

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at [t3 B 24.12 Tm\[\(P\)2a](#)

With a high population of students qualifying as an English Learner, Foster Youth, or Socioeconomically Disadvantaged (87%), many students required additional supports during distance learning and the COVID-19 emergency. The district had begun to implement their 1:1 device rollout during the 2019-20 school year, issuing laptops to all 9th through 11th-grade students. With a high percentage of students not having a device or internet access, the district fast-tracked their rollout device, taking a 3-year plan and issuing all devices to students in grades 3-12 during this time. Priority was given to 12th-grade student to ensure they were able to meet all graduation requirements established. Approximately 24,000 devices have been issued to students to date in time for the first day of instruction of the 2020-21 school year. As well, the district will be providing at-home internet access to all students to ensure that all students have access to online learning options. During the implementation of this network, the district purchased approximately 5,000 hot spots to be issued to families in need in addition to allowing WiFi access in school parking lots.

In order to provide high-quality instruction and reduce any loss of learning occurring due to COVID-19, the Teaching & Learning Division developed distance learning lesson plans for all content areas across the TK-12 grade span for the months of April and May. These plans included modifications for English Learners and Students with Disabilities. Students were provided with two different sessions of distance learning opportunities with the option of accessing the lessons online through the district and school websites or packets were available for pick up at the district and site level for families who did not have internet access. Students were then able to return the packets at the end of April and obtain the May packet, which was turned in the end of May for the final school year. Distance-learning packets were translated into Spanish for students as an accommodation as well. Teacher had office hours and online learning opportunities through Microsoft Teams and were accessible to students and families during the instructional day. These were in addition to the prepared packets developed by the district office.

To accommodate the instructional needs of our English Learner students, all Spring distance learning packets/lessons were translated into Spanish for

or opposition for any ballot measure or candidate for political office, including candidates for the District's Board of Education. Since school closures, FUSD board meetings have been streamed live and past meetings can be viewed via the links on the district's website.

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

Stakeholder feedback was taken from the District Parent Advisory Committee (PAC) virtual Teams meeting on September 2, 2020 and from the District's English Language Advisory Council (DELAC) virtual Teams meeting held on September 3, 2020. Translators were available at both meetings to translate the content in the presentation as well as to translate questions posed and comments made. The presentation and questions and comments were also translated and shared with both groups. At the PAC meeting held on September 2, 2020, the following stakeholder feedback was collected as participants asked questions and posed comments in the Teams chat including:

"Will the District provide small in-person groups for students that are struggling to learn virtually?" The district responded by sharing that small group instruction will be made available for students as they receive intervention and additional support time.

"Were the professional learning opportunities for the teachers that were centered around technology mandat (m)-3loob2 Tw 127ksmoob2 Tw(30 T

either one to one or small group meetings to address issues of social-emotional well-being. Teachers will use daily checks for understanding and other formative assessments to determine student needs. Teachers will also meet with their grade level professional learning communities to analyze current formative assessment data and determine next steps in addressing learning loss.

When we are able to reopen classrooms for in-person instruction, the instructional schedule will include plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

Also, all school sites will go through another thorough deep-sanitizing process, as they did over the summer, in which all surfaces will be cleaned according to recommended standards. The district has begun providing a startup order of Personal Protective Equipment (PPE) for each site. The warehouse began delivering a package to each site beginning July 13, 2020 including the following items:

- Twelve 1 Gallon bottles of hand sanitizer
- One 16 oz bottle of hand sanitizer for each classroom on site
- 100 Disposable masks
- 2 Thermometers w/ batteries
- 1 Box of gloves

The district also installed thermal imaging units to check temperatures of individuals upon entering the office at each school site as well as at the district administration office as staff begin to return to their respective school sites or department offices, understanding that each staff member must

- Disinfecting wipes (as available due to limited quantities)
- Disposable 3 ply masks 50 per box – adult size
- Disposable 3 ply masks 50 per box – children’s size
- Cloth masks – adult size
- Cloth masks – children’s size
- AAA batteries for thermometers
- Gloves nitrile – 1/2 inch

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The district is establishing a plan to administer the 2019-2020 summative ELPAC (S-ELPAC) to currently identified English Learners that did not have the opportunity to complete the yearly summative ELPAC assessment. Cohort of students who could possibly meet the reclassification criteria will be given priority to complete the assessment before the state deadline of October 2020. Measures are being taken to support the safety and well being of students and staff as the in-person S-ELPAC is administered.

The district has developed Learning Centers at Sequoia Middle, Fontana Middle and Shadow Hills Elementary Schools during the full closure. The Learning Centers will remain open once the transition to the hybrid instructional model occurs so that the students can continue to have access to learning. The Learning Centers will ensure access to the internet, nutrition as well as a safe place to learn for our Homeless students. The students will be at the Learning Center from 7:30 until 3:30 Monday through Friday. While at the Learning Center the students will receive a grab and go breakfast, lunch and dinner. The Learning Centers will be staffed by After School Program staff. In addition, the district will provide staff from our Comprehensive Health Department to support the Health Office at each site. Program staff will assist in ensuring that the students connect and to the extent possible with questions which arise. Staff to student ratios were developed using guidance from the California Department of Public Health.

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

Description	Total Funds (not by funding source)	Contributing
The district will continue to provide bilingual aides to support access to core instruction and language development to English Learners with services provided to English Learners who have been identified as having the most need and or loss of learning. Every school site will be provided with a minimum of 1 Spanish language bilingual aide position. An additional district assigned Arabic language bilingual aide position will be established to provide districtwide services to Arabic speaking ELs with greatest linguistic and academic needs.	\$5,337,521	Y
The district has developed Learning Centers at 3 locations for homeless students during the school closure and will remain open once the transition to the hybrid instructional model occurs so that the students can continue to have access to learning, to the internet, and nutrition as well as a safe place to learn		

Description	Total Funds (not by funding source)	Contributing
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The district will continue to provide elementary students in need of supplemental and intensive literacy interventions, with targeted instruction from the Title I Instructional Support Teacher. Each of the district's 30 elementary schools will continue to receive one full-time IST focused on closing the achievement gap for low-

Fontana USD has embedded daily Student Support Time in all grade levels to ensure that students who need additional support and connection have opportunities for small group or one on one instruction for remediation and acceleration. Teachers will use daily checks for understanding and other formative assessments to determine student needs. Teachers will also meet with their grade level professional learning communities to analyze current formative assessment data and determine next steps in addressing learning loss.

Elementary – Transitional Kindergarten teachers will be expected to deliver content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction, provide academic supports for students who are not performing at grade level, ma (i)6 (tBT0 g12 0 Tu72efm)-3 (i)1bT0.51ov (i)6 (n (l)6 (e)6 (nd(i)6 (g l)6 (os)4(t)2 (h Td[((t)2 gh(or1)2 (eguev)4 (ed)

Middle Schools will continue to provide students access to district adopted curriculum through the use of online curriculum. For ELA, StudySync is provided, for Social Studies TCI is provided. Discovery Education Math Techbook and Science Techbook are district-adopted supplemental online resources purchased to provide students the necessary standards-aligned and rigor required in math and in science (NGSS). Teachers will receive instructional support weekly through the district's instructional coaching team and are provided with professional learning community (PLC) to plan and design online instruction. Students will be provided 240-minutes of daily instruction as required for middle school. The middle school distance learning schedule is described below. Each day, students will be provided with daily live instruction as required in SB98.

- Teacher Prep: Teachers will receive 2 x 90 = 180 plus 30 g sche180 plus 30 g sch (c)14 l4 learh M81d

- Class Periods of Instruction: 80 minutes per period Mon/Tues/Thurs/Friday. Instruction will include synchronous and asynchronous work. On Wednesday, students will complete asynchronous work to meet ADA and Instructional minutes.
- Daily Live Interaction: Teachers are required to provide DLI each day within each period. Teachers will need to work within their PLCs to design blended learning and engaging activities for the 80-minute period. Teachers may assign independent activities during these 80-minute block times, but should remain available for students during this time frame.
- Wednesday Asynchronous Assignments, Wellness & Attendance Check-in: Students will check-in with each period for a 15-minute attendance & wellness check. Teachers will provide **65 minutes of asynchronous work** for each period each

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- communication: frequency, clarity, methods

To ensure meeting the needs of English Learners, all teachers TK-12 will design lessons that incorporate Integrated ELD (I-ELD) and use the

Also, the district partnered with Crown Castle's network testing vendor MobileNet to measure the signal level of the wireless networks around various homes in the Fontana community to help confirm how well the outdoor wireless devices provide wireless services into homes and to help us deliver the optimal user experience for our students. In addition to purchasing approximately 5,000 hot spots to be issued to families in need in addition to allowing WiFi, the district has also provided access in school parking lots.

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.]

The district utilizes the Aequitas ("Q") student information system to monitor attendance. This information system will be utilized while in [

Student Services is collaborating with district sites to monitor student attendance/participation and to assist in the development of a Tiered Intervention system to re-engage students. Sites will reach out to students/families on a daily basis in instances where instruction is missed. In the event a student misses 60% or more of instruction with in a week sites are to utilize the daily Student Support time in which counselor and or site administration may work with student/families to identify root causes and to implement interventions. On Wednesdays there is increased time to go in-depth with interventions. The district will continue identifying students who are chronically absent and habitually truant. SART and Excessive Absence letters will continue to be generated. The Q attendance monitoring system is set up so that the sties and district can clearly differentiate between instance of truancy and connectivity. When issues of connectivity occur, the intervention will be focused on re-connecting. During instances where there are instances of habitual truancy sites will continue utilizing the district level process to refer to the School Attendance Review Board (SARB).

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.]

Due to the global pandemic and school closures, in Spring of 2020, staff suddenly found themselves attempting to navigate unfamiliar technologies in settings that had not been previously used as dedicated learning spaces. Staff made this shift with little professional learning and varying levels of readiness for working remotely and teaching online. Our new normal, for at least a while, has made us adapt our teaching, mentoring, and supporting of our learners to meet the academic, emotional, and social needs within the reality of this new normal. Given that information, it was determined that our educators will need to know how to support students' emotional and instructional needs, strengthen teacher-student connections during distance learning, and promote students' self-regulation so they can stay engaged.

As plans developed for Reopening of Schools and returning to work, Professional Learning was made a priority. An assessment of how comfortable teachers were with facilitating distance/online learning was sent out to teachers in May, to plan for what learning and support was needed for the 2020-21 school year. Teachers were in a variety of places. High School Teachers, English Language Arts and Math teachers at Middle Schools, and our Ed Tech School teachers were familiar with integrating technology into their lessons, due to having access to student devices. Other teachers were brand new to online teaching when schools were forced to close. Some teachers indicated that they needed basic training around technology, while some were ready to use digital tools on a deeper level. As a result of that data, it was determined, a one size fits all, approach for professional learning, was not going to work.

Teachers and staff were being held responsible for a list of things, they had little influence over. A system of professional learning was needed to empower teachers to direct their professional growth to be ready and equipped with the necessary skills needed when students returned to school. Because FUSD has focused on Teacher Clarity and Collective Teacher Efficacy for the past two years we know that the number one influence on student achievement is teacher efficacy (teachers' confidence in their own abilities to guide students to success). By shifting our practices to support and strengthen teacher agency allows teachers to add value to the educational experiences of their students and colleagues. This also sends the message that their knowledge is valued.

Teachers know the content they are teaching and need to continue to focus on the basics: (1) getting clarity about our learning; (2) maintaining best practices. The professional development they need now focuses on building a growth mindset of resiliency, comfort with ambiguity and the flexibility they will need as things change rapidly. Professional development must also involve the kind of engagement that teachers are

3. Menu of PD Options for Support

Additional funding was given to school sites to provide additional time for ILT and PLC teams to meet for curriculum and instructional needs. This means that site leaders and PLC teams should schedule and plan specific time for PLC teams to engage in inquiry around effective distance learning tools and instruction, as well as the continued focus on the integration of assessment and the use of student data in the instructional planning process.

Teachers should move through the process as they begin using specific models, strategies, and technology tools with students. Technology

food service personnel, some clerical staff, fiscal and HR staff, Teaching and Learning staff, translation services and some maintenance and operations staff. Classified staff were utilized in various manners in order to support education, social emotional well-being, home language support for communications, food distribution, technology and textbook distribution, as well as communication between staff, students, and families. For classified

The district has established Learning Centers at three school sites, Fontana Middle School, Sequoia Middle School and Shadow Hills Elementary School. The purpose of the Learning Centers is to provide a safe place for our students experiencing homelessness to go and participate in Distance Learning. The Learning Centers will provide the students with breakfast, lunch and dinner. The Learning Centers are staffed by After School Program staff. The Learning Centers are open five days a week from 7:30 a.m. until 3:30 p.m. When the district returns to the hybrid instructional model, we will continue with the Learning Centers so that the students continue to have a safe place to go to on the d.4 0.48 13.8qsne sa8turns2 (30)10 (a.)12 (m)-3 (.)2[(v)4 12 ig. The Learhe L2 1/MCID 0 BDC72 528.6 0.48 13.801 ref7750812 -0 0 1

assessment will be compiled to understand systemic learning loss by grade level and by student groups by comparing Fall 2019 to Fall 2020 growth to the typical FUSD fall to fall growth from previous years. The Spring 2021 administration of the MAP Growth assessment will provide data to evaluate the extent to which the identified learning loss was mitigated over the school year. In addition, frequent formative and summative assessments using a wide variety of tools including Interim Assessment Blocks (IABs) and robust item banks, will be used to monitor learning and adjust instruction systematically throughout the school year. Teachers in all subject areas have access to curriculum-based assessment tools to measure student learning and mastery of standards throughout the school year.

The ELPAC Initial and Summative assessments are being used to understand student's current levels of English proficiency and needs for English Language Development (ELD) instruction. Nearly 75% of all FUSD EL students completed the Summative ELPAC in Spring 2020 prior to school closures. The district is establishing plans to complete the 2020 Summative ELPAC testing in the fall for as many students as possible based on a prioritized list of English Learner students. EL students are being prioritized for completion of ELPAC testing based on potential reclassification status and grade level, with students currently in grades 7 – 9 designated as the highest priority. Teachers will use ELD assessment resources from the adopted core curriculum to monitor student progress in English Language Development throughout the year.

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.]

Data will be disaggregated by student group to better inform the next steps for how to address learning loss and to accelerate learning progress for students. Such strategies will include having each school's respective PLCs to answer the 4 questions of a PLC including:

1. What do we want students to learn?
2. How do we know if they learned it?
3. What do we do know if they learned it?
4. What do we do if they didn't learn it?

For English Learners, research-based ELD strategies including scaffolded instruction will be used while low-income, foster youth, homeless, and students with exceptional needs, will receive appropriate research-based strategies including identifying learning targets and success criteria in kid-friendly language, pacing, wait time, cues, etc. All students will receive tiered academic interventions including universal supports for all students, supplemental supports for students needing additional help, and more intensive supports for students needing more targeted supports.

The district is also using Pathblazer as an online digital resource for K – 6th grade students that is aligned to MAP. Pathblazer is a personalized intervention program that provides online instruction with motivating content that builds foundational skills in math and ELA immediately identifying where students are struggling and providing targeted instruction to close early learning gaps. Teachers are able to monitor student learning in Pathblazer as students complete their work.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of pupil learning loss strategies will be evaluated using pre and post data from the NWEA MAP Growth assessment. All K-12 Students will be assessed in the Fall of 2020 to establish a baseline and determine the systemic learning loss from the Spring 2020 school closures in reading, language, and math. Systemic learning loss will be determined by comparing the Fall 2019 to Fall 2020 growth to the typical fall-to-fall growth for FUSD students in past years. Students will take the MAP assessment again in the Spring of 2021 to measure their growth for the 2020-21 school year in each subject area. The average Conditional Growth Index will be used to measure the extent to which growth was accelerated for students on a systemic basis. The Conditional Growth Index compares each student’s amount of growth to the typical growth of like-peers allowing FUSD to determine whether individual and groups of students have exceeded typical or expected yearly growth or not. A finding that FUSD students have exceeded expected growth would indicate that student learning was accelerated and Spring 2020 learning loss was mitigated. The degree to which learning loss was mitigated will be determined based on the degree to which expected growth is exceeded.

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

Description	Total Funds	Contributing
The district will continue to implement the NWEA MAP Growth assessments twice a year and the IO/Illuminate Student Assessment Management System to measure learning loss (L120)	\$517,427	

virtual counseling sessions to students in need and also provided staff development to our counselors on how to respond to students in crisis as well as to create staff development for teachers on creating nurturing online learning environments.

In April of 2020, the district entered into a contract with Care Solace, an outside agency that connects students and employees in crisis with counselors. Staff development was provided to all site level administrators and counselors on how to utilize the service. In an 8-week time period 655 student and 105 employee referrals were made and followed up on. The past July the Board of Education approved a contract with Care Solace for the 2020-2021 school year to ensure that the service continues. Additionally, the district has a contract with South Coast Counseling Services. This is another outside counseling agency utilized to provide outside counseling services. The 16 dedicated staff members are also providing direct support as needed.

Of the 16 MTSS staff members, there is a Coordinator that is dedicated to assisting sites implement PBIS. The Coordinator has been working with schools sites since the closure on maintaining contact with students and meeting social and emotional needs. On Wednesday, August 12 we learned that 8 of our schools, Cypress Elementary, Deloris Huerta International Academy, Date Elementary, Juniper Elementary, Sequoia Middle, Southridge Middle, Truman Middle and Fontana High School were recognized by the state as PBIS Community Cares Schools. These 8 schools were recognized due to how well they were able to connect with and maintain relationships during the school closure.

The district has established a partnership with the Public Defenders Office in San Bernardino to provide support to families in need. As part of the partnership the Public Defender's Office assigned a Social Worker to support the families. While the School Attendance Review Board (SARB) will look much different this school year, we will continue to utilize the services of our Social Worker from the Public Defender. Additionally, we have 2 LMFTs and one At Promise Counselor, that works with students in need that are identified through the SARB process. The 3 employees have either coordinated referrals for support to outside agencies or provide direct support. As part of the tired re-engagement process attendance is monitored closely. When students stop engaging the district will act quickly to re-connect students.

The MTSS Department provided staff development to teachers on August 3, 4 and 5 on re-engaging students. Future staff development topics will include:

- Trauma Informed Care and Practices for teachers and counselors by Consultant Tasha Arnold
- Social Emotional Learning Tiers I and II for Counselors by Consultant Tasha Arnold
- Staying Safe in Sane Times for teachers and counselors by Consultant Tasha Arnold
- Introduction to Restorative Practices/Using Circles Effectively for teachers and counselors by Consultant Karen Junker
- Using Restorative Practices with Parents and Families for teachers, counselors and administrators by Consultant Karen Junker
- Unconscious and Implicit Bias for teachers, counselors and administrators by Consultant Tia Martinez
- Restorative Dialogue for teachers, counselors and administrators by the 196.on to Rh(i)6 (v(y)4 (n(t)2 (iul)6 (t)12 (y)6 (v)0 (ade(i)6 (e n)10 (S

The district has purchased the Second Step Social and Emotional Learning Curriculum which will be utilized for grade K-6. At all levels grades K-12 there is a daily designated Student Support Time. Student Social and Emotional needs will be met. In addition, every Wednesday time is provided for staff to go in depth to meet Social and Emotional needs.

The district has a Medical Clinic located in the Enrollment Center that is staffed by the two Registered Nurses, three Licensed Vocational Nurses and one Health Assistant. The Clinic is directly overseen by the Coordinator of Comprehensive Health. The district partners with Kaiser Hospital and collaborates with Dr. Stacie Cruz (a Fontana Unified graduate). The clinic provides immunizations to students in need. In addition, the Comprehensive Health Staff has been collaborating with school sites to assist in equipping the Nurses Office and the Designated Care Rooms for suspected COVID patients and preparing staff to work in our current environment.

Stakeholder engagement was critical in the development of the plan. A Safety Team was established, which consisted of site and district level leaders as well as teaching staff met to review the Stronger Together documentation and to develop a plan to put the document in to action. The committee met on June 1, 5, 12, 19, 26 and July 10.

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Student Services and FACE is collaborating with district sites to monitor student attendance/participation and to assist in the development of a Tiered Intervention system to re-engage students. Sites will reach out to students/families on a daily basis in instances where instruction is missed. In the event a student misses 60% or more of instruction within a week sites are to utilize the daily Student Support time in which counselor and or site administration may work with student/families to identify root causes and to implement interventions. On Wednesdays there is increased time to go in-depth with interventions. The district will continue identifying students who are chronically absent and habitually truant. SART and Excessive Absence letters will continue to be generated. The Q attendance monitoring system is set up so that the sites and district can clearly differentiate between instances of truancy and connectivity. When issues of connectivity occur, the intervention will be focused on re-connecting. During instances where there are instances of habitual truancy sites will continue utilizing the district level process to refer to the School Attendance Review Board (SARB). Bilingual Community Aides will be available to assist in communicating with parents who speak languages other than English.

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.]

Since March 16, 2020 the district has been serving meals curbside for our students and children in the community. From March 16, 2020 to August 19, 2020 over 5,000,000 million meals have been served by the district. During the school closures in spring, the district offered a daily service of breakfast and lunch at ten school sites strategically located throughout the city. On April 24th, supper and weekend meals were added. When summer began in June, an eleventh site was added and the district switched to a weekly service with food that families could use to cook at home. Meals also included half gallons of milk fresh fruit and vegetables.

Meals were also transported to families who were home-bound and unable to physically go to a school site to obtain meals. Seeing a high need within the community, supper and weekend services were added on April 24, 2020. In addition, Food Services has kept staff and the community safe by ensuring all CDC guidelines regarding Food Services has been followed.

Immediately following the school closure period which continued to the end of our traditional school year, meals were still made available to families over the summer and at eleven instead of ten designated sites available for pick up on Wednesdays. Service has been modified to the curbside to maintain social distancing during meal distribution where each serving site has at least three stations for food pick up with stations spaced 10-20 feet apart with only 3-4 staff per station. Meals are loaded into trunks, when possible, to avoid contact with the community. If trunk service is not available, meals are placed into a back seat if unoccupied. If the backseat is vacant, food is provided to the side where families can load the food into their vehicles.

Beginning August 26th, 2020 all school sites (except Birch and Citrus High Schools) opened for weekly meal service every Wednesday. Breakfast, lunch, supper and snack are provided for Monday through Friday, with an additional supper and snack included for Saturday and Sunday, bringing the total meals per week to 24 per student.

USDA provided several waivers allowing:

- Non-Congregate dining

	Emotional Specialists, 1 Counselor district- level, 1 Senior Secretary II, 1 Intermediate Secretary, 4 Culture Climate Specialists, 7 Teachers on Assignment, Climate & Culture Coaches to support mental health and social and emotional well-being of pupils and staff during the school year		
Mental Health and Social and Emotional Well-Being	The District will provide Positive Behavior and Restorative Practice Support Programs to support mental health and social and emotional well-being of pupils	\$711,650 (L405)	
Mental Health and Social and Emotional Well-Being	The District will provide program support for Foster Youth, Homeless, and At-Promise students to support mental health and social and emotional well-being of pupils	\$40,000 (L406)	
Mental Health and Social and Emotional Well-Being	The District will continue to provide Socio-Emotional Counseling and Support Programs to support mental health and social and emotional well-being of pupils	\$250,000 (L407)	
Pupil and Family Engagement and Outreach	The District will continue to provide Marketing, Communications and Family Engagement support positions including 1 Executive Director Marketing, Communications and Engagement, 1 Director, Family & Community Engagement, 1 Marketing and Analytics Specialist, 1 Organizational Brand Specialist, 1 Senior Secretary II, 14 School Outreach Liaisons, 38 Community Aides Bilingual, 9 Community Aides, 3 CWA Attendance Liaisons to support Marketing and Communication Initiatives	\$4,170,889 (L409, L411)	
Pupil and Family Engagement and Outreach	The District will continue to provide Parent Workshops focused on Foster, At-Promise, and Homeless parents	\$14,500 (L412)	
Pupil and Family Engagement and Outreach	The District will continue to provide Professional Development to Support English Learner Parents, Communications and Family Engagement	\$81,350 (L413, L414)	
Pupil and Family Engagement and Outreach	The District will use the Panorama platform to provide research-based survey content that will be used for all student and family survey needs, including both social-emotional learning, climate, and needs/feedback surveys. Panorama's analytics platform will allow the district and school sites to easily identify trends and areas of need, making the data relevant, timely, and actionable.	\$111,650.00	

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

