

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
College Bridge Academy	Noel Rauda-Trout, CEO	ntrout@laedcorps.org , (213) 300-9704

General Information

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

Covid-19 has greatly impacted our school and community. Our LEA focuses on recapturing students that generally did not do well in their traditional home schools. Our students come to us for more academic attention, social and emotional wrap around services, and a smaller family like environment. Most of the students enter our schools far below grade level and we work to get them caught up to their grade level peers. Our students are not always the most independent learners and many deal with numerous challenges at home. For many of them our school is their safe and stable place and it has been difficult not to be able to offer them that space daily. We have heard from many of our students that they do not feel they are well suited to the online learning environment (math has been a particular challenge) and that they prefer in-person instruction. Many students are not participating as fully as they would if they were in class with us.

On the other hand, the pandemic has also required that all of our students and staff make a quick shift and deep dive into technology and ed tech tools that many of them would not have otherwise spent time with. If there is one bright spot to all of this, the entire school and educational community has been challenged to learn new technology skills and it has by default prepared students for more familiarity with online tools and increased computer work when they either transition to postsecondary education or the workplace.

Stakeholder Engagement

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

Throughout the pandemic we have made a consistent effort to check in with families and stakeholders and try everything within our power to stay connected and create a program that will work best for students within the given constraints. Knowing that text messaging is a great way to reach students and families, we have relied heavily on our text and email messaging systems to communicate with families. We also equipped principals and support staff with cell phones that are connected to our school VOIP system so that we could continue to field phone calls from the school phone number and contact families daily to report on student progress and check in on their needs.

Surveys were sent out to families on two occasions to gather information on their technology and connectivity needs along with other issues such as housing or food insecurity that our students

may be dealing with. If students did not return the surveys virtually, then a phone call was made to the home. If we were still unable to contact students, then our staff did home visits to try and reconnect families and students with the school and solicit feedback. All correspondence was translated into languages spoken by our families other than English and phone calls were made by bilingual staff that could ask and field questions in a student's or parent's home language when necessary.

An additional survey was sent out over the summer to solicit feedback about the structure of the upcoming school year and what would work best for students and families. Before the start of the school year, numerous Zoom orientations and parent feedback sessions were scheduled where we also trained families on how to use videoconferencing and install the Zoom app so that they are aware of how to access public hearings, teacher conferences, and other school organized events.

Our partnerships with Community Based Organizations are very important to our schools. We worked closely with our partnering organizations such as Shields for Families and Barrio Action to make sure that we set up an educational program for 2020-21 that would allow our students to seamlessly access the supports provided by them. This includes setting aside time on Fridays for student wellness workshops led by some of our partner organizations and MSW interns. This also includes other means of students accessing social and emotional supports virtually through a website and appointment system. Lastly, we have built in ways that students can still get support through in person appointments when necessary if social distancing and safety protocols are followed.

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

Zoom is the platform that we decided to use to garner the most active remote participation. As mentioned above, we trained students and families on how to use the platform during our school orientations and because it is easily loaded onto Smartphones and other devices we have had some success with using this platform. While we have not gotten 100% participation, it has allowed us to reach the greatest number of families. Zoom also has a dial in phone number if stakeholders do not have a Smartphone where video conferencing is available. Both the Zoom link and the dial in phone numbers are provided on all notifications about public meetings.

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

Stakeholders overwhelmingly listed access to technology and connectivity devices as a major need to ensure student success in the upcoming school year. Parents were split 58% to 42% as to whether they wanted their children to return to school when possible (with social distancing and safety protocols in place) or stay at home all semester in a virtual learning environment. Most

stakeholders were interested in reviewing the school's safety plan for return to school. A majority of parents stated that their children struggled in the virtual environment and wanted some drop in appointments or tutoring help for students that needed extra assistance.

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

Our plan to offer two schedule options (either all virtual or hybrid face to face once we are off the Governor's monitoring list for 14 days) was influenced by student and parent input. Many of our families are nervous about sending their students back to school during the pandemic. Others have lost work during the pandemic and several students are either working to help support their families or acting as the childcare provider for their younger siblings. As such, we had to make sure that we crafted a schedule that would work for families unable or unwilling to send their students back to school in person and that we offered more than one schedule option to circumvent losing any of our students.

At the beginning of the school closures we offered loaned devices to students but many students said they felt ok working off of their phones. Based on teacher and student feedback, we have now purchased devices and hotspots for loan to the entire school community and moved to a 1:1 system so that technology barriers to completing work can be reduced as much as possible and students are no longer working off of Smartphones to complete their work. The school has upgraded to a server system to help manage all of the remote devices and we have increased our staffing for technology support services.

Still, with access to technology increased, our most vulnerable learners continue to struggle with the independent work and finding a quiet place to work in their homes. As a result, we have arranged for tutoring sessions and tech support by appointment so students who are stuck do not give up.

In response to stakeholder interest in learning more about school reopening and safety plans, we held meetings with our partner organizations, staff, and families to go over our school's reopening and safety plan during the pandemic.

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.]

While we are starting the school year off virtually, we have every intention of offering classroom based instruction as soon as we are allowed to under State health orders. Our school has developed a reopening and school safety plan that follows the CDE, CDC, and DPH guidance on school reopening specific to COVID-19. Our LEA has procured the protective gear and cleaning equipment necessary for reopening. We will increase our janitorial services, provide additional handwashing stations throughout the schools, and we have developed protocols for school entrance, exit, and passing periods. The LEA has a written action plan and response to varying degrees of COVID exposure or cases at the school. The capacity of each of our classrooms has been measured with social distancing guidelines and we determined that we can accommodate half of our student population daily at the school sites with more than enough room for distancing. We also plan to utilize additional spaces around the school for outdoor classrooms.

Our hybrid model of classroom based instruction will have half of the students partaking in M/W classes and the other half in T/Th classes. Fridays are spent working on assignments virtually and participating in social emotional wellness workshops with counseling staff while teachers work in PLC's and attend professional development. In the spring and summer we found that managing 6 online classes was too much for our students. Therefore, we reorganized our semester into quarters and students take three classes per quarter. Each class will take place for a longer block of time to equal out the same instructional minutes over the quarter as the semester. On the days the students are not physically present in school, they will be working asynchronously on recorded teacher lessons and google classroom work. Along with classroom based instruction, we have built in an intervention period each day and small group tutoring for the last two hours daily for students who have experienced significant learning loss. We have established an assessment calendar to continue using our diagnostic screening and progress monitoring tool, Star Renaissance, to assist in targeting students that need more focused intervention. Star Renaissance feeds data into some of our other remediation programs to further pinpoint the supports that students need.

In addition to regular academic offerings as outlined above, we will also be offering our CTE vocational programming as well. This will be done through our YouthBuild program, and will provide students with opportunities for in-person hands-on learning in our US/CSU A-G approved CTE curriculum, which is aligned with both the National Center for Construction Education & Research (NCCER), as well as the Los Angeles and Orange Counties' Building Trades' multi-craft core (MC3) curriculum. As a result of participating in our CTE training, students will receive industry-recognized certifications.

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

Description	Total Funds	Contributing
Shade Structures to create outdoor classrooms to increase space for distancing when classes resume	\$40,000	No
Personal Protective equipment for students and staff including plexiglass, disposable and reusable masks, gloves, face shields, etc.	\$10,000	No
Additional sanitation services including: Handwashing and sanitizing stations, electrostatic sprayers, additional janitorial services, purchase of disinfectant cleaning supplies	\$150,000	No
Increase staff for additional tutoring	\$75,000	Yes
Increase MSW interns for case management of students.	\$15,000	Yes
Purchase servers, wireless access points, and classroom technology to handle the 1:1 student load when students return to class. Students will still mostly be working on their devices while in class so that if a sudden shift has to be made to completely virtual again, the transition can be made easily with all teachers having class assignments and work posted in google classroom.	\$60,000	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.]

Prior to COVID-19, the majority of our curriculum had an online option. Teachers were well versed in using the online teacher tools for their curriculum, although they often preferred to have students working out of the physical books. It was not a difficult switch to have the content now presented online. It was a more difficult shift to figure out how to teach the content without being able to elucidate the content face to face. Department teams have revised their pacing guides to better match the pacing that takes place in the online environment while still making sure they spotlight the essential skills and essential learning needed for students to make progress in the subject area.

Many of our professional development trainings are designed to help teachers effectively transition assignments and content to the online environment so students are able to access assignments easily. Our weekly PLC's per content area also focus some time on effective teaching strategies and online tools.

We have set up a virtual class schedule that mirrors our in-person schedule so that we will be able to pivot fluidly between the two modes of instruction if necessary. Our schools also remain open daily with modified hours for students and families who need in person support.

Our Career Technical Education Programming is still running at a reduced capacity and the program has been modified to include some in person training along with a virtual component. The schedule for CTE classes has been created to work around student's schedule of synchronous core classes.

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.]

We have purchased enough devices and hotspots for any student who expresses the need to be issued their own device. When we are able to return to a hybrid model, students will bring their school issued devices from home to school daily so we will avoid issues of sharing equipment and login issues on new devices.

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.]

Students will have live contact with staff daily through both synchronous Zoom classes and phone call/email contact by case management staff for those that were absent from classes. At minimum,

one major assignment per class per day is required along with weekly assessments. We will also be administering uniform summative end of course exams that have been modified for the pacing teachers expect to accomplish in the virtual environment. Asynchronous work will be administered and submitted through Google Classroom. A tiered response has been created to reach out to and reengage students that have not participated in the school program for consecutive days. Teachers and principals fill out a weekly student involvement report that provides a weekly “grade” for each student’s engagement and assignment completion per class. Staff meets with counselors over Zoom weekly to discuss this report and direct staff’s attention to students that need extra support or motivation.

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.]

Monthly professional development is planned around student engagement during distance learning and supporting our special subpopulations of students. Through staff discussions and surveys many staff members mentioned that peer to peer trainings have been the most beneficial in learning new technology from other teachers. As such, along with monthly professional development, content area teams meet virtually weekly in their PLC’s to support each other through innovating within the distance learning program. Additionally, professional trainers will be brought in from the Google Ed Tech team, Zoom, and our curriculum publishers to help teachers navigate online tools more effectively.

Staff Roles and Responsibilities

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

We have increased our technology support staff and advanced many of our technology security features given that all schooling is taking place remotely. Even when we return, we will still be relying heavily on a virtual infrastructure. Operations and admin staff is focused heavily on safety and disinfection protocols along with presumably contact tracing when school resumes in person. Teachers are now acting as tutors for multiple subjects in the afternoons so that small groups of students can receive additional academic support while following distancing protocols. Counselors and case managers are finding innovative ways to connect with their clients virtually. Staff who coordinate school events, college workshops, and other extracurricular activities have worked creatively to create events that still foster social interaction and belonging in a virtual environment.

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.]

Our school sites are open daily with modified hours for students with unique needs such as homelessness or foster care placement to get assistance and resources. For our IEP students, we have tutors that work with our special needs students either virtually or in person. These tutors assist with creating modified work packets for our IEP students if they are struggling in the online environment. School staff meetings are scheduled weekly so that staff can work together on what strategies are working best to support particular learners.

For English learners, we have adopted a new English curriculum (Study Sync) with extensive online supports and scaffolds for our EL students. Additionally, we purchased the online writing component to our existing English 3D ELD curriculum that helps teachers to facilitate the ELD classes virtually. All classes have a video uploaded on how to utilize additional tech tools for language support such as the google translate extension. Teachers have been trained to use grouping strategies to assist EL students and provide materials that connect to students' cultural backgrounds.

Pupils with exceptional needs and those in foster care or experiencing homelessness have benefitted greatly from our CTE programming. Not only are students trained on skills that can lead to a career, but they are able to earn money by enrolling in a program through a partner WIOA funded Youth Source Center while they complete their practicum hours.

For all of our unique subpopulations, our LEA also purchased Edgenuity licenses for students who need online remediation classes. Lastly, we will be using the Xello program to track and support our students' career and college readiness and postsecondary transition plans remotely.

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

Description	Total Funds	Contributing
Zoom Business Accounts- We have upgraded our teachers, admin, and case managers to Zoom business accounts to add security, transparency, and accountability to our synchronous meetings and classes. All staff have also been given a school issued Zoom phone number to be used to contact students and parents and other staff members while working virtually without needing to share personal phone numbers.	\$15,000	Yes
Xello is a program that will help us track student’s progress with their college transition. Since a good portion of the college application process will now be done virtually, Xello will allow us to track student’s progress and ensure that students are on track in their college matriculation process. .	\$3,500	Yes
Apex and Rosetta Stone are will be used for our online language instruction (along with a teacher). In a few instances Apex can be also be used when a student needs to take a class for graduation that is not being offered in a particular term.	\$50,515	Yes
Given the increased technology at the sites, we hired a full time IT support person to assist with all of our tech needs. We still use a company to help manage our IT infrastructure, but we needed an additional staff person to help troubleshoot the day to day tech issues that arise with distance learning.	\$75,000	No
This school year we adopted a new English curriculum, Study Sync, which has numerous ELD supports and scaffolds that can be embedded in the online curriculum that students see.	\$29,830	Yes
We purchased CIPA compliant hotspots through a T-Mobile program for schools and government agencies. These hotspots have unlimited data for our students to use during distance learning. Some of the cost was offset by a grant that we received from the CDE to pay for the first 3 months of a portion of the hotspots.	\$21,900	Yes
Google Ed Tech certification trainings are scheduled throughout the year. Teachers can opt in to get level 1 and level 2 certification training. Additionally, trainings about distance learning design, forming virtual relationships with students, and best practices in using distance learning G Suite tools are part of our monthly PD schedule.	\$8,000	No

Description	Total Funds	Contributing
Education technology subscriptions that help create more engaging online classes such as: Actively Learn, Ed Puzzle, and Show me.	\$5,600	Yes
Our instructor and administrative staff laptops were unable to run as efficiently as needed for distance learning. We are replacing instructor laptops and upgrading their speeds so that they can run virtual classes effectively.	\$43,000	Yes
We received a donation from CDE and Google for 100 Chromebooks and we will purchase an additional 200 to allow for us to loan a 1:1 device to every student.	\$57,000	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.]

As mentioned above, our LEA uses Star Renaissance diagnostic to initially screen students in English and math and progress monitor their improvement throughout the year. That data is then used by teachers in intervention classes such as math lab and writing lab to target the skills that students need to work on. Star assists teachers in grouping students within their intervention classes so that they can work in smaller pods with students that need similar interventions. Teachers are also using computer adaptive online tools such as Aleks and Khan Academy where students practice specific skills that are tailored to their individual learning gaps.

Students must see their learning as relevant in order to engage fully with it. Our team is working with ed tech tools such as Actively Learn to increase student's engagement and use built in online scaffolds such as annotation and checks for understanding while they are learning. Students are presented with high interest text that they actively engage with while completing tasks assigned to the reading. The more students enjoy what they are doing through online activities, the more willing they are to practice and take on more difficult text. In math, teachers are using programs that visually represent graphing problems and help acquaint students with calculators and measurement tools. In math lab, teachers spend time reviewing foundational math skills that students need in order to access higher level math.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Small group tutoring and math/English support classes are built into our daily schedule in order to mitigate the learning loss as a result of COVID closures.

Staff is focusing on recognizing the strengths that an online and technological learning environment can provide for the students rather than the weaknesses. Google classroom acts as a student planner and helps students keep track of what assignments are upcoming, what they have missed, and monitor their own progress. Students receive constant and almost immediate feedback on their work and our LEA encourages teachers to have students revise and resubmit assignments after teachers have made comments on how to improve it.

Teachers use universal design for learning principles in order to create content that meets the needs of a variety of learners. Staff are designing several ways to engage students, presenting multiple modes for how students access content, and providing students options in how they demonstrate their learning.

In order for students to continue to engage with certain content areas, the school purchased supplies for students to use at home to ensure that they can complete assignments. Students in math, science, and art classes were provided with protractors, compasses, some lab equipment and small microscopes to perform lab investigations and supplies to complete art assignments. Teachers have also been supplied with at home kits and digital microscopes that they can use for conducting demonstrations for students to view either synchronously or asynchronously.

Computer adaptive programs and assessments allow teachers to pinpoint areas of strength and weakness for each student more so than a whole class lesson or assessment. Similarly, the ability for students to pause, replay, and revisit recordings and videos of lessons allow students to slow down their learning and engage with content more than one time. The tools and assistive technologies that teachers are using are able to differentiate content much more so than what is typically done in a traditional classroom environment. However, teachers and support staff must work closely with students to teach them how to utilize tech tools to their benefit.

A particular need to mitigate learning loss for our students is increased counseling and case management services. Our students deal with a lot of trauma in their lives both before COVID and as a result of it. In order for us to work through these learning barriers, students will have access to more social workers.

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.]

Illuminate is our data and assessment system that houses the Star and other assessment data for teachers to analyze in their PLC's. The data from Star Renaissance reporting can be filtered for our unique populations and we hold data meetings quarterly and in PLC's to discuss the progress and performance of our subpopulations. Similarly, we are monitoring class passage rates for the entire student population and subpopulations to determine whether students are being left behind in the online environment. Remediation classes through Edgenuity are offered to students who struggled in the spring term along with assigned small group intervention work during math lab and writing lab support classes.

Social emotional intake forms and case notes can be used by counseling staff to see how many students are accessing counseling services and whether specific workshops or additional referrals are needed.

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

Description	Total Funds	Contributing
Edgenuity online courses for remediation. Remediation courses are tailored to individual student needs.	\$40,000	Yes
Illuminate data management and assessment system allows teachers to track student progress and take assessments online. Instructors can determine what skills and content need to be retaught from the data received. It will be instrumental in measuring pupil learning loss and determining interventions as a result.	\$6,200	Yes
Star Renaissance diagnostic and progress monitoring assessment tool.	\$7,212	Yes

Description	Total Funds	Contributing
Backpacks with supplies to use at home such as math tools, science lab tools, and backpacks with additional school supplies such as highlighters, spiral notebooks, pencils, graph paper, and PPE.	\$80,000	Yes
Increase staff for additional tutoring and case management.	\$85,000	Yes
Counseling contract with our partner organization, Shields for Families, to provide increased counseling services to our students.	\$85,000	Yes
English 3D ELD writable online curriculum	\$300	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.]

As mentioned above, we have scheduled wellness workshops for students every Friday led by our partner mental health organizations and MSW interns. Staff also engage in monthly wellness checks led by our LCSW counselor where they learn about resources and practices to cope with stress, loss, and trauma for themselves and our students. Each of our sites is equipped with mental health therapists or MSW interns that can work one on one with students with heightened needs or refer students if needed to outside agencies for additional support. Administrative staff has planned virtual events throughout the school year where students can still engage with their peers socially.

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.]

One of the first steps we took this school year was facilitating a mandatory parent and student training on the main technology tools that students will be using daily- (Google Classroom and Zoom). We have focused on only two main systems and kept them uniform across school sites to make it easier for families to become accustomed to using them. Parents and students were trained on how to use Zoom and Google Classroom and parents were given the option to receive daily or weekly updates of their child's progress through Google Classroom. A video has been posted on how to translate pages on google classroom using the Google translate feature.

Additionally, each school site has case managers assigned to a small group of students. These case managers have access to google classroom grades, can pop into classroom Zoom lessons, and attend weekly meetings where we discuss student involvement in their classes. If a student is not participating or turning assignments into their teachers the case manager will reach out to the student and their family to reengage the students. Teachers are also involved in engagement and reaching out to students and parents. All teachers were set up with a Zoom phone number so they are now able to contact students and parents by telephone or text message through a school issued phone number. If we are unable to reach students or their families we have been doing home visits to recapture some of our youth.

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.]

School meals are available daily for students that come to the school site to pick up a meal. Additionally, if there is a family experiencing food insecurity (particularly our homeless and foster youth) the school will create a meals care package to be sent home. Parents and students are consistently reminded of the availability of food and food programs through the school, city/county programs, and our partner CBO's. Resources are available on our website and periodic reminders are sent through our messaging and email system.

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

Section	Description	Total Funds	Contributing
Parental Involvement virtual workshops	Parent workshops on preparing for college transition and workshops held quarterly based on parent feedback	\$0	Yes
Content specific professional development	Content specific training on distance learning and virtual tools	\$8,000	No
Coaching/observations of teachers	Teachers will receive coaching on how to improve their online lessons through our online program, Observe for Success, and virtual observations done by content chairs and administrative staff.	\$12,884	No
Equity curriculum and build out of ethnic studies course	Given the recent protests and national conversation surrounding race, and inequality in the United States, our school would be remiss not to integrate education and discussion around these topics into our curriculum this year and beyond.	\$15,000	Yes
CTE/Vocational training costs	Our CTE programming has motivated many of our students to persist with their high school education. This program offers additional certifications to our students and is taken concurrently with a few core high school classes.	\$174,000	Yes

Job skills and paid work development training for our students	Through in kind partnerships with local non-profit organizations, many of our students are receiving paid employment and job training services.	\$0	Yes
Homeless youth assistance – bus passes and transportation services and coordination with shelters and homeless agencies.	For our homeless youth, ensuring that they have transportation to and from school (when necessary) and a secure and stable location to complete their schoolwork is monumental. We coordinate with local shelters and agencies to support our homeless youth in accessing the online curriculum.	\$1,000	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
N/A	95% of our students are low-income, therefore all of our funds are spent supporting this population group. While most expenditures serve our entire student population, we do have some specific costs that are dedicated to English Learners and foster youth.

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.]

Since 95% of our students qualify for free and reduced meals, virtually 100% of the funds will be spent on low income students. In other words, there will be no differentiation between services provided to low income students versus services provided to non-low income students, because we essentially do not have any non-low income students. Increased case managers, tutors, and counseling services benefit all of these groups. Costs specific to English Learners are the

purchase of EL specific instructional materials, teacher training in ELD supports, and increasing support staff dedicated to working with ELL students. The instructional training, materials, and additional staffing assist teachers in differentiating lessons and gives students additional time for targeted support in their ELD classes. Our services for foster youth include targeted college and career transition planning along with counseling support.

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

N/A