

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Marin County Office of Education	Ken Lippi Assistant Superintendent	klippi@marinschools.org (415) 472-4110

## General Information

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

As a County Community, Alternative Education program, we already serve students who have been most marginalized by the traditional system. We began a process to re-design our program to better serve the needs of the community three years ago, and have continued to build a school, supported by a professional and caring staff, that re-engages students in school and gives them the resources and opportunities they need to follow their passions and lead purposeful lives.

Because strong relationships are the foundation of our success, the sudden school closures due to the COVID-19 pandemic were a shock to our system. We already operated as a 1:1 chromebook school on campus, and teachers and students regularly used PowerSchool, our Learning Management System, so the technical aspects of switching to distance learning were not an issue. However, we struggled to get students to engage in learning for a wide variety of reasons. Many of our students and families have endured significant trauma in their lives, and the pandemic further exacerbated difficult situations. Some students dropped away entirely, despite a lot of outreach from us.

For that reason, we opened and operated a soft-reopening pilot in the spring, starting in May, so students could return to campus, see their teachers, and connect more deeply with their learning. We also operated summer school with two cohorts of students, using that time to get their ideas and feedback on our distance learning/hybrid model for the fall, and to help them catch up on some of their lost learning from the spring. All of the lessons that we learned in all of those processes are incorporated into the plan outlined below: relationships are key; most students prefer to learn on campus when possible; we need cohorts to be nimble when faced with quarantines from COVID-19; we need to be hyper-flexible to be ready for whatever comes.

# Stakeholder Engagement

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

Staff contacted each family approximately weekly for the spring semester from March through June to identify needs, give information, and get feedback from them about how the process was working. For some of the families, the calls ended up being simply helping to make community connections for rent and food support. This summer, we called every family (in Spanish or English) and asked a series of questions including what worked in the spring, what didn't work, and what they wanted for the fall (on-campus learning, hybrid, or fully distance learning). We also worked with students in the summer (a total of 24 were enrolled in summer or approximately 60%) to get their ideas and feedback. On August 3 we held two Facebook Live/Zoom sessions in English and Spanish to present information and answer questions or get ideas (although participation in that forum was low). We also met with teachers and staff in June to gather their feedback on what worked and what they wanted to see from a new plan and began to review that plan in July, and again in August. From all of that feedback, we created a draft plan which we brought to our School Site Council/English Learners Advisory Committee (SSC/ELAC) for feedback and approval. The plan was shared with families and discussed at our September Back to School Night. Finally, we presented the plan to the Marin County Board of Education for public comment.

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

We publicized and broadcast the agenda and zoom link to both our SSC/ELAC meeting and the Marin County Board of Education meeting. Because our school community is so small, most of the relevant feedback and questions came from small meetings with faculty, staff, and students; and 1:1 phone calls with families.

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

## Faculty and Staff:

- \* Concerned with the safety of themselves and their students.
- \* Students need to be able to access learning in a variety of ways, synchronously and asynchronously.
- \* While students had access to the technology, they need more support in the executive functioning aspects of time and learning management.
- \* Students need more ownership in the direction of their learning, AND they need structure to help guide them.
- \* We need to focus on the social and emotional well being of our students.
- \* Many students had difficulty engaging in the academics for a number of reasons.

## Students:

- \* They want to learn new and different things, especially related to social justice, the Black Lives Matter movement, non-white narratives, and financial literacy.
- \* They like to be on campus when possible, and to interact face to face with teachers and staff.
- \* They want flexibility in how they learn and demonstrate learning.

## Families:

\* Concerned with the safety of themselves and their students.

\* Majority (88%) want some type of learning on campus (existing parents).

They are grateful for the services and support we are able to provide them with including connecting them with services; delivering devices, etc.

100% of families reported that their student had at least one (and in most cases more) positive relationship with an adult on campus who helped them find success.

Bargaining Unit Representatives:

\*We sent a copy of the draft plan to the leaders of the bargaining units. They had questions, but no input that made substantive changes.

Site Council/Parent Advisory

\*The combined school site council/parent advisory, brought forward similar items from families and students. They reviewed the input and suggestions. There was a suggestion from them that included having more parent training to support students, specifically as it relates to technology.

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

This entire plan has been created through stakeholder engagement and input.

1. As we build and refine our new course descriptions, we are ensuring multiple points of entry for students so that students/families who choose 100% distance learning can also access curriculum who choose 100% distance learning curriculum and learning.
2. We have a model that includes small cohorts on campus to accommodate health and safety as well as to maximize time on campus in the event of the quarantine of one of the cohorts
3. We have added parent and family workshops to support their use of our technology platforms so that they can support their students.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

We strongly believe that in-person instruction is the best way for our students to learn, and we also strongly believe in keeping our students, families and staff safe during this pandemic. We were one of only a few sites to have a small re-opening in person this spring, and we also operated a cohort-based, in-person summer program. Because of our lessons learned, we have been able to create a plan that we believe will allow us to have students on campus in-person as much as possible, and also participate in learning opportunities off campus, both in-person and virtually.

Over 70% of the students we serve live in a “hot spot” of the county where Covid cases are high. With two cohorts during summer school, we had to operate one at a distance due to covid-related quarantine of two of the staff. Until that hot spot settles down, we are operating with the assumption that we will have some cases and will have to close to in-person learning. For that reason, our instructional model has two cohorts here at different times during the week. That way, if one cohort has to quarantine, the other can still operate in person.

When students are not on campus they will be doing some virtual/distance learning through Zoom, and some independent learning. However, depending on the students’ age and/or interests, they will be participating in other activities that will be in-person when allowed. These include:

1. Co-enrollment at a local Junior College
2. Work or internship/job shadow through our Learning through Interest Program
3. Small group activities with their cohort teachers/staff including field trips
4. 1:1 meetings following health guidelines

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

Description	Total Funds	Contributing
Our in-person learning model will open with small, contained cohorts, each coming to campus one or two days per week. As Public Health mandates allow, we will expand the cohorts so that they have more access to in-person learning. The teachers, paraeducator and Learning Coaches will support one cohort in person in two ways: *They will support the student in subject-specific learning.	\$667,401	Yes

Description	Total Funds	Contributing
<p>*They will support the students to learn and engage with the subjects they will be accessing online.</p> <p>We have two vans, and as Public Health allows we will provide transportation to school for students who need it.</p> <p>Curriculum and courses will be designed to be accessed in person, in a hybrid model, or fully distant</p> <p>*Teacher salaries *Paraeducator</p>		

## 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.]

We are using Governor Newsom’s idea of a “dimmer switch” model whereby we will plan for being fully open some of the time, some of the time in distance learning, and some in between. To that end we make use of PowerSchool, our Learning Management System (LMS), to allow teachers and students to organize their learning materials and to ensure other support providers - including our learning coaches - have access to support students.

Fortunately, one of our large pieces of work last year was re-writing our standards-based course descriptions. These courses are extremely detailed, and our work this summer with the teachers is to flesh out each unit. As we complete this task, we will be able to ensure that the unit learning plan is flexible and the teachers can facilitate the learning no matter the position of the dimmer switch. They are planning seamless integration between in-person and distance learning.

## 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.]

Every student will be issued a Chromebook for home, and we will have a school set here so students will not have to carry them to and from their homes. We re-allocated money and also received support from the state of California for hot spots as well. We have already called every family in all of our programs to determine need, and all of our students had access from the first day of distance learning in the spring with the exception of the few who needed hot spots as we had to order them and wait for their arrival. We continued to reach out to those students with alternative methods until they could get online.

## 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.]

Our competency system is perfectly designed for this moment. In our model, time is the variable and learning is the constant. Teachers have developed a system whereby students show growth and/or competency in a set of skills and content that makes up a course. Students can work their way through the learning with support, and our “reporting” of learning is shown in grades and credits. If students complete the base learning, they work with their teacher to explore a concept or idea more deeply, or they move on through the curriculum at a faster pace. Students who take longer in their learning for whatever reason are not penalized. They receive support and feedback - as much as needed - to ensure learning.

We continue to track attendance in online sessions as well as in our in-person pilot, and teachers also notify us if students are attending but not participating in the learning. We then can loop in our families and other support providers to diagnose the issue and get the student back on the learning path as soon as possible. It is our expectation that students attend each online session, but for various reasons are unable to do so. Our flexibility allows students to continue their learning and to make progress towards graduation.

## 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.]

We have allocated resources to offer a supplemental four days of professional development for our staff this summer to include time and training to ensure the seamless transition between distance learning and in-person learning as allowed per state and county guidelines. Our District has also announced that we will start the school year in a fully distance-learning mode at least until Labor Day. That will give us the time to welcome students on campus to get to know us, to meet their teachers if they are new, and to help orient them and their families to the technology tools and curriculum in person. In all of this time, we will flesh out our curriculum and instructional models to ensure that whatever stage we are in - fully remote, fully on campus, or somewhere in between - students will have learning continuity.

## Staff Roles and Responsibilities

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

For the most part, our roles and responsibilities will be the same. Small changes in processes will be necessary in the following areas:

1. Attendance accounting and monitoring. Teachers will have to account for attendance not only with physical presence in the classroom, but also with academic progress through our distance learning platform, including a closer analysis of how to account for time spent in independent work, or in tutorial sessions.
2. Internships/learning through interest. Our staff has had to develop mentors and internship possibilities in a creative way including larger group meetings with mentors, and utilizing online options such as Virtual Job Shadow.

## **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:

1. We will continue to incorporate strategies to serve English Learners in an integrated system through the usual supports using Universal Design for Learning (UDL) strategies.
2. We will continue to offer a designated English Language Development course that will operate online and in person when possible.
3. Our bilingual Learning Coaches will have 1:1 and small-group sessions with English learners, in person when possible, to support their access to the curriculum.
4. All curriculum will be translated into Spanish where/when possible.
5. English Language Advisory Committee (combined with School Site Council) will continue to operate.

### Students with Exceptional Needs

1. Our resource teacher will continue to work with the content teachers to ensure they incorporate UDL strategies in their unit and lesson plans.
2. Our resource teacher will reach out to individual students for 1:1 check ins as well as 1:1 and small-group specialized academic instruction to ensure students are meeting their IEP goals. He will hold the groups remotely and/or on campus as permitted. We are investigating meeting places in the community for ease of transportation.

### Youth in Foster Care and Experiencing Homelessness:

1. Students receive coaching in the classroom and some receive after-school mentoring through our Multicultural Center of Marin Learning Coaches.
2. Students receive trauma-informed disciplinary processes that includes restorative practices rather than harsh disciplinary punishment for behaviors.
3. We use the District Homeless and Foster liaison to connect students to additional supports as needed.

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

Description	Total Funds	Contributing
<p>Our distance learning model will involve the same level of staffing as our in person instruction model.</p> <ul style="list-style-type: none"> <li>*They will support the student in subject-specific learning</li> <li>*They will support the students to learn and engage with the subjects they will be accessing online</li> </ul> <p>Curriculum and courses will be designed to be accessed in person, in a hybrid model, or fully distant</p> <ul style="list-style-type: none"> <li>*Teacher salaries</li> <li>*Paraeducator</li> </ul> <p>Costs are included under actions related to In Person Instruction offering. No additional costs. Please refer to page 4 of this document.</p>		Yes
<p>All students will have access to an iPad for use at home, a chromebook to use on campus, and an Internet hot spot (if needed)</p> <ul style="list-style-type: none"> <li>*Apple iPads + 15 donated by the State of California</li> <li>*Hotspots x 15 + 15 donated by the State of California</li> </ul>	\$13,363	No
<p>Create a tiered attendance intervention system to support learning and engagement</p> <ul style="list-style-type: none"> <li>*Secretary salaries</li> <li>*Administrative assistant</li> <li>*Admin Salary</li> </ul>	\$197,526	Yes
<p>Teacher Professional Development for best practices in distance learning, including multiple points of entry for all students</p> <p>Additional time will be allocated to parent learning, onboarding and assistance with technology.</p> <p>a. teacher extra hire</p>		Yes



Description	Total Funds	Contributing
<p>b. teacher salaries</p> <p>Costs are included under actions related to In Person Instruction offering. No additional costs. Please refer to page 4 of this document.</p>		

## 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.]

Because of our unique model and the students we serve, we are in a great position to assess the learning status of our students. We have extreme differentiation within classes already because of the wide variety of educational backgrounds of the students who come to us, and because we are so small we have to group students in multiple-grade-level classes.

We were able to re-write all of our standards-based courses over the last year, and they are all centered around the standards-based Stanford Center for Assessment, Learning and Equity (SCALE) cognitive skills that are explicitly tied to NGSS ELA and math standards; and we connect our content directly to the Common Core, NGSS, and CA State Standards. Using the SCALE rubrics as well as our own standards-based learning progressions for content, we are able to administer pre-assessments to see where a student is in their learning, as well as to make a plan to move forward. Our modular curriculum allows us to fill in gaps in learning for individuals and small groups while allowing the rest of the class to move forward.

In addition, as mentioned above, we have a competency-based instruction and assessment system where we constantly measure students' levels and adjust instruction accordingly. We also flex our elective offerings to tie to student need. For example, last year we had a number of students who were behind in learning the knowledge and skills of the history standards, so we created a history/social science standards-based elective that was also tied to the common core ELA skills standards so that students could have an alternate course that would nonetheless allow them to progress in the California State curriculum.

## 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.]

We have a unique model in a unique school. We are specifically designed to meet students where they are in their learning and to help them get where they need to be. We are a schoolwide Title I school. All of our supports are for every student, with each student receiving a different set of supports based on need. Students come to us with a wide variety of background education that we need to remain flexible. Each student works with our College and Career specialist to create an individual Road Map to plan their goals both in our school and after they graduate.

Strategies to accelerated learning progress include:

1. Designated and integrated supports for English Learners as described above.
2. Flexible scheduling of elective classes to allow for accelerated learning as needed in core content and skills (as described above).
3. Push-in and pull-out sessions (either online or in-person as health guidelines allow) with our Resource Teacher to support specific students' IEP goals.
4. Transportation with our school vans and/or free bus passes. All transportation is based on public health guidelines.
5. We co-design Personal Passion Projects with students in certain curricular areas to help them accelerate their learning while working on something that they are interested in.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

We measure effectiveness of our programs through teacher-created, standards-based assessments in the classes. Because of our competency-based system, we regularly assess achievement and growth using teacher-created Learning Progressions and the Stanford Center for Assessment, Learning and Equity (SCALE) rubrics for cognitive skills found in the Common Core, the Next Generation Science Standards, and the California Standards for History/Social Science.

We conducted a parent and family survey this summer (see above) and will continue to survey parents and families about our programs and supports.

We collect data quarterly to understand in aggregate how we are supporting our students and where we need to focus our work.

Our teachers and learning coaches have regular check-ins with students in small groups and 1:1 to check progress on our Learning Management System (Powerschool), as well as to check social and emotional well being

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

Description	Total Funds	Contributing
<p>Designated learning supports for English Learners - Contract with Next Steps Liaison Project</p> <p>Teacher salary is included under Actions related to In-person Instruction Offerings.</p> <p>Organization of our new courses and curriculum to further support our competency model which allows teachers to identify where students are in their learning, and to support them to move forward at an accelerated pace.</p> <p>*Admin salary</p>	<p>\$573,108</p>	<p>Yes</p>
<p>Work with students and families to develop individual road maps for success that include goals for each quarter, and build out schedules to support students in achieving those goals.</p> <p>*Admin salaries</p>	<p>\$128.015</p>	<p>Yes</p>
<p>Resource Teacher</p> <p>Costs included in Actions related to In-Person Instructional Offering</p>		<p>No</p>
<p>Maintain contract with Multicultural Center of Marin to provide:</p> <p>*Transportation</p> <p>*Learning coach</p> <p>*Tutoring -</p> <p>*Social and Emotional support</p>	<p>\$282,528</p>	<p>Yes</p>

## 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.]

Our school program includes a partnership with a community organization through which we employ Learning Coaches to support our students in the classroom with academics as well as social and emotional wellness. These learning coaches receive training around restorative practices and work with students to identify feelings behind behaviors to de-escalate situations. The Learning Coaches get to know the students individually and offer level one support for all social and emotional needs in class, and in small groups. The Learning Coaches refer any concerns to our Student Success Team which meets regularly to discuss students and plan for case management. We refer students to our on-site therapist (provided by the Marin County Probation Department), and also refer them to outside services through Marin County Health and Human Services. We will be able to continue all of these practices whether the Learning Coaches are supporting the student online or in-person - both of which they have been doing during our spring pilot re-opening and our summer school.

Many members of our school community have had a significant amount of trauma in their lives - that is the reason we operate as a trauma-sensitive school. In our weekly staff meetings, we address tools to help students process trauma as well as tools to mitigate against vicarious trauma felt by our staff. We will continue the support work described above with our Learning Coaches and Student Support Team.

We aligned resources to hire a Parent Empowerment Specialist who helps connect families to support and services we offer - such as a substance use group, our after-school mentor program, and our expeditions into the community - and also connect them with support and services in the community. We have also partnered with local organizations to help families get food and financial support.

We also implemented a Work Experience Education (WEE) program this year. By giving students the opportunity to learn by doing internships and work related to their interests, we will both support their learning and help them support their families financially.

## 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.]

Student cohorts will be organized and assigned to specific teachers and a learning coach. Cohort teachers will keep track of attendance whether online or in-person according to MCOE systems that will account for both. Our first tier of intervention is texts or calls (based on parent/guardian preference) to check-in and ascertain the reason for the absence. The second tier is the learning coach assigned to each cohort who will text or call the student AND the parent/guardian to support participation in learning. The third tier is our Family Empowerment Specialist calls families and checks in to remind parents and guardians of the importance of education, and to see what supports we can offer.

During our pilot re-opening, learning coaches met individual students 1:1 for walks (following social distance guidelines and with parent support) to build relationships and to encourage students to attend when possible. Teachers prepared paper packets that are standards-based for students who are having difficulty accessing the online platform. Both of those interventions were successful and we will replicate them this fall. This will ensure that students don't fall even further behind and help us build the steps to help the student re-engage. We will also continue to call upon the community partners to support attendance and re-engagement through their own programs of mentoring, as well as job and financial support for families.

In addition, our competency system means that time is the variable instead of learning. Students have to miss school during the day in this crisis for a variety of reasons - to support their families with child care or work, because of their own mental or physical health, or to support the health of others. Due to our extremely flexible schedule, students can access their learning in a variety of settings, and through a variety of strategies made possible by our learning management system.

## 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.]

MCOE partners with San Rafael City Schools to provide nutritious meals according to state and federal guidelines when school is in session in person. When Shelter in Place or distance learning is required, students and families can access food through their home Districts. We communicate food accessibility to families through phone calls, text messages, and information on our website in Spanish and English.

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

Section	Description	Total Funds	Contributing
N/A		N/A	

## 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
41.44%	\$316,007

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The following actions and services will be provided on an LEA-wide basis but are principally directed toward and effective in meeting the District's goal to reduce the achievement gap for students who are learning English, students who are from economically disadvantaged circumstances, and foster youth (focus student group). CAASPP, transcript data, and initial diagnostic tests have revealed a persistent achievement gap between these student groups and overall students. Marin's Community School and Phoenix Academy often serve as the school of last resort. The achievement gap has been further exacerbated by the issues, including chronic absenteeism, that led to the referral to the school and, as a result, persistent layers of intensive intervention are warranted. Implementation of academic intervention strategies including an analysis of the effectiveness of the diagnostic assessment system, refine the intervention team to support individual

students, and build partnerships to support this intervention. These layers of support are needed for our students in order for them to derive the benefit of the school and continuing their education. Our program innately provides these supports as we have found that they are the means to ensure that students attend, are engaged, and are able to learn.

In 2020-2021:

Our entire student population is largely is made of students who need more to get the same, as such, all of our programmatic decisions are based upon this population first and foremost. We will create and provide extra learning opportunities and monitor progress for all students, especially English Learners, low socioeconomically disadvantaged, and foster/homeless youth. Our mentors will each take on a cohort of students to specially monitor, in person as permitted, to help students work toward their learning goals. Additionally, the Multicultural Center of Marin will be utilized to provide direct assistance to identified parents with technology and other onboarding needs. These supports are of benefit to our students who require a higher level of adult support and intervention to engage in and sustain learning. We have found across our program, but most specifically during COVID, that our students and families derive more benefit and thrive with this level of ongoing daily support.

- \* Implement individual learning and social-emotional plans for students using statewide assessment data as well as local assessments and inventory tools and associated services
- \* Provide transportation for students to ensure attendance
- \* Culturally relevant materials, education events, and information sent to parents/guardians on a regular basis: materials, information, and meetings will be bilingual to ensure access for all parents and bilingual/bicultural staff will be trained to lead parent/guardian communication.
- \*Maintain contract with Multicultural Center of Marin to provide:
  - 1) transportation- to ensure that our students have the ability to come to in-person schooling;
  - 2) Learning coaches - provide individualized support in combination with the classroom teacher to enhance learning and intervention thereby increasing motivation to attend and engage;
  - 3) Social and emotional support - our students are regularly exposed to life situations that would be classified as trauma-inducing - these supports assist in helping students and staff understand, organize and work through in order to be present to learn.

We will continue to provide the following services on a limited basis to our English learners:

- \*Teachers will utilize the Quality Teaching for English Language Learners intervention and scaffolds and strategies to support integrated English Learner in the class and in distance learning
- \*Designated ELD time will be implemented as determined by each EL student individualized plan

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

In addition to the increased staffing on an LEA wide basis that represents at least 100% increase in services - the program provides a full 2.0 FTE in additional certificated time above and beyond the 2.0 FTE core classroom teachers is maintained to the support and improve the additional learning and social-emotional needs of our foster, English learning and low-incoming students, we are also providing additional

support in the form of English learner service and onboarding support from both administrative staff as well as the Multicultural Center of Marin above and beyond the base program.

Designated English language services for our English Learners will be provided through a contract with Next Steps Liaison Project.

In aggregate, services provided on a limited basis and those provided on an LEA-wide basis represent more than 120% increase/improvement in services.