

Learning Continuity and Attendance Plan (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.]

The unprecedented COVID-19 pandemic has affected the Browns Elementary School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Stakeholder Engagement

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

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available and administered via Google Forms. Parents/caregivers responded to the survey. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. An important takeaway for the district was the fact that, for most questions, the majority of respondents indicated a moderate to significant level of dissatisfaction or concern with spring implementation.

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

Guided by Executive Order N-25-20, which directs Californians to follow public health directives including canceling large gatherings and also allows local legislative bodies to hold meetings via zoom while still satisfying state transparency requirements, the District developed processes to provide remote participation in public meetings and public hearings.

The District uses Zoom for all public meetings. Members of the public who wish to participate in meetings of the Board of Trustees including public hearings may access the meeting through Zoom or by phone. They may connect directly by computer via the Zoom link published with the agenda or call in and enter the published meeting ID and password.

Participants use the raise hand feature when they want to comment on specific items or during public comment. Stakeholders are also encouraged to email their comments ahead of the meeting and they will be read aloud at the appropriate time in the meeting.

For all other public meetings held at the District also uses Zoom. Participants either register in advance or participate through the published link. Public meetings are advertised widely by email, newsletters, social media, and our website to ensure all families, even those without internet are notified of meetings.

Browns wants to ensure that all stakeholders have the opportunity to comment on the Learning Continuity and Attendance Plan if they choose. In addition to posting the plan on the District website for public comment, paper copies will be made available by request to District or school offices. The District will also send phone messages to families with information about the upcoming public hearing. Stakeholders are encouraged to comment during the public hearing.

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

The District collected feedback from stakeholders from May to August 2020 that informed our reopening plans. Parents were most concerned with making sure that there were ways for students and teachers to make positive connections and the need for grading and feedback from teachers on assignments and student progress. Many also expressed that they wanted a plan that provided in person instruction for students. Parents shared their concerns around needing childcare. Teachers showed concern on how to differentiate lessons effectively while in a virtual or hybrid classroom, the recording of lessons, the process for supporting students who are not participating and professional development on expectations for instruction. All groups expressed concerns and shared expectations that the District have comprehensive protocols to ensure the health and safety of all students, staff, and families.

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

Planning for reopening has been an arduous process that was influenced by the feedback received from stakeholders as well as the changing conditions and directives from state and local authorities. While many items were influenced by stakeholder input the following are the most significant impacts that directed our planning and development of our Learning Continuity and Attendance Plan.

Teacher input very much influenced the District's plans for opening either in a Hybrid/Blended model where half of the students were in person and the other half were virtual. The original plan for blended instruction was to purchase technology so that teachers could stream lessons live to students in real time so that all students could participate in the lesson whether in person or at home. Teachers shared multiple concerns about how they could manage the students in the classroom and the students online while also managing several technology devices. Based on these concerns, Browns decided to not move forward with live streaming.

Another area heavily influenced by stakeholder input was the District's Health and Safety processes and protocols. While the District had created comprehensive processes based on guidance from state and local health authorities, there was still a need to better communicate with our stakeholders. The District decided to utilize a re-opening checklist from the Center for Disease Control. Browns adapted the checklist and uses it to ensure that we are following all of the needed steps to re-open. We also post the checklist and share details with the community to be transparent about how serious we are about students, staff and families' health and safety.

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.]

Browns ESD has been working to update its procedures and protocols to serve families during the COVID-19 Pandemic. Our plans to reopen school in distance learning, blended learning and traditional models are summarized in our plan.

Health Screening: Staff and students will be asked to take temperatures and answer the COVID-19 screening questions at home and then will have temperatures taken before entering school grounds. Parents/guardians will be encouraged to stay in cars when dropping off students in case the student is not permitted to stay.

Cleaning: Centers for Disease Control & Prevention cleaning and disinfecting guidelines will be followed. Frequently touched surfaces including, but not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, chairs, etc.) will be cleaned throughout the day. Sufficient supplies of face coverings, face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient will be available.

Healthy Practices: Staff will teach and reinforce washing hands for 20 seconds with soap, rubbing thoroughly after application, and using paper towels to dry hands thoroughly or using hand sanitizer: after coughing, sneezing, or blowing the nose; after being outside; before and after using the restroom; after having close contact with others; and after using shared surfaces or tools. Students will wash their hands or use hand sanitizer upon entering the classroom. Students will use their own individual supplies and should not share with other students. Shared equipment is limited and regularly disinfected throughout the school day. Classroom drinking fountains are not accessible (water bottle can be filled).

Physical distancing: Everyone must practice physical distancing, staying at least 6 feet away from other people. In areas where distancing is difficult, face covering must be worn. Class sizes allow for social distancing in most grade-levels so those students will be seated in desks separated appropriately. In classes where social distancing is not feasible, students will be seated in desks separated as much as possible and face shields will be worn. In all classrooms excess furniture will be removed to allow for more distancing of students.

Cohorts: All students will remain in their classroom for instruction, the teachers will rotate classrooms to provide instruction if necessary. To minimize the number of contacts, as much as possible, students remain with their cohort during recesses, lunch period, and PE. Service providers and other adults who typically move from room to room, will be limited to prevent cross contamination.

Face coverings: All staff, students grade 3 and up, parents/guardians, and visitors are required to wear a face covering unless it is not recommended by a physician. Face coverings are encouraged for students in grade TK-2. Everyone entering the campus or moving around the campus will be required to wear a face covering.

When students return to classroom-based instruction they will be taught grade level content using our standards-based, adopted curriculum in all core subjects as well as social emotional learning (ELA: Wonders for K-5 and StudySync for 6-8; math: GO Math! for K-8; Science: HMH California for 4-8; and social studies: Studies Weekly for TK-3 and McGraw Hill for 4-8. As teachers find skill gaps, they will deliver instruction in those skills. Browns will ensure foster youth, students experiencing homelessness, and students with unique needs have equitable access to all school activities. English learners will receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Students with disabilities are included in our classroom-based model and in addition to their general education placement will receive their full IEP accommodations, modifications, and supports.

A systematic cycle of assessment using STAR assessments will be completed three times per year beginning as early in the year as possible. Students will also take regular formative assessments. An analysis of data is used to identify students who have experienced learning loss or are not meeting grade level mastery. Students with skill gaps will be placed in small groups for intervention with the classroom teacher. Progress will be monitored during weekly grade level team meetings and interventions adjusted as needed. Throughout the year, teachers will continue to receive training from both internal sources and our local county office on best practices on intervention, meaningful instruction, and how to review student data.

Parents have access to grades and assignments through SchoolWise. They are encouraged to log in frequently to monitor their child's progress.

If school closure is mandated by the Local Health Officer, the district will resume distance learning. Parents will be appropriately notified by text, phone call, or email through our messaging system.

Once Browns is able to bring students on to campus, we will start with our struggling learners in small groups to provide them as much small group time with the classroom teacher as possible. Teachers will use that data to provide targeted instruction based on student needs. This data will be tracked at the site level.

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

Description	Total Funds	Contributing
Teaching training through the county office of education to ensure best teaching practices are maintained during distance learning. These strategies will continue to be implemented during in-person and distance learning.	\$3,000.00	Yes

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.]

During distance learning, teachers and students will have scheduled meetings and daily instruction in which to work with and provide instruction and feedback to students. Browns has developed a schedule that exposes students to both grade level learning and provides time for regular interventions to address students' individual learning needs. Browns ESD will continue with grade level pacing. Within that pacing, teachers will focus on the essentials students need to learn in their grade level. The district will provide training on how to maintain best maintain learning practices using instruction through remote learning. The district is also focusing on specific platforms for the ease of students and families. The district will continue to engage in the process to look at formative assessment data and plan instruction based on student need. Teachers will continue to use the district adopted curriculum to engage students. Training from county coaches will be provided to help teachers present the district adopted curriculum to students in engaging and meaningful ways. Student progress will be tracked through district progress monitoring and formative assessment. Diagnostic assessments will be administered as needed to determine where students need help. Students will receive targeted instruction to students based on data during regular times within their weekly and daily schedule.

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.]

In the Spring, Browns purchased Chromebooks to provide one take home Chromebook for every student in grades TK-5. The Chromebooks were prepared over the summer, assigned to each student. The school distributed those Chromebooks to families the week of the start of the school year.

Browns purchased 30 hotspots to provide Internet access for the families the school sites had identified in the Spring that were unable to sign up for Internet service at their home. Browns staff will reach out to each family to distribute the hotspot and show the families how to use them.

Browns technology person is available 5 days a week to help with all internet or device issues. They simply can call the school for direct help.

We are in the process of providing a parent portal to the support system that the Technology department uses to provide support for the District. The parent support portal provides families information on how to use their technology and an easy way for them to contact the Technology department for support should they need it.

To support families that may have difficulty connecting remotely, the Technology department will be working closely with our administration to support families that need additional assistance to connect.

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.]

Browns collected extensive feedback from parents regarding our spring Distance Learning Plan. One of the biggest concerns was the lack of live, synchronous instruction provided by teachers each day. The District's new Distance Learning Plan contains expectations for live instruction daily. Monday through Friday teachers are expected to teach synchronously in core subjects. In grades K-3 that includes ELA, Math, Social Studies. In middle school this includes ELA, Math, Science, and Social Studies. Live lessons will consist of a whole class lesson, small group instruction, and then independent assignments.

Teachers will monitor student participation during synchronous and asynchronous instructional time and assign a participation mark in accordance with the adopted district wide method. Elementary teachers will assign a participation mark each day and middle school teachers will assign a participation mark each day also. Additionally, all assignments given must be turned in and then provided a grade in either Google Classroom (elementary) or SchoolWise. Teachers will be monitoring student progress in a variety of ways including participation in live instruction, small groups, discussions, assignment completion and assessment results.

Teachers will take daily attendance. Teachers will also have the ability to denote whether students are engaged or disengaged in their learning. For disengaged students, sites will start a process of reaching out to students and their families to reconnect students with school. If the lack of connectivity is due to technology related issues, the district has techs to help families to ensure students have access. For synchronous instruction, the district will be using Zoom. We have the capability with Zoom to run attendance reports that track how long students stayed in the Zoom session. Our SchoolWise student system will be used to track attendance and student engagement, report student progress, grades will be recorded, and include the number of contacts the school site has made with families.

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.]

In order to support the Distance Learning program, the district has planned regular professional development opportunities for staff throughout the year. The District calendar includes two full day teacher service days.

During the first week of the teacher work year, four full days of professional development sessions were provided. These sessions covered topics including health and safety, instructional pacing, participation, and expectations. Staff was provided with training on the use of online assessment tools and online curriculum resources. Training was also provided on the use of new devices, student tools, and effective use of digital platforms.

School schedules have been designed to include dedicated time for professional development for staff every Wednesday. These weekly sessions will allow sites to provide ongoing training in the area of distance learning, virtual instruction and technology. Site leaders will utilize input from teachers as well as academic and engagement data to plan sessions for the continuous improvement of the instructional program.

Instructional coaches and the District Technology coach will be instrumental in continued support of new learning for all staff.

Staff Roles and Responsibilities

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

Teachers will start the year by working through distance learning. As teachers will start the year on campus, certain classified staff is being retasked to take staff temperature, provide additional clearing, support teachers with student supervision while in a Zoom session, and making contact with families to ensure students are engaged in learning. Teachers will be working through distance learning platforms such as Zoom and Google Classroom. Teachers are spending time planning for synchronous and asynchronous instruction. Teachers will also provide grade level instruction with intervention throughout the week. All classified staff funded through Title 1 funds will continue to offer student direct instruction services and complete their duties as best as they can as their in-person daily duty schedule.

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.]

A tiered intervention system is in place for all students, with special attention to English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. To meet the academic needs of students with unique needs in the areas of English language arts, English language development, and math, students are assessed three times per year using STAR assessments and intervention is provided daily. Additionally, special education staff provide instructional support for students in accordance with their Individualize Education Plan (IEP).

Classroom teachers meet with students by grade level band/EL level each day on Zoom for designated ELD instruction. EL students are further supported through the use of language support tools embedded in the online learning platforms, such as translation, dictionary, and read aloud features, as well as through the use of Google Translate. Daily schedules and the Student Engagement Log are used to document daily designated ELD and integrated ELD for English learners and intervention services for all students experiencing learning loss. Special education logs are used to document interaction with students receiving special education services.

Students experiencing homelessness are provided referrals in securing housing and food options. Technology devices and connectivity are provided to students in need, including all student groups. In addition, students having no access to internet may work at the school in an empty classroom until they have internet access. This is for a limited number of students and they must practice social distancing and wear face coverings.

Teacher led office hours are offered to all students with an emphasis on meeting with foster youth, English learners, and low-income students. This provides students additional time for reteach and/or reassessments or a little more time with the teacher. During office hours teachers check-in with students and their parents to assess the needs of the family and determine if there are barriers to distance learning. Students with unique needs and their families do not usually feel comfortable asking for help in large groups so these smaller scheduled times will support their needs. Additionally, increased instructional aide support and virtual intervention times allow all students but especially foster youth, low-income, and EL students greater access to instructors who provide targeted, individualized academic assistance.

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

Description	Total Funds	Contributing
Chromebooks	\$30,000.00	Yes
Laptop and Desktop Computers	\$25,000.00	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.]

Browns will use CDE approved STAR assessments for all TK-8th grade students to measure learning progress across the district in ELA and Math. The STAR assessment will be given a minimum of 3 times a year, but can be used every 6 weeks to monitor students’ progress. Other assessments include curriculum assessments, benchmarks, and other district informal assessments. Browns last year added additional instructional time to the daily schedule that will help address the Learning Loss that has occurred due to the COVID-19 pandemic. This schedule expands and enhances opportunities for staff to conduct diagnostic assessments of student learning needs and use the information to provide learning supports including targeted interventions and social-emotional services.

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.]

Understanding learning loss may have occurred, Browns has taken steps to ensure learning opportunities are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers use multiple methods of providing instruction to meet students’ needs such as whole group, small group, or one to one. Teachers use a process that includes assess, plan, teach, reflect, and action to determine if actions and strategies are improving student outcomes.

The primary means of addressing learning loss and accelerating learning for pupils is through tiered instruction delivered during synchronous (live) instructional time. During regular whole class instruction, all students receive standards-aligned instruction focused on priority standards. This allows for a deeper focus on key skills and concepts that are critical for the next grade level. As teachers assess

learning loss and their students' learning needs, they adapt this instruction and schedule small group sessions. These sessions are provided through synchronous, small-group instruction and are based on student needs. Students who require more intensive support are provided one on one instruction through individual sessions. The small group and individual sessions focus on prerequisite skills students need to successfully master the content. Strategies used during small group sessions to address learning loss and accelerate learning progress include but are not limited to: early intervention, increased peer discussion, spaced practice over time, increased use of visual input, and breaking information into smaller units.

English learners focus on the same grade-level academic standards that are expected of all students. All English learners receive a program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. During distance learning, this instruction may include instruction via Zoom, supplemental physical and virtual resources, instructional packets, or projects. Instruction is tracked and services documented through the LMS.

Students with disabilities are included in all offerings by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. Through parent feedback, special education staff determines what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. Special education teachers collaborate with general education teachers to ensure appropriate accommodations, modifications, and support are provided during distance learning instruction.

Browns ensures that students experiencing homelessness and foster youth have equitable access to all school activities, whether online or in-person. During distance learning, instructional aides reach out to, and support students who are not engaged and participating. Students are supported with free transportation when instruction is classroom-based and access to mental health providers to support students virtually and/or on-site. Families are provided with information, resources, and/or support for social and emotional well-being and trauma-informed approaches.

Students who are low income may not have access to the technology or connectivity necessary for distance learning. Browns has purchased devices and internet hotspots to ensure the technological needs of students are met. Food insecurities often contribute to a decline in a student's academic performance; therefore, five breakfasts and five lunches are provided each week for students participating in the free and reduced meal program.

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.]

Student growth will be monitored through various formative assessments and progress monitoring. Student engagement will be monitored through attendance reports. Students' data is tracked by the teachers. Administration and staff will monitor overall student progress while

teachers will have the ability to analyze student learning trends and needs. These trends will give teachers the ability to provide interventions to students on a regular basis. Students demonstrating learning loss will be invited to attend targeted interventions in the area of need.

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

Description	Total Funds	Contributing
School materials and supplies needed to keep contact with families and students	\$30,000.00	Yes
Technology Upgrade and infrastructure	\$21,000.00	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.]

Browns will monitor mental health and social and emotional well-being of our pupils. School psychologists and school counselors will be available to students in need of support and allocate appropriate resources. School psychologists and school counselors will provide individual and group support through counseling and/or skill building. Any student in need of mental health support has immediate access via the School Psychologist. Browns will provide teachers and staff professional development addressing and increasing capacity in Social Emotional Learning. Professional development will be provided in Mental Health First Aide to help in identifying students struggling with mental health or social emotional distress. Browns will provide professional development in Trauma Informed Practices (TIPS) including the impact of COVID19 on students and families. Browns will contract with other agencies to increase the number of mental health support staff to assist both students and staff during distance learning. Browns will provide staff access to mental health resources. Students will have access to social emotional learning curriculum and resources in grades K-8 to help them cope during the COVID-19 pandemic. Our schools will utilize online resources targeting the impact of COVID-19.

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.]

Browns will use ClassDOJO a district-wide communication platform to assist with parent communication. Other means of communication for the 2020-2021 school year: emails, home visits, in-person meetings, mail letters home, phone calls, or Zoom meetings. To reengage students and families school sites will be making the initial contact and teachers will be welcoming students and families back to school via Zoom

meetings and Zoom phone calls. Students will be provided with the devices and materials needed and teachers will follow through to make sure students and parents know how to use the instructional platforms and the ways that they can communicate with the school site and teachers. Browns will be using the SchoolWise student system to track attendance and will be making daily contacts and immediately create a plan for those students missing 60% of their distance learning instruction. Sutter County Family Service Workers will additionally assist with Foster, Homeless, EL, and Low income students' needs and will provide community resources for families. School site staff and Family Service

Students needing support with social emotional needs will be referred to school psychologists and a plan will be put in place. Browns will provide parent workshops via Zoom to address their needs and to train parents how to become partners in ensuring academic success for their child during distance learning. At the request from the parent surveys, school sites will continue their Attendance and Behavior Incentives for students. School sites will share their Attendance and Behavior Incentives with students and parents. Reengagement strategies for students who are absent from distance learning will be provided.

If students miss 60% of the instruction week and/or are not engaged in all activities for an instructional day on a consistent basis, the tiered reengagement process begins.

Tier	Definition	Re-engagement Strategies
1	Students attending school regularly	Positive relationships, engaging school climate, clear and consistent communication between school and families
2	Students attend/engage moderately (60%)	Phone calls home, informational postcards, training with technology, provide device for distance learning (as needed), referral to outside agencies, attendance letters 1 and 2
3	Students attend 40% or less	Schedule meeting (SART) to discuss student attendance and/or participation, schedule SST if needed, attendance letter 3
4	Unreachable students; no contact of engagement	Home visits, referral to outside agencies, short term independent studies contract, SARB

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.]

Student Nutrition Services (SNS) will provide meals for all students of Browns School. SNS will have pre packaged meals available for distribution to all students that will participate in distance learning, meals will be distributed in weekly bundles. SNS will also apply for waivers that will allow parents to continue to pick up meals for their students.

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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
9.79%	\$108,535

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.]

Browns will receive approximately \$108,535 in supplemental funding for the 2020/21 school year calculated on the basis of the number of English learners, low income, and foster youth students. A review of the district’s needs and metrics, along with stakeholder input, determined that the following actions and programs would be the most effective use of funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth and are intended to meet the needs of students in response to the COVID-19 pandemic:

Devices and Connectivity: In order to engage all students in distance learning, we surveyed families to determine their needs. As a result, Browns purchased Chromebooks to provide one take home Chromebook for every student in grades TK-5. We also acquired 30 hotspots for students who lack the connectivity necessary to learn from home. When returning to classroom-based instruction students will use the devices in both classroom-based and future distance learning. This ensures students will not share resources, creating a safer environment during classroom-based instruction. While individual devices and hotspots benefit all students, it especially benefits low-income students, English learners, and foster youth by providing access to technology that they might not otherwise have, so they can engage in school, even from a distance. This ensures equity for all students.

Professional Development: Successful students are taught by highly trained teachers. This is especially important given the circumstances created by the COVID-19 pandemic. Professional learning can have a powerful effect on teacher skills and knowledge and on student learning. Therefore, the district provided additional pay to teachers for engaging in professional learning opportunities outside their contracted days to improve skills necessary for distance learning. Initial PD focused on supporting teaching and learning in the distance learning environment. Three areas of need were identified: technology to support distance learning, how to leverage synchronous learning, and how to engage students in a distance learning environment. Beyond distance learning, PD will focus on increasing student learning outcomes, especially for unduplicated student. Professional development time will include time for teachers to analyze student data, make instructional

decisions, and research effective instructional strategies. This action increases the capacity of staff to address the specific needs of all students but primarily focuses on the needs of low-income students, English learners, and foster youth.

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

In addition, improved services will also be provided to focus students to promote equity and excellence for all students, in all schools in the Browns School District. Browns services continue to be targeted to low-income, English learner, homeless and foster youth pupils. Browns aims to fulfill the commitment of providing essential resources for the purpose of closing the achievement gaps that currently exist for these pupils. It is done through a plan aimed to provide access to high quality curriculum and instruction, attending school every day and supported by effective employees in safe school environments. The additional supplemental and concentration funds identified in the District's Learning Continuity and Attendance Plan provide an opportunity to fully integrate and improve services for unduplicated pupils by augmenting personnel and academic supports to improve their learning environment and drive academic outcomes. These investments are aimed at increasing attendance and reducing suspension and expulsions, supporting increased school autonomy, and providing intervention and support programs for our students. Increase data analysis, reporting, and instructional data support to monitor and inform instruction. Teachers will be provided instructional support through county instructional coaches. Communicate through parent newsletters, website, social media and back to school and open house events to educate students and parents regarding the importance of a solid education and attendance. Allocations to our school will be proportionate to our unduplicated student counts to provide targeted services including intervention, classroom support, and professional development. Many of the direct services are intended to improve the school climate and student engagement of unduplicated pupils.

The Browns School District serves 9.79% unduplicated pupil population (low-income, English learners, and foster youth) that has generated \$108,535. Supplemental funds are allocated schoolwide and principally directed towards meeting the needs of low-income, foster youth, and English learner student groups.

Ongoing professional development and support enables our educators to optimize their professional potential in order to create a highly effective in-person and virtual learning community, ensuring the highest levels of achievement for all students. Actions to support and improve teacher quality and practices are improvements that are high impact strategies to support the growth of unduplicated students who have not yet met academic standards.

Technology for all ensures access to distance learning for all students but especially low-income, foster youth, and English learner student groups. We handed out a Chromebook to each and every student and 30 hotspots were provided to families lacking reliable internet. For many families this is the first time technology with internet access is consistently available in the home. Staff time to support technology was increased to insure the success and engagement of unduplicated students. While individual devices and hotspots benefits all students, it especially benefits low-income, foster youth, and English learner student groups by providing access to technology that they might not otherwise have, so they can engage in school, even from a distance. This ensures equity for all students.

These services and support exceed the 9.79% minimum proportionality percentage for the 2020/21 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils.