

# 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 major Impacts on students and families that the COVID-19 pandemic has had on our community:

- Significant stress to families
- Uneasiness with the unknown
- Challenges surrounding constantly changing guidelines and expectations for schools
- When school reopens we will be able to begin to fully understand the implications this pandemic had on our community.
- With an increased loss of jobs we also saw an increased need in our community for food and community resource support.
- Not only did our students experience this global pandemic, but they also experienced the Kincade Fire in October of 2019. School was shut down for 3 weeks, some families lost their homes, and the fire came within feet of our secondary school. The fall will provide added stress to families as power shut offs and windy days continue to provide added stress to our community.
- The wildfires and the PG&E shut offs in August have also caused added stress to our community.
- We anticipate an increased need for mental health support.
- Assessment results when we return from school will determine additional supports needed for students who are below grade level.

## Stakeholder Engagement

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

The efforts made to solicit stakeholder feedback for each group were

- Students: Surveys were provided to students, communication with students regarding re-engagement strategies are planned throughout the fall.
- Families: Surveys: Phone Calls, Town Hall Virtual Meetings, Emails, Text ,ELAC/DELAC (8/24), Parent Advisory Committee (8/25)
- Staff: Surveys, Town Hall Virtual Meetings, Emails (ongoing communication), Staff Meeting (8/26)
- Educators ( teachers, principals, administrators, other school personnel): Bargaining Unit Member Meetings, MOU (Aug 6,7,11), Reopening Committee (ongoing throughout summer)
- Other stakeholders (who do not have internet or speak languages other than English): Phone conversations

#### Overall stakeholder process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan (9/4)
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the -most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).
- We presented the learning continuity and attendance plan to the parent advisory committee (8/25) and the English learner parent advisory committee (8/24) separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection. (9/9)
- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing (9/16)

#### Considered before finalizing

- Current and adjusted guidance
- Various adjustments based on feedback and continual revisions/improvements.
- We acknowledge the uncertainty created by COVID-19, and so it is highly probable that plans will change in response to changing needs.

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

Public hearings were held as zoom meetings to allow for remote participation.

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

There was much discussion around: participation, attendance, re-engagement, pupil learning loss and mental health support for our students. We believe we have developed a solid plan based on these discussions and feedback, however, we know that we will need to be adaptable and resilient as we move forward in overcoming the challenging that we will face.

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input.

## 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.]

Our classroom-based instructional schedule model includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

The adopted model for classroom based instruction is the "Hybrid model" where students attend in person instruction for 2 days a week and attend distance learning 3 days a week. This will provide 50% capacity on campus and allow for 6 feet of social distancing. Students will be in cohorts.

To identify students who have experienced significant learning loss due to the school closures in 2019–2020, we will develop a systematic cycle of assessments, including initial screenings and formative and summative assessments. More information on this is found under the "Pupil Learning Loss" section. We will use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. Students who have experienced significant learning loss or are at a greater risk of experiencing learning loss due to future closure will have priority for the ability to come to campus 4 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

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

Description	Total Funds	Contributing
Literacy Class at GNTA (Certificated Salary) (Support Distance Learning as well)	48,455	Yes
Instructional Aide (Support Distance Learning as well)	43,257	Yes
Math Support Class and College and Career Position (Support Distance Learning as well)	47,863	Yes
Intervention Service (Certificated Personnel)	11,370	

**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.]

Distance Learning Model:

We will provide a distance learning model to students with the following components:

- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local

educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

### Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery. Students will participate in GUSD curriculum that is provided by GUSD teachers.

### Resources

The resources used to support this will be: District Website where all information is housed and online resources will include: SeeSaw, ECHO online classroom management systems, Renaissance, Lexia.

## 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.]

Devices will be provided to students. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments. We will ensure students and families with unique circumstances have access to devices and connectivity. Being a rural community some students do not have access to connectivity. In this case, students will be provided paper packets or textbook materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom. The first week of school will be used to train students (and families) on how to maneuver the equipment with and without adult supervision.

The methods we will use to reach students and families who previously were not able to access devices and connectivity are contacting families personally and following up with these families.

## 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.]

### Assess Progress

We will assess progress through formative standards based classroom assessments, STAR Reading and Math Assessments (Initial, Nov, Feb, and April), adaptive software progress reports. We will also utilize the guidance from CDE to adapt and improve our assessment procedures as we understand the full impact of the pandemic on our students:  
<https://www.cde.ca.gov/ls/he/hn/documents/guidanceonassessments.pdf>

## Participation

- Documenting daily participation for each student on each school day, in whole or in part, for which distance learning is provided. A student who does not participate in distance learning on a school day shall be documented as absent for that school day. (SB98)
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. (SB98)
- A weekly engagement record will be completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. (SB98)
- A pupil who does not participate daily in either in-person instruction or distance learning shall be deemed absent. (SB98)
- Teachers will document all contact with students (meetings, phone class, emails and texts)

## Time Value

For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law. (SB98). Teachers will provide the minimum number of instructional minutes to students that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

## 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.]

We will provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. Provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Community of practice models will be used to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders should support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources. Wednesday time will be used to support professional development.

### Professional Development

- Training on new platforms, planning and collaboration
- Design standards based lessons with grade level or departments
- Time to plan for presentations for families on how to access their distance learning platform

- Lexia, Dreambox, Seesaw, Dojo (as needed)
- Instructional resources available
- Training students
- Motivation techniques
- Discussion of transition
- Online tools
- Effective Strategies
- Data analysis training
- Distance Learning Training
- Zoom/Google Meets training
- STAR Assessment Training

#### Resources

- updated technology
- online curriculum access
- online tools

## Staff Roles and Responsibilities

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

#### Library Technician

- GES: help to develop literacy skills across grade levels. Read-a-longs. 1:1 meetings with students needing additional support in reading
- GNTA: RSP support

#### Instructional Assistants

- Assist teachers with small group instruction on Zoom and additional responsibilities as assigned by site administrator.

## 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

Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning. (SB 98)

#### Synchronous Designated ELD

- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- videos with captioning or embedded interpreting,
- accessible or translated reading materials,
- other language services provided through video conferencing,
- an online translation dictionary

#### Asynchronous Designated ELD

- Previously-recorded lesson and videos
- Phone and text messages
- ELD assignments/projects using approved
- ELD curriculum
- Paper and pencil activities
- Reading logs and journals
- Goal setting and reflection
- videos with captioning or embedded interpreting,
- accessible or translated reading materials,
- other language services provided through video conferencing,
- an online translation dictionary

#### Exceptional Needs

- Special education services, related 504 services, and any other services required by a student's individualized education program with

accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

- Ensure students have access to the assistive technology required in their individual education program to access their educational program during distance learning (examples: <https://www.cde.ca.gov/sp/se/sr/atexmpl.asp>)



- Collaboration time between general education teachers, special education, service providers, and parents/guardians to address any supports needed in

a distance learning program

- Detailed tracking logs for special education and related services.
- Multiple measures will be used to determine a student’s participation and progress in distance learning, including IEP goal progress reports, Special Ed teacher observation logs, General Ed teacher reports, and parent interviews.
- Supports for students with IEPs and 504 Plans will be provided in the afternoon and, in some cases, within class instruction.

Foster Care

- Small Group instruction
- 1:1 tutoring
- authentic learning materials to use at home
- daily and weekly check-ins
- RTI

Student Experiencing Homelessness

- Ensure that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.
- access to computers and a place for connectivity
- Specialized, thoughtful and adaptive outreach to families experiencing homelessness or unaccompanied youth
- access to computers and a place for connectivity
- Small Group instruction
- 1:1 tutoring
- authentic learning materials to use at home
- daily and weekly check-ins
- RTI

The following accommodations will be available for all students, especially students with the most needs.

- extension of time for assignments,
- where meaningful access to remote instruction is not possible, hard copy packets, teacher check-ins, or tutorials, or other methods may be implemented.

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

Description	Total Funds	Contributing
Online Program and services (SeeSaw, Renaissance Learning, etc)	23,000	

Description	Total Funds	Contributing
Instructional Materials	1,500	

## 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.]

### English Language Arts/Mathematics

We determine essential standards to focus on during the school year. Students will complete the STAR Reading/Math assessment 4 times throughout the year to determine learning status. Results will be analyzed to determine level of support and acceleration needed for each student.

### English Language Development

Integrate ELD strategies in all courses and provide designated ELD instruction

We will analyze and use results of data and established metrics (internally and with stakeholders) to inform discussions, recommendations, and decisions.

## 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.]

To address learning loss for all students we will utilize adaptive software and instructional practices to support student differentiation and provide additional support to students as needed. Our first step will be to assess the students and determine which students have experienced learning loss. We will utilize differentiation strategies to support these students. In addition, we will assess student learning throughout the year to determine the learning loss that may have occurred as a result of distance learning. We will utilize our MTSS model to provide added support to students in need:

- Tier 1: Daily lessons (Zoom or video), independent practice activities
- Tier 2: Small Group sessions, IA support through zoom, 1:1 support as needed on zoom, modified or differentiated assignments

- Tier 3: CST Referral needs to be made to admin SST, intervention Services

## 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.]

We will analyze the STAR Reading and Mathematics results to determine effectiveness of services and supports provided. In addition, we will utilize adaptive software reports to demonstrate growth in given focus areas.

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

Description	Total Funds	Contributing
3 Professional Development Days for Certificated (Salaries & Benefits)	30,000	
<p>Learning Loss Mitigation Funds will be used to support helping with learning loss. Areas of focus are the following, however, additional actions may be developed once we have a full picture of the learning loss that occur or is continuing to occur:</p> <p>Online subscriptions: Seesaw, Renaissance Learning etc.            Teacher, Parent, etc training            Distance Learning Supplies, devices etc (chromebooks and hotspots)            Data Analysis</p>	132,933	

## 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.]

The entire education community has been affected by the COVID-19 pandemic. The community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting

negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community

Through the Multi-Tier System of Support (MTSS) structure, we will support both the development of academic and social-emotional and behavioral well-being (or mental health).

- Teachers will utilize the following social emotional learning curriculum during this time: Toolbox (GES); Restorative Circles and Morning Meetings (GNTA)
- District teachers will spend adequate time building an emotionally safe class community (morning meetings, utilize mindfulness and breathing techniques, scenario conversions that promote positive relationships, buddy classes, community building activities)
- Counseling will be available for referred students through televideo if distance learning
- Referrals to outside counseling services in the community for families
- We will maintain our partnerships with our community resources

#### Tier 1: Universal Supports

##### Whole School Safety and Prevention Plan

- System to connect with students and families to promote attendance.
- School sites will consider strategies to become a trauma-responsive school system to support the school community.
- Engage with students and families using culturally responsive techniques.
- Use universal screening to identify the social-emotional needs of students.
- Professional development time to increase trauma knowledge and skills.
- Engage staff in professional development about mental health de-stigmatization.
- Provide information about mental health and wellness resources on the district and school websites and in communication with families.
- Conduct routine check-ins using a trauma- and resilience-informed lens.
- Share the National Suicide Prevention Lifeline 1-800-273-8255 widely. (Include it on staff and secondary student ID cards.)
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).

#### Tier 1: Community and Family Wellness

- Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.
- Share resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
- Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

#### Tier 1: Staff Wellness

- Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
- Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
- District and Site Administrators will promote mindfulness techniques and staff social supports.
- Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).
- Promote the use of staff support groups to enhance staff cohesion and coping.

#### Tier 1: Classroom Strategies

- Consider impact of stress and trauma when assessing and supporting students.
- Use restorative circles (in-person and virtually).
- Engage staff in professional development for social-emotional learning to help teachers learn tools and strategies to lower anxiety and stress exhibited by students.
- Encourage staff to establish and implement routines for both in-person and distance learning, which include welcoming inclusion activities, engagement strategies, and an optimistic closure to class.
- Encourage staff to include stress management and mindfulness practices in classroom routines.
- Encourage teachers to ask their students how they are doing and refer to counseling when students are struggling.
- Leadership and staff will consider the impact of stress and trauma when assessing and supporting students.
- For deeper understanding and resources, see Three Signature Practices for Social-Emotional Learning

#### Tier 2/3: Early and Targeted Interventions for Students and Staff

- Provide staff with resources from their Employee Assistance Program (EAP).
- Scaling up Social Emotional Learning to promote social-emotional competencies among students and staff.
- Social-Emotional Wellness support will be provided by the school counselors, district school-based therapists/social workers, and community-based organizations
- Mental health staff will provide services either in-person or through a telehealth platform.
- Mental health resources will be consistent across the district and district-wide mental health providers should be coordinating services.

## Pupil 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.]

## Engagement/Outreach

The main component for ensuring engagement is to have engaging in-person and virtual learning experiences for students. This will be accomplished through robust teaching, sharing best practices, professional development, social/emotional learning, developing personalized relationships. Teachers will engage with students daily to monitor, encourage, and support participation in the instructional program. Parents will be contacted on a regular basis to provide information, direction, and resources. Each school shall regularly communicate with parents and guardians regarding a pupil's academic progress. If students are not engaged we will evaluate the best ways to re-engage students through the following system of supports:

### Tier 1

- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers or other employees will attempt to make contact with the student and parent.
- Attendance information is available by contacting site attendance registrars.
- Teachers will create, publish, and inform students and parents of their grading practices in a hybrid or distance learning model.
- Assure assignments and grades are uploaded weekly.

### Tier 2

- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site student service technician.
- As part of the re-engagement strategy, the school site attendance 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 the School Attendance Review Team (SART) meeting a follow-up SST will be held,

The school administrator will convene a school attendance review team meeting and 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; Meeting with District SST staff; and making a recommendation to transitioning the student to full in-person learning.

## 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.]

### IN-PERSON

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in in-person instruction by..

- “Grab and Go” meals will be delivered to classrooms or outdoor dining areas, outdoors, or in a cafeteria. (Even if food is delivered to classrooms, students should go outside to eat, so masks can be removed).
- Food carts/kiosks in multiple locations on the campus will aid in safe food distribution. If common areas such as dining halls and cafeterias are used, students will be safely separated by cohorts while maintaining the social distance standards with proper disinfection of eating areas after each use.
- Disposable food service items (e.g., utensils, dishes) will be used as much as possible. If disposable items are not feasible, items will be handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Divided mealtimes (for breakfast, snack, and lunch) will be implemented by site administrators. Classified staff and teachers??? will assist with the monitoring of various eating locations.
- Additional trash/composting containers will be used to accommodate the various eating areas.

### DISTANCE LEARNING/HYBRID DISTANCE LEARNING DAYS

We will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in distance learning by providing grab and go meals will be provided to families each day.

## 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	Counseling Services	23000	Yes
Distance Learning Program	Classified Personnel (Tech Support)	4,400	Yes
Distance Learning Program	Services And Other Operating Expenditures Software & Schools Connect Consortium- Mgmt LCFF	10,053	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
21.60%	\$235,968

### 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 developing our actions, our district considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19. The developed action, or aspect(s) of the action (its design, content, methods, or location), is based on these considerations and the action



is intended to meet the needs of the students in response to the COVID-19 pandemic. Below lists the actions being provided to our district with 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.

Devices/Hotspots for each student are essential in order to implement distance learning. Our foster youth, English learners, and low-income students had the highest need for receiving an at home devices and hotspots.

Online Programs/Software: Although online programs benefit the entire school, they especially benefit foster youth, English learners, and low-income students due to the ability for these programs to be adaptable and differentiate learning.

Professional Development: Professional development for distance learning benefits the entire school community, however, the skills learned by teachers will especially benefit the foster youth, English learners, and low-income students.

Counseling Services: Counseling services will be used to support students process and overcome the challenges of these unique times. Prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process. <https://www.cdc.gov/healthyschools/wsc/index.htm>

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

The following describes how the services for foster youth, English learners, and low-income students are being improved or increased by the percentage required.

Parent engagement and support activities will be improved significantly this year to better support parents in helping their children with distance learning.

Online programs and universal screen will be incredibly important in improving services for foster youth, English learners, and low-income students as the differentiation, adaptability and data reporting/analysis will provide important information to improve students systems of supports that are provided. This data will be an important piece in addressing student learning loss.

Devices/Hotspots for each student are essential in order to implement distance learning. The access to these materials for foster youth, English learners, and low-income student will benefit these students groups for years to come.

Instructional Aides will improve the virtual learning experience for students and provide 1:1 support for foster youth, English learners, and low-income students.

Intervention Services and Literacy Class will improve learning outcomes for foster youth, English learners, and low-income students.

Technology Support will be provided to families who need additional support in getting students online and completing assignments, a majority of whom are families of foster youth, English learners, and low-income students.