

# 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
Kid Street Charter School	Kathleen Mallamo Executive Director	kathleenm@kstreet.org 707.525.9223

## General Information

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

On March 19th, Governor Newsom released Executive Order N-33-20, ordering all Californians to stay at home. Kid Street Charter was ending its spring break on that day and had been notified by public health that school closures were probable. Before the spring break, students took some materials home to prepare for this closure. During the spring break, teachers started to set up their Google Classroom sites to prepare for the imminent order. Each of our students already had a Google email set up for them to use and access these class web-sites.

During the first week of closure Kid Street proceeded with the following: teachers finished their Google classroom set up, Chromebooks were distributed to 80% of our students through a drive through, workbooks and materials were distributed in the drive-through, and teachers and staff reached out to make contact with every student and their families.

Throughout June and July we planned for two different learning formats. The first was to open with students attending a full day program with the students in pods that were co-herded together throughout the day. This plan was embraced by teachers, staff and the Board. A distance learning program would be provided to families that chose that option.

However, in late July, it became apparent that re-opening would not be a choice for us in mid August. Our county was, and is, on the watch list and unable to open for in-person learning. At this time, the pandemic is keeping us from offering an in person program as we need all of our community be to safe.

We have focused our back to school planning time, professional development time, and collaboration time on creating a distance learning experience that has students engaged and learning. This format utilizes all of our support staff, which includes credential intervention teachers and Expanded Learning staff, to work safely together on campus. We provide synchronous and asynchronous classes on all school days that meet or exceed the state's minimum instructional minutes requirement. We are coordinating intervention for our targeted youth and are seeking out innovative ideas every day as we navigate this new programming format.

# Stakeholder Engagement

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

Kid Street has been committed to including a variety of stakeholders in the decision-making process in responding to the Pandemic. We have used: digital surveys, phone surveys, Zoom meetings, RingCentral meetings and socially distanced on campus meetings. Our parents and guardians were invited to participate in surveys through Google Forms on our website and also through phone surveys, making this engagement accessible in different ways. Feedback was solicited about the mode of instruction that they hoped their children to receive in 2020-2021. We had three options available for discussion including an in person pod format, hybrid, and a remote learning program. It became clear in late July, and continues to be as of late August, that our county will not be able to offer in person instruction due to the percentage of cases that keep increasing. Because of this, August and September planning has focused on remote learning in order to make the program effective in addressing learning loss. Teachers and staff participated in planning through a multitude of virtual and socially distance meetings throughout the summer and into early fall. Board members held public meetings through RingCentral to discuss our response to the pandemic in June and August.

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

Public Board Meetings and Hearings are available through Ring Central. The link is provided 72 hours in advance on our website.

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

As of mid August, 42% of our parents and guardians would like to enroll their children in a Hybrid program if we are able to offer it. In early August, the majority of our teachers and staff, over 90%, would be willing to work on campus in a Hybrid learning format. As conditions in our county worsen regarding Covid-19, this number will most likely lessen. The principal and the teachers would like to focus on improving remote learning in the following areas: student attendance and engagement, student assessment, student learning loss, and social emotional support for students and families. The Board would like to see continued improvement in intervention services.

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

Faculty, staff and guardian feedback influenced the Plan in the following ways:  
New re-engagement team and plan that is embedded in our attendance plan.  
New assessment program to address learning loss  
New digital learning tools and programs to address remote learning needs (IXL, GoGuardian, Lexia Power up, new Chromebooks, HotSpots)

New SEL virtual support system through Dovetail Learning  
New teacher assistant program utilizing Expanded Learning staff to address Intervention needs.

## 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.]

Kid Street's possible in-person instructional program plan includes protocols to ensure safety for students and staff. Kid Street's smaller population and access to multiple rooms, along with a dynamic Expanded Learning support staff, could allow for our school to be open for the full population or this could be done in a hybrid format with students attending two or three days a week.

In summary, students will be in cohorts that allow for 6 foot social distancing throughout the day. The school will be implementing new procedures to keep staff and students safe in the following areas: personal hygiene practices, cleaning and disinfecting, social distancing inside and outside the classrooms, limiting sharing, tracking Covid-19, Independent Study option, and possible closure procedures.

#### HEALTHY HYGIENE PRACTICES AND SOCIAL DISTANCING MEASURES

- Ingress- Entrance times will be staggered to allow for social distancing. Spaced standing stickers will be used at entryways. The students will be entering through the two west doors where the parking lot is located.
- After being screened for entry into the school for a check of symptoms that includes touchless thermometer temperature checking for a fever of 100.4 or higher, the students will proceed to the bathrooms to wash their hands. Girls will enter through the north door and boys through the south door. Staff will be there to explain and supervise this process. During the first couple of weeks, staff will train and supervise students washing hands thoroughly for 20 seconds after applying soap. Hands will be dried with paper towels. Staff will make it fun and sing songs with the students.
- Students will not be able to bring items to and from school. Only jackets or sweatshirts will be allowed. If a child has dietary restrictions, they can bring food and it will be kept in their cubbies. Please do not bring backpacks or any supplies. Everything that they need will be provided for them. Likewise, students will not be bringing things home for now. Homework will not be assigned. Kid friendly masks and fanny packs will be provided.
- Students will be with the same student co-hort group throughout the day. The number of students in the group will be approximately 10; no more than can be socially distanced by six feet.

- The cohort groups will transition once during the school day. One half of the day will be direct instruction by their teacher. The second half of the day will be with Enrichment Supervisors, our Expanded learning staff whom the students know and adore. The Enrichment supervisors will have a list of online activities that students will need to complete that is provided by the classroom teacher. This includes: Reflex, Lexia, IXL, Mystery Science and other online programs such as Khan Academy. There will also be engaging enrichment activities for students to complete (i.e., Art, Makers). The classroom teacher and the Enrichment teachers will have time after the students have left to collaborate for these daily activities.
- There will be staggered 15 minute breaks outside for outdoor PE. Only two or three groups will be on the playground at a time in separate areas with temporary fencing. The Teacher or enrichment teacher will supervise. The students will wash hands in the outdoor sink during this break before entering the building again.
- There will be a 30 minute break for each teacher and enrichment teacher given in a staggered schedule. During the break, two or three groups will run/relay/social distance on the playground. Each group will wash hands before entering the building again. If raining, they will be spaced under the awning at picnic tables.
- Hand sanitizer dispensers are found at all entrances to the building and also found in each classroom to be used additionally throughout the day and as an added precaution if needed. Students will use sanitizer before and after eating in their classrooms.
- Students will wash hands after using the restroom.
- The Ramps will be marked and used as one way.
- Masks will be worn by all students in situations where social distancing is not possible. This includes: entry into school, hallways, or when moving from one room to another. Once TK- 2nd grade students are social distanced in rooms they may choose to take their masks off once seated.
- Masks will be worn by all staff members in situations where social distancing is not possible. This includes: entry into school, hallways, or when moving from one room to another. If adults are social distanced in a room and providing direct instruction, a face shield may be worn. If an adult is alone in a room, they may choose to take their masks off once stationary.
- Very limited child care will be available from Dismissal until 6:00. Families will need to fill out an application and a phone interview may be conducted to measure need. In order for the school to offer a full day program, we will not be able to offer our traditional after school program as in the past due to financial constraints. This is temporary. Once public health allows programming without social distancing, we will again offer our full after school program.
- Friday will be a short day for teachers and enrichment teachers to plan and collaborate. Dismissal time will be staggered.

#### CLEANING AND DISINFECTION

- Drinking fountains will not be used. There is filtered water in each classroom. Students will use earth friendly recyclable or compostable cups for one time use for drinking.
- Custodial staff will disinfect frequently touched surfaces throughout the day. This includes:

- o Door handles

- o Light switches

- o Sink handles

#### o Bathroom surfaces

- Cohort teachers will sanitize desks, tables, and chairs after the group leaves the room. Touchless paper towel dispensers are in each cohort space for convenience.
- Students will eat at their desks in their cohort groups. The food program staff will deliver the food using PPE and return to remove the waste when they are finished eating. Earth friendly disposable dishes and ware will be used.
- Any shared playground equipment that may have been used throughout the day, which will be very limited, will be washed with sanitizer using a power washer after the children have left.
- Cleaning products that we use will be approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list “N” and we will follow product instructions. We will ensure proper ventilation during cleaning and disinfecting and introduce fresh outdoor air as much as possible.
- Windows will be opened and air conditioners will be set to use the outside air when disinfecting the area. When cleaning, we will air out the space before children arrive; we will replace and check air filters ensure optimal air quality. Kid Street rooms have many windows, making this airing out an ideal way to keep our kids safe.

#### LIMITING SHARING

- Each student has their own Chromebook and the majority of their materials are not shared.
- Sharing will be minimized though the use of student fanny packs that the students will bring with them to school each day. Each Cohort has a different design. Often used supplies, such as pencils, masks, hand sanitizer for students nine years old or older, and other items that are for their personal use will be kept in these fanny packs. Students also have an individual locker that the fanny pack is kept in overnight.
- Games and supplies that are shared will be limited as much as possible. If they are required for use, disinfecting will be done between uses to the greatest extent possible.

#### TRACKING AND SICK STUDENTS/STAFF

- Kid Street will actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. We will work with local public health to determine actions to take in a variety of situations that may determine isolation, the closing of one co-hort group, or a closing of the school.

We will Document and track incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.

If a student is exhibiting symptoms of COVID-19, which include the following:

o Fever

o Cough

o Shortness of breath or difficulty breathing

- o Chills
- o Repeated shaking with chills
- o Muscle pain
- o Headache
- o Sore throat
- o New loss of taste or smell,

The office manager or the principal will communicate with the parent/caregiver and refer to the student’s health history form and/or emergency card to identify if the student has a history of allergies. If not, and sometimes even if so, the student will be isolated and supervised outside or in the first aid area in the office if the child is too sick to be outside. The parent/guardian will be asked to have a Covid-19 test done. This test is provided for free in our county. The school will require those test results if symptoms are consistent with Covid-19. Students will not be penalized in any way for missing school due to this process. We understand that symptoms could be related to other illnesses beside Covid-19 and this is why a test would be required for remittance. This process will be the same for staff members: isolation and testing before return. If a student or staff members tests positive, the areas used by that person will be closed off for 24 hours and then cleaned and disinfected before they are used again. The principal will be working with local public health to determine what other closure or disinfectant needs there are to keep the students and staff safe. This will likely mean a 14 day shift to distance learning for the cohort of students and perhaps other cohorts considering the exposure and public health directive.

If allowed under public health directives, we will have in person instruction for our most vulnerable students in order to provide targeted instruction. This includes: homeless youth, foster youth, EL students, and students with disabilities.

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

Description	Total Funds	Contributing
Intervention program staffing: .8 FTE certificated teacher to oversee program teacher assistants to aid classroom teachers through individual and small group work.	\$77,900	Yes
Cohort supervisors for supervised online learning and enrichment activities	\$187,890	Yes
Personal Protective Equipment and sanitation supplies	\$4,000	No

Description	Total Funds	Contributing
Additional student supplies and instructional supplies to avoid sharing	\$2,000	No

## 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.]

The Kid Street curriculum for the 2020-2021 school year has been adapted to provide flexibility in the mode of instruction. We have a new school wide formative and summative assessment program through NWEA that will allow us to assess students' learning loss remotely and/or in person. Mathematics, English Language Arts, Science, and Social studies curriculum components are adaptable for remote learning. Students will be able to access the curriculum through Google Classroom. They will also be able to access the following platforms remotely and in person: Lexia, IXL, Mystery Science, and Kahn Academy,

### 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.]

We will be maintaining our one to one device program that has been in effect for the last five years. Every student has a Chromebook HotSpots will be provided to all students in need of one through T-Mobile school program. Additionally, a filtering and monitoring program (GoGuardian) will be used on devices for grades three and up.

### 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.]

All classroom teachers make daily live contact with the class for a minimum of 30 minutes when school starts and then again before dismissal time for a minimum of 20 minutes through Zoom. Asynchronous learning activities are monitored through Google Classroom and Go Guardian device monitoring for website assignments on IXL, Lexia, and other educational websites. Projects and assignments are due during asynchronous work time making the tracking of work completion effective and succinct. Students that have unfinished work are referred to the Intervention program manager who then works with the student, and the family if necessary, to re-engage the student and



determine any factors that are inhibiting academic growth. These factors may be technological, social- emotional, or based on the home life situation. In any case, the manager and the administration will be addressing the causes for disengagement and problem-solving as a team.

## 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.]

Our professional development program for 2020-2021 is focused on continuity to allow for flexibility. Teachers have received professional development in the following areas: collaborative time provided to establish a strong home school connection through online programs (Jupiter Grades, Remind, Google Classroom), diagnostic assessments (NWEA MAP Growth and Reading), Bureau of Educational Reform (BER) Distance Learning, Dovetail Learning SEL We are Resilient package for educators and parents, Self care strategies for educators from Russian River Counselors, and Google Classroom Educator Certification. On site technical support is provided to assist with any tech issues during distance learning. This support is also offered to families and students as needed.

## Staff Roles and Responsibilities

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

Expanded Learning staff roles are modified to provide classroom teacher support during distance learning. Each teacher has an Expanding Learning staff member to assist them with research, prep, individual and small group help/tutoring sessions, and tech issues. Staff and teachers are encouraged to be on campus (following all safety protocols for hygiene). 100% of the staff and faculty have chosen to be on campus during present distance learning in August.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners: Through our Title III Consortium, EL students are being provided special access to IXL intervention curriculum. Our Intervention staff has made direct contact with EL students and families to ensure that tech needs are met, students are engaged, and curriculum is being completed. Extra tutoring is provided throughout asynchronized work time each day as needed to support our EL students.

Foster Youth: All foster youth are given tech support as needed and can receive HotSpots.

Homeless youth: Homeless youth are identified, tracked, and our staff makes direct contact with each youth and family to provide support. We involved social services when we are not able to make contact with a homeless youth, and we are the school of origin.

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

Description	Total Funds	Contributing
Go Guardian filtering and monitoring extension for Chromebooks	\$1,200	Yes



Description	Total Funds	Contributing
Professional development for Staff and Teachers to improve distance learning: Google Classroom Certification, Bureau of Education and Research trainings, Luther Burbank Center for the Arts trainings,	\$3,968	Yes
Increased hours for Expanded Learning staff to support distance learning, similar to teacher's assistant role.	See In-Person Learning	Yes
.8 Intervention program manager to manage students engagement and intervention during distance learning	See In-Person Learning	Yes
Chromebooks (one on one) and HotSpots (as needed)	\$15,000	Yes
Distance Learning Programs Lexia and IXL	\$4,980.00	Yes
AERIES student information system upgrades to include digital features to limit contact, such as enrollment papers	\$3,500.00	

## 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.]

Kid Street has prepared to meet learning loss issues by adopting a common diagnostic and summative assessment program to identify specific targeted learning needs through NWEA. Faculty has been trained in conducting the assessments for both in person learning and for

remote learning. Structured collaboration time has been established for faculty and support faculty to implement our Tiered Rtl program once needs are assessed.

## 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.]

One on one and small group Interventions will become more important than ever during the 2020-2021 school year. We have a new Response to Intervention(RTI) or Multi-Tiered Systems of Support(MTSS) teacher who will managing intervention along with our Reading Teacher. This intervention team will be working to reengage and intervene when students need extra support. This support is further carried out by the Expanded Learning Staff who will be working as assistants for our credentialed teachers. As part of our Title III consortium with our County Office of Education, we will be providing teacher training learning strategies to address EL learning loss that is unique to the Covid-19 pandemic. The trainings will focus on ELs with Disabilities, and Integrated ELD.

## 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 the strategies described above will be tracked through NWEA Growth, NWEA Reading Fluency, Lexia and formative assessments tools used by the teachers. Tier 3 interventions may require in person instructional time even during distance learning if permitted by public health regulations.

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

Description	Total Funds	Contributing
NWEA Map Growth and Ready Fluency site license for assessment.	\$3,568.00	Yes
Intervention program staffing: .8 FTE certificated teacher to oversee Rtl program.	See In Person Learning	Yes
Digital learning programs that track learning loss and growth- Lexia and IXL	See Distance Learning	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.]

We will be continuing our work as a trauma- responsive school to support our community in 2020-2021. The foundation of this work has been developed over the last few years in partnership with Russian River Counselors as we have trained in Beyond Consequences (Help for Billy). During our back to school planning days, all staff and faculty participated in a socially distanced training outside that centered on self-care and stress management. This was provided by an MFT from Russian River Counselors. We are expanding this work currently through a partnership with Dovetail Learning's We are Resilient program. This project includes professional development for our faculty and staff on trauma-informed learning through a webinar and a monthly newsletter with mental health and wellness resources.

We will support parent/caregiver wellness and provide support for adult and student mental health through:  
Providing parent/caregiver We Are Resilient™ Resilience Circles for our community.  
Sharing Resilience Skill-Building videos with our community.  
Sharing the monthly We Are Resilient™ parents/caregiver newsletter with our community

In order to promote staff wellness as well as prevent burnout, compassion fatigue, and secondary traumatic stress we will:  
Provide two 90-min professional development webinars in We Are Resilient™ Approach  
Provide staff support groups for staff cohesion and coping through Resilience Circles for connection and support.  
Provide educators/staff to receive bimonthly newsletters focusing on adult resilience and SEL skills and resources

These resources also provide regular communication and support for teachers affected by trauma, promote mindfulness techniques and staff social supports for staff cohesion and coping.

In order to promote safety and wellness in the classroom:  
Staff will use their trauma-informed knowledge when they assess and support students.  
Staff will be using We Are Resilient™ skills in their classroom (virtual and in person), both through modeling stress management and mindfulness practices and sharing of Resilience Skill videos where appropriate.  
If staff are comfortable with it, they will create pilot We Are Resilient™ circles for the classroom communication and support for teachers affected by trauma, promote mindfulness techniques and staff social support for staff cohesion and coping.

# 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.]

## Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in Aeries each day.

For attendance taking purposes, teachers mark students present or absent during in-person learning. Attendance for Distance Learning is met through the following:

- evidence of participation in online activities
- completion of regular assignments
- completion of assessments

A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Parents are expected to call the office if their child is sick that day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

## Reengagement Process

### Tier 1

Teachers will create and inform students and parents of their grading practices in a hybrid or distance learning model. This will be done before school starts at a parent Zoom meeting.

The teacher or support staff will attempt to make contact with the student and parent.

The Office Manager will send a phone message for each day a student is marked absent by the teacher.

Assignments and grades will be uploaded throughout the week. A parent notification APP will be used to remind parents and students of due dates. (ie.Remind)

### Tier 2

As part of the re-engagement strategy, the school site attendance and intervention team will attempt to reach out and determine the cause for the absence. The Team will:

Ensure that communication with the parent is working, phone dialer, emails, and internet access;

Determine if there is a breakdown in communication and make any corrections; and | Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.

The parents will be informed that continued absences from distance learning could include:

A conference with an administrator;

Development of an Attendance Plan through an Student Study Team (SST) process;

Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and  
Discussion of the intervention of the student being removed from Distance Learning.

### Tier 3

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held, The school administrator may develop an Attendance Plan that includes:

#### Teacher engagement

Both reward and consequences for further attendance;  
Review of the family circumstance for outside connection with health and social service; and  
Make a recommendation to transitioning the student to full in-person learning if safe to do so.

#### Covid-19 and attendance

Any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent for COVID-19 reasons, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted to the school but is not required. The student may return to school when they submit a clearance from their doctor to their school. Direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202).

Per Education Code 48205, student absences due to illness or quarantine are considered excused absences. When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted but is not required.

## 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.]

Kid Street provides a comprehensive nutritional food program to all students and families. During in-person learning, students will receive a free breakfast, snack and lunch that will be served in the co-hort group at their desks (or outside). During distance learning, we will have out

Kid Street Brown Bag program running. This program delivers groceries including: organic proteins, dairy, and produce, through a drive thru format for two hours three times a week. The bags, or boxes, are vary in size to accommodate the number of people in the household. There are multiple meals within each bag.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	We are Resilient program to further deepen our trauma informed school programming to meet staff, faculty, family, and students' social emotional needs.	1,500.00	Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.13%	\$207,266

### 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.]

Kid Street Learning Center has 75% of the student population as unduplicated low income, English learner or foster youth students. Services are being offered as school-wide considering that the majority of students have high or special needs falling within basic, social/emotional or academic intervention needs. The increase in funding for English Language Learner, Low Income and Foster Youth and will address the targeted groups in a school-wide basis to provide a coherent, holistic, supportive, and enriching academic program. The services are principally directed to and effective in meeting the needs of for unduplicated pupils. Specifically, Intervention to meet engagement needs, Intervention to meet learning loss, and teacher support through expanded learning staff and funds.

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

Our Intervention team serves foster and homeless youth first through engagement strategies, tech help, navigating resources in the community, and general support as needed. Our low-income students receive increased services through our food program, tech program, and our intervention work.