

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.]

On March 13th WCA went into shelter in place due to COVID-19 and were unable to re-open through the remainder of the year. Willow Creek Academy is a uniquely diverse public charter school. We serve approximately 370 students, 80% of whom reside in the district and 20% who reside elsewhere. We have no racial majority, 40% of our students qualify for free or reduced price lunch, 30% speak a language other than English at home and 12% receive special education services. This diversity makes Willow Creek what we are, but also unfortunately provides the opportunity for an increase of the learning gap when students are unable to attend school in person. Many of our parents need to physically go to work, which leaves students without support for distance learning or completely unsupervised. Offering in person school is an equity issue for a community that has felt the impacts of learning loss due to the COVID-19 shutdown. When Willow Creek Academy switched to distance learning due to COVID-19, teachers provided instruction using both asynchronous and synchronous learning. While this style of learning worked for the majority of our students, we had approximately 50 students who were not successful with their schoolwork and learning. In addition to learning loss, we had a number of families lose their jobs and some even lost their housing. The community was hit hard by this pandemic and as we move into the new school year we are working on providing all of the support we can to our students and our community.

Stakeholder Engagement

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

We used surveys as our primary form of soliciting stakeholder feedback. We sent a survey out at the end of May, where we gathered data about how parents, students, and teachers felt about distance learning during the spring. We then used a number of committees over the summer to use this data to plan for the fall. In August we sent a second survey to parents to find out what support they needed to continue distance learning. In this survey we asked parents to include their student name so we can follow up with families regarding their student's needs directly, in addition to allowing us to reach out to all families who did not fill out the survey. As such, support staff called families directly to collect the survey information from families who did not fill out the survey. In many cases, this information was gathered in the home language of each family. We also sent a survey to staff to find out how they feel about coming back to campus to work with small groups and will be doing 2 follow-up virtual information sessions for teachers to discuss in-person student learning. Finally, 3 weeks after opening in a distance learning capacity, we sent out another survey to families to find out how things are going so far and how many families intend to return to on-site learning once we are able. All information gathered was used to inform the Learning Continuity Plan.

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

Through the spring we provided weekly parent coffees via Zoom in order to solicit feedback to administration and the board. Throughout the summer we provided surveys and parent work groups. In August we provided an additional survey and started the parent coffees again. In addition to these informal methods of engagement, monthly board meetings were held via Zoom, allowing community members to engage in decision making at the board level. Meetings were recorded and posted on the school website for later viewing.

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

Reopening- Key Findings

Parents received most information from their teachers and from communications from the school

Do you feel safe returning (or sending your student back) in the fall?

81% of parents said they were likely or highly likely to send their students back in the fall

48% of teachers said they feel safe returning, 43% were unsure

Only 38% of parents felt positive or very positive about continuing distance learning.

How did Distance Learning work for you (your child):

47% of parents said it went okay, 25% said good, and 15% felt it did not go well

47% of teachers said good, 23% said okay, 10% said excellent (the remaining 4 responses wrote in various answers, none saying it didn't go well)

If we were to continue distance learning, 66% of parents felt their student would need more academic support

Most important Factors for returning

An improvement in school cleaning

Access to hand sanitizer and increased hand washing

Classroom ventilation, filtration, and access to fresh air

Temperature and health checks

Face masks/shields

Learning Models:

The majority of parents prefer full-time in person learning (64), followed by hybrid (45)

The majority of teachers prefer hybrid (13), followed by full-time in person (6)

89% of teachers communicated with students at least once a day (often more), while only 40% communicated with families daily.

Return to Campus:

64% of families feel comfortable sending their students back to campus when it is safe to do so.

48% of families will need help with technology (chrome books or hotspots)

70% of students have consistent parent supervision at home

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

Stakeholder feedback has influenced almost all areas of our Learning Continuity and Attendance Plan. This includes but is not limited to the following:

In-Person Learning Offerings:

Small Group In-Person Instruction for High-Needs Students

Outdoor Classrooms

Stable Cohorts

Safety Procedures and Protocols (hand sanitizer, regular cleaning, temperature checks, etc)

Marin City Community Learning Hub

Distance Learning Program:

Daily in-person Zoom Classes

Mix of Synchronous and Asynchronous Learning

Greater Access to Technology

Weekly Technology Training for Parents

Daily attendance and Tracking of Engagement and Participation

Greater Level of Accountability for Students

Consistent Professional Development for Teachers and Parents

More consistent IEP services

Pupil Learning Loss

Consistent Feedback from teachers

Tiered Approach for Student Support

Consistent Assessment

Accelerated Learning Approach

Mental Health and Social Emotional Well Being
Social-Emotional Support for Students

Pupil and Family Engagement and Outreach
Daily Attendance
Daily Check-ins for High Need Students
Multi-tiered System of Support

School Nutrition
Daily Breakfast and Lunch Served at WCA

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.]

Willow Creek applied for a State Waiver on 8/26/20 in order to begin programming that would allow students who require in-person learning to come to campus to work with staff and teachers directly (the waiver was approved by the State on 9/12/20). This will include students who did not do well with distance learning in the spring, students with disabilities, students who are far below grade level, and students of essential workers. Beginning the week of 9/21/20, we are planning to bring back a total of approximately 60-70 students, spread out amongst 10 cohorts depending on need, and spread out across the campus.

Our plan is to bring small groups of students in grades K-6 back to campus to either work in a small group with a classroom teacher, resource teacher or intervention specialist, or they will come to work individually with resource staff to receive their IEP mandated minutes. Students working in small groups for intervention will be placed in a stable cohort of 3-10 students, depending on needs, and will be working with the same teacher or specialist each day to avoid cross-cohort interactions. Students will be following the same instructional schedule as students participating in distance learning. Teachers working with these cohorts will have the choice of working in outdoor classrooms, or staying indoors following all safety measures. Should teachers choose to work indoors, classrooms would be arranged according to all safety procedures and protocols. We believe we have the plan to run school for all students that choose in person school at the lowest levels of risk possible as outlined in the attached Willow Creek Academy School Site Specific Protection Plan.

In addition, WCA is contributing staff members, supplies and meals to a "Community Learning Hub" located in Marin City to provide daily supervision and support for up to 40 seventh and eighth grade students who were identified by their teachers as being highly vulnerable. The learning hub officially started on Sept 7th and is operating 5 days a week from 8:00 - 2:30. A local partner, Play Marin, is also providing after school enrichment for students who attend the program.

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

Description	Total Funds	Contributing
Small Stable Cohorts Returning to Campus (PPE, tarps, etc); Improves services for high needs students because it brings them back to campus for in-person learning	5000	Yes
Outdoor Classrooms (tents, lap desks): Improves safety of students and teachers returning, while still allowing for providing services.	5000	Yes
Safety Procedures and Protocols (hand sanitizer, additional cleaning, barriers, etc): Improves safety of students and teachers returning, while still allowing for providing services.	5000	Yes
Marin City Community Learning Hub	15000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

All students will have a schedule that will provide learning opportunities to meet State requirements (Kindergarten: 180 minutes; Grades 1-3: 230 minutes; Grades 4-8: 240 minutes). Each grade level is required to provide synchronous learning equal to at least 50% of their learning

requirement (Kindergarten: 90 minutes; Grades 1-3: 115 minutes; Grades 4-8: 120 minutes). During synchronous learning times, teachers will be providing instruction in the same curriculum they use for in person learning (Lucy Calkin's Readers and Writers Workshop, Investigations Math, etc.), using both whole class and small group instruction methods. During asynchronous learning times students will be using technology programs we use during in-person schooling (Dreambox, Reading Eggs, etc.).

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.]

In early August, a survey was sent to Willow Creek Families to ascertain need for devices. Based on that list, we provided 160 Chromebooks to students who did not have a device at home. As issues occur with Chromebooks, technology support is being provided through our tech specialists. For families who did not have wireless at home, we worked with the library and our tech specialists to provide wireless hot spots. As of the second week of school, all families have been able to log on and participate in class to some extent and our school support team will continue to troubleshoot issues as they occur.

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.]

Student attendance in all classes will be mandatory and teachers will take regular attendance. Parents should call or email the attendance office if students cannot participate due to illness or family emergency.

All students will have a schedule that will provide learning opportunities to meet State requirements. Learning times are: Kindergarten: 180 minutes; Grades 1-3: 230 minutes; Grades 4-8: 240 minutes

The majority of the school day will consist of synchronous learning: whole class instruction, small group instruction, individual teacher support and feedback and intervention/social support groups. Additionally, the 7th and 8th graders will have several options of electives.

Asynchronous learning includes recorded PE and art classes, independent work and reading, and online learning programs. The grading policy will be the same as past years: K-5 students report cards reflect mastery of standards and 6-8th graders receive letter grades based on participation, tests and assignments. All classes will be graded, including core subjects, art, PE and Spanish.

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 teachers and staff have spent much of their summer break attending online classes and workshops to improve online learning. The work continues with teachers attending professional development training and collaborating with grade level/subject matter colleagues. Trainings during August PD included: an introduction to virtual resources, Courageous Conversations, culturally responsive family engagement, student engagement, Google Classroom, Responsive Classroom from a Distance, COVID-19 health training, meeting the needs of all learners, HR Q&A, Rethinking Schools: Teaching for Black Lives During the Rebellion, and the value of educator self-care. We also are

offering ongoing tech support with our math, literacy, and tech specialists. All k-8 classroom teachers will continue weekly professional development with the math and literacy specialists.

Staff Roles and Responsibilities

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

Student Support Specialists- In previous years, our student support specialists provided in-class behavior support, recess supervision and restorative practices. While their role has not shifted, they have had a slight change in responsibilities and are now focusing on 1-on-1 check ins with high needs students, based on regular feedback from teachers. In addition, we have increased the FTE from .8 to 1.0 for both our literacy and math specialists so that they can dedicate one extra day to supporting teachers with on-line instruction and programs, student intervention, providing staff PD, tech support for families and providing support for the Marin City Community Learning Hub. Our PE teacher has also been given a stipend to help manage the Community Learning Hub and serve as a Family and Community Outreach Liaison, targeting our most vulnerable students.

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.]

Willow Creek has been approved for a State waiver in order to begin programming that will allow students who require in-person learning to come to campus to work with staff and teachers directly. This will include students who did not do well with distance learning in the spring, students with disabilities, students who are far below grade level, and students of essential workers. We are planning on a total of approximately 100 students, spread out amongst 10-15 cohorts depending on need, and spread out across the campus.

Our plan is to gradually ease into a hybrid model by bringing small groups of students in grades K-6 back to campus to either work in a small group with a classroom teacher, resource teacher or intervention specialist, or they would be coming to work individually with resource staff to receive their IEP mandated minutes. After we have supported having small cohorts on campus, we will reassess to determine if/when we can safely increase our numbers.

Students working in small groups for intervention will be placed in a stable cohort of 3-10 students, depending on needs, and will be working with the same teacher or specialist each day to avoid cross-cohort interactions. Teachers working with these cohorts will have the choice of working in outdoor classrooms, or indoor following all safety measures. Should teachers choose to work indoors, classrooms will be arranged according to all safety procedures and protocols. We believe we have the plan to run school for all students that choose in person school at the lowest levels of risk possible as outlined in the attached Willow Creek Academy School Site Specific Protection Plan.

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

Description	Total Funds	Contributing
Daily Zoom Classes (upgrade to pro for 20 licenses): Improves services to students, as they are able to receive daily synchronous instruction. The Zoom upgrade allows for more features such as breakout rooms, polls, and more.	2000	Yes
Greater Access to Technology: Increase in number of Chromebooks given out to students, replace broken devices.	50000	Yes
Additional Academic Asynchronous Programming (Clever, etc): Improvement in programs the students have access to in order to meet their educational needs.	10000	Yes
Increase in Staffing for Planning of on-line Curriculum, ordering, providing increase in support for teachers during distance learning.	5000	Yes
Stipends/increased FTE for existing staff member to provide technology Training for Parents: Increase in support for families and students during distance learning.	8000	Yes
Consistent Attendance and Grading Policies: Increases buy-in from families and students, increases accountability.	\$0	Yes
Additional Professional Development for Teachers, including anti-racist, equity based PD: Increases competency and support for students.	15000	Yes
Upgrade of internet bandwidth on campus to allow for synchronous instruction from classrooms; replacement of outdated, broken MacBooks for teachers	30000	Yes

Pupil Learning Loss

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

When Willow Creek Academy switched to distance learning due to COVID-19, teachers provided instruction using both asynchronous and synchronous learning. While this style of learning worked for the majority of our students, we had approximately 50 students who were not successful with their schoolwork and learning. As we planned for the 2020-21 school year, the support systems for those students were at the forefront of all planning. As soon as we were able to apply for a waiver, we did so. Our goal is to bring back all students for whom learning loss is a serious concern, allowing them the opportunity to receive small-group or one-on-one support from their teacher, an intervention specialist, or members of our special education department. All students will be assessed at the beginning of the year, using MAP as well as classroom specific assessment. In addition to providing in-person learning for at-risk students, we will also be taking an accelerated approach to learning this year. Through this accelerated approach, teachers will be working with our math and literacy specialists to drill down into the curriculum and isolate topics and unit that are most beneficial to student growth to focus on this year, as well as bringing back into the curriculum any units that may have been missed in the spring.

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.]

Based on our school population, we are primarily focused on our English Learners, low-income pupils, and pupils with exceptional needs. As such, our goal is to provide in-person small group instruction to all of the students in these categories. Through our waiver, we will be bringing back all of the students within these three categories. Students will participate in the same schedule as their peers who are distance learning, participating in Zoom lessons during whole-class instruction, followed by small-group instruction in-person focused on their areas of need. With this system, our English Learners would be provided with opportunities to receive specialized EL instruction while their peers are participating in asynchronous learning. During this same time, our students with exceptional needs will also have the opportunity to have their FAPE services met in-person during the time that their peers are participating in asynchronous learning. In addition, WCA is contributing staff members, supplies and meals to a "Community Learning Hub" located in Marin City to provide daily supervision and support for up to 40 seventh and eighth grade students who were identified by their teachers as being highly vulnerable. The learning hub officially started on Sept 7th and is operating 5 days a week from 8:00 - 2:30. A local partner, Play Marin, is also providing after school enrichment for students who attend the program.

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.]

Effectiveness of the services and supports provided to address learning loss will be measured through the use of schoolwide academic testing. MAP will be used to measure student growth throughout the year, with assessments taking place in the fall, winter, and spring. Teachers will also use grade specific assessments, including Fountas and Pinnell Reading Assessment, to measure student growth on a more regular basis and will use assessment results to adjust their teaching. We will also use assessments to determine which students would qualify for on-campus cohorts to minimize learning loss.

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

Description	Total Funds	Contributing
Consistent Attendance and Grading Policies: Increases buy-in from families and students, increases accountability.		Yes
Tiered Approach to Student Support: Increases our ability to bring back high-risk students, improves services for those students by providing in-person learning.	10000	Yes
Consistent Assessment (including on-line resources): Increases our ability to monitor student learning and identify learning loss.	8000	Yes
Purchase of 60 Lexia licenses to provide extra intervention support in reading for students with and without IEP's	2500	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.]

Staff has been trained in Responsive Classroom and will be continuing to use aspects of the program as part of their distance learning curriculum. All classes are starting with Morning Meeting (K-5) or Advisory (6-8), and many classes are ending with a closing circle. In addition, teachers are providing office hours, small group instruction, and one-on-one check ins with students where they will have the opportunity to not only check in with students regarding academics, but social-emotional growth as well. Our Student Support Specialists will continue to work with students across the campus, providing small group or one-on-one support for students identified as needing additional social-emotional support. In addition, we will be maintaining counseling services with BACR (Bay Area Counseling Resources), where students will be able to work individually with a trained counselor. The counselor will also run grade level, single gender "kids groups" for additional social and emotional support. Teachers have been provided with a Padlet which includes resources for teachers around their own mental health, as well as how best to support the social-emotional needs 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.]

We will be offering a Distance Learning Multi Tiered System of Support (DLMTSS). Tier 1 guarantees a chrome book and a wireless hotspot for all students who needed one, along with synchronous and asynchronous live instruction daily from 8:45 to 3pm. Teachers will provide instruction over zoom, and distance learning students will be able to participate during live lessons. All materials and assignments will be turned in using Seesaw (grades K-3) or Google Classroom (grades 4-8). Tier 2 uses a system of staff members to provide a daily check in for each student via phone or zoom. When possible, families will be contacted by staff or volunteers who are able to speak with them in their home language to engage the families within our incredibly diverse school community. Tier 3 will allow students to return to campus for in person support to complete their distance learning assignments adhering to the safety protocols outlined in the Willow Creek Academy School Site Specific Protection Plan.

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.]

Willow Creek Academy partners with Conscious Kitchen to provide breakfast and lunch cooked fresh daily. Meals follow the FLOSIN philosophy, meaning they are fresh, local, organic, sustainable, and nutritious. During distance learning, school lunch is provided daily from 11:00-1:30 and families may drive or walk to the school to pick up each day's lunch as well as breakfast for the following day. These lunches are available to all families, including paid as well as free or reduced-price meals. Meals are also delivered to students attending the Marin City Community Learning Hub. Once we are able to bring students back on campus for in-person learning, students who are on campus will have lunch delivered to either their in-door or outdoor classrooms while we will continue to provide drive-up services to students who continue with distance learning.

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	Advisory & Morning Meeting Daily: Increases student social-emotional wellness.	\$0	Yes
Mental Health and Social and Emotional Well-Being	Counseling and Support: Increases student social-emotional wellness.	84000	Yes
Pupil Engagement and Outreach	Community Liaison: Increases outreach to the community, and to families of students who are not in class, thereby improving student ability to access their classes.	10000	Yes
Pupil Engagement and Outreach	Daily Check-ins with students: Improves student comfort, increases confidence and learning.	\$0	Yes

Section	Description	Total Funds	Contributing
School Nutrition	Daily Lunch Served to Students and Families: Ensures all families have access to nutritious food.	10000	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
9.11%	261478

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.]

In all above mentioned actions, the needs of foster youth, EL and low-income students were considered first. Willow Creek has applied for a State Waiver in order to begin programming that would allow students who require in-person learning to come to campus to work with staff and teachers directly. In this waiver, WCA has prioritized foster youth, EL and low income students as being the first students who return to in-person instruction. The school's early intervention specialist and ELPAC coordinator will be individually assessing all EL's and providing small group support, both in-person and during remote instruction.

Our plan is to bring small groups of students in grades K-6 back to campus to either work in a small group with a classroom teacher, resource teacher or intervention specialist, or they will be coming to work individually with resource staff to receive their IEP mandated minutes. Students working in small groups for intervention would be placed in a stable cohort of 3-10 students. Students will be following the same instructional schedule as students participating in distance learning. Teachers working with these cohorts will have the choice of working in outdoor classrooms, or indoor following all safety measures.

In addition, WCA is contributing staff members, supplies and meals to a "Community Learning Hub" located in Marin City to provide daily supervision and support for up to 40 seventh and eighth grade students who were identified by their teachers as being highly vulnerable. The learning hub officially started on Sept 7th and is operating 5 days a week from 8:00 - 2:30.

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

Based on our school population, we are primarily focused on our English Learners, low-income pupils, and pupils with exceptional needs. As such, our goal is to provide in-person small group instruction to all of the students in these categories. Through our waiver, we will invite back all of the students within these three categories. Students will participate in the same schedule as their peers who are distance learning, participating in Zoom lessons during whole-class instruction, followed by small-group instruction in-person focused on their areas of need. With this system, our English Learners will be provided with opportunities to receive specialized EL instruction while their peers are participating in asynchronous learning. During this same time, our students with exceptional needs will also have the opportunity to have their FAPE services met in-person during the time that their peers are participating in asynchronous learning.

In addition to providing in-person learning for foster youth, ELs and low income students as often as possible, we will also be taking an accelerated approach to learning this year. Through this accelerated approach, teachers will be working with our math and literacy specialists to drill down into the curriculum and isolate topics and unit that are most beneficial to student growth to focus on this year, as well as bringing back into the curriculum any units that may have been missed in the spring.

A staff member with deep ties to Marin City, from where the majority of our low income students reside, has taken on additional responsibilities as a Family and Community Outreach Liaison. We believe that consistent support and communication with the families of our most vulnerable children will be the key to ensuring that no student falls through the crack. We also want to ensure that our families are provided with the resources that they need to support their children (including, but not limited to, Internet and device access, access to healthy, nutritious meals, information about community events, mental health resources, etc.).

Our Student Support Specialists will prioritize our foster youth, EL and low income students, providing small group or one-on-one support for students identified as needing additional social-emotional support. In addition, we will be maintaining counseling services with BACR (Bay Area Counseling Resources), where students will be able to work individually with trained counselors.

Our literacy and math specialists will now facilitate all grade level meetings to ensure that our highest priority students are discussed at every meeting so that appropriate intervention services will be provided.

