay engaged. Through regular and ongoing communication, social workers will address the youth's social emotional needs and collaboratively work with teachers to address the youth's academic needs.

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.]

The district will administer the majority of its benchmark assessments most of which can be given remotely and online. These will determine if students are performing at grade level in math and ELA.   Scores will be entered in School City where they can be compared to students' previous scores as well as the average scores prior to distance learning. Teachers and administrators will review student progress by analyzing data during monthly professional development. Data will include student work samples, unit assessments and student engagement/participation data. During these sessions teachers will work collaboratively with colleagues to determine ways to address learning loss. School site social workers assist with outreach to students to determine how to increase student engagement.

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

Description	Total Funds	Contributing
Learning A to Z - to analyze student reading records	21,431	Yes
SeeSaw - to review comprehension, writing, vocabulary, and spelling through Distance Learning (K - 3rd grade)	34,249.88	Yes

Description	Total Funds	Contributing
Summer School - provided to assist in mitigating learning loss; additional opportunities for students who suffered learning loss.	50,000	Yes
Site Social Workers - Site social workers will maintain ongoing communication with parents of McKinney-Vento and Foster Youth to ensure the youth attend Distance Learning and stay engaged. Through regular and ongoing communication, social workers will address the youth's social emotional needs and collaboratively work with teachers to address the youth's academic needs	967,716	Yes
Silicon Valley Education Foundation (SVEF) - after school Math Elevate classes and Computer Science classes for students who are below grade level standards.	64,000	Yes
Language Live (L!) student text books and teacher sets for middle school special education students	26,793	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.]

The district is providing a variety of mental health and social and emotional well-being programs for our students including Care Solace, Kognito (Suicide Prevention training), Social Emotional Curriculum (Second Step, NEWSELA, etc.), access to school social workers, school psychologists, and training on trauma informed practices and Positive Behavior Intervention Supports (PBIS) training.

Care Solace is an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health-related programs and counseling services. Care Solace's web-based system works alongside our district's multi-tiered systems of support (MTSS) as a tool for school staff and families to connect with community-based mental healthcare resources and providers. The proprietary care navigation

system taps into a vast database of mental healthcare resources to find carefully vetted local therapists and programs in minutes. Care Solace is also available for our staff members too.

District employees have access to an Employee Assistance Program (EAP) in order to gain extra support.

The district has entered into a contract with the Santa Clara County Office of Education (SCCOE) to provide professional development for our teachers called Kognito. The program is an online suicide prevention training that has simulations which incorporate evidence-based motivational interviewing techniques and realistic mental health scenarios for teachers. The training allow users to practice conversations in a no-stakes environment and to grow more comfortable with those conversations in-person. Kognito's At-Risk simulations address mental health and suicide prevention across various settings.

Social Emotional Curriculum - Schools have purchased curriculum to help support mental health and social/emotional well-being (i.e. Second Step, NEWSELA with a focus on Social Emotional curriculum for all three middle schools)

School Social Workers - Individual Counseling will be provided to students/families. Consultation to staff and parents will be available. Referrals to community resources will be distributed as needed. Virtual presentations on specified topics (i.e. treating others with kindness, internet safety, self care, mindfulness, etc.) will be offered. Daily outreach to struggling families/students will be made via phone calls, emails, and text. Attendance re-engagement strategies will be implemented.

School psychologists - Social emotional kits have been created by the psychologists as a resource for parents and students. Psychologists will continue to provide counseling support to identified students. Consultation to staff and parents will be available. Educationally Related Mental Health Assessments will be completed as needed.

Training on trauma informed practices will be provided to staff by the Santa Clara County Office of Education (SCCOE). District administrators and school social workers are attending these monthly professional development sessions.

Six out of ten elementary schools are also receiving Positive Behavior Intervention Supports (PBIS) training.

Pupil and Family Engagement and Outreach

Daily attendance will be reviewed weekly by site teams. Students will be identified as "at risk", "moderate risk" and "severe risk". A matrix of support will be developed for each identified category that includes activities for staff to implement on behalf of the student and their family. Re-engagement strategies such as creating an incentive based attendance improvement plan, socially distance home visits, referrals to community resources, individualized counseling, daily verbal contact/check-ins with a trusted adult, recognition of improved attendance by the principal/district will be utilized.

District Interpreters will be utilized as needed to provide verbal and written communications to families (Spanish, Vietnamese, Mandarin, etc.)

Level of Student Need
Tier 1 - Student missing 1 out of 5 days of their weekly attendance are considered "At Risk"
Tier 2 - Students missing 2 out of 5 days of their weekly attendance are considered "Moderate Chronic Absence"
Tier 3 - Students missing 3 out of 5 days of weekly attendance are considered "Severe Chronic Absence"

Monitoring Data
Tier 1 - School site teams regularly monitor student attendance and identify students who fall in different tiers of support; Use qualitative and quantitative data to identify and address common barriers to attendance
Tier 2 - School site teams review attendance trends weekly and look for patterns for students who are "At Risk"; Look for qualitative data on the underlying cause for the student's continued absences; evaluate whether a student with persistence absenteeism will require a Tier 3 intervention
Tier 3 - Review attendance daily and identify who and how many students have a history of missing more than 50% or 3 out of 5 days of their weekly attendance without a valid cause (i.e. homelessness, foster youth, health issues); Follow up on each absence for each student identified in Tier 3

Engage Students and Parents
Tier 1 - Create a classroom climate that encourages students to attend classes daily; cultivate an atmosphere where students feel respected and safe; reinforce positive and welcoming experiences during daily online meetings/classes; explain expectations/norms for attendance and how absences can negatively impact students' progress and performance
Tier 2 - Call, email, send home a letter or use online platforms to alert the family to attendance concerns and explore what help may be needed; suggest a telephone conference or online meeting to address barriers to attendance; together with the student and parent/guardian develop an Attendance Improvement Plan to identify strategies to support improved attendance; set attendance goals with the student; provide parents with family-friendly information and assistance in reaching out to community resources; maintain contact with the family to ensure they are receiving support and following the agreed upon Attendance Improvement Plan
Tier 3 - Call, email, send home a letter or use online platforms to reach out to the family and monitor the implementation of the Attendance Improvement Plan and address any concerns alert the family to attendance concerns; Assess student and family needs and intensify

outreach; work to ensure that the student is connected to positive supports and programs; Incorporate appropriate positive reinforcements into plans for supporting the student's improved attendance; Once a student meets a goal on the Attendance Improvement Plan, celebrate the success with both the student and family

Recognize Improved Attendance
Tier 1 - Create a friendly competition among classrooms offering raffles, parties, and public recognition for good and improved attendance; celebrate individual progress through weekly, monthly, and periodic recognition using certificates, verbal and written acknowledgement; positive phone calls to parents regarding improved attendance
Tier 2 - Establish specific individual goals as indicated in the Attendance Improvement Plan and provide recognition as they are met; work with students and families to set attendance goals and time frames; engage students in tracking their own attendance daily; recognize good and improved attendance weekly; develop strategies with students based on age, interest, and other factors.

Provide Personalized Early Outreach
Tier 1 - Place calls home each day that a student is absent; integrate information about chronic absenteeism into parent programs and communications throughout the year; host a transition meeting with incoming families to help them learn about their child's new school, get to know their child's teachers, and to set expectations about attendance
Tier 2 - Assess student and family needs; refer families to appropriate services; work with students and families to develop strategies for improved attendance
Tier 3 - Ensure continued positive and regular contact with the family; check in on agreements at appropriate intervals; follow through on commitments of support to the family; when the student misses school ensure assigned personnel is following up on each absence

Communication Guidelines - Communication with both students and parents/guardians is critical when teachers implement their distance learning plan. The following are key steps when communicating with students and parents/guardians.
1. Set expectations - Guide your parents/guardians through their child's distance learning plans and online platforms used for instruction and expectations. Provide parents with family-friendly, easy to understand information.
2. Establish a schedule for communicating - Outline when and how you will provide standard communications and share your plans with your families. Provide information on the platform or mode used for communication (i.e. email, online platforms, phone calls, etc). Best practice is to communicate with parents within 24 hours.
3. Create a central communication site - Develop a central information site for your class so your families know where to go daily to learn what they need to know for their daily activities. Commit to one online platform as one source for daily communication. Ensure that essential information is essential accessible, clear, and organized. Set guidelines on how and when teachers will update information. Keep the focus on what they need to know today and include an area of what's coming next. Explore different modes of communication when scheduling parent conferences.
4. Assess distance learning needs - Assess access to technology for all of your students. Address the following questions: Does the student have a device to use for learning at home? Does the student have internet access to use for learning at home? How will you provide devices and internet access to students in need of these technologies? Which online learning tools will students need access to?

School Nutrition

All students, regardless of eligibility, may receive nutritious breakfast and lunch meals for each day of distance learning. Meal components are pre-packaged for safety and served "Grab and Go" style during student lunch breaks. A curbside distribution model is utilized in order to support social distancing protocols and is supported by USDA's non-congregate feeding waiver. For convenience, breakfast and lunch meals are offered together, double meals are served twice per week, and parents/guardians may pick up meals for their children. These practices are supported by current USDA waivers. As an added convenience, meals for siblings in both elementary and middle school may be picked up from the middle school site.

In the hybrid model, school meals will continue to be provided for each school day. They will be distributed from both the cafeteria and curbside, in order to accommodate students on campus and at home. Meals will continue to be pre-packaged (no salad bars) and served "Grab and Go" style during student lunch breaks.

Meals are planned according to the nutritional guidelines of the National School Lunch and Breakfast programs and are therefore reimbursable. Parents/guardians are asked for their students' names and teachers and/or their student ID cards before receiving their meals. These are used to identify the students so that their meals may be counted and charged according to their current eligibilities. Meal counting and claiming software is utilized to track daily meals served and prepare a monthly reimbursement claim. Students who do not qualify for free or reduced meals are able to purchase lunches too.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Psychologists will continue to provide counseling support to identified students. Consultation to staff and parents will be available. Educationally Related Mental Health Assessments will be completed as needed	1,154,165	Yes
Mental Health and Social and Emotional Well-Being	Care Solace is an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health-related programs and counseling services	17,475	Yes
Mental Health and Social and Emotional Well-Being	PBIS - PD Contract with Santa Clara County Office of Education for 6 of 10 elementary schools	25,500	Yes
Mental Health and Social and Emotional Well-Being	Social Emotional Curriculum - Schools have purchased curriculum to help support mental health and social/emotional well-being (i.e. Second Step, NEWSELA with a focus on Social Emotional curriculum for all three middle schools, Kognito)	42,795	Yes
Pupil Engagement and Outreach	Translation Services provide for outreach to students and parents	8,000	Yes
School Nutrition	Staff and Food cost used to ensure all students received meals during distance learning from March 2020 to June 2020	400,000	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Illuminate Education, They will provide three-year longitudinal tracking of data and student progress using student identification numbers. Data will be dis-aggregated by subgroups using data from multiple assessments.	55,973.88	Yes

Section	Description	Total Funds	Contributing
School Nutrition	Staff and Food cost used to ensure all students received meals during distance learning from for July to December 2020	400,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	40 iPads to assist our Special Education students connect to the services that are needed.	20,756.30	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
10.14%	5,531,585

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.]

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage to Improve Services for Foster Youth, English Learners, and Low-Income students:

* Chromebooks and hotspots for students without devices at home
* Distance Learning programs to support students (Learning A to Z for teachers to asses primary students (K - 2nd grade) reading levels and SeeSaw learning platform (K - 3rd grade) to communicate with parents on classroom assignments and student digital portfolios)
* Extended learning opportunities for students at risk (Summer School and additional after-school tutoring for students)

* Staff to support students' social emotional well-being (School Social Workers who maintain ongoing communication with parents, guardians of McKinney-Vento and Foster Youth to ensure students to attend Distance Learning and stay engaged. Through regular and ongoing communication, social workers will address the youth's social emotional needs and collaboratively work with teachers to address the student's academic/social emotional needs. School psychologists will continue to provide counseling support to identified students. Consultation to staff and parents will be available. Other educational related mental health assessments will be completed as needed).
* Social Emotional Curriculum - schools have purchased curriculum to help support mental health and social/emotional well being (i.e. Second Step, NEWELA, Kognito)
* Positive Behavior Intervention Support (PBIS) programs
* Translation services to provide outreach to parents in order to help support their children with distance learning
* School Nutrition - staff and food cost used to ensure all students receive meals during distance learning

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

The Berryessa Union School District (BUSD) is required to increase services for EL, Foster Youth, and Low Income students by 10.14% which is equal to $5,531,585 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 Learners, Foster Youth and Low Income students. The following actions described below meet and/or exceed the totality of the required percentage increase.
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

* Purchase of additional curriculum (English 3D & Read 180) at the middle school to help support EL students who have not been redesignated.
* Provide after-school instruction, intersession instruction, and summer school for students identified that need additional support.
* Additional math support classes were also created at the middle school level for students who qualify (low-income and foster youth students). SVEF Elevate math class sessions will be offered after school at elementary and middle schools for students who qualify (low-income, foster youth).
* Purchase of online Sonday system for Special Education students.
* Purchase of additional text books and online subscriptions (L! Live) for Special Education students.
* Purchase of Leveled Literacy Intervention (LLI) kits for small group instruction English Language Arts instruction.

Actions to support English Learners, Foster Youth, and Low Income students that contribute to the increased percentage outside of the Learning Continuity and Attendance Plan are:

* Site allocations were distributed to each school principal. Additional curriculum support programs, teacher extra duty, and other support materials were prioritized with the additional funding.

* AVID program (all three middle schools & three elementary schools) is principally directed to our low income students and first generation college students. Through AVID, teachers leverage their students' backgrounds and experiences to master content in a more personal way. AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. This program is also available to all students as we know the importance of creating a college going culture in our schools.
* AVID College Tutors to support the AVID program at all three middle schools.
* Teacher Advisors/Instructional Coaches (7 teachers) are available to help teachers in a variety of ways including AVID, English Learner programs (Read 180 & English 3D), implementing Next Generation Science Standards (NGSS), Induction support for first and second year teachers to help clear their credentials, Sobrato Early Academic Language programs at six of our elementary schools, and the ability to pull small groups and model best practices for teachers.
* Transitional Kindergarten and Kindergarten Instructional Associates to support full-day kindergarten programs at all ten elementary schools. Instructional assistants help students in small groups with their grade level curriculum.
* Teachers are able to receive extra duty pay if they teach after-school support classes. Kindergarten teachers are also given extra duty pay for assessing their incoming students.
* Silicon Valley New Teacher Project - Induction support provided for first and second year teachers to clear their credentials. Teachers focus on instructional methodology that helps supports EL students, Foster Youth, and students who are at and below grade level standards.
* Sobrato Early Academic Language (SEAL) contract to support new or ongoing teachers who teach TK - 3rd grade at six of our elementary schools. The focus of SEAL is to support the district's EL students.
* Silicon Valley Education Foundation (SVEF) contract to provide Elevate Math support for students who are below standards in Math. These summer classes are provided for our 3rd - 8th grade students who qualify for extra support.