

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

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

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

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

The Millbrae Elementary School District (MESD) developed and implemented a comprehensive distance learning plan to address COVID-19 emergency and response to school closure.

Distance learning began on March 16th consisting of the distribution of materials in core subject areas including: textbooks, workbooks, novels, chromebooks, and supplemental instructional materials. Teachers provided synchronous instruction through Google Meet or Zoom. Asynchronous instruction was provided through recordings, and the use of a variety of online platforms, such as: Google Classroom, RazKids, Renaissance Learning, and Seesaw. Office hours were available for students to receive individualized and small group instruction.

Due to the impact of COVID-19 pandemic the Millbrae Elementary School District is committed to responding to the unique challenges that distance learning presents to all families. As part of our commitment we ensure the quality of the curriculum taught in the remote learning environment is meaningful, relevant, and equitable. Sensitive to the hardships this situation presents to our community, we continue to use our guiding district principles:

- inspire our community with opportunities to learn and thrive
- commit to a shared purpose that guarantees each student a strong academic foundation
- ensure equity through access and opportunity for all
- ensure emotional intelligence
- promote a passion for learning
- foster an innovative learning environment and connect students' self and learning to the world

At the conclusion of the 2019-2020 school year, the district sought feedback from the students, staff, and families in order to strengthen learning and support for the 2020-2021 school year.

As the 2020-2021 school year approached, it was clear that the district needed to plan for all scenarios. The summer months were devoted to developing plans and adjusting accordingly to the frequent changes in the COVID-19 guidelines. The District reflected on the values of our community, the needs of our learners and the resources available to develop a comprehensive, rigorous program for all students in the MESD.

## Stakeholder Engagement

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

In response to COVID-19, a Pandemic Recovery Task Force was formed. This task force consisted of representatives from throughout the community; including, teachers, principals, district administrators, other school personnel, local bargaining units, and parents. The charge of the task force was to provide leadership and direction for the reopening of the 2020-2021 school year. The guidelines CDC, CDPH and CalOSHA informed this work. In an effort to provide more local feedback, the task force was divided into an elementary and middle school sub task force. The respective task forces reviewed instruction models, drafted hybrid schedules, in the event that we were able to return safely for in person learning. An overview of the work was presented to the Board of Education for consideration.

In addition to the Pandemic Recovery Task Force described above, the Millbrae Elementary School District solicited information and feedback using the following platforms:

- 9 Town Hall Meetings
- Parent Survey utilizing Google Forms in multiple languages
- Parent Commitment survey in multiple languages
- Principal Welcome Zoom Nights
- District Website & FAQ's
- Multiple Board Meetings with community discussions for a "Safe Reopening Plan."
- A Special Board Meeting was held to share the Reopening Plan

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

In accordance with Executive Order N-29-20 issued by California Governor Newsom on March 4, 2020, all MESD Board meetings and public hearings are held through Zoom without a physical location from which members of the public may observe and offer public comment. All public participation is handled remotely. Members of the public may comment during public meetings on agenda items or non-agenda items. Speakers submit their name and agenda item they wish to speak on by submitting comments to our Board Secretary. When speakers are called to address the Board, their microphone is unmuted and they have up to 3 minutes.

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

Due to the rapidly changing COVID-19 data in our region, our district continues to seek stakeholder input. Just prior to the beginning of the school year a second parent survey, in multiple languages, was sent to gather real-time data on our communities beliefs regarding returning to in-seat or virtual instruction. Additionally, the District hosted multiple town hall meetings for each school community in the morning and early evening to provide families flexibility and maximum participation. These virtual gatherings provided a platform for deeper conversations which ultimately assisted in developing District plans.

In August the District received 1,956 responses to our survey, which consists of 86.3% of our District. When surveyed 929 respondents indicated they would have their child(ren) return if in-person learning was available. 1,324 responses were favorable to their child(ren) participating in a hybrid model, while 882 respondents indicated they would prefer their child(ren) engage in distance learning throughout the school year.

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

The District has made the following modifications to our instructional program, based on feedback and input gathered from stakeholder:

1. Training is provided to all staff on health and safety guidelines and practices
2. Learning loss is addressed through assessments and progress will be monitored by site teams. The instructional schedule was intentionally crafted to include time for small group instruction and intervention
3. Training is provided to teachers and staff on best practices for student engagement in a remote learning environment
4. Systems are being developed for tracking student attendance and engagement, and staff will employ tiered re-engagement strategies for students who are not participating. Staff will provide supports as necessary depending on student need
5. Specific Distance Learning Schedules along with synchronous and asynchronous expectations were provided to staff and families
6. Technology support (devices and hotspots) were provided to support students in need
7. Social-emotional well-being and mental health is available

# 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.]

Until San Mateo County was placed on the Monitoring List on July 29, 2020, the plan for Millbrae Elementary School District was to safely reopen our schools for the 2020-2021 school year using a hybrid learning model. MESD will follow the lead from the California Department of Education, Centers for Disease Control (CDC), California Department of Public Health (CDPH), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in San Mateo County permit us to return. The District made a presentation to the Board of Education on September 15, 2020 including the variety of models available for in-person learning. The District discussed the options of utilizing small cohort legislation and applying for the elementary school waiver. The Board of Education gave direction to move forward with the opening of small cohorts, at this time, there will be no application submitted for the elementary waiver.

In partnership with the Mid-Peninsula Boys and Girls Club through the ASES grant, students from Lomita Park who need supervision for their school-age children will be able to enroll them with daily support so students can attend school while in Distance Learning. The ASES program allows school-age students to participate in their classes so they do not miss out on learning. Students in the ASES program are currently in bubble cohorts.

### Unique Academic Needs

Teachers will address students' instructional needs through the lessons, assignments, and small group and one-on-one sessions provided through in-person or MESD Virtual Classroom participation. Students will be able to communicate with educators to receive additional assistance around instructional areas in a small group setting. Assistance with goal work and classroom academic work will be supported by special education teachers and paraeducators. MESD will follow any guidance outlined by the Governor and state/county health officials to support in-person instruction for students with specific learning needs, such as those students requiring specialized instruction per an IEP.

### English Language Learner

Teachers will provide ELD support to our English learners through Distance Learning. EL Tutors will be available to adapt lessons to ensure that students are accessing the content.

- ELD standards-based instruction is provided in both synchronous and asynchronous learning contexts.
- ELD standards-based instruction in both small group and one-on-one instruction that address the four language domains of Listening, Speaking, Reading, and Writing.
- Students receive regular feedback about their learning via Zoom sessions.
- Ensure lessons are accessible.

## Homeless and Foster Youth

Director of Student Services and school counselors will reach out to homeless families to ensure the following:

- Students have what is needed to access the continuity of learning activities.
- Parents are knowledgeable of food distribution sites.
- Family needs are assessed and families are connected to community resources.
- School Counselors and School Psychologists will facilitate mental health services to identified students.

Information and/or instructions regarding assignments will be posted in advance or shortly after lessons for students who are absent. MESD will develop a communication plan for parents to ensure they have access to materials and resources, as appropriate based on the grade level of students, in order to support students and families during distance learning. This will be incorporated into MESD common agreements. MESD will also develop agreements around common digital applications for students and parents and provide parent education on how to use and support students with said applications at home. As with the regular school year, families should contact the school office if a student will be absent or is ill and should contact the teacher for questions around student work and assignments.

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

Description	Total Funds	Contributing
PPE, Health/Safety and Custodial	\$220,000	No
District Nurse	\$100,000	No
Contract Tracing and COVID -19 Testing with 3rd party vendor	\$15,000	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.]

Millbrae Elementary School District began in distance learning for the 2020-21 school year. There are a number of changes the district made in an effort to ensure that students are able to access instructional resources. District staff have examined the curriculum tools and resources that are available for instruction, evaluation and support, and supplemented where there were needs to support students. Professional learning planned through the year will provide teachers and staff a focus on remote teaching. As the district moves towards in-person learning, the instructional methods and professional learning will focus on supporting teachers, staff, and students through that transition. Our robust distance learning plan includes a combination of synchronous and asynchronous learning. The District's distance learning model is flexible, with balance between synchronous and asynchronous learning, as well as whole class and small group support.

## 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.]

For the 2020-2021 school year, MESD invested in additional chromebook and hotspots to support students in distance learning. The District centralized a no-touch distribution prior to the start of the school year to ensure all families had access to devices. After the start of the school year, chromebook distribution continued at each school site. Parents of students who were not engaging in instruction were contacted to determine if issues with devices or connectivity were impeding student access. The district office hosts exchanges of chromebooks daily, ensuring reliable devices are in the hands of our students. The District purchased an additional 500 chromebooks to support our communities needs.

## 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.]

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using Zoom. MESD has established schedules for TK-8 instruction, which include daily live interaction, as well as asynchronous time for students to complete work independently. As a result of feedback received during distance learning in Spring 2020, the district has increased the number of minutes expected for instruction and has provided guidelines for teachers as to the expectations for whole and small group instruction. Teachers will ensure that the time students spend on asynchronous work will match the instructional minutes are achieved each day. Staff will complete a student engagement log to verify engagement and instructional minutes as well as to identify students who are at risk for learning loss.

Carved into our weekly schedule is time for professional learning, collaboration and community 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.]

An essential component of supporting our students is ensuring professional learning for our staff. COVID-19 comes on the heels of several years of new curriculum and assessments. Teachers have expressed a desire to dive deeper into existing materials, not only to determine the best ways to instruct remotely, but also to address learning loss and to support our most vulnerable groups.

To set staff up to successfully launch the school year, a professional learning day originally scheduled for March 15, 2021 was changed to a work day to allow planning of remote instruction and placed at the beginning of the school year. An additional professional learning day was added on August 21, 2020. Knowing that adult learning must be ongoing to result in system-wide changes in student outcomes, the District and bargaining units co-created a learning schedule that includes 90 minutes a week of professional learning within the work week. The District is committed to providing choice to staff whenever possible within the professional learning and to build capacity at both the district and site level to enable ongoing support. Recorded sessions will be housed on the Educational Services website to allow staff to revisit as needed.

To further support increasing technological requirements for delivering instruction, our technology team is creating training videos to provide “in time” support. Ongoing Zoom support will be an initial focus area as it is the most common mode of instructional delivery. Google Classroom training was provided at the August 21st Professional Learning Day as well to give teachers foundational knowledge. Monday professional learning sessions are organized into the following categories and supported by the indicated team members:

Continuity of Learning: Pupil Progress Grade Level Meetings; Supported by Administrators Educational Services Coordinators

Continuity of Instruction: Curriculum & Lesson Design Technology Support & Delivery of Instruction; Supported by Curriculum & Assessment Coordinators Educational Technology & Delivery of Instruction

Continuity of Learning: Support for Pupils with Special Needs (English Learners, Special Education, Mental Health & Social Emotional Learning); Supported by ELD Coordinators & Student Services

## Staff Roles and Responsibilities

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

District office staff is supporting the coordination of a far more robust professional learning program, transitioning from two days in previous years, to two days plus 90 minutes a week for the 20-21 school year.

Educational Services was involved in the procurement of additional curriculum resources, training associated with these materials, and the coordination of ongoing professional learning.

Two teacher leadership positions were added to address learning loss. An ESGI K-1 Assessment Coordinator leads our primary team in implementing this assessment and supports teachers in determining its instructional implications. An elementary school distance learning math coordinator leads our elementary school teachers in implementing the newly added STAR Renaissance math assessment, interpreting results, and supporting instructional implications.

English language development tutors received additional training for online administering of the ELPAC for virtual learning. They are managing and coordinating learning for English learners and communicating progress weekly to teachers. Additionally, they are using the program to provide small group support for English language learners.

Reading Specialists are assisting with online assessment and the administration of the DRA in an online environment. They are receiving additional training in Read Naturally to support small group instruction in reading skills and foundational skills via distance learning.

Instructional aides are being utilized to assist in not only direct student support, but also in outreach to student families to increase engagement.

## **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.]

Teachers will provide both integrated and designated ELD to our English learners through distance learning. Instruction will be provided in both synchronous and asynchronous learning environments. For our English Language Learners, we purchased additional Imagine Learning licenses and BrainpopELL for our level 1 and level 2 students. These programs explicitly teach skills that are critical to reading comprehension, and language proficiency. BrainpopELL and Imagine Learning focus on foundational skills, grammar and vocabulary practice. These programs will monitor progress and provide data to help identify areas of additional support.

EL tutors will work with students in small groups in a Google Meet or Zoom setting to support language development and assist students with accessing grade level content.

Guided Language Acquisition Design (GLAD) training will be provided for all teachers. GLAD is a professional development model in the area of academic language acquisition and literacy. Through GLAD training teachers will develop key practices and learn basic tools that will increase engagement and interaction with any activity for English Language Learners.

Students with IEPs continue to receive their direct services via distance learning as defined by the students IEP. Students engage in both push in and pull out services as outlined in their IEP. Utilizing the collaboration time, built into the sample schedule, general education and special education staff have dedicated time to discuss students in need of additional supports. The district is researching reading intervention professional learning opportunities for the special education staff.

When needed, 504 meetings are being held to adjust accommodations to the virtual learning environment to ensure access to instruction.

Transition meetings were held for foster youth and students experiencing homelessness to prepare for distance learning. Ensurance of device and connectivity were included in these meetings.

Our school psychologists went through a robust training regarding bilingual assessments prior to the opening of school. To address our overrepresentation of Hispanic students identified as having an SLD, a bilingual decision making matrix was created. Additionally, the team developed a guide for reviewing special education referrals to aide in providing a critical eye to the students referred for assessments.

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

Description	Total Funds	Contributing
ESGI Coordinator	\$1500	Yes
Elementary Math Instruction Support	\$1500	Yes
Purchase of Zoom Licenses for all District Leaders and Certificated Staff to support Online Learning	\$9,000	Yes
Increase TK FTE for additional supports needed for Distance Learning as well as in-person	\$46,000	Yes
Purchase of additional technology devices (student devices, teacher devices, hotspots)	\$450,000	Yes
Purchase of additional online subscriptions and curriculum to support during Distance Learning	\$149,000	Yes
Additional Professional Development Day for staff related to Distance Learning	\$165,000	Yes
Ongoing Professional Development/Coaching related to Distance Learning	\$99,381	No

Description	Total Funds	Contributing

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

MESD will address pupil learning loss as a result of COVID-19 during the 2019-2020 and 2020-2021 school years with measuring learning status in the areas of English language arts, mathematics, and English language development. Getting to know our students academically without end of year benchmarks and state assessment data, we will utilize our district’s reading and math assessments to identify areas of academic successes and needs for additional support.

MESD has access to multiple assessment tools to help educators determine each student’s current level of learning when they begin school. This year, MESD has expanded assessments for our TK-1 students, as well as added math assessments for 2-8 students. Teachers will administer assessments within the first month of school to determine what students know and what learning teachers are to address next. Professional learning will be provided to support the use of data in the classroom and lesson design. Below are assessments that will be used:

- Formal Standardized and District Benchmark Assessments: (Assessments are scheduled to be administered: September, November; January, March, May)
- TK-1: ESGI Assessment, On-Demand Writing, DRA
- Grades 2-8: STAR Renaissance Reading and Math assessments, On-Demand Writing

## 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.]

Below is description of the actions and strategies MESD 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.

School closures and other impacts of COVID-19 Pandemic have highlighted the challenges and learning loss that our most vulnerable students face. Local school districts are expected to design a Reopening Plan with the needs of our most vulnerable learners as a priority to address the welfare and learning loss for our most vulnerable students. At MESD, we are committed to ensuring that our design solutions don't further exacerbate structural inequities. To this end, the District is preparing to open its doors for in-seat learning. The students served will be our most vulnerable special education and EL students.

#### Academic Needs

Teachers and staff will ensure that academic needs of students who are one or two grade levels below standard will continue to be met through focused support. This includes EL learners continuing to receive integrated and designated ELD instruction. Teachers will also address students' instructional needs through the lessons, assignments, and small group sessions provided through the online platform. Academic specialists will design and support lessons to ensure students are accessing and learning the content. Students will be able to communicate with teachers to receive additional assistance around instructional areas in small group settings. Reading support will be provided by specialists.

#### English Language Learners

All language learners will receive integrated and designated English Language Development. Individual student needs will be supported additionally with our EL Specialist and ELD tutors. Progress will be monitored by teachers and EL staff.

The Outreach Team at each school site will be in touch with homeless/foster youth to ensure: (1) students have access to continue with learning (2) adults and older students have awareness regarding food distribution sites (3) family needs are assessed and responded to and (4) School counselors will continue to provide Tier II mental health services to students on their caseload

Special Education/504 students will have their IEPs/504s reviewed and compared with current formal and informal assessment data to determine if additional supports and/or services are needed. Case managers will reach out to families to ensure: (1) comparable access to online platforms and instruction (2) resources and supports per their IEP/504 given the current mode of instruction (3) reasonable services and accommodations and (4) adaptations of lessons when and where appropriate

Students at our Title I elementary school, Lomita Park, went through a rigorous outreach and screening process for spots in the After School Education and Safety Program (ASES). To increase the number of students served, we relocated the program to our middle school campus and are able to provide free full day childcare services to support distance learning. The childcare can be extended after hours for families in need. The District partnered with the Mid Peninsula Boys and Girls Club to provide these services to our most vulnerable students at Lomita Park.

## 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.]

Due to distance learning in spring 2020, state summative assessments for ELA and Math in grades 3-8 were waived. The information provided from those summative assessments, along with district benchmark assessments, provide teachers, administrators, students and families with information about overall students strengths and areas of need in English Language Arts and Math.

In order to effectively address the variability that students are likely to exhibit after distance learning this past spring, it is important to have a clear understanding of the previous grade level learning and plan to gather evidence of current learning as we move forward into the school year whether students are participating in distance or in-person learning.

The MESD assessment plan includes identifying social emotional and academic needs, determining instruction and intervention, progress monitoring through learning and ongoing formative assessments, and administering benchmark assessments each trimester to monitor progress learning of grade level standards. Academic assessments will also provide data to grade level teams for collaboration and planning, as well as identify the most vulnerable learners. While we continue to monitor progress with formative assessments, teachers will utilize forms of informal assessments such as observation, examination of student work, questioning, and live chat and discussion. This will provide feedback to teachers so they can identify learners who need additional support and adjust instruction to meet their needs.

MESD will continue to administer trimester benchmark assessments that are familiar to teachers and students in order to gain actionable data to measure progress towards attaining proficiency in grade level standards.

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

Description	Total Funds	Contributing
Monthly Special Education Collaborations	\$0	No
Monthly Counselor Collaborations	\$0	No
Monthly Wellness Team Meeting	\$0	No
Unique Curriculum Adoption for Moderate Learning Programs PK-8	\$6,300	Yes

Description	Total Funds	Contributing
School Psychologist Training for Bilingual Assessments and Virtual Best Practices	\$1,600	Yes
Provide ongoing student support during Distance Learning	\$23,000	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.]

MESD 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.

The Millbrae Elementary School District is committed to providing and supporting the social emotional and well-being of students and staff during the 2020-2021 school year. The district has worked diligently to develop the vision for learning environments that we aspire to have throughout the Millbrae school community.

The district is in the process for developing a framework to support the whole child. This framework will closely align with the CASEL standards and the Washington State SEL standards.

In order to address student and staff needs during the COVID-19 Pandemic, specific focus will be placed on making connections and developing relationships. The District is providing staff with CRM training and a follow up on Trauma Informed best practices.

The school psychologists and counselors continue to have a common objective, the effective and efficient coordination of school-based mental health programs and supports for students using a tiered approach starting in the classroom with SEL.

The Behavior Supervisor and Behavior Specialist will continue to provide a tiered approach to behavior modification, management and supervision in the virtual environment. The team will continue to utilize best practices around de-escalation and reintegration of students.

## 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.]

Millbrae Elementary School District's learning community is prepared to ensure that students continue to receive robust educational experiences. Devices and hotspots were provided to all students in need and communication with students and families increased via InTouch, letters mailed home, emails and phone calls. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from distance learning opportunities. Teachers will also be providing signed attendance and engagement logs to their principals every week for data review on any possible outreach needed to support students.

The Millbrae Elementary School District will continue to implement the tiered support approach to engagement and attendance.

Tier 1: When a student has missed 2 days of school, a member of the school staff reaches out to student/family to see what supports are needed

Tier 2: When a student has missed an additional day of school within a week, a member of the school staff reaches out to student/family to see what supports are needed and notifies the principal and counselor

Tier 3: When a student has missed an additional day of school within a week, the District's Home Visit Team will visit the family to assess for risk and need

## 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.]

During distance learning, grab and go meals were and will continue to be provided to all students at no cost as per the USDA Universal Feeding Waiver through December 31, 2020 or until funds are depleted. At the conclusion of the waiver, those students who qualify for the free and reduced meal program will continue to participate in the lunch program with their applicable eligibility for the 2020-2021 school year. The grab and go meals follow the "complete meal" guidelines to qualify for claiming purposes, which includes both breakfast and a warm lunch entree. The Millbrae Elementary School District began the year with 100% food compliance as there has been no food shortage in our deliveries. Parents communicate need with district office staff, school site staff, and our online ordering system for meals and participation. The Millbrae Elementary School District is providing meal service at all of our school sites from 11:30-12:30 Monday through Friday.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.72%	\$1,431,124

## 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.]

There are several actions that are contributing to the increased/improved requirement which are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

The actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need and will continue to distribute devices to transitional-kindergarten-8th grade students and any new students joining us in the 2020-21 school year. Wifi hotspots are being provided to any student in need for the 2020-21 school year.

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

A notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. We are also able to record parent meetings for families to have access to the information in an asynchronous manner. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before.

Targeted supports and outreach to the Millbrae Elementary School District community continues to happen via our teachers, counselors, support staff and principals.