

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

Encinitas Union School District is located in North San Diego County along the coast where Engaging Students in Purpose, Passion, Power, and Play is our mission. We serve nine Kindergarten through Sixth grade schools. EUSD has 16% of our students receiving free or reduced lunch, 9.5% of our students are English Learners and 15% of our students receive Special Education services. Four district pillars are supported in all nine elementary schools including Academic Excellence, 21st Century Learning, Health and Wellness and Environmental Stewardship. In addition, each of our schools has their own unique brand, which creates nine creative and diverse schools for our community.

Because EUSD was a 1:1 iPad district before COVID-19, we were able to have all students working off an iPad at home all last spring. Since the initial emergency closure, we have witnessed our community be impacted financially, with job losses, student and family mobility, and fewer school donations. We have seen an increased need for home Internet access and support, additional translation services, and more individualized supports for families and students, especially with technology assistance.

## Stakeholder Engagement

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

Since the March 13 school closure, EUSD engaged with students, staff, and families through a variety of feedback loops. During spring 2020 we sent multiple parent surveys, student surveys, and parent updates via ParentLink with opportunities for parents to share questions and feedback. EUSD shared updates with our PTA Presidents, our Encinitas Educational Foundation Board, and our DELAC. In May EUSD

created subcommittees that included district and site leaders, teachers, staff members, and parents, all of which worked to develop the district's learning models and safety plans. Those subcommittees reviewed all previous parent, staff, and student feedback. In June we shared the subcommittee work with our Board, and then in a series of webinars for staff and parents, with opportunities for parents to submit questions and feedback. Throughout July we continued to review incoming feedback to review our plans based on new public health guidelines and the concerns of our staff and community. On July 23 our Superintendent shared an update with our Board, detailing how we will begin the year in distance learning, and all of the changes we have made based on feedback and new guidelines. Throughout July and August we provided our community a series of video updates, with opportunities for questions and feedback at the site and district level.

As of late May we had 100% of our families able to access the Internet in their homes, thanks to our partnerships to get them signed up for free or low-cost cable, and our loans of hotspots to families. For families who were unable to access or read our ParentLink emails, we followed up with phone calls to ensure they had updated information. All of our communication is also translated into Spanish, as that is the second language of many of our families who speak a language other than English.

In July, we presented our learning models and re-opening plans to our DELAC for review and feedback. On July 31 we sent out a survey to our parents and our staff, to get updated feedback based on in-person learning, distance learning, learning loss, school nutrition, and mental health and well-being. We have also met weekly with our teachers' and classified staff bargaining teams/leadership to collaborate on re-opening plans.

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

EUSD Board meeting agendas and access information are available on the District's homepage at [www.eusd.net](http://www.eusd.net). Under the executive order from the Governor, in-person gatherings are currently prohibited. During this time, EUSD Board meetings are available via live stream at the time of the meeting. Notifications for public hearings are posted at the primary meeting location from which the meeting is being broadcast as well as at school sites throughout the district. In addition, notifications are provided virtually, including on the district's webpage and via email in the same manner by which meeting notifications are distributed. Members of the public may request to address the Board during a meeting either verbally or by written comment to be emailed to the Board.

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

EUSD has received feedback from parents who wanted more consistency across grade levels, more live instruction time for their students, more direct contact with their teachers, and more streamlined schedules and use of digital programs.

Our staff shared with us concerns about the work-load during the emergency closure that began in March, 2020. They appreciated the flexibility and training we gave them throughout the spring to support the transition to distance learning. They also shared concerns about their own health and wanted details about how we would keep them safe if and when they return to work. We also received feedback about how challenging it is to teach combination classes in the distance learning format.

Our students shared with us their feedback about the spring distance learning. 71% of our students loved the Creative applications they used on their iPads. 59% of our students learned a new technology skill during distance learning. 60% of our students believed they learned as much or more than they would have in regular in-person school. Although our students felt a range of emotions during this time, and could pick as many emotions that were relevant to them, Happy has the greatest percentage 56% with Sad at 51% followed by Calm at 44%, Safe and Comfortable both at 41% with 30% worried. So in spite of the challenges our students continue to have hopeful optimism. Over 70% of our students expressed how excited they were to return to school to connect with their peers.

From our July survey:

- 50% of our parents were concerned their child may have fallen behind academically, while 41% of staff had the same concerns about their students
- 90% of our parents want to see more small group instruction in distance learning this year
- 60% of our parents want to know that we will give students' assessments to determine their academic needs
- 44% of our parents want to see more live enrichment lessons
- 92% of our parents want to see a weekly schedule before each week begins, to ensure distance learning materials are prepared and students can be successful

When asked what else would help students be successful in distance learning, these were the top parent answers:

- Interactions with other students, with the teacher; personal connections
- Consistent schedule
- Live instruction/ teacher- recorded lessons
- Flexible schedule
- Small group instruction for reading and math
- Limited screen time/ access to print materials
- Direct feedback to students on their work/ assignments/ progress

Feedback from our staff included:

- Ensuring staff health and safety is taken into consideration
- On-going collaboration amongst the district and the staff
- Consistent schedules and more small group instruction time
- Essential standards to focus instruction
- A Technology flowchart for tech needs
- Sample schedules and resources

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

Based on feedback from our stakeholders, we have added the following into this plan:

- Additional FTE's to reduce the number of combination classes across the district and to maintain lower class sizes during distance learning

- Wireless keyboards for all 3rd-6th grade students to use with their iPads
- Stylus pens for K-2nd grade students
- iPads for all of our Instructional Assistants
- New laptop computers to replace outdated staff computers
- Plans for a Fall English Learner Intersession
- Cloud Campus (full distance learning) structure
- Professional development for all teachers to support their work in the distance learning model
- Purchase of the Seesaw Learning Management System for our primary grade teachers
- Purchase of Virtual Math Manipulatives from our partner Exemplars
- Increased intervention support via extra hours or staffing to support learning loss and mentoring for student re-engagement
- Additional Hotspots to support families without home Internet access
- Rosetta Stone licenses to support Cloud Campus students from our Dual Language Immersion program
- Two Site Program Support Teachers for our English Language Learners, specifically to support Newcomers
- Leveled readers support for our primary students

## Continuity of Learning

### In-Person Instructional Offerings

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

EUSD is currently beginning the school year in distance learning due to the status of San Diego County on the state monitoring list. As soon as Public Health orders allow us to return to in-person instruction, EUSD will take 14 days to transition from distance learning back to in-person learning. We will return to a hybrid model or a full traditional model of in-person instruction.

Regardless of our learning model, teachers will begin the year administering the Literably reading assessment and the iReady math Diagnostic assessment to all students. Teachers will continue to use formative assessments to determine student needs. School sites will use intervention teachers to support students who have already experienced learning loss or to support those who are at greater risk of experiencing learning loss.

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

Description	Total Funds	Contributing
<p>We have a district-wide Social Emotional Learning (SEL) program entitled TRAC (Teambuilding, Regulation, Awareness, and Community). Each of our nine sites has a dedicated TRAC teacher who provides push-in lessons in all classrooms 2-4 times a month. The curriculum is based on CASEL's 5 Core Competencies. Classroom teachers are present for these lessons, and are asked to co-facilitate to ensure continuity between and follow-up after lessons. In addition, our TRAC teachers provide Tier 2 services to small groups of students in need of additional SEL support, determined by student and staff surveys. Universal screening is offered, and ongoing data collection regarding progress (this will occur for in-person and distance learning).</p>	172,660.91	No
<p>Two Site Program Support Teachers who will work with all Newcomer students in the district, providing small group instruction and additional ELD support (this will occur for in-person and distance learning)</p>	25,256.36	Yes

**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.]

EUSD has offered all parents the option to enroll in the EUSD Cloud Campus for the entire 2020-21 school year. The Cloud Campus will be a fully online distance learning program for families who have health concerns and do not feel safe returning to in-person instruction. The Cloud Campus will consist of students and teachers from all nine of our schools, blended together for a unique tenth campus for the year. Cloud Campus will provide the same curriculum and full access to all grade-level content for all students, in an online format.

EUSD is also prepared to support a short-term closure distance learning program, to begin the year and in case we have additional school closures throughout the year due to Public Health orders.

## 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 are a 1:1 iPad district and all of our students have their own device. Last spring we were able to survey all of our parents, with the help of teachers, mentors, and support staff, to determine which families needed access to the Internet at home. We determined that 1% of our students and their families needed support with connectivity. We supported parents who were eligible to sign up for free or reduced rate cable services. For the remainder of our families, we provided them with a district-issued hotspot. We reached 100% connectivity across the district by June of 2020. During July 2020 we purchased additional hotspots, knowing that more families might be unable to afford even low-cost cable. We will survey all families again, through the support of mentors, to ensure connectivity within the first week of school.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

All distance learning teachers will assess pupil progress through virtual face to face identification monitoring and accessing the presence, progress and participation of the individual student in their daily, regularly scheduled synchronous class. There are multiple types of synchronous instruction: whole class, small group, and individual. Each of these synchronous interactions have a range of instructional minutes required. Teachers will assess the student presence, progress and participation. Additionally there is asynchronous student presence, progress and participation that adds to the instructional time required for effective student learning. All students will be using an established Learning Management System (LMS) that will track daily asynchronous participation and progress. Teachers will assign a time value to all asynchronous assignments, to ensure all students receive the daily required instructional minutes through a combination of synchronous and asynchronous sessions. Teachers will engage in tiered re-engagement interventions if presence, process, and/or participation is indicated. Teachers will record grades, absences, tardies, and behavioral concerns within our LMS and use student data to drive instruction and multitiered systems of support. Special education assessments will be conducted in person to the extent allowable, and in person instructional options will be provided to or neediest special education students for whom distance learning has proved unable to meet their needs.

## 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.]

Our district created a number of support videos, live trainings, and office hours to teach staff how to use all of our digital resources (from our Learning Management Systems to Zoom, etc.). Those videos are accessible to all staff at anytime. In August 2020 all of our teachers will participate in professional development, through a self-paced course by Catlin Tucker, a renowned leader in distance learning. The modules in this course will cover:

- Designing Blended/Online Course Content
- Building a class community in a virtual setting
- Teaching in an online format
- Differentiating in distance learning
- Increasing cognitive presence of students during distance learning

- Making the most of asynchronous and synchronous environments
- Facilitating rigorous learning in a distance format
- Tools to support learning and engagement
- Assessment in distance learning

In addition, the teachers in our Cloud Campus met for collaboration and additional professional learning throughout the summer, to build a cohesive instructional program that will be online all year.

## **Staff Roles and Responsibilities**

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

EUSD has collaborated with our labor groups to ensure that all staff members are supporting teaching and learning through their roles, or revised roles during distance learning. There are three staff roles that have needed revision during distance learning: Child Nutrition Services staff, ASPIRE (after school program) staff, and noon duty supervisors.

## **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.]

EUSD will put systems in place to ensure equity and access to learning for all students. The additional supports EUSD will provide during distance learning to assist pupils with unique needs include assigning mentors to students, providing families with individual support to secure internet access, and providing targeted interventions. Spanish speaking mentors will be assigned to Spanish speaking students to facilitate communication between school and home. Mentors will check in daily with students to support access to online learning management systems, classroom instruction, and assignments. Mentors will also be assigned to students experiencing homelessness, students in foster care, and students experiencing financial insecurity. Mentors will provide students with social emotional support, assist with regular attendance, and facilitate understanding of assignments. In addition to mentor support, families without internet service will be provided one to one assistance in order to ensure timely service set up, so that students can access online learning. Finally, students with unique needs who require academic support will be provided with targeted small group instruction by intervention teachers to increase achievement. Formative assessments will inform instruction and provide evidence that learning goals have been successfully met. Students with IEPs will continue to receive their IEP services to the maximum extent possible. Special education teachers, instructional assistants and related service providers work individually with students to provide meaningful primary and supplemental instruction in a virtual format, and to provide asynchronous independent work. They work with families and care givers to support student learning and offer supplemental virtual office hours to trouble shoot issues that arise. Students with special needs have access to both their general education classroom offerings and peer interactions, and additional special education instruction and peer offerings.

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

Description	Total Funds	Contributing
Professional Development for teachers around Blended Learning strategies	195,454	No
Wireless keyboards, stylus pens, and chargers for students to use with iPads while working from home during distance learning	185,195.36	No
The purchase of additional iPads for our Instructional Assistants and laptops for teachers to ensure they have access to all digital curriculum resources, and the ability to deliver distance learning to all students.	416,654.44	No
Full-Time Teachers to reduce combination classes and class sizes during distance learning	750,000	Yes
The purchase of the Seesaw Learning Management System to support our K-3rd grade teachers and their students access to distance learning.	8,360	No
The purchase of Virtual Math Manipulatives to support on-going Cognitively Guided Instruction (CGI) math work and students' mathematical thinking and problem-solving skills in distance learning.	5,000	No
The purchase of additional hotspots to provide to families with no other means of accessing Internet in their homes (due to homelessness, shared living spaces, inability to afford cable, etc.)		Yes
Rosetta Stone licenses to support Cloud Campus students from our Dual Language Immersion program	2,360	No
Zoom Pro accounts for community webinars for district and school sites	1,500	No

Description	Total Funds	Contributing

## 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.]

Regardless of our learning model, teachers will begin the year administering the Literably reading assessment and the iReady math Diagnostic assessment to all students. Teachers will continue to use formative assessments to determine student needs. School sites will use intervention teachers to support students who have already experienced learning loss or to support those who are at greater risk of experiencing learning loss. Intervention groups will be flexible, based on student needs, and driven by assessment data. EUSD will offer a Fall intersession for English Learners who have experienced learning loss, who haven't made adequate progress, and who are Newcomers.

### Pupil Learning Loss Strategies

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

The actions and strategies teachers will use to address learning loss and accelerated learning progress for all students, including English learners, foster youth, and students experiencing income insecurity, include differentiated instruction based on identified academic and language needs, scaffolding of instruction to provide access to grade level content standards, providing relevant feedback, and by providing culturally and linguistically relevant instruction. All students will be assessed in ELA and Math at the beginning of the new school. Teachers will respond to identified learning and language needs through differentiation of instruction by content, process, or product. Differentiation will provide flexibility in the ways in which students access and engage in learning, and provide varied opportunities for students to demonstrate their learning. In addition to differentiation, teachers will scaffold instruction to facilitate access to content standards based on language and learning needs. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content so that students can build on and legitimize their experiences and what they know.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of these strategies and supports will be measured by formative and summative assessment data to monitor student progress and determine achievement of the content standards. Analysis of assessment data will also inform instruction to ensure effectiveness and increase student learning. The continuous cycle of assessment, analysis, and instruction will serve to ensure regular monitoring of instructional effectiveness and student achievement. In addition, students, staff, and families will be surveyed to determine needs and to inform additional supports.

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

Description	Total Funds	Contributing
Allocation of learning loss intervention funds to each site to support site-based mentoring and interventions for students who have experienced or may experience learning loss due to school closures, and to support student re-engagement when a student misses 3 or more days of distance learning live instruction in a week	135,000	Yes
Fall intersession for English Learners who have experienced or who many experience learning loss due to school closures	26,312	Yes
English Learner Summer Academy - small group instruction provided through distance learning for all English Learners who were at the early stages of language acquisition and more than a year behind in grade level academics.	32, 312	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.]

We have a district-wide Social Emotional Learning (SEL) program entitled TRAC (Teambuilding, Regulation, Awareness, and Community). Each of our nine sites has a dedicated TRAC teacher who provides push-in lessons in all classrooms 2-4 times a month. The curriculum is

based on CASEL's 5 Core Competencies. Classroom teachers are present for these lessons, and are asked to co-facilitate to ensure continuity between and follow-up after lessons. In addition, our TRAC teachers provide Tier 2 services to small groups of students in need of additional SEL support, determined by student and staff surveys. Universal screening is offered, and ongoing data collection regarding progress.

In addition, our district employs a full time school psychologist at each school site. This allows school psychologists to monitor the social emotional needs of the students and provide counseling support to those in need, and consultation and training for teachers. Our school psychologists are trained in trauma-informed practices, as are our teachers, principals and other school staff. Ongoing training in this area is planned. Our district also employs behavior specialists to provide direct behavior support to students, and consultation to teachers and families.

## 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.]

Teachers will take attendance in their daily live sessions and will mark students absent by 10:00 AM each school day. If the student is not present in both scheduled synchronous and/or assigned asynchronous learning activities, the student must be marked absent in the district's official attendance program. If the student does not participate in either synchronous or asynchronous learning experiences provided by the teacher, then the lack of engagement needs to be documented and contributes towards the tiered strategies for re-engagement. For students who are absent from distance learning for more than three school days or 60% percent of the instructional days within a given school week, the teacher will implement the tiered strategies for re-engagement. Steps a teacher should take to determine what is happening:

- Contact the parent/guardian to determine why the child has missed school
- Explain that daily attendance is required in distance learning
- Determine if the family needs additional supports (principal, school psychologist, TRAC teacher, mentor, etc.)

For students who are identified for attendance and participation re-engagement intervention, site-based teachers, and mentors will implement the established re-engagement tiered plan. These actions include but are not limited to the following:

- Site-based spreadsheet for teachers to document a need for re-engagement
- Tracking Record of re-engagement\* by a site-based re-engagement staff member
- Communication with Parent(s) or guardian(s) about attendance issue

- Student's conditions of and for learning are assessed
- Principal communicates with the student and family about solutions

During our first week of school, we used support staff to make personal phone calls to any families without Internet access, to families who speak no English, and to families who needed additional support to access the learning.

## 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.]

Child Nutrition Services will start the school year with a "Grab & Go" meal service model. Meals will be served at two school sites in the district, an East and a West location (El Camino Creek & Ocean Knoll Elementary). Both breakfast and lunch will be offered Monday, Wednesday, and Friday each week from 11:00 am -12:30 pm, offering meal bundles that include multiple meals per day (Monday 2 breakfasts & 2 lunches, Wednesday 2 breakfasts & 2 lunches, and Friday 1 breakfast & 1 lunch). Meals will be available to all EUSD students under the guidelines of the NSLP and SBP, and will offered at their current eligibility (free, reduced, or paid price).

All meals will be available for drive-up trunk drop pick-up or walk-up meal service. Parents/Guardians will be able to pick up meals on behalf of their children, as long as they can identify the student (via Lunch scanner card, student ID, student lunch PIN, etc.). Meals will be fully packaged/wrapped for optimal food safety and all current public health guidelines will be followed at each distribution site.

When students return to campus, Child Nutrition Services will continue to follow the most current public health guidelines for reopening. If restrictions are in place, meal service will occur in the lunch line but in a fully contact-free manner. Markers will be placed on the ground to guide students to stand 6 ft apart while waiting for their meals. All food will be prepackaged/wrapped to maintain food safety and the use of salad bars will be discontinued until restrictions are removed. Child Nutrition Services staff will assemble the meals for each student and the student will take their full meal once ready. When going to check out, students will either let staff know their lunch PIN number or it will be looked up in the system to allow for no contact. Students will be allowed to eat in a variety of socially distanced locations around campus, including the lunch tables, grass, MPR, and other school specific designated locations.

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

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.52%	\$1,368,453

### 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 two Site Program Support Teacher that have been hired to support the District will work exclusively with English learners, focused on our Newcomer needs at each school site.

The full time teachers we are hiring to support the District this year are being brought in intentionally to reduce the number of combination classes, the size of classes, and to support student needs during distance learning. Smaller classes and fewer combination classes will improve the services we are able to provide students, from more frequent small group instruction, to targeted English Language Development for our English learners. This also allows teachers and intervention staff more opportunities to connect with students and families about academic and social emotional learning needs.

The additional hotspots being purchased will directly impact our foster youth, English learners, and low-income students who need support accessing Internet during distance learning.

We have allocated additional learning loss funds to each school site to support intervention and learning re-engagement during distance learning. We allocated the funds to sites based on their Free/Reduced Lunch populations, to ensure that schools have an equitable amount of additional funds to support their students and the community needs.

The EUSD Summer and Fall English Learner Academies were designed to mitigate learning loss for our English learners, many of whom are also our low-income and foster youth students as well.

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

For the 2020-21 school year, the increased or improved services designed to serve foster youth, English learners and low-income students include:

- Summer and Fall English learner Academy
- Two Site Program Support Teachers for Newcomer and English learner support
- Additional hotspots purchased by the District to be loaned to families who need Internet access so students can participate in distance learning
- Additional intervention support at all sites, proportionally based on low-income population numbers