



# 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.]

As a result of the COVID-19 pandemic and under the guidance of the Nevada County Public Health Department and the Nevada County Office of Education, Twin Ridges Elementary School District closed its schools on March 13, 2020 and transitioned to remote instruction on March 23, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through weekly paper packets and supplies

Because students were unable to participate with in-person instruction in classrooms during this time, progression of learning grade-level content across all subject areas was affected. There was no universal screener to gather assessment data to demonstrate student progress or regression. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas.

Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students, families and staff. TRESA has a large percentage of students receiving free and reduced meals. In order to provide meals to our students we provided pick and drop off locations throughout our large, geographically rural location.

## Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plan. We are fortunate to have a committed community that has provided feedback and input since our transition to Distance Learning on March 23, 2020. In order to inform this plan, we used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The district distributed a survey to our staff and parent communities in July 2020 and August 2020 to collect information on distance learning and return-to-school models.

The district presented the LCP at its August 10, 2020 Board meeting to overview the processes and content. It will hold a public hearing on September 8, and September 15, 2020. This public hearing to solicit community stakeholder input was posted on the Twin Ridges Elementary School District website. In addition, notices were posted at two additional sites. The district values the input of our community. Staff will review and integrate all public comment and information provided at the public hearing from stakeholders for the September 22, 2020 Board meeting and adoption of the LCP.

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

All District Board/LCAP/LCP meetings were open to the public via Zoom due to the shelter at home order. All meetings were open and accessible for anyone via remote participation. The agenda link is emailed to all families and is available via the TRESA website.

The informational hearing was held at our regularly scheduled and agendaed board meeting on August 10, 2020. Anyone wishing to speak on this item was given notice of the public hearing on August 6, 2020.. On September 8,, 2020, the district will host a public hearing. On September 22,, 2020, the LCP will go to board adoption and prior to September 30, 2020, the LCPP will be submitted to the Nevada County Office of Education. Participants may participate via phone or virtually through Zoom.

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

Responses to the first parent/student survey in July, 2020.

Which school does your child attend?

24 responses

Washington School 87.5%

Grizzly Hill School 12.5%

What level of Internet access do you have at home?

24 responses

Excellent! We have no issues connecting to the Internet

20.8%

Spotty (inconsistent connection & slow)

16.7%

We don't have Internet service where we live but it is available in our area

8.3%

Internet service is not available where we live; we have to use a cell phone to access the Internet

50%

Internet service is not available where we live; we have to use a cell phone to access the Internet

4 (16.7%)

If schools are allowed to reopen in the Fall of 2020 with social distancing and everyone wearing a mask, how strongly would you support full-time return to the regular school day,

24 responses

Strongly 8

Maybe 10

Not at all 6

If schools are allowed to reopen in the Fall of 2020 how strongly would you support full-time return to the regular remote learning based on new instructional models and new distance learning models?

24 responses

Strongly 9

Maybe 9

Not at All 6

If schools are allowed to reopen in the Fall of 2020, with social distancing and everyone wearing a mask, how strongly would you support an in-person and distance learning hybrid (A/B model)?

24 responses

Strongly 6

Maybe 13

Not at All 5

If schools are allowed to reopen in the Fall of 2020, with social distancing and everyone wearing a mask, how strongly would you support an A/B hybrid that provides in-person classes four days a week for shorter instructional hours. This would be an A group in the morning and a B group in the early afternoon

24 responses

Strongly 3

Maybe 12

Not at All 9

Do you want your child to ride the bus?

24 responses

Strongly 4

Maybe 8

Not at All 12

Results of the August, 2020 Survey

For a hybrid to work, we need to have two groups of students. Knowing the classrooms are mixed grade which of the following would be best for your student?

20 responses

By last name:45%  
By grade: 55%

TK and K are a student's first introduction to school. If it is possible for the school to offer TK and K to attend both sessions (A and B) would you be interested in your child attending both sessions?

Yes: 77%  
No: 23%

For Washington Families Only: If a hybrid model is possible, TRESA would like to offer your students in-person class time two days a week at Grizzly Hill and three days a week at Washington for remote learning. Does this model interest you?

Yes: 33.3%  
No: 66.7%

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

As a result of stakeholder input, the district is incorporating structure, consistency and engagement strategies into the development of learning plans. Staff is meeting in collaborative teams to create responsive plans to meet the needs of 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 district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including students and families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will

receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

Teachers will implement formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions.

Teachers, the administrator, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Throughout the period of remote learning, TRESA will keep track of these students, documented strategies tried to increase their participation, and note follow-up actions that would be needed in the fall, such as academic interventions and counseling support. The district will enhance these efforts by consistently developing and implementing a plan for all students.

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

| Description   | Total Funds      | Contributing |
|---|------------------|--------------|
| <p>The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from stakeholders, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.</p> <p>Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional</p> | <p>\$100,000</p> |              |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| <p>program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.</p> <p>Assigned school staff will follow processes to check on and monitor students who seem disengaged during remote learning. Teachers will communicate regularly with assigned staff regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions.</p> <p>Teachers, our counselors and administrator, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.</p> <p>Teachers shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback, and reporting non-participation to the site administrator for additional outreach and follow-up. Grade-level, standards-based interactive instruction will include content that requires student interaction with their teacher/classmates, content that engages a student in making a response, content that engages students in a visual way, and provides the teacher opportunities to provide the student encouragement and feedback.</p> |             |              |

# 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 a distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98.

All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students.

Prior to the start of the trimester teachers will post class expectations and information sheets with information on accessing the teacher's Distance Learning platform (e.g. Google Classroom), and contact information. Administrators will be provided access to all virtual classes and learning plans. In the scope of their professional duties, Our counselor will schedule regular and on-going check-ins for students needing additional support.

When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher.

Every student will receive core academic lessons, intervention and/or extension. Synchronous learning is whole class, where direct instruction, discussions, and supervised work time occur.

The district will continue to provide Special Education services, English Language Development, Reading And Math Program intervention, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually.

Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

Teachers are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating to reformat units of instruction so that there will be a continuity of learning whether in person or in distance learning.

If a transition between in-person instruction and distance learning is necessary, teachers will be provided with two days of time to prepare. If a staff member, administrator, student, or household member associated with a stable student cohort tests positive for COVID-19, the District will comply with local health department guidance. During this period of quarantine, students will receive distance learning. The teacher, if medically able to do so, shall continue to provide instruction to the cohort during distance learning. The teacher shall be notified of the transition to in person learning 2 days before this is to begin.



## 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.]

The District shall ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and wifi.

The district has inventoried all devices this summer. and from the state received enough chromebooks for every students to take home for distance learning usage. All students will be offered a device. Live attendance will be required starting on day one. Attendance will be taken per CDE guidelines. Staff will personally follow up with every child not attending by the first day of school.

## 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.]

Attendance will be recorded in our Student Information System. Teachers will grade assignments in a timely manner and provide feedback to the students. Our agreement with our certificated staff indicates agreed upon instructional minutes that align to SB98.

## 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.]

Due to the start of the school year in a distance learning format, staff will receive an additional 5 days of development to be used at their discretion on topics best suited to their needs to be effective, engaged teachers in distance/hybrid learning.

The focus will be on furthering collaboration and consistency across staff, to utilize research to transform our current units for remote learning, to plan for building classroom community and connection, to develop a plan for deepening student engagement, to develop plans for providing on-going feedback remotely, and to collaborate with our team to support self-care and reduce stress.

## Staff Roles and Responsibilities

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

Certificated staff, including but not limited to teachers, counselors, and librarians, shall deliver curriculum remotely, and will be required to perform daily cleaning and disinfecting that falls within the scope of the normal duties in our bargaining unit. A daily cleaning and disinfection record will be kept.

Additional duties for classified staff shall be as assigned and include but not be limited to the following:

### Reading Program Specialist and SPED Aides:

May be asked to help wipe down and disinfect items in the classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Assist in on-line instruction including realtime meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed).

Provide in-class stress management and mindfulness exercises for students and/or support social/emotional learning routines/curriculum.

Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet as needed)).

Building/Grounds/Custodian: Installation and maintenance of COVID-19 related fixtures on work sites. May be asked to perform additional maintenance (with proper training) on HVAC system. May be asked to perform additional deep cleaning tasks associated with COVID-19 prevention, including but not limited to fogging.

Administrative Assistant/All Aides: May be asked to enter data relating to daily COVID-19 student surveys and temperature check records to District Office as required. May be asked to contact parents regarding the health status of their students, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations. Monitor students in isolation rooms. Participate as needed in daily health screenings and/or temperature checks. Assist with daily health screenings and/or temperature checks.

Administrative Assistant Registrar/Data Processor: May be asked to enter data relating to daily COVID-19 student surveys and temperature check records to District Office as required. May be asked to make changes in the master schedule if current classes for scheduling are divided into smaller sections for cohorts or if a hybrid model is implemented. Changes to the master schedule will be required to be adjusted as the school year evolves.

Food Services Coordinator: May be asked to designate delivery instructions for boxed meals being sent to classrooms. May be asked to deliver meals to classrooms/community locations/homes.

## 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.]

Intervention supports will be provided to all students 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 who are below grade level and meet the criteria as measured by universal screening measures. Administrators will ensure on-going progress monitoring and appropriate services.

For pupils with exceptional needs, special education case manager(s) will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil's IEP goals and address the mode and method of service delivery. The DLPs will also contain a schedule of service delivery as well as the method and schedule for consultation with the pupil's parent/guardian. IEP services for students in MVSD will be provided via live, remote instruction and pre-recorded videos as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of TRESA to ensure that DLPs are being developed for all students.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| When needed: In-person reopening protocols and procedures require the following items at an increased cost to the TRESA as a result of the impact of COVID-19, including Essential Protective Equipment (EPE) | \$12,000    | Yes          |
| Staff Professional Development  | \$8,000     |              |
| Connectivity, including hotspots and improved technology infrastructure   | \$45,000    |              |
| Outdoor Learning Tents  | \$1200      |              |
| Distance Learning Curriculum; Additional staffing and assessment  | \$85,000    |              |

## **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.]

All teachers will monitor student learning, check for understanding, provide individual feedback, differentiate instruction and collect data over time. Kindergarten through grade three benchmark assessment will include ESGI. This assessment determines foundational reading, language arts and math skills. Fall administration window is: September - October 18, Winter Administration is December 2- 13; Spring administration is February 24-March 13, and End of year administration is May 18-June 5th.

Additionally all 3rd-8th grade students will be administered the CAASP in accordance with state testing. The Smarter Balanced Summative Assessments are comprehensive end of the year assessments in English Language Arts (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English Language Arts (ELA) and mathematics and measure progress toward College and Career Readiness. The tests capitalize on the strengths of computer adaptive testing--efficient and precise measurement across the full range of achievement and timely turnaround results California Science Test (CAST).

English Language Learners will be assessed according to state guidelines. State and Federal law require that local educational agencies administer a state test of English Language Proficiency (ELP) to eligible students in kindergarten through grade eight. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. ELPAC consists of two separate assessments: one for the initial identification of students as English Learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

Students performing below grade level will receive Tier 1 instruction and interventions. The District will develop a MTSS (Multi-Tiered Systems of Support) plan which will include a Universal screening of all students, a RTI model for all three tiers of instruction and intervention and a comprehensive tiered support for behavioral supports and interventions.

## **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 district will provide professional development and support for teachers and staff during the 2020-21 school year to address learning loss and accelerate learning progress in a distance learning model to improve tier 1 instruction. Administration and certificated staff will ensure student progress for all students and specifically traditionally under-served populations (ELL, low-income and foster youth, pupils with exceptional needs, and foster youth & those experiencing homelessness) through universal

screening processes and interventions. Progress monitoring will take place every 10-12 weeks and additional supports will be provided as necessary.

### 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.]

Two new TOSA positions will be formed to develop and review results of curriculum implementation, instructional strategies efficacy and assessment data trends. These employees will meet weekly.

Aides, teachers, special education teacher(s), site/district administration will review data to determine if the learning loss strategies in Tier 1, Tier 2 and Tier 3 are showing student improvement on benchmark assessments, surveys, and student engagement. Data will be shared with staff members and additional input from stakeholders will be integrated into adjustments and supports 4 times this year.

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

| Description   | Total Funds               | Contributing |
|---|---------------------------|--------------|
| Distance Learning Curriculum; Additional staffing and assessment        | See In-Person Expenditure |              |
| Staff Professional Development  | See In-Person Expense     |              |
| Connectivity, including hotspots and improved technology infrastructure | See In-Person Expense     |              |
| Transition from Distance Learning                                       | \$8,000                   |              |

## 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 school district has a part-time employed counselor to monitor and support the mental health and social and emotional well-being of pupils. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

The school counselor has been provided materials to support the Social Emotional Learning Curriculums such as Toolbox All teachers and staff have been provided training in the Toolbox program. The school counselor will provide staff with needed emotional support and resources. In addition, the part-time school counselor will be providing emotional support for parents through training and check-ins as we transition throughout the year.

## **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.]

The District will develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures shall require school site administrator or classified staff to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 43504(f).

## **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.]

Approximately 90% of students in Twin Ridges Elementary School District participate in the National School Lunch Program and receive free or reduced price meals. With the announcement of school closures, the district reached out to all families by phone and email to determine

their interest in continuing to participate while schools were closed. The District continued to provide breakfast and lunch to most all of the students in the district as well as other students of school age.

Our school lunch program manager will begin providing food on August 17, 2020 at the Grizzly Hill school site as well as at three additional sites around the community. The food staff also will deliver, with prior notification, to homes for families with no available transportation.

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

| Section   | Description  | Total Funds | Contributing |
|---|--|-------------|--------------|
| [The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] |             |              |

## 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 |
| 29.28%                                     | \$256,795  |

### 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.]

Differentiated learning to address academic needs of all students; close the achievement gap with under performing students:

High-quality ELD curricular materials and professional development

Strengthen parent involvement and communication through offered workshops

Monitor EL student progress

Reading and Math Support

Designated support for EL learners

Classroom teachers may offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

Low-income students and foster youth will receive targeted supports and services, as needed. To access digital instructional platforms, the district will ensure all students in need of a device and wifi are provided one. The district will ensure all families in need of Internet access are provided a hot spot. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device.

Teachers, our counselors and administrator, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as support. Our counselor will meet with students individually to help them manage their stress, anxiety, and other feelings they were experiencing. Staff members will reach out to families to inform them of supports provided by the district.

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

English Language Learners and low-income students are receiving additional instruction above and beyond classroom integrated strategies. Office staff will communicate with families of foster youth to ensure responsive actions to support learning.