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/lrngrntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone
--- | --- | ---
Camino Nuevo Charter Academy | Charles Miller, Principal | Charles.Miller@CaminoNuevo.org; (213) 413-4245

General Information

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

Camino Nuevo Charter Academy is committed to providing a distance learning education for all students during school closures. Our program provides the resources, tools, and flexibility that families and educators need to engage in student learning from home. Teachers will continue offering instruction in core academic areas, progress check-ins, and Google Classroom lessons and activities or printed grade-level packets for families without internet connectivity so that every student continues to learn.

Several factors influenced our decision to continue with distance learning. Among them was the sharp increase in recent weeks of coronavirus cases and the lack of comprehensive testing and contact tracing in our communities. We also considered input from families. Nearly half of the families we surveyed in May responded that they do not feel comfortable sending their child(ren) to school, and 30% said they didn’t want to their child in school because a close relative at home has a compromised immune system. Most of our students are socioeconomically disadvantaged and live in highly vulnerable communities.

As we navigate this crisis, we are fully committed to providing a quality instructional program while doing our best to ensure the health and safety of our students, families, and staff. Our distance learning program this fall will offer families continued flexibility and more synchronous, real-time instruction and support.

Stakeholder Engagement

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

[Respond here]

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

[Respond here]
Continuity of Learning

In-Person Instructional Offerings

When allowed to do so by the county and state, we will begin opening our campus for in-person instruction, starting with 25-30% of the population coming to school four days a week. These students will be selected based on low rates of participation and low student achievement data during distance learning in both the spring and fall of 2020, as well as through the use of other indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth. Parents/guardians will have the right to opt out of in-person instruction, even if they have been selected for this by the school. In-person instruction will include language arts, math, science and ELD, and will be delivered by certificated teachers. All students will participate in distance learning on Fridays, which will reinforce and supplement in-person instruction.

All classrooms will be configured to allow for adequate physical distancing. All students will have access to handwashing facilities, hand sanitizer stations and appropriate PPE. School facilities will be regularly cleaned and sanitized and the school’s safety procedures have been updated to reflect protocols related to 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>
</tr>
</thead>
<tbody>
<tr>
<td>Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
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<tr>
<td>Develop a health &amp; safety plan that meets county public health requirements for school reopening.</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Survey teachers to identify which certificated and classified team members will come to campus.</td>
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<tr>
<td>Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.</td>
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<tr>
<td>Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD.</td>
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<tr>
<td>Collect and analyze participation data from Spring of 2020.</td>
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<tr>
<td>Collect and analyze participation data from Fall of 2020 (prior to re-opening).</td>
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<tr>
<td>Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.</td>
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<tr>
<td>Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.</td>
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<tr>
<td>Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.</td>
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**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.]

**Vision for Distance Learning:** Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for the whole child during this period of pandemic response. We will innovate and maintain high expectations for excellence in order to realize our mission of educating students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them.

**Pedagogy:** We will implement this vision through a combination of synchronous and asynchronous learning to ensure that students have access to a program of substantially similar quality as when they were in person. Synchronous distance learning – when students and teacher(s) are interacting online in real time – is a core component of Camino Nuevo’s approach. Live interaction online promotes
relationship building, provides students with immediate checks for understanding and feedback opportunities, and allows teachers to implement collaborative learning strategies. However, entire lessons will not be taught synchronously. The following lesson components are uses of synchronous learning time, across all content areas (language arts, math, science, social studies, world language, ELD, and the arts):

- Student-driven inquiry
- Guided practice, especially in small groups
- Student-to-student discussion
- Lesson closings, including checks for understanding

Asynchronous distance learning, on the other hand, generally consists of pre-recorded videos and/or written assignments that teachers prepare ahead of time and students navigate independently. This type of distance learning is used for the following lesson components across all content areas (language arts, math, science, social studies, world language, ELD, and the arts):

- Teacher modeling & think aloud, especially with student response format integrated
- Independent practice
- Written formative assessment
- Extended projects or writing tasks
- Participation in an online discussion board or Flipgrid

In addition, students will engage in asynchronous distance learning through the use of adaptive software programs: SmartyAnts/Achieve 3000, ST Math, and Rosetta Stone.

While we are in the process of distributing Chromebooks and hotspots to all students, pending the arrival of our newly purchased equipment, students without access to devices will be participating in distance learning through the completion of paper packets designed by their teachers. These students will also receive daily live interaction with a teacher through a daily phone call to check in on their well-being and work progress. Packets will be distributed and returned every two weeks at the school.

Continuity of Learning (In-Person & Distance): All students will receive a distance learning schedule that includes time for each subject area/course, including synchronous time in both large and small groups, as well as designated asynchronous time for each subject. The intention behind creating a structured schedule is to ensure parity between in-person and distance learners, as well as to make transitions between the two models as seamless as possible.

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.]
All students will be provided a laptop or similar device in order to participate in distance learning. Students will be provided with a wi-fi hotspot to allow for internet access if they do not have internet access. The school has set up a technical support telephone line in order to assist students and families.

Families were surveyed during the summer of 2020 to assess their technology access; however, every student will be issued a laptop or device even if their family has one at home to ensure consistent access to all students. Any family who has an extenuating circumstance regarding technology access that is beyond the current offerings will be assisted on a case-by-case basis.

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.]

We have developed an assessment calendar that includes benchmark, unit, and weekly formative assessment in the core subject areas and ELD. Benchmark and unit assessments will allow us to assess pupil progress over time and ensure equitable access to a guaranteed and viable curriculum across classrooms. Weekly formative assessments, on the other hand, will be used at the classroom and grade/department team level to ensure rapid response to student’s identified academic needs. These assessments will be analyzed and used for intellectual preparation by teacher teams every Friday. All assessments will be administered via synchronous, remote proctoring by a teacher or paraprofessional.

We will measure participation by taking daily attendance in our SIS, PowerSchool. Students will be marked “present” for the class each day by participating in one of four ways:

1) Remote attendance in a live session
2) Participation in a telephone call with the teacher about the student’s well-being and work progress
3) Submission of an asynchronous assignment
4) Usage of an online adaptive learning program

We will measure the time value of pupil work through a collaborative process of teacher calibration during our intellectual preparation time on Fridays. Once the plans have been written for both synchronous and asynchronous learning for the week ahead, teachers will independently review the schedule and state the minimum time required for a student of that grade to complete the assignments each day. Teachers will then compare their independent work in order to calibrate, discussing and modifying any significant outliers and then taking the average of each teacher’s approximation. This average for the grade level/department will be compared against state requirements to ensure we are meeting the required minutes for time value of assignments.

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.]
All teachers and staff are participating in three days of staff development before the start of the school year, from August 5 through August 7, 2020. This professional development experience provides training in our distance learning program, including an overview of the program and its goals, a deep dive into teacher and student schedules, best practices for synchronous and asynchronous remote instruction, a technology bootcamp session where they will be trained in our tech-based resources such as Google Classroom and G Suite, and training in online adaptive platforms. Teachers will also have professional development for a minimum of two hours every Friday while students are participating in asynchronous distance learning. This will include PD in distance learning pedagogy, accelerated learning practices to mitigate learning loss, assessment and data analysis, and intellectual preparation. Principals will receive PD in leading accelerated learning through a partnership with ANet. Resources and learning from this partnership will be brought back to teachers and staff via Friday PDs for implementation with students.

Professional development will also take the form of regular (weekly to bi-weekly) coaching and observation of teacher practice by administrators. Observations will include both scheduled and unscheduled observations of live virtual teaching, as well as review of Google Classroom assignments and videos. Coaches will also gather data about teaching practice by reviewing students’ Google Classroom submissions, reviewing usage and performance data via online independent learning platforms, and analyzing formative and summative assessment data. Teachers will meet with their coach on at least a bi-weekly basis to debrief observations, analyze student work and data together, and plan for shifts in practice.

**Staff Roles and Responsibilities**

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

- **Administrator:** Continue to perform essential responsibilities of their position in support of students, families & staff. Administrators lead the COVID-19 Compliance Team at each site and play a critical role in the planning and preparation of safety protocols for on-site learning to occur safely.

- **Teacher:** Teachers are expected to provide distance learning for students. Teachers are required to be online daily for distance learning and must be accessible by phone. Teachers may be expected to be on campus to pick up materials, create packets, provide office hours, etc.

- **Office Staff:** Continue to perform essential responsibilities of their position in support of students, families & staff. This includes, but is not limited to, main office operations, delivery of mail, answer phones, translation, communicate with families regularly regarding enrollment, assist with processing meal applications, meal distribution, packet creation, respond to records request, schedule IEP meetings, provide family support with records, document collection, scheduling, tech issues, etc. Office staff will be part of the COVID-19 Compliance Team at each site and will play a critical role in the planning and preparation of safety protocols for on-site learning to occur safely.

- **Custodial Staff:** Continue to perform essential responsibilities of their position in support of students, families & staff. Custodians play a critical role on the COVID-19 Compliance Team at each site, ensuring the site is cleaned and sanitized in accordance with safety protocols for on-site work and learning to occur safely.

- **Campus Aide:** Ensure campus safety. Enforce safety protocols including social distancing; On-site support for teachers & admin may include but is not limited to, technology preparation/distribution/hotline, parent phone calls, check-in calls with individual students,
translations, creation and distribution of packets, support student recruitment/enrollment, provide tech support and assist with student communication (newsletters/email). May assist with disinfecting of work areas.

- **Food Clerk:** Maintain meal program under distance learning model. Support students and families with meal applications. Support front office with clerical tasks. Enforce safety protocols including social distancing; May assist with disinfecting of work areas.

- **Teacher Assistant:** Support teachers with distance learning. May be required to be on campus one or more days weekly to provide direct services for students requiring in-person support. Support may include but is not limited to, parent phone calls to follow up on assignments/address unresponsive students/provide additional support. May support students with intervention assisting them with homework and academics. Other duties may include but are not limited to, making copies, computer and homework packet distribution, technology support, attend grade level meetings, make family calls about enrollment or attendance, grade homework, provide small group instruction via an online platform.

- **Behavior Interventionist:** Support teachers with distance learning. May be required to be on campus weekly to provide direct services for students requiring in-person support. Support may include but is not limited to, parent phone calls to follow up on assignments/address unresponsive students/provide additional support. May support students with intervention assisting them with homework and academics. Other duties may include but are not limited to, making copies, computer and homework packet distribution, technology support, attend grade level meetings, make family calls about enrollment or attendance, grade homework, provide small group instruction via an online platform.

**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 Exceptional Needs**

Students with IEPs who receive RSP services will receive co-planning and co-teaching minutes per their IEPs. This co-instruction will include a range of supports, depending on student need, including but not limited to:

- Small group instruction
- Options for written assignments to account for graphomotor or fine motor barriers (e.g. typing instead of writing, writing instead of typing and taking photos to upload)
- Chunking of assignments and/or additional support for executive functioning such as customized learning schedules
- Text-to-speech or Speech-to-text
- Access to audiobooks

Students who received related services such as speech & language, ERICS counseling, occupational therapy, etc. will continue to receive these services in a virtual setting.
Pupils in Foster Care & Pupils Experiencing Homelessness

All students will have access to a trauma-sensitive program, and pupils in foster care and those experiencing homelessness will be prioritized to ensure they are participating in offerings such as:

- Daily advisory (socio-emotional check-in and community building with the teacher)
- Mindfulness instruction and practice
- Interactions with teachers who implement a 4:1 positive to correct comment ratio
- Co-creation of expectations for participation at the start of each activity, utilizing CHAMPS framework (conversation, help, activity, movement, participation, success)

In addition, we have ensured that all students in foster care and those experiencing homelessness are given first priority access to hotspots and Chromebooks to ensure they can participate in the full distance learning program.

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

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes,</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
</tr>
<tr>
<td>Develop a remote work schedule for all necessary employees to implement distance learning program.</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
</tr>
<tr>
<td>Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom &amp; G Suite).</td>
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<tr>
<td>Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.</td>
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<tr>
<td>Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.</td>
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</tbody>
</table>
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.]

Between natural learning loss as well as unfinished teaching and unfinished learning due to a disrupted school year, we will approach our planning, instruction, and reflection with an urgent focus on how to address this amplified learning loss. It is also clear that there is a compounding impact on students who are experiencing increased economic challenges, are from racially marginalized communities, have inequitable access to quality distance learning, are multi-language learners, have learning and attention differences, and/or are immunocompromised. We have always seen the foundation of our work as a disruption of the status quo that is failing so many students around the world, but now we must get even more precise in our understanding of how we do this. We will do this through:

1) The articulation of our core beliefs as related to accelerated learning
2) Implement a learning acceleration approach, which includes: getting students caught up on critical learning that they missed in the spring; accomplishing all of the learning at their new grade level; and ensuring targeted interventions to help them if they struggle
3) Implement the following steps on a regular basis:

   a. Understand: Intellectually Prepare around our content and the standards
   b. Diagnose: Design precise, targeted, and frequent diagnostic & formative assessments that inform us about the effectiveness of our instruction

   i. Assessments for math include the Focused IABs, benchmark assessments using the Illuminate Inspect item bank, unit assessments from our curricular resources (Bridges and CPM), and weekly formative assessments created from the ANet item bank
   ii. Assessments for language arts include Achieve3000’s LevelSet, reading inventory assessments, CORE phonics, an on-demand writing assessments from our curricular resources
   iii. Assessments for ELD include Rosetta Stone’s placement test and Systematic ELD unit assessments

Take Action: Make informed instructional decisions based on our intellectual preparation (standards, text, data, etc.), including decisions about just-in-time interventions.

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 we will implement to address learning loss and accelerated learning progress for all pupils are described above. The following describes additional strategies for subgroups.

**English Learners**

English Learners will use the adaptive learning software Rosetta Stone, which assesses students' English development and provides them with instruction and practice that meets their identified needs. In addition, teachers’ distance and in-person learning schedules have time for small group instruction throughout the core content areas. Teachers will prioritize placement of English Learners who need additional support in these groups in order to implement just-in-time intervention with them.

**Low-Income**

Access to WiFi and devices is a particular concern for our low-income population. We are working to ensure that all Camino students receive hotspots and Chromebooks so that they can participate in the full distance learning program.

**Foster Youth & Students Experiencing Homelessness**

Access to WiFi and devices is a particular concern for our foster youth. We have given first priority access to hotspots and Chromebooks to this population to ensure they can participate in the full distance learning program, including just-in-time interventions.

**Students with Exceptional Needs**

We have also given first priority access to hotspots and Chromebooks to this population to ensure they can participate in the full distance learning program, including just-in-time interventions. In addition, co-teachers will identify supports needed based on students IEPs to ensure that the accelerated learning program is tailored appropriately. These may include but are not limited to:

- Small group instruction
- Options for written assignments to account for graphomotor or fine motor barriers (e.g. typing instead of writing, writing instead of typing and taking photos to upload)
- Chunking of assignments and/or additional support for executive functioning such as customized learning schedules
- Text-to-speech or Speech-to-text
- Access to audiobooks

**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.]

Regular implementation and weekly analysis of formative assessment will ensure that we measure the effectiveness of services or supports provided to address learning loss. Teachers will engage in an Intellectual Preparation session every Friday, with the following outputs:

- Reflection/Collaboration/Clarity
Teachers use their IP and data analysis to reflect on effectiveness of instruction and progress toward short-term and long-term goals
Leaders get a constant pulse-check on progress towards goals
Teachers build muscle around collecting data, adapting plans based on data, doing intellectual preparation, and using data to reflect on the effectiveness of our instruction

### Academic
- Teachers walk out with a weekly overview that includes learning intentions and assessment for the following week
- Teachers have a plan to anticipate upcoming misconceptions or address previous misconceptions

### Engagement
- Teachers have identified students who have limited and no engagement and have created a communication and response plan for these students
- Teachers reflected on Best Practices for teacher engagement and have adjusted their practice accordingly

This cycle of regular instruction, assessment, analysis, and planning will allow us to measure the effectiveness of our actions and adjust accordingly.

**Actions to Address Pupil Learning Loss [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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<tbody>
<tr>
<td>Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
</tr>
<tr>
<td>Outsource any needed data collection templates and visualization.</td>
<td>[$ 0.00]</td>
<td>[Y/N]</td>
</tr>
<tr>
<td>Train teacher leaders to facilitate data analysis and intellectual preparation cycles.</td>
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<td></td>
</tr>
<tr>
<td>Implement assessments and data analysis/intellectual preparation cycles.</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.]
CNCA staff therapists will provide direct mental health services to the students and families through individual/family/group therapy and psycho education workshops (i.e.: coping with COVID-19 impact on family and community) through a HIPAA compliant video platform. Mental health treatment will include assessment of students’ socio-emotional functioning and needs, as well as providing referrals to outside agencies for additional support, as needed. Staff therapists will provide professional development to CNCA staff on trauma informed practices, including but not limited to, recognizing signs of trauma-related behavior and using trauma sensitive strategies through distance learning interactions. Therapists will provide staff with professional development on vicarious trauma and strategies on self-care to support the staff’s distance learning plan. Staff therapists will provide teachers and other staff consultations to address student-specific mental health needs and services.

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.]

CNCA schools will engage in outreach to students and families regularly during distance learning. In addition to bi-weekly written and video updates in English and Spanish to the CNCA community, families will be contacted using online platforms such as Facebook and Parent Square.

If a student is absent from distance learning, teachers will contact the parent/guardian of the student using the phone and email contact information that the family provided to CNCA at enrollment. The emergency contacts for a student may also be utilized by the teacher in order to contact the family. If the teacher does not receive a response from the parent/guardian after these contacts, the teacher will refer the student to the Coordination of Services Team (COST) for case investigation and case management. The COST will send a written letter, return receipt requested, to the family in the home language of the parent/guardian informing the parent/guardian of the student's absence and risk of learning loss and requesting that the family contact the school. The letter will encourage families to discuss with the COST any barriers to school attendance that they need assistance navigating.

We will encourage the parent/guardian of any student who is chronically absent to schedule a conference with the teacher to discuss reengagement. A one on one or small group tutoring session or workshop may be scheduled for students who have been absent in order to further support their reengagement.

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.]

In accordance with National School Lunch Program regulations and applicable waivers, students may collect 5 days’ worth of breakfast and lunch once a week while on Distance Learning. Once in-person instruction begins, any student on 100% distance learning may continue to collect 5 days’ worth of meals. Any on-campus student will be provided with their in-school meals on the days when they are in school and also will be able to take meals home for any days of the week that instruction is not in-person.
### 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>
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<tbody>
<tr>
<td>[Insert percentage here]%</td>
<td>[Insert dollar amount here]</td>
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### 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 unduplicated student count is +95%. Services described are for English learners, foster youth and low-income students.

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

The unduplicated student count is +95%. Services described are for English learners, foster youth and low-income students.