# 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 Learning Continuity and Attendance Plan represents three high school programs operated by the Brawley Union High School District: Brawley Union High School (Comprehensive High School), Desert Valley Alternative High School, and Renaissance Community Day School. Collectively, these three schools serve approximately 2,000 students daily at three separate locations. The comprehensive high school involves all day in-person instruction; Desert Valley High School offers half day in-person instruction as well independent studies options; and Renaissance Community Day School provides all day in-person instruction in a self-contained classroom. When schools closed due to

COVID-19 in March 2020, all schools switched to an online distance learning platform. This new modality of accessing learning was a significant shift for most students and families.

Due to the COVID -19 pandemic, the Brawley Union High School District (BUHSD) staff, students, and community's lives have been drastically altered and the district has had to undergo several changes to adjust to the "new normal." The unexpected closure of the district in March 2020 has had an effect on the physical, emotional, social, and educational needs of our students. The closure of schools has impacted the ability of many of our families to access basic services. The comprehensive economic impacts of the pandemic, including increased unemployment, have escalated the challenges of food insecurities and access to technology/internet. Students and families of the Brawley Union High School District have also felt the effects of physical separation from targeted supports and services that are normally provided in-person such as services for English learners, Foster Youth, Homeless Youth, and Students with Disabilities.

Because of the shift to distance learning, the district has had to increase its supply of Chromebooks and Wi-Fi devices in order to meet the needs of its staff and students. BUHSD has responded to this change by providing all students and staff who needed a device and/or internet with a Chromebook and/or Wi-Fi Borderlink device. Through the use of video-conferencing such as Zoom or Google Meet, educators, staff and students have had to learn a new method for delivering lessons and participating in class. Advanced professional development opportunities are being offered to teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning lessons for students, mitigating learning loss, and accelerating language proficiency for English learners.

The impact of COVID-19 on the LEA and its community has added new stressors for all. During this time, it is of paramount importance to address the mental health needs of BUHSD's staff and students. The Family Resource Center conducts outreach to students and continues to accept referrals from staff on behalf of any student in need of services and/or support. The Director offers families access to valuable school and community resources for food, housing, essential supplies, and social/emotional/mental health support services. School counselors and psychologists also reach out to students in order to continue guiding students toward being successful during distance learning, staying on track for graduation, and discussing college and career readiness.

# Stakeholder Engagement

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

BUHSD's efforts to solicit stakeholder feedback to inform the district's "School Re-Opening Plan" and "Learning Continuity and Attendance Plan" began in late May/early June 2020 and have continued throughout the development process. Four task forces were developed to ensure all aspects of students' academic, physical and emotional health needs were met. Task forces consisted of parents, students, community and staff members. They focused on four areas: Teaching and Learning, Health and Safety, School Operations, and Family and

Community Engagement. The task forces met weekly throughout the summer to determine stakeholder needs and develop a plan based on those needs.

Stakeholders' needs were assessed in various ways. Surveys were sent out to staff, parents and students to examine the individual needs of each group in order to successfully implement distance learning and/or a hybrid distance learning/in-person model. Students were asked how they are able to structure their time to ensure completion of assignments, their comfort level with technology and their technology needs, assignment flexibility preferences, their preference in-person instruction, distance learning, or hybrid models, and precautions that are important to them once school re-opens, and any trainings they may need. Almost 60% of our student population responded to the survey and the survey was provided in both Spanish and English. A total of 546 parents responded to our parent survey. The survey was provided in both English and Spanish. Parents were asked if they were able to schedule other activities around student's structured distance learning time, about their knowledge troubleshooting various aspects of technology, their comfort level assisting student with lesson content or online research, workshops and training they may need, precautions most important to them once school re-opens, their choice of learning models, and whether there are adults living in the home who are essential workers. 76% of staff members responded to the staff survey. They were asked what their biggest obstacles were/may be to engage students in distance learning, learning model preferences, most important precautionary measures when they return to in-person instruction.

Parent advisory groups met via Zoom toward the end of July to discuss distance learning, the various options for students. Parents were able to debrief and discuss what went well during the spring and what concerns they had moving forward. They asked questions and gained clarification on topics about which they were confused. They provided suggestions moving into the fall semester for both distance learning and hybrid in-person options.

[A description of the options provided for remote participation in public meetings and public hearings.]
Meetings with stakeholders have been held via Zoom. Those members who could not join via Zoom, called in and participated via conference. Parent Advisory groups were given physical packets to review prior to the meetings. Board Meetings were held in-person as well as via Zoom and also provided call in options. Parent communication is held via phone calls, emails, and letters sent home via US mail. Parents who do not wish to participate via Zoom, are able to provide their input via phone call, email, or US mail.

[A summary of the feedback provided by specific stakeholder groups.]
As the recipients of the educational services provided by BUHSD, feedback from students was of significant interest when creating a distance learning plan. About one third of students felt they performed worse during spring dismissal than they would have during a traditional in-person school day. 55% of students felt they were able to complete lessons on time and attend their virtual classes as scheduled. 56% of our students felt they were able to troubleshoot their computer/internet problems on their own. 74% of students contacted their teachers when they had questions about the content or material of the class and 56% of students felt their teacher responded in a timely manner. 74% understood what was expected of them on a daily and weekly basis. Most students preferred weekly assignments as opposed to smaller, daily assignments. 57% of students enjoyed meeting virtually via Google Meet or Zoom while the other 43% preferred not to. 59% of students did not prefer distance learning over traditional in-person instruction. If given the option, the students said they would participate in a time management/work from home training. While 100% of students fear infection, over 98% of them stated they need face to face instruction. Most important PPE factors for students were: Frequent and consistent disinfection of classrooms and facilities is the number one priority for students when they return to in person instruction. The second item students wanted addressed prior to returning to

in-person instruction is the installation of various hand washing stations throughout campus. The third item that ranked high on the student list of priorities was temperature checks and symptom screening for all who enter campus. Overall, students miss in-person interaction with their teachers and peers and appreciate the virtual class meetings where they are able to see everyone.

During the July 29, 2020, DELAC meeting, parents were able to discuss distance learning and options for the start of fall semester. One parent mentioned that she was pleased with the teacher's effort in reaching out to students by setting up parent/student conferences and making sure students had all the necessary school supplies. A parent said that an advantage was that every student had a Chromebook available. She noticed that teachers were on top of students making sure they turned in quality work and on time. Teachers offered valuable feedback on student work. She understands that it was a pilot program, but her son didn't have trouble adjusting to it. In regards to areas that need improvement, A parent mentioned that her son decided to drop advanced courses since he is afraid that distance learning will make it too complicated and may fail. She feels that having students learning from home may pose a challenge since they require physical activity and socialization. A parent believes that group video conferences may help students with this issue and other parents agreed. All parents were surveyed regarding distance learning and family needs to be successful. 63% of parents felt comfortable troubleshooting computer and software problems at home. 61% of parents stated they can help their children with lesson content and online assignments. 50% of parents said with a lot of effort from both parent and student, they can manage at home with distance learning. 23% of parents did not feel comfortable helping their students with coursework during distance learning. The majority of parents felt a training on how to help their child succeed would be beneficial. 63% of parents fear infection if students return to school and 46% chose traditional in-person learning as their last learning model choice. Parents' first priority for in person instruction is frequent and regular disinfection of facilities, installing various hand washing stations around campus was second, and temperature and symptom screening for students came in third for parents. 77% of parents have at least one adult essential worker living in the home.

The district met with its Liaison team on September 17, 2020 to discuss the Learning Continuity and Attendance Plan. The team is comprised of Department Chairs to include the counseling department and administration. The teacher leaders provided insight into the needs of teachers during this time of Distance Learning. One concern was physical technology that some teachers lack access to. This was taken into consideration and written into the plan. Another concern was tutoring. They already found students to be struggling. This concern was considered and adopted into the plan as well.

Certificated and classified staff expressed the importance of maintaining consistency for students and parents. Teachers found their biggest obstacles during distance learning to be lack of basic needs at students' homes and they were given other responsibilities at home. Some teachers noticed that students were having difficulty with the online platform in general. 76% of staff fear infection if the district returned to in person learning and 36% chose distance learning as their preferred learning model with a rotational schedule coming in second at 23%. Although 87% of staff feel all precautions are important, the top three are: regular and frequent disinfecting of facilities, installation of various hand washing stations around campus, and enforcing physical distancing measures. About 50% of staff stated that besides themselves, they have an adult essential working living in the home.

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Based on input from the Liaison Team meeting held on September 17, 2020, the district made the decision to purchase laptops for all classroom teachers. Struggling students was also a concern from this team. Due to input byt the team, the district contracted with Americorp tutoring services to provide after school tutoring 2 hours a day five days a week.

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

The specific stakeholder input received throughout the spring and summer has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on the development of the district's reopening plan and through direct feedback on the Learning Continuity plan itself. One key aspect that influenced the plan was the need for daily "face to face" interaction with teachers and students. Parents, students and teachers alike all expressed concern that students needed socialization and interaction with their teacher peers. The district created a daily schedule that includes daily live interaction in every class. Students are able to connect with their teachers and peers on a daily basis which is crucial to their social-emotional well-being. Typically, teachers are using Zoom or Google Meet as their live interaction platform.

Another area of concern was consistency for students. The district established clear expectations and a daily, live instruction schedule that somewhat mirrors what the traditional, in-person schedule of each school. The comprehensive high school follows a block schedule throughout a traditional in-person school year and made an effort to mirror this schedule during distance learning. Odd classes are held Mondays and Wednesdays and even classes are held Tuesdays and Thursdays. Fridays the odd/even schedule alternates. The two alternative education settings hold all classes everyday during in-person learning and mirrored this same concept during the distance learning model. A traditional, in-person school year, tutoring is offered after school. Converting to distance learning, maintaining tutoring was a high priority. Students are able to attend tutoring sessions via Zoom with Americorp aides after lunch. This helps students who are struggling or don't understand a concept to get additional one on one assistance.

To address the common frustration expressed by parents regarding communication on up to date information dispersed by the district, the district consistently directs parents to its parent webpage. On the district's website there is a specific parent page, www.brawleyhigh.org/parents that provides parents with all of the district's information regarding school calendar, class schedules, registration information, Aeries information, applications, etc. The district created a Distance Learning Resource page that provides parents

with tips and tricks for helping their children during distance learning, the daily bell schedule, student expectations during distance learning, back-to-school care package, website information, students and parent portal information, google classroom and account information. In light of the current situation, the district has also created a COVID-19 webpage containing the latest updates regarding state and local guidelines. Parent phone calls are made daily regarding student attendance during virtual learning. Parents were also concerned with internet connections and device reliability. The district had several Chromebook and WiFi distribution days throughout the summer and is still currently issuing devices as needed in order for every household to be able to successfully participate in distance learning.

Similarly, the educational resources page webpage was designed following comments by teachers regarding the volume of information regarding virtual learning, professional development, resources, etc. The district created a Padlet which is a single, virtual clearinghouse of links, videos, professional development opportunities, online resources, etc., in order to help teachers be successful during distance learning. This tool is easy for teachers to find all pertinent information and resources in one location. Training and accountability for staff are critical. The district is working in conjunction with its local Office of Education in order to provide professional development opportunities specific to the needs of our teachers and students.

# 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.]

The Brawley Union High School District will follow the direction of the Governor's office, the California Department of Education, Centers for Disease Control, and state and local health and educational agencies to plan for in-person instruction as health conditions in the Imperial County permit us to do so. While current health conditions do not permit delivery of in-person instruction, BUHSD began the process of planning for a hybrid and/or rotational schedule for in-person learning last spring and will continue to refine and revise the plan using the work of task force groups and input from all stakeholders. Providing in person instruction that can be safely delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. BUHSD is cognizant that even when in-person instruction resumes, many families may choose to continue the distance learning model and keep their children home out of an abundance of caution. We recognize that students will need continuity of learning between in-person and online instruction and additional supports will be required to recover from any learning loss and unfinished learning that may have occurred. BUHSD's focus and commitment to reopening schools safely and resuming in-person instruction is evidenced through its task force's developments. Please note this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions.

Modes of Instruction:
To accommodate health and safety needs and to meet the educational needs of its students, BUHSD will be offering two modes of instruction. One option is to continue 100% distance learning from home. Students continue with class as they have been accustomed to this school year. The second option is a blended hybrid model which includes both in-person learning and distance learning. Students enrolled in the blended hybrid model will receive part of their instruction at their respective school sites and part of their instruction at home, online. In supportive efforts with the Imperial County Public Health Department, efforts to conduct contact tracing, students will be placed into small cohorts as much as possible. The district is researching staggered start times, half day instruction, and morning/afternoon sessions in order to minimize bottlenecks of cohorts. Passing periods may be minimized and where possible, teachers may move classrooms while students remain in a single class.

School Safety:
BUHSD is committed to following CDE, CDC and local public health department guidelines regarding the reopening of schools. In order to coordinate with the Imperial County Public Health Department's efforts to conduct contact tracing, students will be grouped into cohorts and kept in these clusters as much as is feasible. When this is not possible, guidelines will be followed to best ensure the health and safety of students and staff. Appropriate safety measures will be implemented once students are allowed to return to in-person learning. Sidewalks marks designating six feet of distance have been painted throughout the campuses. Students will be expected to maintain social distancing while on campus. Face masks must be worn by all staff, students, and visitors while on campus. Students and staff will undergo daily temperature checks and health screenings as they enter campus. Classrooms will be rearranged to adhere to social distancing guidelines and specific classroom procedures as related to safety, frequent hand washing, mask procedures, and sanitization will be implemented. There will be designated entrances and exits to avoid cross traffic when entering and exiting school campuses. Signage, cones and other visual cues will be used to direct traffic flow, encourage proper distancing protocols, and remind staff and students of PPE and hand washing etiquette.

Student Supports:
The foundation of BUHSD's school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly engaging and rigorous curriculum and staff to support learning at all levels. As student cohorts are created, it will be determined what resources need to be available on certain days, or if deemed appropriate, continued virtual delivery. The Family Resource Department provides various services to students and families of the district. Specialized services may be provided while adhering to the social distancing and PPE guidelines. Specialized services could include but are not limited to: speech and language services, behavioral services, or educational support services. As part of a targeted intervention strategy, students with additional needs may be considered for additional in-person instruction. This would include English learner newcomer students, homeless youth, students with disabilities, and foster youth. These students are at high risk of coping with stressors such as lack of access to health care, job loss, food insecurities and lack of transportation greatly impact mental health and wellness. The district will increase its capacity to meet the mental health needs of targeted student groups.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Personal Protective Equipment: Face coverings (masks and shields), will be provided to staff and students to ensure they are minimizing the spread of respiratory droplets while one campus. Gloves and other protective wear will be provided to those who require it. | 10,000 | No |
| Fogging Devices will be utilized to disinfect classrooms and buildings. | 5,000 | No |
| Thermometers have been purchased to implement various temperature check stations. | 1,200 | No |
| Additional funding for transportation due to the increased trips to outlying cities to transport students to school. | 100,000 | Yes |
| Signage, Posters, and Floor markings are visual cues throughout school sites to maximize social distancing, direct traffic flow, minimize interactions between groups, and identify specific entry/exit points. | 2,500 | No |
| Increased mental health support and services for students specifically targeting low-income, English learners, foster youth and homeless youth. | 15,000 | No |
| Plexi-glass and related materials will be purchased to provide barriers when close contact is likely and does not allow for physical distancing of at least six feet. Areas can include but are not limited to: teacher desk, school and district offices, bathroom sinks, etc. | 20,000 | No |
| Cafeteria extra duty if there is a need for a split lunch schedule. | 25,000 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |
| Additional outdoor tables for the cafeteria | 6,500 | No |
| Signage, Posters, and Floor markings are visual cues throughout school sites to maximize social distancing, direct traffic flow, minimize interactions between groups, and identify specific entry/exit points. | 2,500 | No |

# Distance Learning Program

## Continuity of Instruction

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

In an effort to maintain continuity of learning whether it be online or in person, BUHSD is driven by its commitment to instructional rigor, in-depth instruction, the inclusion of every student, identifying and addressing the learning gaps and monitoring student progress. Input from teachers, students, families, staff and community partners have informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence plans have been developed in the core content areas. Fortunately, the curriculum adopted for the following departments also have online components which enable teachers to seamlessly transition from in-person to online learning: English language arts, mathematics, history, English language development, and freshman seminar. Those courses whose curriculum does not provide both physical and online curriculum, have been provided with supplemental online support programs.

Support for Aeries, Google Classroom, Google Meet, and Zoom have been offered to both teachers and students to maximize effectiveness of the program. For parents and students new to Google Classroom, Aeries, and/or Zoom, various training modules will be created and shared on the district's YouTube channel as well as through email, social media, and our website. Both Synchronous and Asynchronous learning opportunities are afforded to students daily. Synchronous learning is any type of learning that takes place in real time where a group of students engage in simultaneous learning through live instruction and interaction. Synchronous learning most resembles a real classroom, students can ask questions and receive immediate feedback, allows for collaboration amongst peers, teachers can gain immediate results and adjust instruction as needed, and can occur using various modes of computer interaction. Asynchronous learning occurs separately,

without live, real time interaction. It is directly related and aligned to the Synchronous portion of the class and students can absorb content and complete work at their own pace. This type of learning allows for flexibility in a student's schedule, provides opportunities for students to develop questions and reflections of learning at their own speed, with the understanding that feedback from the teacher could come later and will not be immediate.

BUHSD recognizes that distance learning is challenging and does not envision teachers and students sitting in front of a computer screen all day. The district's distance learning model schedule includes breaks, with a balance between synchronous and asynchronous learning. The district has ensured the comprehensive high school and community day school adhere to at least 240 minutes of instruction and the continuation school adheres to a minimum of 180 minutes per day. These instructional minutes shall include both synchronous and asynchronous instruction. Teacher planning, office hours, professional development opportunities, or other faculty, department or school level meetings are not calculated in the instructional learning minutes. Access and availability is a key component enabling students to fully access the curriculum regardless of the mode of instruction.

The alignment of curriculum to prioritized standards clusters in a subject area, effective use of benchmark assessments to drive instruction, consistent implementation of district wide instructional practices, and other identified actions within this plan are a constant whether the district is conducting distance learning or in-person instruction. This continuity is key to a streamlined transition between the two.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In Spring 2020 when the Imperial County Public Health Department in conjunction with the Imperial County Office of Education determined, due to concern for public health, it was necessary to implement a county wide school closure, the district immediately began assessing the home device and connectivity needs of its students and staff. Those who required devices and/or hotspots were issued Chromebooks and WiFi towers for home use. The district arranged for safe-practice pick up procedures during the spring and continued throughout the summer. During the spring, school sites were able to implement remote learning and teachers could monitor student participation, assess the student's familiarity with technology and online tools, and provide additional support as needed. The district's hold harmless approach in the spring allowed for both teachers and students to learn and grow in the distance learning model without the fear of it punitively affecting their grade.

To follow up on initial device and WiFi distribution, this fall the district again reached out to families to provide several opportunities to check out Chromebooks and WiFi devices. The goal of the district is for every student to utilize a district issued device when participating in distance learning. To avoid delays in student learning, if a device malfunctions, school sites have a plan in place to safely issue a replacement while adhering to local county health guidelines. The technology department continues to evaluate the connectivity capabilities of the existing hotspots with respect to bandwidth used to determine if new hotspots need to be purchased and provided.

The district's plan is for students to retain their device even in the event schools are allowed to resume in-person learning. Depending on California's COVID-19 Watchlist, the need to shift to distance learning can be sudden so BUHSD found it most reasonable for students to

retain their device the entire school year. Additionally, retaining a personal Chromebook reduces the exposure to outside germs that can be present when sharing a device.

## 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.]

BUHSD is committed to identifying and addressing learning gaps by monitoring student progress on content area assessments and adjusting supports based on student results. Teachers and instructional staff will analyze student progress and learning needs and adjust instruction based on the results.

The district has an established electronic attendance system that all teachers use to document daily attendance. This electronic system denotes the method and frequency of participation and attendance by the student. The district designated a Supervisor of Attendance who is responsible for disseminating up to date attendance information provided by the state as well as monitoring attendance procedures and ensuring full implementation. This position also oversees the overall attendance and engagement data of the district's students. Teachers will establish daily live interaction with their students using a variety of tools and student participation/attendance is documented in our student information system. Student attendance and participation will be monitored using daily online course participation, verified daily assignments completed, and/or daily correspondence. The online platforms being utilized by teachers provide data documenting time on task, assignment completion, time in virtual meetings, etc. Evaluating time value of assignments is the role of the credentialed teacher. Pupil participation will be based on multiple measures of a student's attendance and engagement in learning. For distance learning instruction teachers will keep a weekly engagement log documenting daily asynchronous and synchronous activities. This will include a record of student assignments and lesson objectives.

## 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 ongoing support, guidance and resources for teachers to maintain high quality distance learning programs for students is at the forefront of district priorities. To enhance teachers' skills, in-depth training in the use of Google application was provided and ongoing follow up trainings are scheduled. Several professional learning opportunities regarding the use of Zoom, maintaining classroom control in Zoom and pulling Zoom reports were provided.

Prior to the start of school, all certificated employees and classroom instructional assistance attended professional development on social emotional learning, integrated ELD in a distance learning classroom, Google Meet, Classroom, Extensions and Zoom training, and addressing special needs via distance learning.

Working in conjunction with our local County Office of Education, teachers were afforded the following professional development opportunities: Increase the Rigor of Synchronous Distance Learning Instruction Using Zoom Breakout Rooms, Asynchronous vs. Synchronous Instruction, SEL for the First 20 Days of Distance Learning, and UDL in Math. The local county office of education continues to assess the needs of its districts in order to provide relevant professional development accessible to all grade levels.

A Padlet for teacher has been created by curriculum experts to share a clearinghouse of educational resources ranging from technology tutorials, strategies for engaging students to distance learning, as well as professional development opportunities. Curriculum coaches are hosting mini training sessions on Fridays in response to teacher requests and needs. The teacher needs assessment results, determine training topics for the regularly scheduled Friday trainings.

Essential learning for substitute teachers will include the use of instructional technology. Substitute teachers will need to have basic knowledge of Google Classroom, Google Meet, and Zoom. These staff members will need to have basic proficiency in strategies for teaching in a virtual environment. Existing professional learning opportunities will continue to assist them in carrying out their critical role in supporting the distance learning program in the absence of the teacher.

The district will continue to provide professional learning to support MTSS and PBIS implementation efforts. Successful implementation of MTSS and PBIS will benefit all students, particularly student groups who have historically not been provided access to the resources and support needed to achieve their fullest potential. This was a priority for the district prior to COVID-19 and is even more critical during this time of distance learning and school closures, given the acknowledged disproportionate impact on specific student groups.

## Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have impacted the roles and responsibilities of staff across the district. As new guidelines and regulations are disseminated and as we prepare for the day schools can re-open, roles and responsibilities will continue to evolve and be re-defined.

Teachers are responsible for monitoring attendance and engagement using multiple measures with state templates used as guidance. While students attend class in-person, attendance is determined solely by their presence in their assigned classes. Under the distance learning umbrella attendance becomes a bit ambiguous. Attendance during school closures requires multiple measures in order to determine a true student absence. A student can be considered present through a variety of actions throughout the day. To be considered present, a student can participate in synchronous learning, asynchronous learning, submit an assignment for the day, reach out and make contact with the teachers, parent makes contact with the teacher, or teacher reaches out and receives a response from the household. Teachers are also responsible for maintaining a weekly engagement log documenting daily offerings of synchronous and asynchronous assignments.

Instructional assistants who traditionally support the teacher in the classroom, will be providing differentiated assistance virtually. Their job responsibilities now encompass the use of our learning management systems, attendance systems, and student engagement requirements.

In addition to providing support during synchronous learning, instructional assistants are also responsible for ensuring student engagement and/or re-engagement in their assigned classes. These staff members are reviewing daily attendance reports, making phone calls home, troubleshooting for students when possible, and determining the needs of families. After synchronous learning, instructional aides are providing tutoring sessions in their respective subject areas. They are an added layer to student intervention and play an integral role in the success of students during distance learning.

The district's resource teacher and testing coordinator has also had to adjust in order to support a range of distance learning-related actions. Currently this position is focusing on supporting school sites to implement inclusive practices, assisting teachers in monitoring students progress, providing instructional strategies and tools that complement the distance learning model of teaching. This position normally observes classes in a physical learning environment, the coordinator has had to adapt and join Zooms in progress, help troubleshoot technology concerns, and find online learning support that will assist teachers during distance learning. Testing has also shifted and he must keep updated with the latest guidelines for state and AP testing.

The health aide's job duties have shifted from caring for ill students, to actively supporting all current public health measures. The aide takes daily temperature checks of staff, COVID symptom monitoring and coordinates with district personnel to follow through any confirmed diagnoses or exposures to COVID and support contact tracing efforts..

Food personnel have had to change their menus to a "grab and go" model. They had to implement one way passage for food distribution while maintaining social distancing guidelines and utilizing PPE. Once school is back in session they will need to coordinate efforts for one way lines that move swiftly while maintaining distance and prevent students from loitering to eat their lunch.

Operations and maintenance staff have to ensure stock of personal protective equipment, disinfection supplies and order additional supplies as needed. They have created a schedule to routinely disinfect all high-touch areas on a daily basis. Maintenance staff had to undergo training in proper sanitization procedures and are responsible for the proper sanitization of all buildings, offices, and classrooms.

## 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.]

BUHSD is committed to supporting pupils with unique needs throughout the school year, but especially during this time of distance learning. English learners are provided virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to tutoring, designated ELD curriculum is offered through Google Classroom utilizing several online platforms. To ensure accessibility by all teachers and students, teachers participated in Integrated ELD in the Distance Learning Classroom prior to the start of the school year. Integrated ELD is offered across disciplines in all subject areas. The district has had to shift to a curriculum that provides an online platform for teachers and students. Rosetta Stone, Edge Level A and B, Reading Plus, Kate Kinsella's Academic Vocabulary Toolkit, Grammar Gallery, and Read and Write have all been implemented to assist English learners in the development of and

progression toward English language proficiency. To ensure EL students are showing growth in language proficiency, scheduled benchmark assessments in Reading Plus and Edge will allow teachers to remotely monitor student progress and identify areas for improvement and further support. The district will continue to support the families of English learners through virtual ELAC and DELAC meetings held monthly. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses.

For students who are foster youth, the Homeless and Foster Youth Liaison collaborates with each school site to ensure the foster youth enrolled in our district have the tools and resources they need to be successful during distance learning, including connectivity, WiFi and Chromebook devices, and materials needed for their classes. The liaison is in constant contact with their case managers and ensures attendance and engagement are being closely monitored. Online tutoring services are offered to eligible foster youth and the liaison will refer students to district and community agencies for additional support and resources. The Homeless and Foster Youth Liaison continues to provide support between the school sites and collaborative partners to assist with coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollment for foster youth.

Similarly, students who are experiencing homelessness are provided with supports they need to be successful during remote learning. The district's Homeless and Foster Youth Liaison serves as the district's McKinney-Vento representative and assists with identification of students and family outreach to ensure needs are met and resources are provided. This staff member conducts a needs assessment of families experiencing homelessness to determine and connect families with school and community-based supports through a referral process. School sites have increased their outreach and communication to teachers and parents to locate any "missing" students or students who are not engaged in distance learning. The liaison will contact parents and students on an ongoing basis to determine special or unmet needs for accessing distance-learning and address their technology needs, including the provision of WiFi devices and Chromebooks. The Homeless and Foster Youth Liaison will assist families with resources and information on shelter, housing, food provisions, clothing, health, COVID resources, etc. and refer parents and students to appropriate community agencies and/or district services when educational, health or welfare needs are identified. The liaison will coordinate with the county homeless liaison in order to ensure continuity of educational services should students transfer.

The district has a school club called The Village. The Village's purpose is to provide students and their families with their daily basic needs. The Village assists students and their families by providing clothing, hygiene products, school supplies, blankets, etc. anonymously. The club takes donations from individuals and community businesses. During distance learning, The Village has provided outreach to families and are delivering to households based on need. This club continues to send out surveys to determine family needs.

The BUHSD Special Education Program serves students with mild to moderate disabilities. Whether in Distance Learning or in-person instruction, all students have a team of educators who monitor their progress in all areas, including academic, behavioral, social-emotional, and health/medical needs. Since the district has transitioned to remote learning, the team has modified the manner in which the services are provided, to target technology connectivity, academic access, instructional support, ongoing monitoring, and parent/guardian assistance in supporting their child. The students' team of educators, led by their Special Education Program Case Manager, continue to implement the IEP, monitor goals and progress, and address the need for intervention. As the IEP team convenes, the student's goals and services are reviewed and adapted for Distance Learning. All students have access to a Chromebook and mifi provided by the district. Students and parents receive technology support from their teachers, case managers, academic counselor, and technology department staff as needed. The Special Education Program continues to develop IEPs and hold meetings through telephonic and/or Zoom access. Students are

provided the accommodations, modifications, supports and services as outlined in their IEP. The Case Manager works closely with the student, family, and general education teachers to ensure access and engagement with courses. To assist students with English-language arts, the Special Education Program will be using supplemental curriculum, such as, Reading Plus Program, Read and Write, and the Academic Vocabulary Toolkit. Based on the school schedules for Distance Learning, the Special Education Program provides additional academic assistance from the Case Manager and/or paraprofessional during the Student Learning & Tutoring time. Per legislation, districts IEPs will address a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical closure in excess of 10 school days.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Staff Professional Development costs for Integrated ELD strategies, assisting students with disabilities, and Social-emotional learning focusing on low-income, homeless and foster youth and English learners. | $7,040.59 | Yes |
| Staff Development Costs to assist with proficiency in Zoom, Synchronous and Asynchronous Learning, and Google Classroom. | $620.00 | No |
| Chromebook devices made available for students who need a device to access distance learning at home. | $167,500 | Yes |
| BorderLink MyFi Devices to provide connectivity to students | $15,000 | Yes |
| Verizon HotSpot devices to provide to students with no or poor connectivity | $30,000 | Yes |
| Expansion of bandwidth for BorderLink Wi-Fi Tower to increase connectivity to outlying homes | $300,000 | Yes |
| Online Support Tools for students | $9,000 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| | | |
| Online curriculum and support tools for English learners. | $17,200 | Yes |
| Zoom Subscriptions for distance learning | $11,430 | No |
| Expanded efforts to provide connectivity and device access as well as basic needs/services for homeless youth | $1,200 | Yes |
| The district wil purchase laptops for its certificated staff to support their distance learning needs. | $135,000 | No |
| The district will provide curriulcum planning hours for teachers to implement online programs and softwared focused on assisting students who are considered low-income, foster youth, English learners, students with disabilities, and homeless youth. | $175,000 | 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.]

The impact of the emergency distance learning initiated in March 2020 due to COVID-19 will be the loss of learning both in academic and content skills. To address this, BUHSD's schools are committed to offering enhanced assessments and interventions in the critical areas of ELA and mathematics, which will support accelerated learning across all subject areas. Lost skills will emerge through benchmark exams administered in core subject areas, allowing the teacher to address the areas of need. Although summative data is critical, formative data teachers gather daily throughout instruction is a key component to understanding what learning loss has occurred and the student needs that arise as a result. By using benchmark exams, the evidence is transformed into meaningful, actionable insights that allow teachers to

differentiate instruction based on the results. The benchmark reports available through Illuminate allow teachers a common language with which to collaborate on targeted instructional recommendations, spot trends and declines across students groups, and use the evidence to inform instruction.

In the alternative education setting, class sizes are small and students interact with their teachers for multiple periods a day. In these instances, the teacher has a unique knowledge of the student which supports the rapid identification of areas where learning loss has occurred. Additionally, students in this setting receive personalized education plans to address their credit deficiencies. This will help support alternative education's ability to provide interventions when needed and address the individual needs of each student.

BUHSD recognizes that the immediate school closure in March 2020, had a significant impact on the progression of literacy and comprehension for students. Students may have regressed in their reading levels and reading comprehension during this time. Grade level benchmark exams will assist teachers in determining the degree of learning loss that has occurred and working in collaboration with their grade level teams, will create a plan to reintroduce those skills throughout the school year. In mathematics, students who are not meeting proficiency expectations are provided math support. MDTP is the comprehensive exam used to determine gaps in student learning. Some students are placed in Agile Minds courses which are designed to accelerate their comprehension and application mathematical concepts. For students enrolled in the abovementioned interventions, their classes also have an instructional aide. The instructional aide is able to provide small group or individual assistance when students are struggling.

The district has hired three Americorp Tutors. These employees provide assistance during class and assist the teacher in any way needed. They also provide after school tutoring daily for students to help them in any subject area.

## 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.]

The primary means of addressing learning loss with students will be a tiered approach. All students receive instruction from their teachers during synchronous time. Those pupils who require additional support may be offered services during asynchronous time. These students will be provided small group instruction and tutoring, as well as one on one support with the instructional assistant. Once gaps are identified, students can be placed into smaller groups with students who have similar difficulties. Small groups will focus on the key standards that students need to successfully master the content of the specific subject area in which they are struggling. Additional tutoring sessions can be provided by instructional assistants and Americorp tutors. Americorp tutors offer two hours of after school tutoring daily in any subject area.

During the summer of 2020, the district implemented a summer bridge program to help mitigate learning loss that occurred in spring 2020. Students enrolled in these courses were low-income, foster youth, English learners, homeless youth and students with disabilities. English learners enrolled in a language development program that focused on reading, writing, speaking and listening. These are the four domains addressed on the ELPAC exam. Students were able to earn course credit upon successful completion of this program. Students struggling

in mathematics enrolled in a summer math bridge program. The district offered these services to incoming 9th grade students as well as current students. Students were able to hone in on math skills needed to be successful in the integrated math series. Students with disabilities were afforded English and math bridge programs during the summer individualized to their learning gaps and educational needs.

Teachers worked in collaboration to develop power standards that may need extra attention due to school closure in Spring 2020. This will help teachers understand any universal gaps in learning for their students. BUHS leaders may also reach out to their feeder elementary schools to gather information on potential standards that need to be addressed again in Fall 2020. Departments and course-level teams in English Language Arts, mathematics, science, and history, in addition to other courses will administer assessments the first few weeks of school to understand the skills and standards-mastery students bring as they start their new grade-level. This will help teachers identify areas of learning loss to address in their instruction and spiral repeated standards as needed. Planning teams and teachers will review data from these assessments and identify areas for remediation and focus. They will build in universal strategies to spiral explicit teaching of these concepts as they continue with grade-level instruction. Teams will also identify supports or other instructional programs for students who need more intense support to increase student achievement and offset the learning loss that may have occurred.

For students with disabilities and English learners, the district is using Reading Plus software to provide an initial assessment, monitor progress and create an individualized reading curriculum based on the student's current level of literacy. This software is designed to accelerate a student's reading comprehension, fluency and proficiency. It is adaptive software that continuously collects data on student performance in order to customize instruction. Students who are struggling are provided scaffolds and increased depth of instruction to help them develop greater independence. As students progress, they are automatically assigned increasingly higher levels of practice and instructional rigor. One on one instruction is provided to students who are struggling to master a certain concept. Small group instruction is also offered.for students who are having difficulties mastering similar concepts. Students with disabilities will be provided with STAR Reading and Mathematics accounts. This program offers comprehensive assessments in reading and math levels and provides individualized curriculum for each student. It monitors student progress and allows the teachers to see growth in proficiency.

Students who are considered low-income, foster youth and homeless, are provided with online tutorials to help guide students through the distance learning process and offer virtual presentations on how to use various components of Google classroom and other software programs that teachers are implementing in their classrooms. They are provided tutoring opportunities after lunch provided by Americorp tutors and instructional assistants. The district is also conducting family outreach to better assess the needs of each family and determine appropriate resources or referrals. Often a lack of nutrition can provide a decline in a student's academic performance, therefore, families are provided with the district's food distribution schedule as well as other food distribution events throughout the county.

The Homeless and Foster Youth Liaison continues to track and support school sites in order that foster and homeless youth are engaged in learning and completing assignments on a weekly basis. Additionally, the liaison will collaboratively work with the county foster youth coordinator to help identify and connect foster youth with appropriate agencies and resources as needed. Students who are experiencing homelessness are at an increased risk of learning loss during the distance learning program. Factors that normally contribute to learning loss for this group, but are increased during this pandemic include: irregular attendance, lack of basic resources, connectivity issues, and loss of course credits. Instructional Assistants, counselors and the Homeless and Foster Youth Liaison are working closely with teachers to identify and support any students who are not attending synchronous learning sessions, logging into Google classroom, or regularly

submitting assignments. Under the guidance of teachers, academic goals will be provided and instructional designed, to recover lost skills and prevent further learning loss.

Make-up courses will be offered during asynchronous learning time in order to assist students who have fallen behind and accelerate learning. The district will purchase a new online credit recovery program called Edgenuity in order to assist students. This program will help students recover credits they may have lost due to school closure in the spring.

## 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 services and supports provided to address learning loss will be measured through ongoing assessments of student progress. This will include interim assessments in ELA and math and benchmark exams for all core subject areas. The implementation of learning loss strategies is a necessary step in addressing the needs of students. Conversely, the strategies and programs will only serve the needs of students with a prescriptive and consistent monitoring system in place to measure their effectiveness. Established benchmarks testing windows and scheduled collaboration time to review results is imperative in ensuring effective implementation.

The most apparent aspect of learning loss mitigation can be determined through the student's academic achievement. Additionally, ongoing teacher-based formative assessments and analysis of student work will provide evidence that learning loss for each individual student has been addressed. This individualized approach to instruction is already a foundation of our two alternative education schools, and is becoming the model for all schools during distance learning.

Weekly monitoring by counselors and case managers will occur during distance learning and continue throughout the school year. Open communication between teachers and counselors will ensure students' needs are being met and re-engagement strategies are implemented. Student supports can include help from tutors and instructional aides, school counselors, and/or program specialists and will be tailored to the needs of each invited student.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Reading Plus software for ELs and students with disabilities | $16,000 | Yes |
| Edgenuity | $77,718.50 | Yes |

| Description | Total Funds | Contributing |
| --- | --- | --- |
| Illuminate | $8,217.44 | Yes |
| Contract with Americorp to provide three full time tutors | $40,000 | Yes |

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The district has made a comprehensive effort to provide two-way communication avenues for parents, stakeholders and students to remain in constant contact with school sites, administrative offices and support resources. The district houses counseling and support services on site as part of the district and through relationships with county behavioral health providers. Communication is made through direct phone contact, social media, district email and local media sources. Student well-being is a primary concern of the district. The special education department conducts consistent student checks to ensure socially interactive aspects of students' needs are being met.

To effectively support the social and emotional well-being of students and staff during the school year, professional development in social emotional learning and relative activities was provided to staff prior to the start of school. During distance learning teachers have a group of 35 students assigned to them for tutorial. They check in with their tutorial teacher on a daily basis and the teacher performs basic wellness checks on the students. If a teacher notices a student who needs further assistance, they follow the structure tiered approach and contact the second tiered personnel to provide further assistance. All interventions are documented in our student information system.

Together with the Family Resource Center staff, counselors and school psychologists, the district has built a support system, beginning in the classroom to support students. Tier 1 will include social emotional learning strategies built into regular classes and tutorial for all students. As students show a greater need for intervention, teachers can follow the recommendations and refer students to receive additional help. The district has partnered with Imperial County Behavioral Health and other outside agencies to further assist students’ specific needs.

The district , in conjunction with IVROP, is hosting "Wellness Wednesdays" once a month. The topics during these meetings cover mental health and physical well-being. Students are encouraged to attend and IVROP provides incentives to students for attending. IVROP also created a virtual calming room with several different webpages to help students deal with the struggles during this time.

# 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.]

BUHSD's learning community has implemented a plan to ensure students continue to receive educational experiences equivalent to those during a traditional learning model. Devices and hotspots are provided to all students and communication with students and families increased via Aeries Communication, letter mailed home, social media posts, and marquee displays. All district correspondence is provided in the languages documented as the primary home language of students.
To enhance student and family engagement, a Student, Family, and Community Task Force was created in an effort to develop strategies to engage all stakeholders. A plan was created over the summer and implemented Fall 2020. Consistent monitoring and follow up by responsible parties is critical in the successful engagement and reengagement of pupils and families. A four tiered approach was created in order to provide the most specific interventions to our most vulnerable cases. The task force continues to meet regularly to refine and revise the plan as new state guidelines on attendance and engagement are unveiled.

Student engagement is a key component of the Distance Learning model. Instruction is provided in live and recorded formats. Live instruction is provided on a daily basis and students are encouraged, and expected, to be active participants. Student absences are closely monitored by classroom teachers and the attendance office. When a student has recorded an unexcused absence, an automated phone call informs parents of the absence and provides them the contact information and response required to clear an unexcused absence. When a student records a second absence, the classroom teacher informs the student's counselor and contacts the parent as an initial means of intervention. If student absences continue, the student is referred to administrative services. Administration reaches out to parents to determine if the absences are excusable and/or are related to an issue that prevents the student from daily participation in class. Home visits will be made by the district's truancy officer when communication via phone or email fails to bring results. If elements are present that deter a student from daily participation, and the district has the means to provide a suitable solution, that recourse will be taken. Variables outside of the district's ability to provide an intervention will be referred over to the partner resources housed within the district. If all efforts to intervene prove unsuccessful, students can be referred to the SARB for review.

The key components of engagement will be monitored and assessed through weekly engagement reports, frequent use of various online tools, participation in online discussions, percentage of assignments completed, and number of positive attendance days. The district is using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is a collective responsibility and all involved stakeholders, including students, are held accountable to do their part in order to ensure the engagement of all students.

# 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.]

Nutrition services had to transform their food production and delivery services due to school closures in March 2020. The district applied and was approved for the “Seamless Summer” program. WIth summer meal flexibility, the district was able to provide two meals a day for children 0 - 18 years of age that reside in our community. The manner in which meals are prepared had to be altered as well due to school closures. Cafeteria staff had to switch their menu to meals that are easily accessible for take out. The district has two distribution days in which drive up or walk up options are available while staff and families maintain at least 6 feet of social distancing and all parties are required to wear a mask.Signage is prominently displayed at meal distribution sites so families can quickly and efficiently pick up their meals to enjoy at home. Students receive two breakfast and lunch meals on Monday and three breakfast and lunch meals on Wednesday. Working in conjunction with our feeder elementary school in a neighboring city, the district delivers meals to students who reside in that city as well. Because the state has extended the “Seamless Summer,” the district is able to continue to provide meals in the same manner they did during school closure in the spring.

When the district is able to transition to a blending learning model, plans are being created to maximize student and staff safety within COVID-19 guidelines. One measure is the implementation of touchless meal distribution. Rather than taking a fingerprint, students will simply scan the barcode on their ID. When students are participating in in-person learning, they will receive their meals from the cafeteria and other designated areas throughout campus to avoid crowding or long lines. If the blended learning model entails a half day, students will be expected to pick up their lunch and enjoy it off campus. If the blended learning model allows for full day instruction, students will not be allowed to eat inside the cafeteria and must consume their meal at various outdoor seating locations throughout campus while adhering to social distancing guidelines and safety protocols. When a student is participating in virtual learning from home during the blended learning model, they will be allowed to receive their meals through the meal distribution system set up for drive through or walk up participants.

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

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| In-Person Instructional Offerings | The construction of a designated sick room being completed. The room will be used to temporarily house, assess and provide medical attention to students possibly affected by COVID 19 and/or another infectious condition. The room is strategically located on campus to isolate students from contact with members of the campus population. | $15,000 | Yes |
| Distance Learning Program (Pupil Participation and Progress) | The district truant officer has been assigned the additional duty of district liaison relating to registration, curriculum and technology resources. Due to site campuses being open for limited services, students have encountered difficulties related to registering for school and having the materials needed to successfully engage in the distance learning format. The truant officer attempts to make contact with unregistered students, provide registration materials, deliver district devices (Chromebooks and WiFi), deliver classroom materials and pick up any items students and parents were unable to return to the school site. | $5,000 | Yes |
| Pupil Learning Loss (Pupil Learning Loss Strategies) | The district has invited Americorps employees to be a part of distance learning and pupil learning loss mitigation. The Americorps employees assist teachers with whole group instruction, small group instruction and individual support. The tutors work after school hours to tutor students in all subject areas, and during this time of virtual learning, will assist them with basic technology questions as well. | $40,000 | Yes |
| Mental Health and Social and Emotional Well-Being | Materials and Supplies for Wellness Wednesdays | $5,000 | 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 |
|---|---|
| 25.93% | $4,733,270 |

## 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.]

Because of the high percentage of unduplicated pupils at all three school sites, the district-wide goals and expenditures are primarily school wide actions, but the services are principally directed toward and are proving effective in meeting the district's goals for its unduplicated pupils. The district has nearly 85% of its students qualifying to receive free or reduced priced meals and three schools are considered school-wide Title I schools. Services provided by the district are available to all students since the district's unduplicated pupil percentage is at nearly 85%, however, priority is given to its unduplicated pupils. Because the unduplicated pupils generally are the students who participate in these extra services, the services provided are geared toward their needs.

Although the district provides services to all of its students, unduplicated pupils generally are the most at risk students in the areas of discipline, academics and attendance. Outreach efforts made by the district are directed toward unduplicated pupils and their specific needs. The percentage of unduplicated students is evenly distributed amongst the three schools, further justifying a district-wide approach for services provided.

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

Increased services for foster youth, English learners and low-income students are being increased through supplemental instruction after synchronous learning. Credit recovery for learning loss mitigation, additional support staff for individualized assistance, technology and

connectivity devices, parent involvement activities and trainings, professional development for staff, equity of access to rigorous curriculum such as academic support for honors and AP courses, as well as a summer bridge program in mathematics and language development are all afforded to low-income students, English learners, foster and homeless youth. English learners have instructional aides assigned to them in order to provide individualized instruction. They are also provided supplemental online support tools in order to assist them in gaining proficiency in English. The district continues to fund the Intervention Counselor who serves as the Foster and Homeless Youth Liaison. He is responsible for monitoring these students, ensuring their needs are being met and providing them the avenue to receive services as necessary. Similarly the district continues to support the Data Entry Specialist position. This position is pivotal in identifying unduplicated pupils, providing accurate information regarding these students and run data reports for staff to inform instruction and provide services for this group of students. In addition, the district has allocated funding to increase after school services to students, reduce class sizes in freshman math classes and provide professional development for teachers with emphasis on strategies for equity and access in order to increase student achievement.