

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 safety and well-being of the students and staff of the Byron Union School District (BUSD) is the District’s highest priority. The impact of the COVID-19 pandemic has been profound for our community and our district. When families experienced the sudden closure of schools, childcare, and their places of work on March 17, 2020, there was an immediate disruption to the regular routines of life. Many parents struggled with juggling home and work demands while at the same time providing direct support to the education of their children. The impacts on our district staff were also significant. Staff were immediately required to pivot and deliver instruction and support students remotely, requiring the quick acquisition of new skills and strategies to provide remote instruction.

Immediately upon school closure, the district began to plan for how our classrooms would safely reopen. BUSD started the process of examining every system and structure to identify and address needed modifications necessary to protect the health of our students and staff. Planning documents from the California Department of Education (CDE), The Centers for Disease Control (CDC), the California Department of Public Health (CDPH), produced during the summer, were instrumental throughout the planning. Continued consultation with the Contra Costa Health Services (CCHS) and the Contra Costa County Office of Education influence the reopening plan based on local context. What scientists understand about COVID-19 continues to evolve, and the district will continue to monitor known information so that it can make any necessary adjustments in alignment with public health science.

The Learning Continuity and Attendance Plan (LCP) offers the opportunity to memorialize the planning process and the decisions made to ensure students receive high-quality instruction in the safest environment possible for the entire school community. BUSD has put essential measures in place, and is prepared and ready to reopen safely for the 2020-2021 school year.

In May of 2020, BUSD formed the Reopening of Schools Task Force. The purpose of the Task Force was to collaborate and acquire input from a variety of stakeholders on multiple reopening scenarios that were presented to the Board of Education. On July 10, 2020, The Board of Education voted to begin the school year with 100% Distance Learning. The Governor of California mandated that action on July 17, 2020.

Stakeholder Engagement

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

Throughout school closures and into the summer of 2020, the district has solicited stakeholder feedback through the Reopening Task Force, surveys, and through public comment at board meetings in which updates on school closures were provided by district staff.

The BUSD Reopening of Schools Task Force included members such as administrators, teachers, instructional aides, district health clerk, food services coordinator, maintenance lead, School Board Members and district personnel. The task force met virtually on May 18, May 20, May 26, May 27, and June 1st and collaboratively looked at considerations for returning to school with a hybrid instructional model, including an analysis of family and staff surveys. The committee provided considerations for multiple options for return to school for the 2020-2021 school year, and were instrumental with the BUSD Reopening Plan Document.

Surveys were given out to staff, families, and students on March 26, May 15, June 11, July 7, August 28, August 31, and provided information and feedback in the areas of device and connection needs, reopening preferences, distance learning instructional models, and recommendations.

Stakeholders were also engaged in meaningful dialogue on The Learning Continuity and Attendance Plan, which was presented to the DELAC committee and the School Climate Committee on August 26, 2020, and public hearing held at the Board of Education meeting on Thursday, September 10, 2020.

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

The Governor’s executive order, N-25-20, directs Californians to follow public health directives, including canceling large gatherings. BUSD values good communication, especially during this challenging time. Zoom video conferencing has been and will continue to be used moving forward. BUSD public meetings and public hearings are accessible via a link on the district webpage, and are also shared out by the individual school sites. Members of the community wishing to address the board can do so by submitting a request or comment through the Zoom chat feature during the virtual meetings, which allows them to speak publicly during the video call, or to have their input read aloud.

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

Meaningful stakeholder feedback was solicited throughout the development of our reopening plan. Themes from parents included: a desire for schools to reopen and provide in-person instruction with safety measures in place, a desire for a distance-learning option to address the needs of children and family members at high-risk, as well as families not yet comfortable returning to the school building, an expectation for students attending in-person learning programs and those participating in distance learning to have the same, exceptional learning opportunities that children typically experience in BUSD, a desire for students participating in distance learning to return to the classroom during the school year as soon as it is safe for students and staff to return, an organized and consistent

instructional platform and design for distance learning instruction for efficiency and ease for parents to support their child's learning, a request for daily live instruction and interaction, and regular feedback for students participating in distance learning, a process and plan to support students with exceptional needs with engaging in the instructional program, and the desire for an instructional program that includes electives such as art, music, and technology.

Themes from staff included: a desire to receive training specific to providing remote or distance learning, a request for curricula programs designed to support remote or distance learning, a desire to have all safety protocols established and protective personal protective equipment available to teachers before resuming in-person instruction and the ability to opt-in to provide distance learning rather than provide in-person instruction when an employee is at high risk,

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

Response to stakeholder input has had a significant impact during the development of the Learning Continuity and Attendance Plan. Parent and staff input has influenced the structure of both in-person and distance learning models, including schedules and instructional tools to support high-quality learning for students as well as ensuring a safe school environment for all.

Some examples include: the development of schedules for the distance learning program which reflect daily live instruction, opportunities for small group instruction and support, and regular feedback, the development of opportunities for teachers and students to connect with teachers for support and one-to-one check-ins, all teachers received professional learning for an additional two days that provided learning on instructional tools, a distance learning instructional model, the purchase of extensive personal protective equipment for all staff, and sanitizing equipment for all school sites and district office, hiring of counseling support personnel to provide mental health supports for students and staff, the purchase of online supplemental programs for core instruction, intervention supports, EL learners, and our students with unique needs, a partnership with Village Community Resource Center to provide support for students and families, parent and family training to support learning at home, and the provision of devices and connectivity to all families requiring devices or hot-spot connections.

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.]

BUSD is committed to offering an in-person learning experience that ensures the health and safety of students and staff when students are allowed to return to campus. While beginning the school year in a full distance learning model, BUSD continues to work on plans to reopen our schools. Once Contra Costa County has been removed from the state's COVID-19 watch list, BUSD will be ready to transition to an in-person hybrid learning model. Updates and modifications are continuously be added as information and recommendations from Contra Costa Health Services, Contra Costa County Office of Education, California Department of Education, and Centers for Disease Control release updated information and recommendations.

BUSD has established protocols and procedures to ensure safety of students and staff in the BUSD Return to School Plan.

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

Description	Total Funds	Contributing
Expenditure for PPE supply needs for staff and student return: Face shields, masks, hand sanitizer, gloves for kitchen and custodial staff, desk shields for students and staff.	\$133,700.00	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.]

The district began the school year in a full distance learning format and protocols are in place to ensure the quality of instruction is of similar quality to an in-person experience. Adherence to all of the SB 98 guidelines will be followed. These guidelines provide for a robust manner of accountability. Protocols such as clear attendance and engagement measures have been created to ensure we are accountable that each child is accessing the educational program being provided. BUSD will utilize Aeries to track attendance and engagement for synchronous and asynchronous instructional sessions. Weekly engagement records are analyzed and students attending sixty percent or less during an instructional week, are placed into a tiered reengagement plan. The learning management system, Schoology, is the center of learning in BUSD. All students, courses, and work are housed within this platform. Parents have access to students’ lessons, assignments, and grades for TK- 5.

Grade level teams met during July to design curriculum maps for English Language Arts and Math focused on the Priority Standards and recommendations from Achieve the Core. The refined standards will guide teacher planning to ensure that instruction is tightly aligned to the most important big ideas of learning at a grade level. With instructional minutes reduced, there is an understanding that learning must be very intentional. During distance learning all students will utilize the same district adopted curriculum to access the standards, and learning management system, Schoology, that will continue to be incorporated when students return to in-person instruction.

Grade level instruction will take place using both synchronous and asynchronous instruction daily. Students will receive a minimum of eighty minutes of daily synchronous instruction in grades TK – 8. The elementary schools have a designated Zoom scheduled with four, twenty minute periods based on grade-level. Asynchronous learning and practice occur before, between, or after the synchronous instruction. Instruction in the elementary grades focuses on reading, writing, and math, and social studies, science, art, and PE are delivered through asynchronous learning after the scheduled instructional time with teachers. Teachers are available during this time for student support. For grades 6-8, synchronous learning occurs every period for a minimum of twenty minutes, followed by asynchronous activities to support the direct instruction given during the Zoom session. All teachers provide an opportunity throughout their work day for students and parents to connect, ask questions, and receive support with learning.

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.]

District staff are ensuring all students have access to devices and internet connectivity. In the spring of 2020, 125 devices were distributed families requesting a device. For the start of the 2020-2021 school year, schools surveyed families, and are continuing to take requests for student computers and internet devices. Within the first three weeks of the school year, over 600 student laptops, Chromebooks and ipads have been provided for students, and 65 Wi-Fi hot-spots have been distributed.

All members of the BUSD, including but not limited to, teachers, school office staff, administrators, technology department employees, and district office personnel have worked to provide technological support for families in the areas of internet connection, software applications, and curricular programs. School websites include an online page to support families with information and resources for district programs, and Parent Academy nights will be given throughout the school year to provide information and guidance with devices and online platforms.

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.]

BUSD has a focus on student-staff connections and engaging all students in learning for the 2020-2021 school year. In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using teleconferencing software. The district has purchased an account with Zoom to provide this platform for interactions, and has created consistent schedules for PreK-8 daily live interaction. Pupil progress will be monitored through daily live interactions, evaluation of teacher-created assessments, and a variety of assignments,

Student attendance will be recorded in the Student Information System, Aeries, and will reflect participation in synchronous and asynchronous lessons. Evaluation of the time value of distance learning assignments for both synchronous and asynchronous instruction is the role of the credentialed teacher. Time value will be measured via online participation and completion of oral, written, and electronic assignments. The time-value will be provided through lesson plans and student assignments from each teacher and reflect the amount of daily instruction, which exceeds the daily minimum instructional minutes required for the 2020-2021 school year. The certificated teacher of record will verify these minutes on a weekly basis.

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.]

Providing on-going professional development is a key strategy to ensure the implementation and success of the strategies laid out in the district's plan. Based on both teacher and parent feedback, BUSD realized the need to continually improve distance learning strategies. Three full days of professional development was provided for teachers the week before school began. Teachers participated in synchronous and asynchronous learning sessions designed to prepare teachers to use the digital tools necessary to provide high quality instruction for students. Training in Zoom, Schoology, FlipGrid, Kahoot, EdPuzzle and other digital tools was provided by district teachers, along with training on the new student information system, Aeries. Professional learning sessions on the BUSD Distance Learning Instructional Model were conducted. All professional development resources, schedules, and sessions, were built with the Schoology platform, to model for

teachers a student's experience in distance learning. All training resources will remain accessible to the teachers through Schoology for reference and review when needed.

Instructional aides received up to four hours of training to support the provision of services to special education students. Two and one-half hours of this training was focused specifically on utilizing Zoom as an educational platform when working with students. Special education teacher training focused on learning how to use the new instructional programs that have been purchased to maximize student engagement, increase access to curriculum and standards, and provide a meaningful way to measure student outcomes.

Professional development for certificated staff and instructional aides is scheduled weekly throughout the school year. Learning sessions will be focused on the NWEA MAP assessments and utilizing the data to provide intervention and address student learning loss, continued and deeper understanding of the distance learning instruction, differentiation in a distance learning environment, and additional topics that will be scheduled based on teacher and family feedback.

Staff Roles and Responsibilities

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

The impact of COVID-19 on BUSD instructional programs has required a change to the staff's roles and responsibilities as the district prepares to provide continuity of learning for students and ensure safe environments for students and staff. The most significant change for staff will be in working conditions. The impact is felt throughout the organization from classrooms to administrative offices. Teachers and instructional support staff are prepared to provide remote instruction through distance learning for the entire school year, or they are ready to shift to a return to in-person learning through a hybrid model of instruction when allowed.

BUSD has hired two part-time credentialed counselors and an intern to support the mental well-being of students and staff during this extraordinary school year. Additional technology support hours will be added in order to provide families and staff support with online instructional tools, platforms, and curricular programs.

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.]

Instructional aides have been assigned to specific grade levels at the elementary school and are providing support for student learning by joining in with classroom teachers Zoom sessions. In addition, instructional aides are providing their own Zoom session to support students during guided and independent practice. After school instructional hours, instructional aides host office hours through Zoom where students are assigned and invited to participate. The aides work in small groups to assist students with completing their daily assignments or homework. The extra support is optional, unless students are not completing work.

BUSD has invested in curriculum to support the needs of all learners to provide access to standards-based curriculum for all learners during distance learning. For students participating in the Specialized Academic Instruction program (core replacement classes), the district purchased the Unique Learning Systems programs for grades preK-8. This program provides students with more intensive needs access to the core curriculum and standards with modifications to support that access. For students in parallel classes not needing quite that level of

support, BUSD purchased Lexia Reading, specifically to address academic gaps in the area of reading. This is a computer-based, self-paced reading instruction program addressing deficits in phonemic awareness.

BUSD has contracted with a Board Certified Behavior Analyst to provide 10 hours weekly to support families struggling with distance learning. During Parent Academy nights, a BCBA provides parents with an engaging presentation targeting difficulties that parents identified as a challenge during distance learning in the spring. For those parents requiring some additional supports, the BCBA will provide one hour weekly of consultation to families, addressing their specific needs and overcoming barriers with them.

In very rare cases, where students were receiving intensive behavioral support through discrete trial training via outside contracted agencies prior to school closure, students receive in-home behavioral support services. These services are targeted at reducing behavioral concerns to minimize regressions, provide additional structure in the home setting, and support the student and family.

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

Description	Total Funds	Contributing
Additional On-Line tools to increase instructional and learning effectiveness. Tools include: Zoom, online subscriptions, and software. Wi-Fi and hotspots and computers have been acquired and provided to students in need to ensure internet and curriculum access to live synchronous learning. Additional technology equipment include Chromebooks, Laptops, document cameras to be used by staff and students.	\$259,000.00	Yes
Staff professional development and curriculum map development and instruction planning time.	\$120,000.00	Yes
Additional Technology Support Hours – Site Technology Leads	\$15,000	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.]

BUSD will measure learning loss and monitor student growth in distance learning through their data cycle. The data cycle includes common assessments that are given either remotely or in-person to all students TK-8 three times during the school year. Grades TK-1 assessment focus on literacy foundational skills, and numeracy concepts in math. For grades 2-8, students will complete the NWEA MAP Growth Assessments in the areas of reading, language use, and math. Teachers will provide grade level instruction and will utilize both long and short term formative and summative assessments to monitor students' progress.

Teachers will engage in weekly learning community meetings to review data from the assessments, design instructional plans and supports to address the needs of students who have demonstrated learning loss, have academic gaps, or working below grade levels in the areas of reading, writing and math.

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.]

Understanding school closures may have impacted the progression of student learning, BUSD will take steps to ensure distance learning opportunities are well designed and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs, such as scaffolds, providing targeted instruction one to one or in small groups. Each school will use a Multi-Tiered System of Support structure to respond to student’s academic and social-emotional needs with a team approach. Data will be used to plan and implement classroom-based intervention strategies to support students in meeting grade-level expectations and ensure social-emotional wellness.

Supplemental programs such as Moby Max, MAP Accelerator, Accelerated Reader, Mystery Science, Lexia Reading, and TWIG are provided to students to address academic gaps and accelerate academic progress. Many supplemental programs can be accessed online, whether at school or home.

Instructional aides at the elementary sites and an extra period of credentialed teacher intervention provide small group, or one to one differentiated support, for students who are English learners, low-income, foster youth, or pupils with exceptional needs based areas of need. Students who are categorized as foster youth or low-income may receive other supports, such as attendance monitoring, social-emotional resources, meals, transportation, and/or resources such as backpacks, school supplies, or other needs identified by school personnel.

The district EL teacher provides additional supports to our English learner students and families through outreach and connection to community resources, direct interaction with students through Zoom sessions to assist with language development and classwork completion, submission and concept re-teaching. The EL teacher also communicates with families to ensure the students have devices, internet and training for families on how to access learning programs. The EL teacher works directly with classroom teachers to design lessons that provide integrated supports for the English learner students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the implemented pupil loss strategies will be measured through MAP and common assessments, as well as other established curricular assessments administered throughout the school year. Results from these assessments will allow teachers and site administrators to evaluate the effectiveness of interventions provided to mitigate learning loss. Modifications to these interventions will be made if they are found to be ineffective at accelerating learning. Student engagement logs demonstrating active student engagement during distance learning will be reviewed weekly, and daily attendance through Aeries will be tracked by administration and attendance support staff. Results from these assessments will be analyzed by administration and staff to establish goals and actions and determine resource allocation.

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

Description	Total Funds	Contributing
Substitute/retired counselors are providing support for students and families.	\$50,000.00	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 entire education community has been affected by the COVID-19 pandemic, and it is critical that the social-emotional wellness of our children and staff be considered as BUSD plans for the 2020-2021 school year. The focus for the first two weeks of the school year built upon making connections between students and teachers, and establishing consistent routines to provide a sense of normalcy for students accessing their learning from remote locations.

All teachers will continue to implement the district adopted social-emotional program, Choose Love. This program provides opportunities and strategies for building positive relationships, engaging in community building, as well as tools to develop emotional self-regulation. Connection activities, daily check-ins and additional routines and activities are built into daily lessons, and an integral piece of the BUSD Distance Learning Instructional Model. Teachers design instructional lessons that integrate building relationships and supporting students’ mental well-being. Classroom activities such as class meetings, open office hours, TEAM class instruction at the middle school and virtual lunch activities are integrated into school days to provide opportunities for social-emotional check-ins and peer engagement.

The district has hired additional counselors to support the mental and social-emotional well-being of students and staff. This includes two retired part-time certified counselors, and a counseling intern. Student engagement tracking and the Tiered Reengagement Plan will provide connection with families and students struggling to attend, and connection to community resources to support students’ mental and physical well-being. Through a partnership with Village Community Resource Center in Brentwood, students and families in the BUSD have access to services and activities within the areas of Youth Development, Family Leadership, Health Services and Coordination of Services.

Students who receive mental health services designated in their IEP will continue to receive services from the school psychologists virtually. They will monitor student progress and well-being and will take appropriate measures to increase services or support when they have determined a student is struggling or in crisis.

Professional development for teachers was provided before the beginning of the school year for Teacher Self-Care, and will continue throughout the school year. Topics will continue to focus on staff self-care, building connections and relationships with students and families, implementing Trauma-Informed practices with students, and integrating social-emotional strategies into curricular instruction.

Parent Academy sessions including Engaging and Motivating Distance Learners, Coping Strategies for Parents during COVID-19, and Structuring Leisure Time were scheduled for the beginning weeks of the school year. Continuing parent support and training will occur through the school year.

Parent and student feedback emphasized the need for students to socialize virtually during and after the instructional school day. BUSD is researching means and methods to provide opportunities for our district students to engage in virtual extracurricular activities while in distance learning.

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.]

BUSD has created a plan to monitor student attendance and engagement, including tiered re-engagement strategies for students who are absent from distance learning or in-person learning for sixty percent or more during one instructional school week. When students miss daily synchronous learning, parents/guardians will be required to verify the absence. Detailed attendance records will be kept and distance learning attendance codes have been created to monitor student engagement, lesson completions, and attendance. Additional absence codes have been created to accommodate for absences that are atypical to when students are attending school in person. School staff will reach out to students and their families when students are absent from daily synchronous learning. School schedules for distance learning include dedicated time for teachers to conduct student outreach and support. Weekly student engagement records will be kept and reviewed by teachers, administrators, and grade-level teachers to ensure student engagement in distance learning.

Students who are not consistently engaging in distance learning through synchronous activities will enter the Tiered Re-Engagement Plan.

Tier 1 of the re-engagement plan includes teachers having daily interaction with students. If students are absent, teachers will reach out to students/parents via email, phone calls to parents/guardians, or additional student contacts if no response is received from student and parents. Students who continue to not engage consistently will progress to Tier 2.

Tier 2 includes school attendance clerks, office administrators, and school administration conducting outreach to students and families. Counselors, case managers, or the EL coordinator will connect with families if needed, and referral to local organizations to assist families with basic needs, medical or mental health providers, or connection with other resources will be provided to families based upon need. Students who continue to not engage consistently will progress to Tier 3

Tier 3 includes Coordinator of Curriculum and Assessment, Coordinator of Special Education, and Superintendent providing outreach to students and families. School administrator teams and/or district office teams will conduct home visits that follow all health and safety guidelines to connect with and support families. Students may be referred to the School Attendance and Review Board.

While no language group meets the fifteen percent threshold requiring translation, BUSD regularly engages in the use of translators to facilitate communication with parents who speak a language other than English.

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.]

BUSD’s Food Services Department continues to provide Grab and Go Meals to all students during distance learning. BUSD provide’s lunch for the day and breakfast for the following morning. Meals may be picked up Monday through Friday from 12:00pm until 1:30pm at all of our school sites. All our meals follow the required nutritional guidelines. All meals are prepared in a manner that is consistent to Federal nutritional guidelines. The district delivers meals to some of the families who receive free and reduced meals and are in need.

When students return to campus, the BUSD Food Services Department will provide breakfast and lunch to the students on campus. They will continue to serve Grab and Go Meals for students not on campus, or leaving campus directly after instruction.

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
30%	\$140,500.00

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.]

The needs of English learners, low-income students and foster youth are prioritized when evaluating the school programs to determine areas where additional support is warranted, and actions are designed with those student groups in mind. The services in the Learning Continuity and Attendance Plan demonstrate a thirty percent improvement in services for unduplicated students as compared to services provided to all students in the 2020-2021 school year. These populations represent groups often underrepresented and historically marginalized and may be more significantly impacted by the pandemic than others. The following are actions provided to all students, but directly benefit unduplicated student groups.

The purchase of additional technology devices (Chromebooks and Wi-Fi Hotspots) ensure these populations have equal access to the instruction when provided in a distance or remote learning model. The common assessment tools (NWEA MAP, TK-1 Common Assessments) assist in the identification of students who may have experienced learning loss during school closure. It is anticipated that unduplicated student groups may be more impacted than others. Early identification of students who have experienced learning loss will allow for the development of intervention to accelerate learning. Grade-level aligned instruction provides a wider opportunity for flexible interventions and differentiated instruction to accelerate the learning for these student groups.

The actions that specifically address unduplicated students are: The purchase of additional software programs such as Lexia for reading support, MAP Accelerator for math support will benefit and NearPod to support language development for the English learners that are newcomers to the country.

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

This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of the plan which are traditionally intended to support the increased outcomes for English learners, foster youth and low income students.

The actions that specifically address unduplicated students are: The purchase of additional software programs such as Lexia for reading and language intervention and acceleration, MAP Accelerator to address academic gaps in math, and NearPod interactive software for increasing language levels and designated EL support.