Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone
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Durham Unified School District | John Bohannon, Superintendent | jbohannon@durhamunified.org; 530-895-4675

**General Information**

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

The Covid-19 Pandemic forced the Durham Unified School District, with all of the other districts in Butte County, to close schools to in person instruction in March. The district had only a few days to respond and make the transition to a Distance Learning Model, making a large impact on our students, teachers and families. Teachers were learning how to use various technology platforms to teach different curriculum and utilize various interactive tools. Students were learning how to access curriculum and instruction while being away from their peers. Parents were learning quickly how to play a much larger part in their child's instruction. Currently, Butte County is in the Purple on the state's new Tiered program, which required us to start the school year in Distance Learning. In spring of 2020, grades included the option of choosing "credit/no-credit" as a choice rather than a letter grade. This was confusing for students, parents and even teachers as we had to wade through the grading scenarios. In addition, our students were very active in our spring sports season and looking forward to anticipating success in our FFA Silver Dollar Fair exhibits. We had entered more animals and projects than the previous year and students were looking forward to having each judged. Students missed the State FFA conference, the annual music trip and jazz band competitions and our spring band concerts for all grade levels. Our annual trip to the Shakespearean festival was cancelled, senior awards ceremony and of course, graduation. Covid-19 disrupted the daily life and activities for our students and families as in Durham, the school is the center of the community.

The Durham School District highly depends on our volunteers, parent support, and local businesses to financially support student programs and materials. When the school district had to shut down in March, all the PTS fundraisers were cancelled. Financially, this was a big hit to our community and school programs. Our CTE agriculture program, including our new greenhouse, housed all the spring plants for our first garden plant sale, that wouldn't unfortunately happen. Our sports and ag boosters, also had to halt all fund-raising, which is extremely active in the spring. The loss of tens of thousands of dollars is not at all an exaggeration. Durham Intermediate School had to cancel the Sixth Grade Shady Creek Environmental Camp, which is a large cumulative piece to the sixth grade science curriculum. The social/emotional impact of the shutdown was difficult on students. Many of them reached out to our counselor and needed extra support at this time.

Staff were impacted immediately and forced to learn an entire new way to teach basically overnight. This cause stress and anxiety for all staff, but they persevered to serve our students in the best way possible.
Stakeholder Engagement

Durham Unified established a Re-Opening of Schools Committee in June. This committee was composed of parents, teachers, classified staff, and site and district administrators that met weekly. Board members attended the meetings (virtually) when possible. Additionally, the district and bargaining teams met consistently to discuss the plan to re-open schools. The district has sent out two surveys to the community with approximately 500 responses each time. One parent liaison also called the families of our English Language Learners to help them complete the information needed in the surveys. The plan for Reopening of schools was also discussed at board meetings. Teachers and parents gave informal feedback either by phone, email, or in person whenever chance meetings happened. The Reopening of Schools Committee will continue to meet every Wednesday until school opens.

The superintendent held a Zoom meeting with high school students to get their input on plans for Durham schools.

All of our Re-Opening of Schools Committee meetings included the preferred option of joining via Zoom. All board meetings agendas include a Zoom link for joining virtually.

The initial survey sent to families indicated that nearly 80 percent preferred to return to the traditional model of 5 days a week instruction, while less than 5 percent of families preferred full time Distance Learning. The results of this survey, combined with direction from the school board, led to the discussion at the Re-Opening Committee of how to meet the state’s Covid-19 Guidance while attending school every day. It became clear that we couldn’t meet the socially distancing guidelines with full classrooms. Along the way, we also discussed building a blended plan that proposed 50 percent of the students would be on campus at any given time. A second survey was sent to families and staff when the Covid-19 positivity rates began to rise in Butte County. This survey showed the perception in the community had changed significantly with now about 50 percent of our responding families preferring traditional 5 day a week instruction and more than 20 percent now interested in full time distance learning. It became clear to the Re-Opening Committee, Administration and the bargaining teams, that we needed to develop a flexible, multi-faceted plan. The board, parents, teachers and administrators all wanted a plan that provided in-person instruction at least for part of the week. We also recognized that we need a Distance Learning plan that would be available throughout the 2020-2021 school year. The parents made it clear they wanted an educational program that included higher expectations and more accountability than the program schools were able to get together when schools were closed to in person instruction. Eventually, the Re-Opening Committee put together a multi-faceted plan that included Distance Learning only if the county was in Phase I of the state's Covid-19 Guidance.
Covid-19 plan (now defined as Purple in the state’s new tiered monitoring system), a combination of a Blended Plan and a full Distance Learning plan in Phase 2 and 3 and no return to full traditional 5 day a week instruction if the county hits Stage 4 in the state’s Covid-19 plan. For Distance Learning, it was recommended to the board to authorize the district to purchase the K-12 Acellus on-line curriculum program for teachers to use for all students. On the same day the committee’s recommendation was scheduled to go to the school board, Butte County was placed on the state’s Covid-19 watch list mandating distance learning. The school board approved the opening committee’s recommendation, as well as voting to adjust the start of school from Aug. 18 to Sept. 2.

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

Parents: Need multiple instructional choices. They want students to have consistent curriculum and accountability measures.
Bargaining teams: Need to make sure staff and students are safe upon a return to campus.
Board: Late start date to allow more time to get off of the state’s Covid-19 watch list and provide as much on campus instruction as safely possible.

Teachers/Counselors/Administrators: Students need feedback opportunities to better understand their errors and improve their learning. There is a need for interventions for struggling students and assurances that the school is meeting the needs of our subpopulations, especially EL, 504, and special education. Students and staff need to make connections so that the student knows that Durham cares about the health, safety, welfare and education of each student. The social emotional needs are relevant and important and Durham needs a way to assess and meet those critical emotional needs.

Continuity of Learning

In-Person Instructional Offerings

[ 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.]

Blended Program with 2 days of in person instruction and 3 Days of Distance Learning

Sample Weekly Schedule
Students in Group A

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person instruction at School</td>
<td>Distance Learning</td>
<td>In-Person instruction at School</td>
<td>Distance Learning</td>
<td>Distance Learning*</td>
</tr>
</tbody>
</table>

Students in Group B

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>In-Person instruction at School</td>
<td>Distance Learning</td>
<td>In-Person instruction at School</td>
<td>Distance Learning*</td>
</tr>
</tbody>
</table>

*This day will be used for teaching planning and possible small group instruction (most likely via Google Meet until some form of in-person instruction is allowable). Teachers will bring class(es) together via technology at least once per day. Acellus curriculum will be utilized on distance learning days.

Special Education teachers and instructional aides will work to provide support (virtually at first) as stated in the students Individualized Education Plans.

EL support will also be provided virtually until in-person supports are allowable.

Fridays can also be utilized for teachers to schedule meetings (likely virtual at first) for students in need of extra support. Friday can also be that critical day for counseling support or college and career meetings with the students.

Online curriculum is also being purchased for band and CTE courses.

The Acellus Curriculum offers pretests for every course. We will also utilize STAR Reading, AR and individual teacher assessments to determine learning loss and design effective interventions for learning.

Staff have been supplied with masks, face shields and face shields with drapes. Hand sanitizing stations have been installed at entrance and exits in each classroom and common area. The district has purchased four sanitizing fogging machines that will be used daily in classrooms. Teachers have been supplied with disinfecting clearing supplies and signage to alert custodians to the cleaning needs of each classroom. Appropriate face covering and social distancing signage has been posted around the campuses. Hand washing instructions are posted at every hand washing sink. Additionally, every staff member viewed the instructional video created by the Butte County Office of Education on property safety protocols to follow regarding COVID-19.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>PPE supplies</td>
<td>$7,662</td>
<td>Y</td>
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<tr>
<td>Protective Screens for high traffic areas</td>
<td>$1,566</td>
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</tbody>
</table>

California Department of Education, July 2020
Student supplies to reduce sharing of supplies | $71,298 | Y
Student Chromebooks/ Licenses/ Hotspots | $103,076 | Y
Teacher Laptops/ Cameras/ Cables | $102,145 | Y
Online curriculum for electives not covered in Acellus | $30,927 | 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.]

The district purchased Acellus Curriculum to be the base curriculum in the majority of classes. Certain elective areas are developing curriculum appropriate for distance learning in their subject areas. The same Acellus curriculum will be utilized in the blended program to allow for best possible transitions for students and teachers. Students will have daily synchronous meetings by certificated teachers. Appropriate online curriculum and tools for band and CTE courses are also being purchased.

#### 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 has purchased Chromebooks for all students. Steps are being taken to support the most rural students in gaining connectivity to the internet. The district purchased hot spots, worked with local internet providers and colleges in attempts to get all students connected. Additional Hot Spots have been ordered. There will likely be issues in the most rural areas, and some alternatives to online instruction necessary. A Blackboard Connect was sent out to all parents asking parents to contact the school if they had a connectivity issue. That list was used to assess the internet or WIFI in those selected locations. Additionally, a Bilingual Aide made personal phone calls to many families - including all ELD families, to obtain information regarding connectivity.

"How to" documents for utilized Chromebooks and hot spots were created in both English and Spanish and delivered with devices. The ELD Bilingual Aide and Parent Liaison personally helped ELD families with connectivity and instructions.

#### 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.]
Pupil participation will be measured by a combination of attendance during synchronous and asynchronous time/work. Teachers will ensure that students are assigned enough work in Acellus to at least equal the number of instructional minutes required. The Acellus program will track the amount of work assigned and completed. Teachers will verify and document that students are working in Acellus (or relevant Google Classroom assignments) and participating in synchronous meetings. At the intermediate and high school level, grades will be input into PowerSchool with the parent portal available to all parents and/or guardians to continuously monitor student progress and achievement.

**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.]

The district will provide two and a half days of PD before the school year begins after an assessment of staff needs. This will include a half day of Acellus training. The Butte County Office of Education EdTech Department will provide training for Google Classroom, Google Meet and other platforms to support teachers as they design their blended learning platforms. Our CTE teachers, physical education and music teachers all were equally trained in their chosen curriculum platform. Staff from all campuses have collaborated to share knowledge and learn together. Teachers have even created “how to” documents for different instructional technology and shared throughout the district.

**Staff Roles and Responsibilities**

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

Teaching online requires specialized skill sets, including an understanding of how to conduct classes in a virtual environment, knowing when and how to use video conferencing, how to share content, how to respond to students’ submissions, and how to manage both synchronous and asynchronous time. Teachers are learning a vast array of new skills to be effective teachers online. New technology programs, instructional models to best present standards based instructional curriculum, and the use of online materials has been and will continue to evolve. Management (implementing both whole group and small group practice) and various communication skills, including video conferencing and Digital Citizenship has become a necessary component to distance learning. Teachers will be the main connection for attendance and action towards disengaged students. The office, principal, and counselor’s roles regarding truancy will remain with different actions toward in-attention. Counseling, response and college/career will look different and cannot always be face-to-face. This will have to be redesigned. Students, who get ill during the day, will have to be assessed and monitored. This is a new position or new assignment. Our teachers who provide study skills won’t have face-to-face contact, so the work completion and content understanding will have to be reconfigured.

Instructional aides are continuing to support students through joining virtual classes and providing virtual support.

Techniques for maximizing teacher/student and student/student interactions

Successful approaches for integrating technology into the teaching/learning process
Tactics for motivating students at a distance

Teachers will create a consistent, structured learning environment for each class/subject area students attend. Interaction between “live” teacher lessons and student opportunities to respond (ask and answer questions, debate a topic, give an idea) will be interwoven with the districtwide Acellus online curriculum.

Our CTE teachers and students will continue to have virtual meetings and opportunities through FFA as the State FFA program develops those virtual “field days” and conferences. Instruction in completing a SAE project and completing the Agricultural Experience Tracker record book will still be requirements and students will be held accountable. Opportunities to “compete,” although virtually, will still present themselves as will state and national conventions and exhibiting opportunities as well as running for local, state and national offices.

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.]

Students with additional needs, (EL, SPED, Foster Care, and Homelessness) will be provided explicit, key vocabulary instruction via teacher modeling, opportunities for oral language production, additional opportunities to scaffold learning (graphic organizers, videos, and other visuals, and access to smaller group instruction. Outreach via home visits, telephone calls, and additional contact via online conferences will be scheduled.

Small groups of students, EL and SPED, can receive additional time and opportunities during the school day with teachers. Audio books, learning materials in Spanish, and rephrasing can be helpful for all students in small groups or on line with teachers or paraprofessionals. SPED Case managers will provide office hours for additional support for students and families. DIS services will be provided via online platforms, telehealth and telephone conservations. Additional synchronous meetings will be scheduled for small group interactions and support.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
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<td>Acellus/ICEV on-line programs</td>
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<td>BCOE Training</td>
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<td>Staff training funding</td>
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<td>Classified Support</td>
<td>$15,000</td>
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Pupil Learning Loss

[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.]

Beginning of the year assessments will be conducted to assess potential gaps due to the COVID-19 school closure. Small, leveled flexible groups will be formed when needed to provide additional support for students experiencing gaps during virtual instructional lessons. Durham has baseline data on all students using NWEA’s MAP assessment or school based. All students were tested during the 2019-2020 school year both Fall and Winter in Reading, English Language Arts, and Mathematics. As Durham will not start with students physically present, pre-tests in Acellus, STAR reading and local teacher assessments will be utilized. Growth or a loss can be documented and steps can be made to make up the loss in skills or curriculum. Durham Unified will use current assessments in Acellus to assess the students learning needs. Acellus when used as a blended learning tool will create multiple learning opportunities and modalities for learning loss students.

Pupil Learning Loss Strategies

[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.]

Teachers will use initial formal assessments on students with questioning strategies and initial assessments within the Acellus Curriculum Program. Teachers will (hopefully) learn to have breakout rooms amongst the google meet platform in order to differentiate their instruction and address unduplicated pupils if they are needing extra support and/or more direct instruction. The use of the districts family liaison, bilingual paraprofessional, and special education support staff will can be a strategy to have the district deliver more support and direct instruction as well along with exceptional communication with our families. Currently Durham is starting instruction in the distance learning format. All our on-line full group instructional time is scheduled for the morning from 8:00 AM – 12:00 PM. Once allowed, small learning groups of students can be met in the afternoons. (More time and opportunity). Growth can be documented and interventions can be established. The high school dual credit classes will continue to follow the Southern Oregon University guidelines and curriculum. Students will have the opportunity to accelerate as they progress through the assignments and requisite skills. The high school and middle schools will utilize grades and assessments to measure effectiveness of instruction.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

A goal for effective implementation to increase student learning will be identified based on the root cause analysis. The activities/actions that directly relate to supporting the goal will be created. Participants, those who receive and those who will deliver the instruction, will be
clearly delineated. Short term and long term goals will be established with necessary materials and resources identified. Grades, work, assessments at a proficient level, are all traditional ways of measuring growth. Teachers will assess all students in knowledge attained and fill deficits. Mathematics and sciences at the upper level will focus on knowledge, application and then the appropriate use of those skills. It will be important to give meaningful feedback as well as encouragement and celebrations. Students who also are involved in CTE or electives that are hands-on also may enjoy classes that demonstrate a variety of learning styles and opportunities. It gives students something different to look forward to as their learning is measured differently by skill attainment. Teachers will use student grades, Acellus scores, AR tests, and local assessments.

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

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<th>Description</th>
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<td>Psychologist Supplies</td>
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<tr>
<td>Family Liaison Supplies</td>
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### 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.]

School services will offer opportunities to families that build on the relationships they have formed with each other and with their students and families. Skills, including building resilience and coping skills, providing a sense of safety and routine, and opportunities to connect with families who might feel isolated and overwhelmed, will be offered. Teachers will monitor student participation and responses to gain further insight into possible struggles. The school psychologist will provide check-ins with students and families. DUSD will make referrals to Butte County Behavioral Health and Care Solace as appropriate for additional mental health supports. Overachieving students and the athletes, who have lost the opportunity to perform will also be monitored for mental and emotional well-being. Frequent check-ins or group chats, (virtually), will be offered. Relationships with coaches, FFA or SkillsUSA advisors, and counselors will be continued and supported. DIS may offer an social/emotional elective class that will be taught by a teacher but supported by the school counselor as well. Acellus offers a course that can be used. The DIS counselor will also create small groups of at risk students that can participate in virtual small group sessions. The high school has implemented an advisory period that will be each Monday that gives each student an opportunity for a one-on-one with a teacher for support, confidence or trouble-shooting to ease into distance-learning.

Administrators are checking in regularly with staff and addressing needs for support.

### 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.]

Reaching out to individual students, establishing and maintaining a personal relationship, and providing interaction opportunities amongst students, as well as encouraging sharing and collaborating are meaningful ways teachers will help students stay engaged (or reengage) with online learning. Chunking learning, sending assignment due date reminders and using a variety of multi-media will also help. Arranging cooperative learning assignments, and developing a repertoire of student participation strategies to encourage active learning will strengthen student participation and engagement.

Students, who are in jeopardy of graduating, will be contacted and will attend workshops, when possible within the guidelines, to complete work, understand concepts and complete assessments successfully. Our college and career counselors have phone numbers and contact those students relentlessly. As Durham is a small community, students do report and come in to complete work when called. We have used our school resource officer in welfare checks and to communicate with reluctant students or parents in truancy concerns. Students are responsive as most have attended Durham continuously since kindergarten and the bonds and relationships hold.

The DIS counselor, family liaison, and bilingual paraeducator of the district will be involved in the re-engagement process as well. They will establish and maintain relationships with the students as well as the families. They can help contact those students that have lost engagement and communicate needs to the teachers and/or administration that the family may find in order to help make the students more successful and more comfortable to re-engage in their learning environment in all classes. DHS will use their advisory period and will count on the advisory teacher to build those relationships and to alert the counselors, administration, or our attendance secretary to attendance or other potential problems. Our ELD teachers will work with students and parents to build relationships and opportunities for each student to grow and feel confident in their language abilities.

Tier I (students missing 2 or less sessions): Teachers will reach out to re-engage and support.
Tier II (students missing 3-5 sessions): Counselors will reach out to students and families to provide support and attempt to re-engage.
Tier III (students missing 6 or more sessions): Administrators will reach out to students and families to provide support and attempt to re-engage.

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.]

For distance learning we are offering breakfast and lunch to be picked up or delivered at the same time. We will have three sites for students to receive meals. All students on free/reduced and paid meals will be allowed to pick up meals at the high school site at a delivery window with distancing or at a delivery site in Butte Valley MHP or drop off in Nelson. Food Service personnel will be masked and gloved at all times and meals will be in individual bags or containers. We will be using more of the prepackaged items for less food handling. ELD Parent Liaison is part of meal services to provide additional supports to ELD families.

Once we return to in-person learning Offer vs Serve will not be used at this time. All meals will be ready for grab and go. Students will not serve themselves at any time.
Elementary – breakfast in the multi-use room as they arrive at school with every other table available and only three per table. For lunch we will only be feeding 1 grade level at a time so that we can space the students apart. Meals will be prepared to allow students to grab their food, stop at the register at a safe distance to give their name and go.

Intermediate – breakfast will be served as a grab and go outside. 6th grade will arrive first to help with lines and distance.

Lunch – is served at the high school with students coming in grabbing their meal stating their name and going. Students will come in one grade level at a time so that we have fewer students in the multi-use room and at tables for distancing.

High school – breakfast is a grab and go and we have to separate serving windows to keep distance. Lunch all students will come at the same time but with off campus we will have room for distance in the lines as well as at the tables.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
</tr>
</tbody>
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.83%</td>
<td>$762,484</td>
</tr>
</tbody>
</table>

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.]

At the elementary level, teachers are provided with the names and ELPAC levels of each EL student on their roster. Teachers are responsible for ensuring that all EL students have scaffolded supports, including access to front loading of vocabulary, graphic organizers,
and other visual/audio materials to assist student learning. Additionally, the bilingual paraprofessional meets with small groups of students to practice oral language production within the context of teacher directed lessons. Translations, both written and oral, are provided to students and families to ensure important information is communicated in the student’s primary language. The high school will focus on graduation requirements and being career and college ready. Completing high school successfully and then enrolling in a community college, university or beginning a career is a focus. As our CTE pathways are established, internships, job shadowing and career opportunities will take priority. CTE programs and work-based learning programs give students that reason for an education and job or career skills. We are tracking all students’ next steps and following their career choice. Our family liaison and college and career counselor work closely to assure opportunity at the next level for EL and our low income students.

DIS and DHS teachers are also provided with the appropriate documentation to provide the teachers with the names and ELPAC levels of each EL student on their roster. They review previous student assessment scores and are responsible for ensuring that all EL students have scaffolded supports and equitable access to curriculum. Designated ELD instruction is provided daily for those qualifying students by a certificated EL teacher. The family liaison is an essential part of the success of our EL students with their relationship building and communication skills.

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

Durham’s parent liaison for EL support has already delivered materials, made phone calls and interacted directly with the families of our non-English speakers. He has great relationships with those families and students and he delivers “door-to-door” service. He has delivered materials, lunches and student work in both directions. Our focus is on helping all members of the family as we all work together. Our career counselor will gather materials directly from the teachers and put small groups of students together, appropriately when allowed, for work completion, better understanding and assessment. Our focus on struggling students pulls in all students. This includes low-income and ELLs.

The “Meet and Greet” meetings for all students at all levels began to build that teacher - student relationship positively and set the tone for learning and support that all students will need during distance learning. The advisory period at the high school will be a key for connectedness and success at the high school level.

Additionally, LCAP funds pay for both a ELD parent liaison and ELD Bilingual Aide. These positions are invaluable to communicating with and providing instructional support to our unduplicated families. The district also utilizes these funds to help fund a Behavioral Specialist Aide that provides support primarily to our unduplicated students in need.

The 8.83% to increase or improve services is reflected in providing additional monitoring, support, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need.