

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>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As with all schools in the nation, the Covid-19 pandemic has had significant impact on Pacific View Charter School’s (PVCS) programs, students and community. On March 13, 2020, in alignment with our sponsoring and other districts, Pacific View Charter School (PVCS), closed the school to students and staff. PVCS took one week to develop a plan to continue educating students through distance learning and was able to reopen for distance learning on March 23. As a blended learning program, the school quickly transitioned the high school program to solely independent study. Through the flexibility of PVCS’ learning model, the school was able to transfer students, who depended on onsite support for success in their courses, to elective and non-core courses, without jeopardizing their path to graduation. The middle school program, which requires students to attend onsite classes four days a week was also transitioned to independent study. Teachers were trained on lesson design for distance learning and were required to create lesson plans for each week in each subject and hold twice weekly office hours to support students through the lessons. Students in the K-5 home study program continued with their program unchanged, but began meeting with their teacher virtually instead of onsite.

To support students through distance learning, staff developed a distance learning tutoring program in which students could access tutoring sessions virtually to get additional support in their course work. Special education programs continued to run through the virtual environment, with students receiving SAI and other services per their IEPs. Annual IEPs continued to be held on schedule, but assessments for initials and triennials were put on hold with agreement from all stakeholders. Most students continued to access their courses virtually, teachers reported that 75% of students were able to continue without struggle, while 15% needed additional supports to get through the programs. 10% of students faced significant difficulties with the distance learning model or were unreachable during the spring. PVCS was able to support graduating seniors and those who were unable to complete their required credits during the spring were given additional time through the summer to finish. 84 students were able to graduate by the end of the school year in May. An additional 11 students completed all graduation requirements by August, meeting the deadline to be considered a 2020 graduate at Pacific View.

Stakeholder Engagement

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

PVCS conducted two surveys in English and Spanish with families to solicit feedback on plans for reopening and the needs for students, one at the beginning of the summer and one at the end. Families were also informed through conversations with their supervisory teacher and the school's website of the upcoming board meetings and of their right to review the Learning Continuity Plan prior to the August 18, 2020 board meeting. Families were invited to attend the board meeting and participate in public comment if desired.

Staff was surveyed informally through the summer through the Distance Learning Task Force, a team of teachers, administrators, classified and support staff, tasked with developing plans for the 20/21 school year. This team also met with PLCs each week to continue planning and soliciting feedback. In addition, PVCS conducted a formal survey for all staff members in July.

Information from these surveys were considered as the school developed plans for reopening. Based on conflicting requests from families and staff, PVCS originally planned to open in a hybrid model of instruction, prioritizing campus access to students most in need, based on a tiered system. This plan was overruled by the mandate from Governor Newsom to keep schools virtual until restrictions were lifted by the state.

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

PVCS currently runs all board meetings through Zoom in accordance with Executive Order N-29-20. PVCS posts all board meeting dates and agendas at the school site and on the school's website. Stakeholders who would like to participate remotely are provided with the opportunity to do so through this format. If a family would like to participate but does not have internet capabilities, they can participate on campus using a school provided computer and internet access. The link to the board meeting can be found in the board meeting packet that is posted 72 hours in advance. Directions to access are located on the school's website: www.pacificview.org.

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

PVCS conducted a survey of high school students and families in June, and then again in mid-July to elicit feedback regarding the 2020/21 school year. In the original survey, 55% of families with high school age children requested a hybrid model with students returning to campus during some days and not others, but this number decreased to 48% in July with 41% preferring virtual instruction only. 48% of families reported that they were comfortable sending their students to school if we opened completely for all classes and activities in both June and July. Families reported that their greatest concern in a return to campus was students contracting and spreading the Covid-19 virus. The biggest concern regarding remote learning was that students would not get the help they needed. Families requested increased communication as the best way to support their students this fall.

K-8 families were also surveyed once in June and again in July. In June 57% of families preferred a hybrid model of instruction with some days onsite and some days at home, but only 50% supported this in July. By July only 44% of families supported a complete return to campus while 38% did not want to send students back to school at all. Families reported concerns regarding students wearing masks, lack of ability to socially distance and risk of infection as their greatest concern in a return to campus. Families reported concerns about students not staying engaged in virtual learning, lack of socialization and mental health as concerns for their students in a virtual environment.

PVCS staff was surveyed and informally during weekly meetings throughout the summer. A formal survey was conducted in July. Overwhelmingly, staff felt that students were well served in the virtual environment during the summer with 78% reporting that virtual classes and tutoring met the needs of the students. Staff reported significant concerns for both staff and student health when asked about a return to campus. Staff overwhelmingly supported continuing to teach in a virtual environment for the safety of students and staff. When asked about current sanitation and hygiene practices, staff reported that they felt comfortable with the current level of cleanliness, but was fearful of students returning to campus. Staff requested additional training in distance learning teaching strategies as well as training in Schoology and Pathways (the Learning Management and Student Information Systems).

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

- Plan for distance learning
- Plan for hybrid model of instruction
- Providing wifi embedded Chromebooks and hotspots
- Professional Development for staff
- Increase in mental health services and training for staff
- Purchase of additional supplies to support students at home

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

As a Non-classroom- based school, Pacific View does not require classroom-based instruction for the school programs. However, PVCS has found that offering a blended learning environment where students have access to the school campus for support in their independent study courses, maximizes student success. For this reason, when allowed to by the state and county governments, PVCS does plan to offer the following supports for students at the school site.

Students in high school will be able to access campus for scheduled weekly meetings with their teacher to review independent study work, take assessments and plan for the next week's school work. Students who need extra support will be able to sign up for scheduled tutoring sessions with a teacher or an instructional aide. Onsite workshops for math, ELA and social studies will resume. Students with special needs will continue to receive services onsite as dictated by their IEP.

Middle School students will return to the 4-day a week onsite school model with the following modifications:

Students will stay in cohort groups in one classroom throughout the school day, while teachers will rotate into the classroom for instruction.

Students will have staggered start, end and lunch times to maximize social distancing.
Students will follow a block schedule.

All staff and students will undergo health screenings including temperature checks before entering the school each day. Anyone experiencing any illness or Covid-like symptoms will be sent home in accordance with the CDC guidelines and the [PVCS Covid-19 Response Plan](#).

The entire school site is cleaned and disinfected daily, a practice that will continue. Staff will be required to clean desks and work area between student workshops and meetings. All staff, students and visitors will be required to wear masks on campus and masks will be provided to anyone who does not have one of their own. All staff desks are placed to ensure at least 6 feet of distance from other staff members, visitors and students.

Pacific View is currently working to transition our intervention assessment to a distance learning assessment, to ensure that the school is able to assess students at the beginning of the year and provide interventions shortly after the school year begins regardless of the model of instruction required by the state/county officials. This includes identifying those students who have experienced and/or may be at risk for experiencing continued learning loss due to the effects of distance learning. Students who show a need for intervention will be placed in intervention courses to support their learning, provided with extra support from an instructional aide and received supportive curriculum to help build deficient skills. All teachers will begin the year assessing student knowledge of previous year's content and provide remediation either class-wide or individually depending on the needs of the students in the courses. PVCS is currently researching additional curriculum options to support these efforts.

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

Description	Total Funds	Contributing
Train staff in health and safety practices	\$ 805.00	N
Purchase Personal Protective Equipment	\$ 2430.69	N
Train teachers in providing remedial instruction from last year's content while also addressing this year's standards	\$ 755.00	N
Train teachers in identifying students who need additional support through tutoring. This action contributes to the increased or improved services by providing additional tutoring time for students who are most at risk for learning loss due to language barriers, unstable housing or home environment.	\$1610.00	Y
Purchase Intervention Materials to support learning loss. This action contributes to the increased or improved services by providing additional materials to support homeless/foster youth who are most at risk for learning loss due to unstable distance learning environment	\$3500.00	Y

Description	Total Funds	Contributing
Instructional Aides will provide additional tutoring to students in courses. This action contributes to the increased or improved services by providing additional materials to support homeless/foster youth who are most at risk for learning loss due to unstable distance learning environment.	\$67,571.75	Y

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.]

Pacific View is committed to providing rigorous, standards-based instruction in all learning modalities and platforms. As an independent study school, PVCS is well versed in the tools and resources needed to teach students both remotely and onsite. PVCS has planned for classroom instruction to begin the year virtually through the Schoology LMS. Each teacher has been trained in using the Schoology Conferencing features to provide direct instruction to students virtually.

In high school, direct instruction courses will consist of one hour of teacher led instruction, followed by 45 minutes of practice/study lab with an instructional aide. When allowed to do so, this model may be replicated on campus to ensure a seamless transition in learning. Independent study courses will continue to run through the Schoology LMS with no changes to program or curriculum regardless of distance learning requirements. Teachers have been trained to meet with students and families through Schoology Conferencing when they cannot meet in person onsite.

In the middle school program, students will begin their year in the virtual Schoology environment, following a block schedule where they attend two -three classes per day. When allowed, students will return to campus following the same schedule with the same teachers to ensure a seamless transition and to mitigate learning loss. All curriculum has been adapted to work virtually with students accessing their curriculum digitally as well as through checked out textbooks and materials where needed. To provide additional support for students, tutoring and study sessions with instructional aides will continue through Schoology Conferencing, so students have the opportunity to access additional support for both independent study and virtual courses.

There are no changes to the K-6 home study program as that program has always run as a distance learning program with online curriculum. Students and families will continue to meet with their teacher weekly through the Schoology platform.

All students are provided with Chromebooks and all curriculum to ensure that they have the necessary materials to be successful both on and off campus. Students who have Wifi connectivity issues will be issued either a Wifi-enabled Chromebook or hotspot as detailed in the connectivity section below

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.]

For the past six years, PVCS has provided Chromebooks to all students in grades 6-12 and for any students in K-5 who request them. This program ensures that the school has the inventory necessary to supply all students with devices. PVCS was also awarded a grant from the Girard Foundation to purchase wifi-enabled Chromebooks to support students who did not have access to internet in the home and could not take advantage of free options for a variety of reasons. As the 2020-21 school year began, it became apparent that the school would need to allocate additional funds to purchase hotspots and headsets as more students experienced interruptions to wifi services and transitions in housing. The funds set aside for additional purchases of hotspots and wifi-enabled Chromebooks will ensure that all students at PVCS not only have access to devices but also wifi as needs of families change throughout the year. PVCS also employs a full time Technology Technician who can provide tech support to teachers, students and families. Teachers are trained to identify when the tech needs to be contacted and are able to do so as needed.

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.]

As part of the Personalized Learning Model at PVCS, teachers are required to meet weekly with their students and families to ensure that students are progressing in their independent study courses and to address any concerns. Teachers will continue to meet this requirement through virtual meetings until they can meet on campus. As an independent study school, student attendance is based on work completion and the supervisory teacher monitors this through the weekly meetings with students. There have been no changes to this part of the program. All courses in grades K-12 have been evaluated by the school administration and PVCS' school board to ensure they meet the instructional minutes, curricular and standards requirements for each course and grade level. Instruction minutes conducted through credentialed teacher-led instruction both synchronous and asynchronous in compliance with independent study law and PVCS' Independent Study Policy. Please refer to the school's handbook to review this and other school policies: [Parent/Student Handbook](#).

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.]

PVCS provided/will provide the following Professional Development for staff to support the distance learning program:

- Training on Digital Registration Meetings
- Training on Digital Signatures and the Master Agreements
- Training on conducting virtual meetings
- Distance Learning and Teaching through the Lens of the PVCS Instructional Framework
- Training in Schoology Conferencing for Instructional Aides
- Training in Schoology Conferencing for SAI/SPED Services
- Training in Schoology Conferencing for Teachers in Weekly Meetings

In addition, to the live trainings listed above, PVCS compiled a robust bank of Distance Learning PDs (or PD in Your PJs) for staff members to access on their own. Topics included:

- Mental Health and Self Care for Educators
- Pathways Trainings
- Schoology Trainings
- SEIS Trainings
- Tech Tools and Gadgets
- Teaching in the Digital Environment
- Social/Emotional Curriculum for Students
- ELD PD
- Math PD
- ELA PD
- Science PD
- Social Science PD

Staff Roles and Responsibilities

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

In addition to all staff taking on the roles of doing their job remotely/virtually, the following staff members added additional responsibilities:

- Covid Exposure Tracking and Monitoring - HR/Business Services
- Covid Plan Development and Implementation - Leadership
- Telework Policies and Staff Supervision - All Supervisors
- Health and Safety Checks for Staff and Visitors - Front Office Staff
- Additional counseling for students beyond caseload - School Psychologist

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners will be provided with the following additional supports:

- Tutoring assigned specifically to EL students by a specially trained instructional aide
- Translation services for family members to discuss student support, progress and needs
- Language supports in the curriculum including: videos, audio support, closed captioning, embedded translations and translation dictionaries
- Placement in virtual reading intervention courses

Special Education students will receive the following additional supports:

- Additional tutoring and specialized academic instruction through a virtual platform as required by their individualized education plans
- Modifications and accommodations to curriculum as dictated by student IEP
- Consultation between Education Specialist and General Education Teacher to monitor student performance
- IEP meetings held virtually for all meeting types

Foster students will be provided the following additional supports:

- Priority enrollment into school, even if school is on waitlist
- Individualized tutoring sessions
- Access to support during the entire school day
- A designated liaison to address academic, medical and social/emotion needs of foster students
- Individualized college, career and financial aid counseling

Homeless students will be provided the following additional supports:

- Hotspots/wifi enabled Chromebooks for students who need mobile internet access
- Ensuring all students are provided with Chromebooks and replacement materials as needed
- Access to support during the entire school day
- Individualized tutoring sessions
- Staff training on trauma-informed support for students experiencing homelessness
- A designated liaison to address academic, medical and social/emotion needs of students experiencing homelessness
- Individualized college, career and financial aid counseling

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

Description	Total Funds	Contributing
Purchase of wifi-embedded Chromebooks and hot spots. This action is targeted at low income, foster and homeless families who either do not have access to wifi in the home or who experience unstable housing situations in which wifi is often not available	\$140,750.00	Y
Purchase of additional Chromebooks. This action is targeted at low income, foster and homeless students who may not have devices in the home	\$12,000.00	Y
Purchase of PPE	\$810.23	N
Additional Janitorial contract	\$8,580.00	N
Increase School Psychologist hours in summer to provide counseling for students in need. This action is targeted at providing support for those students most affected by the Covid-19 pandemic and economic fallout including families and students experiencing homelessness	\$3,327.00	Y
Develop and deliver training for staff on teaching and learning through distance learning as well as hygiene and safety practices	\$1,182.50	N
Provide training for staff to address trauma informed support. This service is primarily directed towards foster and homeless students.	\$6750.00	Y
Purchase of additional technology and assessment tools for remote testing, counseling and sped services	\$5,600.00	N

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.]

Students in the high school program take only two classes at a time and have the option to extend their school year for an extra six weeks each year. These supports allow students who struggled during the 2019-20 school year to make up credits or extend classes in order to continue to progress towards graduation. 2020 graduates were also able to keep working on courses through August to complete their graduation requirements while still being considered a graduate of 2020.

For the 2020-21 school year, each teacher will assess students in their current math and ELA classes to identify learning gaps from the previous course/school year. If students show a need for remediation, the students will either be placed in intervention courses or provided additional support time outside of the class to build skills and get on track. It is expected that all teachers will have to spend more time than usual reviewing content from the previous school year, especially in Language Arts and Math. Training will be provided to teachers to help

streamline lessons and assignments to focus on key skills and mastery. Reading intervention will be provided to students performing below grade level in ELA and for students who are designated English language learners. PVCS will conduct ongoing assessment and progress monitoring of language acquisition for English language learners to ensure they continue to make gains. Personalized learning plans will be developed at the start of the year to include appropriate placement in courses, appropriate curriculum within courses. Teaching strategies aligned to supporting English language learners are used by teachers in each class.

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.]

K8 teachers will begin the year assessing students through STAR Enterprise to identify learning gaps in ELA and math. Once identified, teachers will review content in classes through direct instruction and use the supplementary program IXL to help students build deficient skills. High school teachers will assess students in ELA and math using the Smarter Balanced Interim Assessments and provide additional support in courses to help build skills. The Foster/Homeless liaison will work with teachers to identify learning gaps for these students and train teachers on how to best provide support. To support language learners, personalized learning plans will be developed at the start of the year to include appropriate placement in courses, and the use of appropriate curriculum within courses. Teaching strategies will be aligned to supporting English language learners and used by teachers in each class. Students with exceptional needs will have a personalized learning plan developed for them and the general education and special education teachers will work in collaboration to ensure that students are successful in their plan. Students needing additional support will receive SAI sessions from the special education department. Coursework and assignments will be modified and streamlined in alignment with each student’s IEP accommodations and modifications.

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.]

Monitoring of the effectiveness of the services and supports to address learning loss will be measured through classroom observations, student performance on STAR Enterprise benchmark assessments and state tests. Progress will also be monitored through specific assignment analysis in PLCs and in conjunction with administration. In addition, the progress of homeless and foster youth will be monitored by the Homeless/Foster Youth Liaison. Students with exceptional needs will have progress monitored by their assigned Education Specialist and the Director of Student Services will monitor progress of English Language Learners.

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

Description	Total Funds	Contributing
Training for teachers in identifying learning gaps and addressing gaps through remediation and reteaching.	\$1,510.00	N

Description	Total Funds	Contributing
Purchase of additional curriculum to help teachers reteach concepts from the previous grade level. This action supports the needs of ELLs and low income students most at risk of learning loss.	\$2,600.00	Y
Training of staff to meet additional needs of homeless and foster youth and provide trauma informed care. This action is specifically targeted at meeting the needs of homeless and foster youth.	\$3,000.00	Y
Purchase of additional curriculum to bolster learning acquisition in reading intervention courses for English Language Learners. This action is specifically targeted at English language learners.	\$1,000.00	Y

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.]

During the school closure in 2019-20, PVCS' Director of Student Services provided training to teachers on identifying mental health needs of students during distance learning lessons and interactions. Teachers are trained to reach out to the Director of Student Services when they are concerned about the social and emotional well-being of their students. The school partners with Palomar Family Counseling and other local agencies to provide counseling referrals for students and families if the issues cannot be resolved through school support. In addition, during the 20-21 school year, the school psychologist will take on additional students outside of special education to provide counseling services for students who are most in need. PVCS created a bank of resources and professional developments to address positive mental health and wellness needs of both staff and students. The school receives information from the county office of education and other community groups on free virtual social and emotional supports for youth and shares with the school community. Teacher lesson plans will be designed to allow for the building of relationships in the virtual classroom. As the year progresses, the school anticipates that more training will be needed to support staff as they support students to navigate through the unprecedented and challenging circumstances created by the pandemic and economic outfall.

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 is not engaging in instruction and is at risk of learning loss.]

The personalized learning model at PVCS requires that teachers hold weekly meetings with both students and parents. These meetings are time for the family and teacher to address concerns related to attendance, work completion and assignments as well as to provide targeted instruction and support. Students who are not attending are identified by the teacher who will create a Student Support Plan with the family to reengage the student in learning. If need warrants, a Student Support Team (SST) meeting will be held with family, teacher and an

administrator to assist students in overcoming their barriers to completing assignments and attending assigned learning sessions. Families who need translation services for these meetings will be provided with one from PVCS staff or a contracted service provider.

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.]

PVCS provides one meal per day for students and family members who request. Families can access a grab and go meal each day during school business hours.

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

Section	Description	Total Funds	Contributing
Purchase school meals	Purchase of school meals for students and family members who require food resources during the school day. This action is specifically targeted at low income students and families.	\$ 50,000.00	Y

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
10%	\$102,000.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The actions that are provided to the entire school but are primarily targeted to unduplicated student counts include:

- Train teachers in identifying students who need additional support through tutoring. This action is primarily targeted to English Language Learners, foster and homeless youth who were considered to need extra support due to language barriers, unstable housing or home environment. They will be serviced through additional tutoring time.
- Purchase Intervention Materials to support learning loss. Students who are who are most at risk for learning loss such as homeless and foster youth were considered first in this action due to unstable distance learning environment. Additional materials for teachers to use in providing additional instruction for these students will benefit their ability to continue to learn while confronting learning gaps.
- The purchase of wifi-embedded Chromebooks and additional Chromebooks, while available to any student who needs them, was primarily directed to low income and homeless youth. Low income students may need support with wifi service due to not having wifi in the home or being able to consistently pay the internet bill, while homeless students need a way to access the internet to meet the requirements of distance learning regardless of their housing situation.
- The school psychologist's ability to take on additional students for counseling, while offered to anyone in need or crisis, was primarily targeted at low income, foster and/or homeless students who may be experiencing increased trauma from the economic outfall of the pandemic. The same is true when considering the need for additional training for staff to assist with trauma informed care and teaching.

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

The following services were targeted exclusively for unduplicated students, ensuring that their services are increased and/or improved by the percentage required based on the needs of these student groups: The estimated cost of each targeted service is listed below demonstrating how the services are being increased in amount above the 10% required.

- Additional instructional aides will be used to provide targeted language support for English language learners beyond the supports they receive in the classrooms. When considering the needs of EIs, it was determined that additional instructional aide support would be required to provide targeted tutoring in English language instruction, beyond what was being taught in the classroom by the classroom teachers. This action supports the needs of EIs by providing them with a targeted service and service time. (\$67,571.75)
 - Staff will be trained specifically in how to support the social/emotion needs of foster/homeless youth during distance learning and provided with resources to intervene when students are in crisis. (\$3,000.00)
 - Curriculum will be purchased to support English language development for EIs in both intervention and grade level curriculum. (\$1,000.00)
 - Food will be purchased to be provided to any low income families meeting the reduced/free lunch requirements who request. (\$50,000.00)