

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.]

COVID-19 forced our school to close in-person operations on March 13, 2020. The impact on students was significant. While our school was able to pivot quickly and offer robust distance learning, students missed out on nearly three months of in-person instruction. They also lost out on the social element of school, an important piece of their development, as well as special school events such as field trips, dances, and athletics. While it is difficult at this time to quantify the impact of the pandemic in terms of academic results, a study from NWEA MAP indicates that students will likely learn about 70% of the material in ELA and 50% in Math for this abbreviated school year.

The impact on Alpha and its schools was also significant. The organization had to devote significant resources to assessing the technology needs of our families and distributing laptops and hotspots to ensure every family could engage in distance learning. Many of our families experienced significant financial insecurity due to this pandemic and Alpha also devoted time and resources to raising money to help with basic needs.

Instructional staff also had to shift their focus to creating a robust distance learning model, and adjusting academic program structures (e.g. grading policy, retention policy etc) to support the new environment. There was also no standardized testing given in 19-20, which also impacted our ability to assess where students were at and how we performed as a school. Teachers had to be trained on Google classroom, Zoom, and a variety of other platforms in order to deliver distance learning. Teachers provided synchronous and asynchronous instruction to students daily. Teachers also held office hours and regular check ins with students to offer additional support with instruction and socio-emotional support.

While making huge adjustments to our programming this Spring, staff also had to engage in planning efforts for the new year with largely incomplete and ever-changing information, while also ensuring our key stakeholders remained informed and engaged with our plans.

Stakeholder Engagement

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

In the development of this plan, we have solicited the feedback of our families, staff, and board. In the spring, as well as in the beginning of the year, we have received feedback on distance learning and how we should reopen our schools. This has happened through the following methods:

- School “Cafecito” or “Coffee Chats” with the principal: 4/21/20, 5/5/20, 6/2/20, 8/25/20, 8/27/20, 9/22/20
- Virtual Orientations and townhalls: 5/12/20, 7/29/20, 7/30/20, 7/31/20
- Individual touchpoints via email, phone calls, or through our messaging service (Infinite Campus and Konstella).

In addition, we conducted three family surveys over the spring (May 2020), early summer (June 2020), and late summer (August 2020). The first was to gain input into our response to the pandemic and distance learning in the Spring. The second was focused around our re-opening plan, and preferences of our families around in-person and distance learning. The third survey was focused on family input regarding the potential waiver to bring in small groups of students to campus in the fall.

For our staff, we similarly shared a survey in the early summer, asking them for input in reopening in the fall, including around distance learning. Hybrid, and in-person instruction. In the fall, we held team meetings with our staff to receive input into our phased approach towards in-person instruction, and topics such as the elementary school waiver.

Our school also discussed input/feedback during an ELAC and SSC meeting on September 8, 2020.

Based on the feedback from the meetings as well as the survey, we developed an updated draft that we distributed and shared in advance of our public hearing on Wednesday, September 16, 2020.

In addition, we provided all-staff communications on a bi-weekly basis and family communications throughout the spring and summer to share important updates related to COVID-19 and our re-opening plans. Communication was shared via e-mail, text/phone message, social media, and on our website, as well as via communication mobile apps (Konstella).

We incorporated the input we received from the public hearing, and formally approved the plan on Wednesday, September 23, 2020.

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

For all of our meetings, including the public hearing, we provided access to participate via zoom link and via phone to call into the meeting, pursuant to N-25-20 and N-29-20. In addition, we had a translator for each meeting involved.

All materials related to public board meetings and public hearings are available on our website at least 72 hours in advance of these meetings.

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

From our initial family survey in May 2020, families felt supported by the school in distance learning. Some particular strengths included:

- >96% agreed that they felt adequately supported by the school during distance learning
- >99% knew how to get access to resources (technology, food, emergency support) by the school
- >98% felt good about the school's communication
- >99% reported strong touch points with their student's teacher.

Some of the common feedback we heard from this survey was around providing more individual academic support for students, additional access to emergency support, and more robust elective (non-academic) classes.

During our second survey in June 2020 around re-opening, we received feedback that the majority of families felt positively on starting 100% virtually. Much of the feedback was centered around ensuring our school was putting proper precautions in place before returning, providing social emotional development opportunities, and concerns around managing students while on virtual learning.

Our family survey sent in August 2020, which was focused on re-opening and the waiver process showed that >75% of families agreed that small groups of students should be allowed to be brought back to school for assessments and instruction, especially students with disabilities and students who were not successfully accessing distance learning from home.

For our staff survey around the fall re-opening showed that the vast majority of staff (nearly 90%), supported a 100% virtual start. Some important feedback included concerns over how virtual learning would work with younger students, how to balance work and child care needs, ensuring staff had proper training around virtual, hybrid, and safety procedures, and overall safety and health of staff, students, and families.

We also held a staff meeting to discuss the re-opening process with a focus on the waiver. Feedback was positive on the idea of bringing groups of students back for assessments and small group instruction. Some of the feedback included ensuring our students with the highest needs were prioritized, ensuring that proper screening and health/safety precautions were put into place, and ensuring the staff has autonomy/agency to decide to come back to campus.

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

Based on the various family and staff surveys, as well as the staff and family meetings we held to discuss our re-opening plan and Learning Continuity plan, there are a number of key aspects that were influenced by the feedback.

First, there was a distinct focus for both staff and students on ensuring that health and safety protocols are high quality and detailed, and all staff members have been trained with the proper protocols. This has impacted our phased in approach, with the first phase being a 100% virtual start. As we move to the next phase of bringing back individual and small groups of students, we are implementing and learning from our health/safety procedures - and then refining them to ensure that we are ready to move to our next phase of bringing additional small groups of students.

Another piece of feedback that has impacted our plan has been around providing additional academic interventions for students. With the work of virtual small groups by our academic interventionists, counselors, and para-professionals, as well as the additional learning tools we have implemented, we have worked to find ways to ensure that learning loss is minimized, and that students are able to have many high quality touchpoints.

We also heard that there needs to be more opportunities for elective classes and social emotional learning opportunities. Our mental health counselor has worked with classroom teachers, as well as students to provide asynchronous and synchronous opportunities for students to participate in SEL learning. In addition, we have multiple elective teachers who are providing asynchronous instruction daily. Finally, we have implemented an “SEL” check-in each morning to ensure that our students have the opportunity to connect and share their reflections on their experience during this school year.

Finally, we heard throughout the process about the need for our school to help support families and students outside of the normal academic/school instructional opportunities - around food, technology, and connection to resources to help support the whole family. Both our school, as well as the Alpha Parent Learning Center has been active in providing a variety of supports for our families and students. This has included daily food distribution, 1:1 chromebooks or Ipads and mobile hotspots for any who have needed it, individual family counseling to connect them to resources and services, and direct monetary support through an emergency fund to help families pay for rent and other bills.

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.]

Per the California All guidance released on August 25, we will offer 1 on 1 assessments for students who may struggle to assess online. We will prioritize our state mandated assessments, such as the ELPAC, and any Special Education assessments that may be required for initial or triennial IEPs. Beyond assessments, we will develop a green-lighting readiness criteria for in-person instruction starting with small stable

cohorts, specifically for students with IEPs, English Language Learners, students struggling in distance learning, students who may have difficulty with engagement, and any other students at risk for experiencing learning loss. Once regulations allow for more students, we will consider launching a hybrid model that serves all students in person for some period of time each week, gradually ramping up to our traditional model.

Before any students are permitted on campus, Alpha will ensure the safety of staff and students by adhering to all safety protocols and public health guidance. We have created a working draft of a reopening plans for our school with detailed safety protocols for campus access, hygiene practices, use of protective equipment, physical distancing, and cleaning and disinfecting. This is located on our website and at the following link:

https://drive.google.com/file/d/1KcvhrHffYfCezbmlwKj3VJ_TfXVqFPvJ/view?usp=sharing

Current distance learning schedules are easily transferable to in-person instructional models and we will make the switch once state guidelines indicate it is safe and our staff is ready. The schedule is designed for parallel learning, with some students on campus and others at home - a hybrid model. A typical weekly schedule at the K-8 level meets all state daily instructional minute requirements and consists of time allocated to the core subjects of ELA, ELD, Math, Science, and Social Studies, as well as time for small group instruction and SEL to support students' emotional well-being. During asynchronous Wednesday, there will be a daily live touchpoint with all students, followed by a structured asynchronous day that meets the daily instructional minutes requirement through independent assignments.

In order to ensure we are meeting our students' needs, Our school will assess pupil progress regularly through a battery of assessments that will be administered throughout the year, virtually and/or in person, depending on student need. These assessments include NWEA MAP, STAR Reading, ELPAC, F&P Benchmarks as well as other internal and teacher created assessments. Data will be tracked carefully using our student information system and other tools to ensure all students' progress is carefully monitored.

During synchronous instruction, teachers will frequently check for understanding using formal and informal assessment methods. This includes monitoring the completion of assignments, providing regular feedback, and also encouraging less formal engagement during virtual lessons such as small group discussion in breakout rooms, use of interactive powerpoints, and use of the chat function in Zoom or Google Hangouts.

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

Description	Total Funds	Contributing
In person instruction for students with IEPs. ed specialists, paraprofessional, and counselor support through individual, small group, large group push in support.	\$158,408	Yes
Providing in-person academic intervention to combat learning loss. Use of academic interventionists and ELD specialists targeted on EL and low-income population.	\$90,545	Yes

Description	Total Funds	Contributing
Ensuring campus access, hygiene practices, use of protective equipment, and physical distancing	\$50,000	No
Cleaning and disinfecting the campus	\$28,900	No
Providing social emotional learning	\$11,877	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.]

Our school has developed a schedule that ensures all students receive the state mandated instructional minutes each day, regardless of the method of delivery. Students will be able to engage in distance learning and also receive in-person instruction via a hybrid model (once allowed by state guidelines) using the same schedule. In order to support this set up, we have ensured every student has access to a device and internet access and that our teachers also have access to devices and reliable internet access. Teachers will also have access to a variety of online teaching tools and platforms that can assist with the execution of parallel learning including programs such as Zoom Pro, Google Classroom, Nearpod, Peardeck, Seesaw, Kahoot, and a variety of others. Assignments and resources will be in a centralized place such as Google Classroom regardless of the method of instructional delivery, ensuring all students can engage and stay organized. Schools may also send curricular materials home so that students are able to effectively engage.

Alpha will also ensure strong parent communication through regular email and text updates, virtual cafecitos, and virtual School Site Council and ELAC. We will have translation available at these meetings to ensure all families receive information.

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.]

As a school who has provided a 1:1 model, we have provided an ipad or chromebook, as well as a mobile hotspot to any student or family who has requested it. Every student and family has been engaged with in order to ensure they are able to sign on. Schools have a helpdesk email they can contact if they have any technology issues, and teachers and the operations team will monitor attendance and weekly engagement reports to identify if students are not accessing instruction because of technology issues.

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 school will assess pupil progress through a battery of assessments that will be administered virtually and/or in person, depending on student need. These assessments include NWEA MAP, STAR Reading, ELPAC, F&P Benchmarks as well as other internal and teacher created assessments. Data will be tracked carefully using our student information system and other tools to ensure all students' progress is carefully monitored.

During synchronous instruction, teachers will frequently check for understanding using formal and informal assessment methods. This includes monitoring the completion of assignments, providing regular feedback, and also encouraging less formal engagement during virtual lessons such as small group discussion in breakout rooms, use of interactive powerpoints, and use of the chat function in Zoom or Google Hangouts.

The time value of pupil work will be determined by a certified teacher and noted in assignments.

Daily engagement will be carefully monitored and tracked in Dean's List per state guidelines, and we will provide evidence of each student's engagement via a weekly engagement report. Our weekly engagement report will include:

- Documentation of every student's participation and engagement each day;
- Assignment tracking for each subject and student;
- Clarity around asynchronous and synchronous participation/engagement;
- Teacher certification of weekly engagement.

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.]

Professional development has been provided throughout the summer to leaders, teachers, and support staff in order to prepare for distance learning this fall. All summer professional development was delivered virtually and facilitators took steps to model strategies and best practices in their sessions that could be replicated in classrooms. Sessions for staff focused on Alpha's core curriculum, which is available to

students and teachers virtually, and how to use the curriculum in a virtual setting. Additionally, staff received training in key teaching and engagement strategies for the virtual classroom. Professional development will continue every Wednesday afternoon throughout the school year.

All learning platforms and tools had asynchronous training sessions available for teachers to access at any time.

All staff have access to tech support via tech tickets submitted to Alpha's Technology Support Team.

Staff Roles and Responsibilities

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

Much of our team has continued to carry out the roles and responsibilities of their roles as intended. There have been some additional responsibilities in transitioning to the distance-learning model and the proposed hybrid and in-person model when we fully return, which are directed primarily to our support team (academic interventionists, paraprofessionals, ...). These added responsibilities include:

- Supporting the classroom teacher with the attendance protocol, including phone calls home to ensure attendance on synchronous sessions;
- Support with health/safety protocols, including screening of students upon entry to campus;
- Distribution of food/snacks/other supplies during class;
- Family and student remote check-ins and calls.

Our Mental health counselor has also taken on added responsibility in terms of supporting staff to consider the socio-emotional needs of our students during synchronous instruction. They are continuing to provide services as originally intended, and we expect caseloads will increase due to COVID.

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.]

Alpha will provide additional services and support to English Learner students by continuing holding dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models. Designated ELD will be held in smaller groups, taught by both certified teachers and an ELD Specialist, and we may bring these students to campus to ensure they are able to best engage, especially in skills needed to grow in listening and speaking. We will set aside time for assessing English proficiency for all of our English Learners to guide instruction and engagement decisions. Staff have weekly planning and collaboration time to plan for the needs of our ELs, along with additional professional development from EL Achieve and network staff on incorporating literacy strategies to support tier 1 instruction.

Alpha will provide additional services and support to students with disabilities that allow them to continue receiving Educational Benefit, and make progress toward their IEP Goals. Services and supports will be based on the IEP and needs of the student, and could include push in support during remote classes, special education remote classes, modified work, 1:1 check ins and/or support, and remote related services. Services and supports will mirror the student's in-person IEP Services (push in/co-teaching, intervention groups, separate classes, etc.).

Additionally, a multi-scenario contingency plan will be developed by each student’s IEP Team to detail additional or adjusted accommodations, modifications, and services that are required in order for the student to continue making progress.

Alpha will provide additional services and support to pupils in foster care and for pupils experiencing homelessness. We will work with our Homeless Liaison and Foster Youth Liaison to determine needs and provide resources accordingly. Alpha has engaged in fundraising to support our families’ basic needs during this crisis and we would work to ensure appropriate funding could be directed towards these students and their families.

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

Description	Total Funds	Contributing
Ensuring Access to Devices and Connectivity	\$84,839	Yes
Professional Development Related to Distance Learning	\$17,717	Yes
Online Platforms to Facilitate Virtual Instruction	\$16,840	Yes

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.]

Our school will take steps to determine what level of learning loss occurred during the 19-20 COVID-related school closure. This consists of administering a series of assessments, both in-person and virtual, for all students this fall to assess where students are at. These assessments include ELPAC, NWEA MAP, STAR Reading, F&P Benchmarks, and other internal assessments. We will compare the results of these assessments to our most recent results from 19-20 to determine the extent of learning loss our students are experiencing. For English Language Arts, we will examine NWEA MAP ELA scores, STAR Reading Scores, STEP Scores, and F&P Benchmark Scores from Fall 2020 and compare these results with our most recent results from 19-20 to determine the extent of learning loss. From there, we

will continue to deliver strong Tier 1 instruction via distance learning, and provide appropriate Tier 2 and 3 interventions (e.g. small group instruction, reading intervention, ELD, 1:1 support) per the data and student needs.

For Math, we will examine NWEA MAP Math scores from Fall 2020 and compare these results with our most recent results from 19-20 to determine the extent of learning loss. From there, we will continue to deliver strong Tier 1 instruction via distance learning, and provide appropriate Tier 2 and 3 interventions (e.g. small group instruction, 1:1 support) per the data and student needs.

For English Language Development, we will administer the Summative ELPAC as soon as possible this fall to gauge whether students have made progress from 19-20 and need to be reclassified. We will also administer the Initial ELPAC and depending on the results as well as scores from reading assessments and curriculum assessments, we will assign appropriate ELD services including designated and integrated 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.]

Our school will use a variety of strategies to address learning loss and accelerate progress for pupils. We will ensure teachers provide additional support for these students as a part of Tier 1 instruction. We will also ensure that these students have access to Tier 2 and Tier 3 interventions based on their data and the extent of learning loss. This may include small group instruction, reading intervention, ELD, and 1:1 support among other supports.

For those pupils who are English Learners, low income, foster youth/in foster care, have IEPs, or are experiencing homelessness, we will use a similar structure of providing tiered intervention for academics based on data. Specifically for English Learners, we will continue with Designated ELD time and Integrated ELD in all delivery models. We may also bring students in these groups to campus in stable cohorts to ensure they are able to best engage. This would include small group instruction and individual support from staff.

Additionally, we will work with families to determine if there are needs that are outside of academics that we can address to support strong engagement in academics and the mitigation of learning loss.

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.]

Our school will measure the effectiveness of the services and supports provided to address learning loss by looking at a variety of factors including, but not limited to, student attendance and engagement, grades/GPA, assessment data - both formative and summative, and ongoing check-ins by school staff. Data analysis will occur regularly - at least on a monthly basis by members of the school leadership team and the network team via the MTSS process. From this process, we will determine if changes need to be made to services and supports. For students with IEPs, changes to services will be made through the IEP process.

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

Description	Total Funds	Contributing
Learning loss support for students with an IEP	\$369,620	Yes
Providing academic intervention supports to combat learning loss. Use of academic interventionists for targeted support of low-income population through individual, small group, large group push in support.	\$211,273	Yes
Integrated and Designated ELD instruction. ELD specialists and EL curriculum expenses targeted towards EL instruction.	\$88,655	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.]

Our school has one dedicated Mental Health Counselor (MHC) to support the school community. In addition to providing educationally related mental health services to students with IEPs, our MHCs are providing individual and group counseling to general education students based on student, staff, and parent referrals. Our MHCs are also working closely with school leadership teams to inform the school's social-emotional support curriculum; this curriculum is designed to support the varied needs of students, and (if appropriate) is adjusted by staff to ensure targeted support for the COVID-related needs of the school community. MHCs are available to provide Tier I support to grade levels and classrooms based on the needs of the larger student body. MHCs will provide trainings for staff regarding suicide prevention, and trauma-informed supports. The school leadership team will work closely with the MHC to identify any mental health or social/emotional needs of the school community, and address those needs through individual, group, or classroom support.

Pupil and Family Engagement and Outreach

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

Our approach around ensuring student attendance and engagement will focus on working in collaboration with the student and family to reduce the barriers to participation and engagement. This includes multiple modes of participation and engagement that gives the flexibility to students and families to engage in various ways, while also ensuring the engagement is high quality. We are committed to working with students so they can access instruction.

If a student's weekly engagement drops below 60% in a given week, the following steps will be taken:

Daily absence

- Daily phone call (Ops)
- Tracked via Infinite Campus
- Verify contact information

1st Instance of <60% Weekly Engagement and/or 5 total unexcused absences

- Tracked via Infinite Campus
- Check in phone call from teacher or leadership team member
- Internal discussion on solutions with teacher and leadership team

2nd Instance of <60% Weekly Engagement and/or 10 total unexcused absences

- 1st Certified Letter Sent Home
- Tracked via Infinite Campus
- SLT member meeting with parent/guardian to determine student needs, including "connection to health and social services, as necessary," internet connection and other needs posing a barrier to participation in distance learning

3rd Instance of <60% Weekly Engagement and/or 15 total unexcused absences

- 2nd Certified Letter Sent Home
- Tracked via Infinite Campus
- SLT member meeting with parent/guardian and student to create attendance contract

4th+ Instance of <60% Weekly Engagement and/or 20 total unexcused absences

- 3rd Certified Letter Sent Home
- Meeting with Principal/SLT to discuss attendance contract
- Home Visit w/

- Potential referral to Alpha-wide SART

Beyond the 4th instance of less than 60% weekly engagement, the school may take continued action, including referring student to the district SARB.

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.]

Over the summer and continuing through the present, we have provided a grab-and-go bagged breakfast and lunch at our school site on a daily basis at our school site, for all students from 10 am to 1 pm daily.

All of our food service team members, which are those that have been on the team since the beginning of at least 2019-20, have been trained in safety and food handling, and have incorporated procedures around daily disinfection of materials and the use of PPE. They practice all social distancing measures as outlined by the Santa Clara County Public Health Department.

We have consistently distributed between 75 - 100 meals daily.

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

Section	Description	Total Funds	Contributing
N/A	Providing nutritious meals to all students	\$179,695	No
N/A	Providing mental health counseling and support	\$67,301	No

Section	Description	Total Funds	Contributing
N/A	Pupil engagement & outreach	\$59,668	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
33.50%%	\$853,009

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 actions listed above are largely whole school actions because over 66% of our student body are English Learners and more than 87% are Low Income. By considering the needs of the entire school, we are considering the needs of these specific subgroups. We have specifically chosen actions that impact all of our students and support all our students in meeting their goals because in doing so, all our key subgroups will be positively impacted. The only exception to this is our ELD services which are specifically for students identified as English Learners.

This year, we have hired academic interventionists, who work in supporting individual, small group, and whole-class interventions, especially targeted towards our unduplicated population of students. In addition, our ELD specialist has provided additional support for our English Learners.

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

At JH, many of our students are low income, English Learners, or foster youth so any improvement in services for all students directly impacts these subgroups.

While many of the actions will continue the work of previous years, there was an increase in investment towards distance learning supports, EL support, struggling learner intervention, and culture/behavior support.

We purchased a new K-8 ELD curriculum, EL Achieve. Teachers received PD on the new curriculum and will continue to receive additional PD over the course of the year. In addition, classroom teachers will receive PD from the Santa Clara County Office of Education on how to support English Learners in the classroom

We also hired an Academic Interventionist to work with small groups of students. We reviewed school data last spring and, based on that review, we set implementing tiered interventions and the establishment of a Multi-Tiered System of Supports as a school-wide initiative for this year. We have begun the MTSS process by reviewing last year's data and our Tier 1 instruction and setting up the process to move to Tier 1 interventions, as needed.