

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 Whitmore Joint Union Elementary School District and surrounding community has been impacted by the COVID -19 pandemic. Due to the pandemic, we have altered the way we provide services and support for our students and families. Our staff has worked tirelessly, this summer, to put new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families. Most families have expressed an interest in returning to in-person learning but the district also has had inquiries regarding distance learning. Due to the nature of the pandemic, liabilities, and many families having at-risk adults in their homes, the school has made the transition to distance learning for the fall of 2020 until it is safe to transition back to our school classrooms, at which time we will transition to a hybrid model for the remainder of the 2020/21 school year. When students and staff return to the school campus, they will have new practices in place for learning, moving around the facilities, and interacting with one another. Face masks, social distancing, extra cleaning, modeling hygiene practices, learning loss assessments, distance learning, in-person learning, home school program, cohorting, "grab and go" meals, COVID liaison to the county health department, and desk arrangements are some of the things that have been implemented. With our distance learning model we providing multiple instructional models for accessing learning. It is always the goal of the Whitmore Joint Union Elementary School District to provide a safe and engaging learning experience for all of our students.

Stakeholder Engagement

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

Surveys were conducted with all stakeholders to seek feedback regarding the reopening of our school. The Learning Continuity and Attendance Plan was also presented to individual parents during home visits, with social distancing and mask requirements, by staff with each family to discuss the reopening of our school. Multiple opportunities were provided to the community, families, and staff to provide

feedback for our plan. We used the following ways to communicate with our families: conversations, email, phone calls, texts, and our district's website. The teachers and support staff offered parent tutorials on how to access distance learning online and the various meeting modalities implemented.

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

The draft plan was posted to the website and families were encouraged to provide feedback. Information on how to attend School Board Meetings was provided in advance of every meeting on the posted agenda at the district and on the districts website. The public was encouraged to attend and provide feedback on the plan. There were multiple opportunities for public comment during the meeting. Additionally, staff were available to assist any families that need extra support to access the meeting agendas or our school website. Stakeholder feedback was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration when drafting the plan.

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

Parents and Community feedback: A majority of the parents would like the school to provide in-person instruction five days a week with social distancing and hygiene protocols in place. Some have indicated a need for their students to participate in remote learning or independent study.

Teachers/Support Staff: The school is providing PPE, identifying essential standards, providing professional development in areas of need, better technology and technology training, cleaning schedules, thermometers, support for truancy, training parents on how to use technology, distribution of chromebooks to students, in person and zoom tutoring as needed, and access to the online curriculum.

Parent Club/Site Council members: Would like in-person learning as much as possible.

Students: They requested in-person learning.

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

Stakeholders indicated that they wanted school to return as normal as possible. The staff requested PPE, improved technology and training on virtual platforms, and school-wide protocols. Additional chromebooks were purchased and distributed to students. Hand sanitizer is in each classroom. Sinks are available in each classroom with soap and water. Frequent hand washing will be encouraged upon return to the school campus and when students or families come to school for tutoring or individual help. Volunteering has been discouraged at this time. Students and bus drivers will wear masks while being transported. While waiting for the bus, parents and students are encouraged to wear masks. When students return to campus, our hybrid model will involve lunch being taken home to eat.

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.]

As mentioned by the American Pediatrics Association, it is critical that we balance the risks of COVID-19 in children, which appear to be minimal, with the harms of school closure which negatively impacts their academic achievement, as well as physical and mental health. It should be recognized that it will not be possible to remove all risk of infection and disease now that SARS-CoV-2 is well established in many communities. We also recognize the mitigation of risk, while easing restrictions, will be needed for the foreseeable future.

As such, it is our strong desire to offer classroom-based instruction whenever possible. We will open school with distance learning to protect our most vulnerable families. As we are able, we will open school with in-person instruction, in a hybrid model, while ensuring personal health and safety in school facilities and vehicles through teaching, practicing, and using the following practices: proper hygiene, social distancing, cohorting of student groups, protective equipment, cleaning and disinfecting, working with employees to provide necessary training and accommodations, and communicating with students, parents, employees, health officials, and the community.

The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards.

We plan to offer distance learning for our students to begin the school year and revisit this option periodically to assess whether we may return to a hybrid model. Teachers have been identified to manage the paperwork and to meet with the families. Teachers are expected to prepare remote learning work each week and will offer both a paper schedule and online schedule through google classroom. Eventually the plan is to move to a hybrid model of learning with students attending school five mornings per week each week with all students in attendance while implementing social distancing, hygiene practices, and requiring students to wear protective masks/shields in grades 3-8 and recommending that students in grade K-2 wear masks. Additionally, students would be required to wear masks during drop-off, dismissal, and anytime they may need to interact with peers from other cohorts, and while riding the bus.

Students will remain in a self-contained classroom with their peers and become a cohort. Lunch will be sent home with students as they enter the bus. Students will wear masks whenever transitioning from their classroom to any other part of the school and will wash hands upon arrival at school along with a temperature check and daily health screening. The students will also wash hands before picking up their lunch to go to the bus to help stop any germs or viruses from spreading from the school to home.

Our county, Shasta County, has four phases for school operation for the 2020/21 school year. The school year began in Phase 3, but the phase may change at any time. The phases are:

Phase 4: All students return to school with no restrictions.

Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts, family medical conditions).

Phase 2: Hybrid Learning, a combination of in-person and remote learning with reduced numbers of students on campus, cohorted attendance days, and a modified schedule.

Phase 1: Full remote learning with limited in-person instruction in small groups.

We have adopted more rigorous expectations and implemented remote learning standards going forward since the spring of 2020, that include live interaction with a teacher and removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning.

The district has developed best practices for safety and health based on public health's most recent guidance. High standards for cleaning have been implemented. The best ways to protect oneself from infection include frequent hand washing, social distancing, and wearing face coverings. These will now be practiced when on campus for as long as recommended. In order to minimize the potential risk of spread, we will not hold assemblies or field trips, nor allow visitors or volunteers on campus for the time being. Any extra-curricular activities are on hold until further notice. Parents are asked to help prepare their children by teaching them about face coverings and proper hand washing. The district promotes the use of soap and water and the use of unscented hand sanitizer with at least 60% alcohol when soap and water are not available. Parents are asked to check their child's temperature each day when return to in-person learning. The school will also be doing a health check, taking temperatures daily upon arrival. To help protect everyone, families should be familiar with the symptoms of COVID-19 (included at the end of this document), and all students and staff members should stay home if they are feeling ill or experiencing symptoms.

Remote tutoring and tutoring through google classroom and homework support will be provided for students that have significant learning loss or students who need additional help. The district will seek teachers and staff willing to provide this service.

Support staff will work with our at-risk students one-on-one to provide additional support. Interventions will take place by phone, online, through google classroom, and in-person within a classroom or outdoor setting at specific times of the day throughout the school week as needed. Using formative assessment, teachers will identify the area of needs for each student. Furthermore, teachers will identify essential state standards for current and prior school year utilizing various testing methods in order to address any learning loss and accelerate students.

All teachers are expected to access the state standard documents which include the highest leverage standards in each subject by grade level. Other resources include: district formative assessments, grade level pacing guides, and curriculum and teaching strategies which teachers can implement and leverage to identify gaps prior to teaching the grade level standards.

With the closure from March to June, we are expecting skill deficiencies. Although teachers and learning coaches (parents/guardians or other adults/older children in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. Data collection, lesson design, interventions and enrichments, and support for students, teachers, and families are in place to support foundational understanding of grade level concepts.

Our bi-monthly staff meetings examine each student's achievement and evaluate each student's need for additional support. Once a student has been identified as needing intervention or extension, each student receives appropriate help in a timely manner. Students who are experiencing difficulty are identified to receive additional support targeted to the areas of his/her deficiency.

Cleaning protocols will be put in place daily for each classroom. Site staff will ensure desks, masks, social distancing, handwashing, and other protocols are implemented based on their classroom environment to ensure continuity of learning.

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

Description	Total Funds	Contributing
Technology devices to support remote learning.	3500.	Yes
Technology equipment to support remote learning.	500.00	Yes
One-on-one teacher support for at-risk students.	10000.00	Yes
Supplemental materials for distance learning.	2000.00	Yes
Provide a safe and sanitary environment through additional cleaning, social distancing and student monitoring	1500.00	Yes
Social Emotional Learning resources and personnel.	10000.00	Yes
Tech support for staff, parents, and students.	3000.00	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.]

We will provide continuity of instruction by:

1. Maintaining grade-level content and instructional rigor.
2. Focusing on the depth of instruction and pace.
3. Prioritizing English language arts and mathematics content standards and learning.
4. Maintaining the inclusion of each and every learner.
5. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum.
6. Focusing on commonalities that students share in this time of crisis, not just on their differences. These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response.

Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student based on the Universal Design for Learning principles.

Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Teachers will also be expected to teach or provide rigorous video lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 3-4 hours of student work per day. Students in Kindergarten will receive 180 + minutes and students in grades 1-3 will receive 230 minutes and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students.

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels. While we understand this schedule is evolving as confirmed cases in our county change, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

From the beginning of the school year, all teachers have been designing lessons in our google classroom for at school learning and remote or distance learning. Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship building and connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning. All of the grades, from K-8 will have textbooks, learning packets, and live virtual learning. The teachers

are the point of contact for in-person and/or distance learning. Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance.

Attendance will be taken daily through google meet, by phone, email, or in-person to support all families, and through student engagement with their assigned work. Grading will be the same as on-campus learning. Art, and music will be provided through various formats and google meet. PE activities will be shared with the students to do independently at home and recorded by students and parents.

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.]

Parents and students will sign a user-agreement at the beginning of the year. Chromebooks will be assigned to each student. A check-out process is in place and parent's will need to sign the check-out sheet. Our parking lot has WIFI access and is open 24/7 for parents and families to be able to access the internet as needed. Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school. Teachers will also assist parents in understanding chromebooks, Google classroom, attendance expectations, learning expectations, and tips/tricks for teaching and monitoring student work at home. This information will also be covered in our virtual Back To School Night.

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.]

Feedback will be provided through Google Classroom and/or directly from the teacher through student work and assignment completion. Progress reports will be provided and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for learning will be attached in the google classroom and also by paper copy and have adaptations as needed for individual students and will help to address any students with disabilities and English Learners. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Assignments will be submitted and corrected for completion and grading.

Active engagement means a student is active in his/her coursework. The student is marked present when the following items have been achieved:

1. Completion of lessons- activities, assessments, projects, on a daily basis.
2. Attending synchronous (live lessons) for tutoring, intervention, or enrichment.

3. Or daily contact with the teacher.

A teacher will input the student's attendance and keep a record of attendance.

Assessment:

1. Individual Education Plans (IEP's) will be adhered to in all testing environments.

2. Teachers, support staff and/or school testing coordinators will be trained on assessments in-person and/or how to deliver online assessments.

3. Assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the google classroom.

4. All assessments will guide instruction.

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.]

Shasta County Office of Education has opportunities for professional development in all formats for the teachers. Technology support will provide training available for all teachers to help support their use of technology and google classroom based on their need. Staff will be provided with Google Suite professional development, from the Mountain Valley Education Consortium, based on their needs. Administration will provide professional development to support distance learning based on direct feedback from teachers.

Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. The district will provide continuous learning for staff to continue to be proficient in the implementation of home learning. Teachers will work together to teach one another tips and tricks for distance learning.

Job embedded support for teachers will include teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Staff Roles and Responsibilities

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

Flexibility will be the key to implementing new practices within our district. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high quality education and a nurturing/supportive environment necessary for success.

Office staff will isolate students or staff with COVID symptoms. Protect school facilities by keeping parents from entering campus. Custodians will clean facilities in-between student and staff use including classroom areas, playground, bathrooms, and other high use areas. The bus will be cleaned by transportation between uses.

Teachers will provide a quality education for all students utilizing multiple means of accessing the curriculum. Be able to plan for both independent study, distance learning, or in-class learning models. Teach students proper hygiene, hand-washing, social distancing protocols. Teach students and parents how to use chromebooks and remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Include and interweave stress management and mindfulness practices in daily classroom routines. Administrators will train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Teach and reinforce hand washing and use of a cloth face covering by employees or students. Have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE. The school nurse will serve as the District's COVID-19 Liaison and train staff on how to reduce exposure and protocols.

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.]

Whitmore School District does not have any English Language learners at this time. Special Education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Other service providers may deliver services in-person or virtually. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in-person for more than 10 days, as specified. Our goal is to create multiple means of engagement through IEP's and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Technology devices will be provided to all students so that they can participate equitably in remote learning while at home. Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days. Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, and support staff will work collaboratively to ensure all students have contact with the school.

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

Description	Total Funds	Contributing
Distance Learning is being supported with the use of technology such as Google Classroom, using thumbdrives., paper and call. Staff is following up daily with students and providing the necessary support to meet the student's academic needs.	2000.00	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.]

There may be some skill deficiencies with students. Classroom assessments will be used by the teachers to assess students, particularly in reading and math. Remote tutoring and homework support will be provided for students that have significant learning loss or students who need additional help. School staff in collaboration with classroom teachers, will provide this support.

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.]

While school closures have impacted all students, such as students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, they may be disproportionately affected by school closures and the unanticipated transition to distance learning. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.

To ensure that we are not a source of further distress for our most at-risk students and families, we will work with families to support learning loss and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up. Support staff will work both in-person and remote tutoring and homework support will be provided for students that have significant learning loss or students who need additional help. Teachers and staff will work with our at-risk students within the classroom during a specific time of the day throughout the school week to provide additional support due to learning loss. We believe that engaging parents of students with disabilities, foster youth, homeless youth, and low income students is important during distance learning and in-person learning.

We will make grade-level content accessible for all students on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities, and learning disabilities all require a different way of approaching content. We will provide students with different ways to engage in and process learning, and to express learning helps to reduce or eliminate barriers to showing what they know and can do. Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Teachers and support staff will meet specialized student needs by targeting the specific individual student academic difficulties or language development needs and will serve to expand, not limit, their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding.

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.]

Diagnostic assessments are used to identify specific areas where instruction or intervention to improve student learning and address learning loss. Formative assessments and progress monitoring will be utilized periodically throughout the year. Formative assessment examples may include collecting information through a digital platform such as Google Classroom, or collecting information online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions.

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

Description	Total Funds	Contributing
Tutoring of students by teachers, chromebooks, and instructional materials.	1500.00	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.]

The pandemic abruptly disrupted all aspects of our lives, leaving most of us isolated, frustrated and impatient, and some of us lonely, depressed, and even unsafe. We can anticipate that some of our students will be distracted and unfocused because of the turbulent environment we are in. Relationships and connectedness are one of the cores of our school community. Students need student to student relationships that are essential for students to grow as learners.

Social Emotional Learning supports will be inter-woven in the weekly lessons by teachers and support staff. Teachers will check in daily with students to build repertoire and monitor their mental health. Teachers will provide Tier 1, 2, and 3 social emotional supports based on student needs. Our support staff will connect and provide additional support for identified students. Teachers and support staff will reach out to

parents and families when students are not attending school. Tier 1, 2, and 3 supports will be put in place to address attendance concerns. Administrators will follow-through on students that have been identified for Tier 2 and 3 support.

Professional development and resources will be identified as additional needs become evident. Teachers have the opportunity to participate in the Shasta County Office of Education and the Mountain Valley Education Consortium professional development training.

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 have had to fundamentally rethink our approach to family engagement in this time of COVID. Because families are increasingly expected to assist in ensuring that kids are learning from home, they have moved from being stakeholders to being critical learning coaches and partners in the central work of teaching and learning. Moving forward, we will provide parents with more detailed and timely information on instructional approaches and learning expectations to ensure that learning continues in whatever circumstances the next few years bring. Using our existing tools and social media platforms we will inform, engage, and train parents in supporting their students both academically and socially.

A tiered system of support has been put in place to provide outreach to our most-vulnerable populations. The countywide Help Me Growth initiative provides schools with support for truant students so that we can reengage students in school. If no student engagement has been made for a day, our staff and teachers are making calls and possibly home visits to the family home.

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.]

"Grab and Go" breakfast and lunch will be offered daily when school is back to in-person five days per week. Lunches will be sent home with students as they leave on the bus in this hybrid version. Hand hygiene will be performed prior to lunch pick-up. While students are in distance learning, students will be offered daily breakfast and lunches for pick up or home delivery via the bus route.

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

Section	Description	Total Funds	Contributing
School Nutrition	Supplies for meal preparation	1000.00	Yes
Distance Learning Program (Access to Devices and Connectivity)	Will access need for additional technology such as website support, Chromebooks, thumbdrives, workbooks or printed materials.	3000.00	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.42%%	\$30,817

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.]

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

Equity is always at the forefront of every decision we have made with the COVID funding and supplemental/concentration funds. No matter the instructional schedule model, we continue to work to eliminate the barriers to student success that existed before the closure. We identified the areas of need in order to provide the necessary tools and resources for our students to be successful in school. To effectively use the COVID funds, we have considered survey results from stakeholders, feedback from parents, staff, students, and community members, reviewed the CA School Dashboard to identify which student groups need additional support, looked at our history of successes in our programs, and examined how to improve services to students.

The following are ways to meet some of the needs of our identified student group populations:

Online and in-person meeting-staff meetings, special education, and home visits for one-on-one parent meetings have taken place to ensure our most at-risk students are being served. Transportation of meals/ learning packets is being delivered by support staff making stops to homes within the community to deliver meals. Principals, and support staff, have hand-delivered student work to at risk families in the community that were without transportation. Any student not engaging in school via distance learning platforms or not picking up the meals are contacted to address any barriers to learning. A collaborative effort has been made with county resources to assist local schools with reaching out to students and their families when students are not attending school.

Teachers check in with students regularly. During these check-ins, teachers will offer tutorials, feedback on projects, and enrichment work, and support by listening during this challenging time. Because of unreliable internet services, our staff have both paper learning packets and lessons, along with online formats and chrome books available to students.