

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 pandemic has had a severe impact on our school community. The majority of our parents were already impoverished and now are not earning near the salaries they were prior to last March. They cannot pay their rent and often come to the school with tears in their eyes, asking for money for life's necessities. We have learned that for most of our students, online learning is all they have. Yet even so, many, left to their own, would choose not to come to school. They are sad about not seeing friends for so long, worried about the way their world is going, tired of taking on their parents' stress, and, in many cases, simply preferring to escape with video games, snapchat, or sleep. Our staff, many of whom have their own personal tragedies, have been stretched to their max. Without exception, they are doing their best to educate, inspire and engage their students, putting personal tragedies, such as fire, COVID-related illness, deaths, and personal stress aside while they do their best in front of the camera each day, knowing they are not only with their students but also being watched by parents and other family members. On top of this, administrative staff has been hit with a flurry of additional layers of paperwork concerning everything from PPP and Coronavirus Relief, to local and state oversight, regular audits and the new student attendance and engagement tracking. The pandemic has hit us hard and is forcing us all to re-evaluate whether education is the field for us. One by one, we are saying "yes" and rising to the call of what it really means to be an educator.

Stakeholder Engagement

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

Sunrise has tried everything when it comes to getting stakeholder feedback. Surveys were not too helpful; only a small percentage of our parents regularly use email and respond to those, now that our campus is closed. Hence, we are putting out a lot of "One Call" text messages in both English and Spanish to advise our parents of Zoom meetings where we can discuss the issues facing us as a school

community. This has been very helpful. All of our students have computers and know how to use Zoom, so they help their parents get on to attend the meetings. We also have done a couple of phone surveys; our office manager has called all 265 families to find out their opinions on things, as well as their personal and educational needs. We also are holding a series of classes - in English and Spanish - to teach our parents how to communicate with the school, and are collecting additional input in these meetings.

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

We advertise all of our official school meetings on the school website and send "One Call" text messages for the more important ones, for example, the annual budget, written operational report, LCAP, etc. We also hold Zoom meetings in addition to and prior to these formal meetings so that we have time to gather stakeholder input and incorporate it into our plans and recommendations.

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

All of our parent groups have been quite complimentary of the school's efforts to educate their youth during these unprecedented times. The main feedback has been in the form of questions about how to navigate various platforms, acquire additional educational materials for their students, etc.

Parents also are overwhelmingly in favor of:

1. The school's distance learning including a full day on Zoom, which we are doing.
2. Using any extra funds to hire additional aides in the classrooms to help the students who are struggling or to challenge the gifted students. (Some parents, however, are concerned that their students are getting enough screen time, perhaps too much, and therefore are suggesting that some of these expenditures on aides might best be made when students return to campus and staff members can interact personally with the students rather than online.)
3. Holding school all day for all students when we are allowed to return.

Some teachers, especially those for the younger children, have also requested more help from teacher aides. They also are seeking extra learning platforms and materials to engage their students online.

Our teachers support a full school day for all our students when we return, but they are clearly not as excited to returning to campus as parents are - unless coronavirus numbers decline significantly, or there is a vaccine.

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

Sunrise always tries to give all of its stakeholder groups what they want. This year families are receiving a full slate of Zoom sessions so that the student days are filled 8 am to 2 pm. The same will happen when we return to campus - all students will be able to attend classes daily from 8 am to 2 pm, thanks to the rental of extra classroom space and the hiring of additional aides with after school program money.

We also are purchasing the platforms and materials most desired by our teachers - Schoology, Padlet, Nearpod, Newsela, iReady and Google Classroom originality reports, to name some.

Our decision to return to campus will depend in large part on county health department recommendations, our latest parent and teacher surveys, and what other school districts are doing.

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.]

Sunrise Middle School will offer classroom-based instruction as soon as it is safe to do so. At the time of this writing Santa Clara County has just moved out of the Purple code, and in 14 days schools will be allowed to open up again. While it is possible to bring students back to campus again, Sunrise also is aware that we serve the zip code with the highest rate of infection in the city. Therefore, re-opening will proceed with caution.

We will begin re-opening by taking in a group of about 12-14 students who have been struggling at home, where they are receiving insufficient support for their online learning. Once these students are well established in a routine of performing their distance learning on campus, we will then consider taking back our 20 fifth graders. Other grades will be added as teachers and parents agree that it can be done safely, and provided that the county stays out of the Purple zone.

The reasons for making our fifth graders the next priority are:

1. The teacher and the students and nearly all of the parents are eager to return to campus.
2. The class is small, only 20 students, so we have plenty of room for them to be spaced safely, indoors or outdoors.
3. We already have experience safely educating students during COVID - we did this during summer school.
4. The fifth graders are having the hardest time with online learning and would benefit most from the in-person instruction.

If and when our whole school eventually does return to campus we will offer instruction to all students from 8 am to 2 pm daily. We have been able to make this happen - much to the delight of our parents - by renting extra classrooms for the 2020-2021 school year and by using ASES after school program funds for having extra instructional aides on hand so that students can get extra help with math intervention and their online math and ELA programs.

Our EL Newcomers currently, in distance learning, are getting extra assistance from a full-time ELD instructional aide, while our 35 special education students have two teachers and a full-time paraprofessional assisting them. This support will continue when the two groups go back on campus, and these students will continue to receive additional help outside of the school day, during "office hours" support.

At a glance:

* Sunrise will continue to follow recommendations from the Centers for Disease Control, the Santa Clara County Health Department and the Santa Clara County Office of Education for safety, preemptive measures and reopening guidelines. We are constantly monitoring safety and community health.

* Whenever possible, students will be on campus all day for learning, as we believe this is best for them, particularly those at greater risk of experiencing learning loss. This group includes most of our students - the low-income, English Learners, and special education students.

* We will have smaller classroom sizes of 16-20 students and will offer blended instruction, delivering face-to-face learning combined with technology and online programs. We will continue to offer our standards-based curriculum.

* English Learners and students with IEPs will be provided additional support and office hours help outside of normal school hours.

* We will offer independent study plans for student who cannot attend in-person due to illness or other hardship: individualized assignments offered in virtual setting or hardcopy, but in all cases, with equal rigor and engagement as the in-person learning being offered.

* All students will have access to computers and WiFi - something that they will need should we again need to return to distance learning.

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

Description	Total Funds	Contributing
Teaching staff will supervise the small group of students attending school for targeted instruction until all students can go on campus.	\$60,000	Yes
School purchased two additional classrooms to accommodate students so that all can attend 8 am - 2 pm daily - we're also using the cafeteria.	\$43,000	No

Description	Total Funds	Contributing
The school has purchased enough PPE, hand washing stations and other safety equipment to protect students and staff from COVID-19 contamination.	\$24,000	No
School is utilizing ASES after school program funds to provide extra tutoring support for students during the school day - whether on campus or in distance learning.	\$115,000	No
Our Peacemakers youth mentoring program helps our students with challenging emotional, social and home issues.	\$77,153	Yes
Our school has special projects like Career Day, high school application assistance, College Day, 21-day challenges, etc.	\$57,500	Yes
1.0 FTE-plus paraprofessionals assist teachers with most challenged students.	\$81,172	Yes
Our students benefit from Achieve 3000, iReady, etc.	\$6,000	Yes
School offers a social justice curriculum that empowers students to become globally aware and affect positive change in their community.	\$90,000	Yes
School admin coordinates all English Learner training at the school.	\$11,589	Yes
Math teachers assist in the coordination for the math intervention classes.	\$26,706	Yes

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.]

Distance learning instruction is being delivered to students online, outside of campus, primarily through Zoom, but also via Google Classroom. Teachers are engaging their students through creative additions such as Nearpod and Padlet.

The guiding principles are:

- * Maintain cohesion of instruction
- * Keep staff and students safe and healthy
- * Ensure access and equity for all students
- * Communicate with families
- * Ensure flexibility to meet changing needs

We are using standards-based curriculum that builds upon students' prior knowledge and digital proficiency, and which incorporates opportunities to build literacy, conceptual understanding in math and science, choice, and cooperation.

Students have similar curriculum as in their in-person schedule. It includes ELA/history, math, science, social justice, yoga and meditation (not counted toward instructional minutes), enrichment courses after the school day ends, and designated math intervention for all students.

Additionally, we have made improvements in the following areas based on feedback from our offerings last Spring:

- * The master schedule was adjusted to provide far more Zoom sessions since the students seemed to like these more. We also are providing Zoom sessions for some of the technically asynchronous math intervention and online work provided through our teacher aides.
- * The teachers are utilizing breakout rooms more often, as the students seemed to really enjoy their small group work.
- * We are teaching in the same small cohorts of 16-20 students that we have when we return to campus. This provides more attention for each student.
- * We are implementing Schoology to help the students navigate their online assignments more easily.
- * We have the same schoolwide classroom expectations.
- * Students have the same number of instructional minutes as they'll have when they return to campus.
- * Much more communication is provided to parents.
- * Professional development on browser add-ons, or Chrome extensions, to enhance our existing Google Classroom platform. Examples of add-ons include Share to Classroom, Classwork Zoom, Kami Extension, Xodo or Daulless.

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.]

Sunrise is loaning out all its computers and Chromebooks to its students who need one so that no student is lacking a computer that is capable of running Zoom and our online programs. In addition, the school has provided Hotspots or Coolpads for the approximately 20 students who did not have internet, and we have assisted countless other students in getting free WiFi at their homes. We have a staff member who is spending about half of his time helping students with their technology issues and who is visiting students' homes if onsite support is needed.

Pupil Participation and Progress

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

Most Sunrise students have the following schedule. Some have different schedules due to their special academic needs, need for more English and math support, etc.

1. One period (55 minutes) of math with the certified teacher
2. One period of ELA instruction with the certified teacher
3. One period of science instruction with the certified teacher 2-3 times per week
4. One period of history/social justice instruction with the certified teacher 2-3 times per week
5. One hour of math intervention with an instruction aide - curriculum is designed by the core teacher so asynchronous
6. Twenty minutes of yoga (PE), meditation and talk time - on Zoom - not counted toward instructional minutes.
7. One period of online math and ELA programs such as Achieve 3000, SuccessMaker, Imagine Math, etc.

Student work and teacher expectations are the same as if the students were on campus. We are tracking attendance and engagement in our student data system as well as on a Google sheet tracker, which is an adaptation of the one provided by the Santa Clara County Office of Education, which was based upon the CDE attendance and engagement tracking template.

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.]

Sunrise has taken advantage of numerous free distance learning trainings that were offered by the CDE and the County Office of Education last spring and this summer.

Professional Development for 2020-2021 is primarily in house. Our English and Math directors are providing training to all staff on more engaging ways to interact with students online, as well as in core content areas. Additionally, the teachers are participating in training for Schoology, Zoom, the FCSS Distance Learning Academy, Jo Boaler for Math, Google, and Eureka Math.

Sunrise also has set weekly collaboration time for grade-level and content teams to discuss student learning (tiered approaches and intervention, assessments, etc.), teacher self-care and integration of social emotional learning.

The entire staff is also taking part in semester-long training for Beyond Diversity, Equity and Inclusion, offered by Equitable Outcomes. This falls in line with the school's commitment to social justice and anti-racist teaching.

Staff Roles and Responsibilities

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

Various staff roles and responsibilities have changed as a result of COVID-19. Among these:

1. Asst. Principal for Safety and Discipline - assigned to student / family outreach during Distance Learning. This has made a huge impact in the attendance and engagement rate of our students, which now is as strong as it was prior to COVID. The need for this was seen last spring, when only about 50 percent of our students were regularly engaging online.
2. One PE teacher is joining the asst. principal on all home visits and also assisting students with their technology issues.
3. Second PE teacher is assisting teachers online in their breakout rooms, focusing on the more challenged learners.
4. ASES after school staff are assisting students with math intervention and other online learning, as set forth by the certified teachers.
5. Peacemaker-trained youth mentor is running online yoga, meditation and talk time sessions on Zoom with the students and also seeing some on an individual basis.

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.]

Sunrise has devoted 1.75 special education teachers and 1.0 paraprofessional to work with its 35 special education students during the 2020-2021 school year. We are assisting in the Zoom sessions and in breakout rooms, and often after school hours to provide extra tutoring for these students. Our low-level English Learners are receiving extra support daily outside the regular English classes. They also are receiving bilingual instruction in math and science. We do not have foster care or students living out of cars or in shelters. However, many of

our students are technically homeless in that they are living in crowded conditions, 2-3 families to an apartment. We are assisting these students with all their technological needs and taking them on campus as needed.

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

Description	Total Funds	Contributing
The school is now utilizing the Schoology platform to better assist students with navigating all of their online assignments.	\$8,600	No
The school is purchasing various programs and platforms to help the teachers engage the students in online learning. These include but are not limited to: Padlet, Nearpod, Newsela, iReady and Google Classroom originality reports	\$9,000	No
The school is repairing all computers and Chromebooks as students bring them in for repairs.	\$15,000	No
The school is purchasing connectivity devices for all students who don't have WiFi.	\$5,000	No
The school has purchased materials needed for the teachers to teach from home.	\$1,000	No
School is utilizing ASES after school program funds to provide extra tutoring support for students during the school day - whether on campus or in distance learning.	\$115,000	No
School offers coding, art, website and piloting electives.	\$22,000	Yes
Sunrise is conducting daily student and family outreach in an effort to ensure that all school are in their online classes and fully engaged. Our assistant principal and a PE teacher who also worked in the after school program are visiting five to ten families daily to determine the root causes for student absences. In addition they are resolving tech issues and checking for our families' emotional health and physical needs. The amount we are contributing toward this program will depend on how long the campus is in distance learning. This program is being funded with our Learning Loss Mitigation Funds.	\$100,000	No

Description	Total Funds	Contributing

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.]

Sunrise students, like students across the nation, have lost a lot of learning experience since last spring. We found during our summer session already that the students have forgotten much of the math they had learned prior to COVID. Based on this finding, we chose to assign students about 2.5 hours of math each day during the 2020-2021 school year. Students are learning their grade-level concepts during one hour, receiving math intervention during a second hour, and reviewing concepts with online programs during the last half hour.

Teachers also have found learning loss in ELA, though not to as great an extent. In addition to the hour of English each day with their core teacher, students also are getting a half hour of Achieve 3000 and other online English programs.

Initially, math and English teachers are assessing students more frequently to account for learning loss and to measure for continuing growth. Teachers are using the same measuring tools as usual - benchmarks, Lexile, NWEA.

ELA and math teachers are identifying and revising essential standards for each grade level and using appropriate assessments to identify gaps in understanding.

Teachers have found the development of a focus on power standards across the curriculum to be beneficial in finding common ground across the subject areas.

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.]

Nearly all of our students fall into one of these categories - especially the English learner and low-income groups - therefore, we are using similar actions and strategies for all students.

One quarter of the 7th graders, however, are receiving an extra hour of English intervention daily.

Half of the 6th graders are receiving an extra 30 minutes of English instruction and an extra 30 minutes of math instruction each day.

And, Newcomer ELs receive four hours of English instruction a day in addition to their math and science. Their families also receive assistance in meeting basic needs as we attempt to make them feel comfortable in the States despite their entrance during such a turbulent time.

We also have an honors section for grades 6 - 8 for students who are gifted and ready to be challenged more.

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.]

Schoolwide benchmark assessments for student Lexile and math levels will continue to be used to monitor growth through the year and from year to year where comparisons can be made with similar students nationwide.
The use of CA common core interim assessments will continue to serve as indicators of student understanding and skill, as well as indicators for instruction.
Other formative assessments will become more creative and innovative to better capture student understanding (or gaps in understanding), and is especially critical for full distance learning.

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

Description	Total Funds	Contributing
Math intervention classes	\$96,000	No
English intervention classes	\$36,200	No
Testing (costs absorbed in total salaries)	n/a	No

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.]

Sunrise recognizes the need for a strong foundation of social and emotional well-being in order for rigorous academic learning to occur. We must be mindful of stressors in our students' lives that can hinder equity in their learning. Attention to teacher self-care also must become a common practice in the wake of Covid-19, especially in serving our most vulnerable students.

Our teaching staff has been trained to recognize incidents of high stress or emotional distress in our students and to report these immediately to the head of school, who also is a certified school counselor.

Sunrise has one full-time counselor, a youth mentor, and a part-time school counselor available to talk with our students at all times, and students have started coming on campus for this assistance.

Teachers and administrators collect insight into staff and student well-being through observation, check-ins, and staff/student surveys. Sunrise will continue to emphasize the importance of connection by building student relationships and maintaining a sense of community (both in physical and virtual spaces). We are building on the resiliency of students and guide them in social and emotional learning so that they become empowered in their own self-care. Many teachers devoted the first couple of weeks of school to SEL in their virtual classrooms.

While our students most negatively affected by COVID, etc., may benefit from meeting with our counselors, all students are participating in daily meditation and group talk and in weekly advisories. The daily meditation focuses on calming techniques and ways to reduce stress. The weekly advisories focus on issues critical to the COVID year - the power to choose our thoughts, recognizing what we cannot change, etc. - as well as to our school's SCOPE principles - Self Control, Curiosity, Optimism, Perseverance, and Effort. We know that optimism and perseverance are especially important during this COVID year.

We are drawing on various resources for our SEL curriculum and weekly advisories, but we find that some of our best is coming from our staff members' own creativity and life experience!

Sunrise also is starting weekly support groups called "Students Supporting Students in a Pandemic." These groups each have about ten students who have asked for the extra support and are struggling with various challenges in their personal life. The groups meeting with a counselor and youth mentor on campus once a week.

In addition, Sunrise is concerned about the emotional and social well-being of our parents, as that no doubt, affects the mental health and academic readiness of our students. To this end we have started two sets of parent classes/support groups - one in English and one in Spanish. These are meeting every Wednesday night for five weeks. Parents who attend all are receiving \$100 gift cards from money we

have raised for an incentive. We are predicting that many of our parents will want to continue these support groups past the initial five weeks. The groups are being led by a Parent Project trainer who works at Sunrise, as well as our school counselor and youth mentor.

Sunrise also is guiding families to important social services in the community. In the spring we started a GoFundMe for extra funds to give families, and now we are getting ready to begin another such fundraiser.

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.]

Sunrise has begun an extensive student and family engagement and outreach program to ensure that our students are all benefiting from our engaging and rigorous online learning. Last spring only about half of our students were engaged in the distance learning and, as a result of this highly effective program, we now have at least 95 percent of our students attending and engaged at all times.

A portion of this program involves solving the students' tech issues. We help students and parents over the phone, get them free WiFi or hotspots, fix their computers, and visit their homes to solve more complicated issues.

But more important are the daily visits to homes where students are not online. Our assistant principal, Jesus Meraz, and PE teacher, Omar Reynoso, are the main staff working on this outreach along with our office manager, Ivette Melendez. All three are bilingual and friendly with our families. Together they have discovered many conditions that are making it hard for our students to learn, and in many cases have been able to work with the parents to make the changes necessary for their students to be successful learners.

Here are our
WRITTEN PROCEDURES FOR TIERED REENGAGEMENT STRATEGIES:

1. Office personnel will call home when a student is missing from class. These calls will be made each day before students' lunch for the morning classes and after lunch for the afternoon classes. These "absences" may also include students who are not showing their faces on camera or otherwise not participating in class, as reported by teachers.
2. Office staff will excuse – and change to DLX or DLE - when warranted and make notes on the "office communications" file in Google.

3. Before 2 pm each day Jesus Meraz will address cases of unexcused absences and note results on office communications file.
 - a. First action: If calls from the office staff don't improve a situation Mr. Meraz, as asst. principal, will call student's home to inquire about the absence and reiterate the need for consistent attendance.
 - b. Second action: If this doesn't produce positive results in attendance, Mr. Meraz will visit student's home.
 - c. Third action: If this doesn't produce positive results in attendance, Mr. Meraz will arrange parent meeting with the parent and student within two days.
 - d. Fourth action: If this doesn't produce positive results in attendance, Mr. Meraz will arrange for second parent/student meeting – or meeting with both parents – within two days.
 - e. Fifth action: If this doesn't produce results, we will bring in parents and students for an attendance contract.
 - f. Sixth action: If this doesn't produce results we will begin the truancy process, all the while staying in touch with the family - and / or bring the student onto campus under our after school program rules, if the situation warrants this final effort.All notes on above communications will be recorded on the “office communications” file in Google.
4. Before 2 pm each day Teresa Robinson will edit the “office communications” file, merging office staff comments and actions from Mr. Meraz, and leaving the important notes for teachers that they should include in their daily attendance and engagement trackers.
5. It is believed that firm and consistent re-enforcement of these procedures will result in engagement for nearly all of our students. The key is consistency. Sunrise upholds that parents will respond if they know the school means business.

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.]

Sunrise is offering nutritionally sound - and delicious! - meals for all of its students as well as any interested siblings. We are a Provision 2 school so we may offer these meals to all students, regardless of free or reduced-price meal eligibility. Nonetheless, all students coming for the meals do qualify.

Every Tuesday from 3:30-5:30 pm we offer each student coming for the meals five frozen lunches and five breakfasts. The food is from Better4You and super health and tasty - tamales, enchiladas, hamburgers, chicken and rice, cereal, fresh fruit, etc.

We also distribute information to our families about where they can get free food in the community. A food truck loaded with fresh fruits and vegetables comes to our school once a month.

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

Section	Description	Total Funds	Contributing
N/A	Certificated Salaries	\$1,183,583	No
N/A	Classified Salaries	\$605,140	No
N/A	Employee Benefits	\$542,012	No
N/A	Supplies	\$389,086	No
N/A	Special Education - contracted services	\$75,000	No
N/A	Professional Development	\$12,000	No
N/A	Rent	\$236,000	No

Section	Description	Total Funds	Contributing
N/A	After School Program instructors, etc.	\$159,000	No
N/A	Listenwise and other learning programs, curricula	\$10,000	No
N/A	Computer Purchases (100 being donated)	\$10,000	No

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
18.42%	\$369,701

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.]

1. Our English Learners are benefiting from a well organized and intensive ELD program that includes four periods of ELD instruction daily for the Level 1 students.
2. A youth mentor trained by Peacemakers is actively engaged in mentoring our most challenged youth and their families.
3. A first generation college grad, who also used to teach here, is now working fulltime to help our students apply to great high schools, educate our families in college readiness, provide career exposure, etc.
4. Even while in distance learning, the school is offering a wide variety of electives - art, coding, website design, animal habitat, piloting, etc. - activities to which many low income youth do not have access on their own.

5. Students learn to lower their stress and face adversity through daily meditation and weekly advisories. Our low-income youth from immigrant families are particularly affected by this stress and adversity.
6. Our English learners and other challenged students have access to a wide range of English and Math online programs.
7. Our low-income youth from immigrant families often feel a lack of power over the federal and state policies affecting their lives; yet our social justice program empowers them and teaches them how to advocate for the change that they want to see in their communities.
8. Our math team has put together a comprehensive program - including one hour of at-grade-level instruction and one hour of intervention each day - to help our challenged youth, most of whom come to our school behind grade level due to having started school with a lack of competency in the English language.
9. Our most challenged students are assisted by paraprofessionals who come into various classrooms as needed.

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

1. Youth mentorship \$77,153
 2. High school, college and other special projects \$57,500
 3. Enrichment courses \$22,000
 4. English online programs \$6,000
 5. Social justice program \$90,000
 6. ELD program coordination \$11,589
 7. Math intervention coordination \$26,706
 8. Paraprofessional assistance \$81,172
- Total: \$372,120