

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
Golden Valley Orchard School	Caleb Buckley, EdD, Executive Director	Cbuckley@goldenvalleycharter.org

General Information

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

The spread of the COVID-19 virus shut down Golden Valley Charter classrooms in mid-March 2020 and they have not opened since. The impact has been widespread and dramatic. Although teachers have risen to the occasion to provide meaningful instruction, it has come at a great cost to all parts of the community. Families are stressed at having to supervise instruction over a computer, which is not a method of instruction endorsed by our charter. Teachers have become technology-based video production artists. Administration has had to interpret ongoing state and county guidelines. The Board of Trustees has conducted multiple special meetings and Town Halls. In June, Golden Valley prepared a back to school plan which relied on stable cohorts of students who would remain in one classroom with one teacher throughout their day. As the spread of COVID-19 has put the County on the State watch list, Golden Valley has developed procedures to conduct business and administer student assessments while the campuses are closed.

Golden Valley is a community based on festivals, community gatherings, personal connections with teachers, and long-term relationships among families. The impact to the social and emotional health of the children due to the forced isolation has been of great concern. As we prepare to return to classrooms in a reduced schedule with smaller numbers, stakeholders have strong opinions that are often at odds with others about what is considered safe and necessary. In a community that thrives on consensus building, there is no consensus about what to do next. However, the commitment to the children and each other is strong and the roots of values that brought everyone together run deep.

Stakeholder Engagement

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

BOT meetings, public notice sites, surveys

Golden Valley Charter Schools has held 6 public Board of Trustees meetings. All meetings of the Board were held via teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Trustees, employees, and members of the public met via the Zoom meeting platform.

May 13, 2020, Public Board Meeting
June 3, 2020, Public Board Meeting
June 22, 2020, Returning Plan Town Hall
June 29-July 6, 2020, Return to School Plan Survey
July 17, 2020, Public Board Meeting
August 6, 2020, Public Board Meeting
August 19, 2020, Public Board Meeting
September 9, 2020, Public Board Meeting

Two parent surveys and one faculty survey were completed prior to this document. Participation rates were high with Zoom meetings averaging 50 participants and over a 75% response rate on surveys. Our first Town Hall in June had over 100 participants and had to be broken into two parts to accommodate everyone.

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

Members of the public can join meetings via Zoom on a computer or from a phone. Using the raised hand function, participants can speak in public comment or ask to be recognized on any agenda item. Surveys and emails are also ways to submit comments.

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

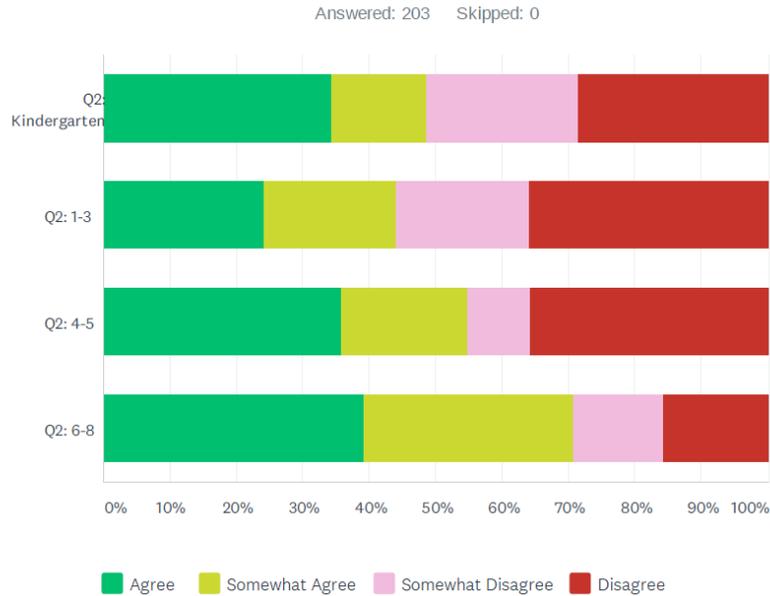
The Board of Trustees has consistently stated that a primary concern of coming back to school is the risk of spreading the infection of COVID-19 and making sure the liability risks are kept low. For that purpose, there are no parent meetings or in person groups until it the school opens to in person instruction. Our educational support and special education employees came together to create a protocol to have students on campus for in person assessments.

After surveying the faculty, there was an overall sense that distance learning was going well. However, teachers are spending incredible amounts of energy with few resources to provide an education that is typically media free. Teachers have moved from creating their own curriculum out of the students' needs in the classroom and into video production artists who can teach live and pre-record lessons. Faculty reflected in our survey that they are making the tradeoff in order to keep everyone safe. The ramp up time to use Zoom and Google Classroom was short and guidelines from the state about attendance were still being developed. Most teachers reported that they look forward to being back in the classroom but that it should not come too soon. Safety and protocols for screenings are very important to the employees. A dramatic increase in the quality of the technology available is needed both in distance learning and the return to school. There

was some interest in using the outdoor spaces more often and having a reduced daily schedule. Teachers are concerned at having kids in person in an A group while also trying to meet the needs of half a class at home in a B group.

As we look at the feelings of parents about distance learning as of September, 2020, parents are split on whether it is the safest method for their child. This differs by grade level as the graph below shows.

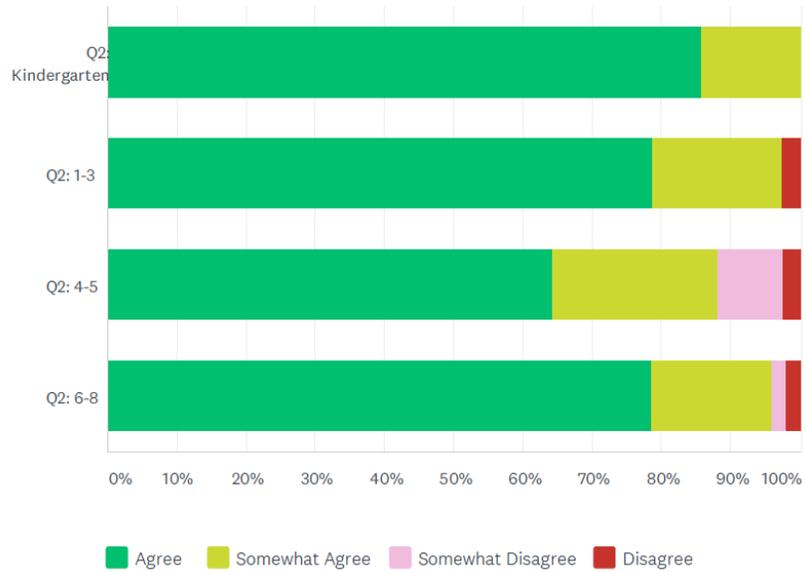
Given the current status of the Covid-19 pandemic, Distance Learning is currently the safest method of education for my child.



Out of responses representing 203 students, almost everyone agreed that the curriculum, which largely comes directly from the teacher, was provided along with materials. One key comment theme was wanting more handwork materials.

During Distance Learning, my child has been provided with all of the curriculum materials that s/he has needed.

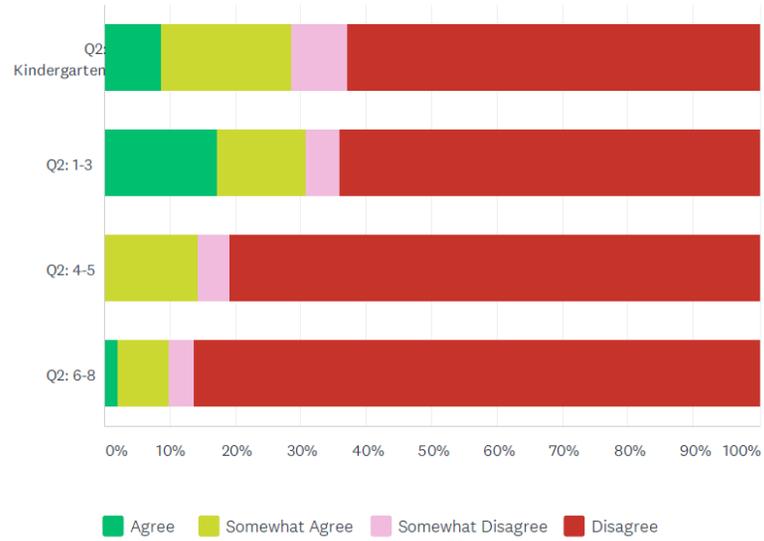
Answered: 203 Skipped: 0



At the Orchard School most children are in distance learning with a parent directly engaged as well. Children under 4th grade were most likely to have a care giver during distance learning.

I rely on a childcare provider to facilitate some or all of Distance Learning for my child.

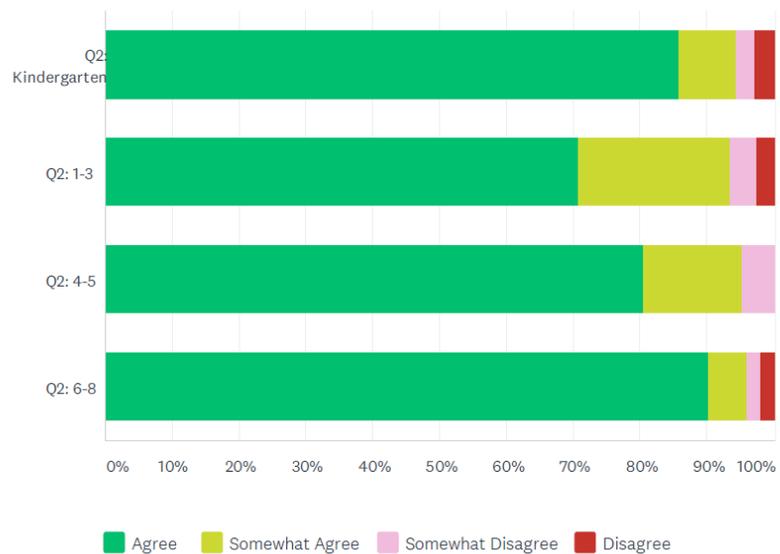
Answered: 203 Skipped: 0



Although there are still technology training needs for the faculty, the parent experience validates that teachers are demonstrating sufficient knowledge to deliver the program.

My child's teacher has demonstrated sufficient knowledge of technology to effectively teach during Distance Learning.

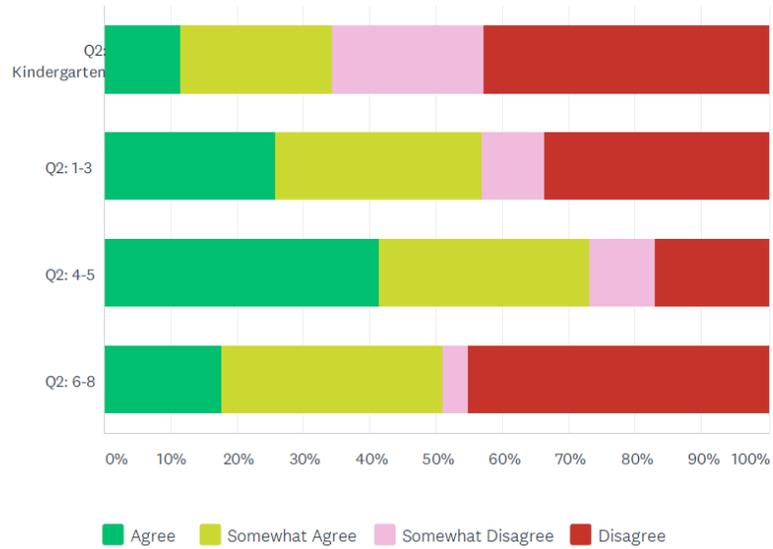
Answered: 202 Skipped: 1



In middle school, half of students' parents say they will need more small group work to address learning loss. While a majority of kindergarten families feel this way, the "loss" may also include social emotional learning that has been delayed.

My child may need small group intervention to address learning loss when we return to in-person learning.

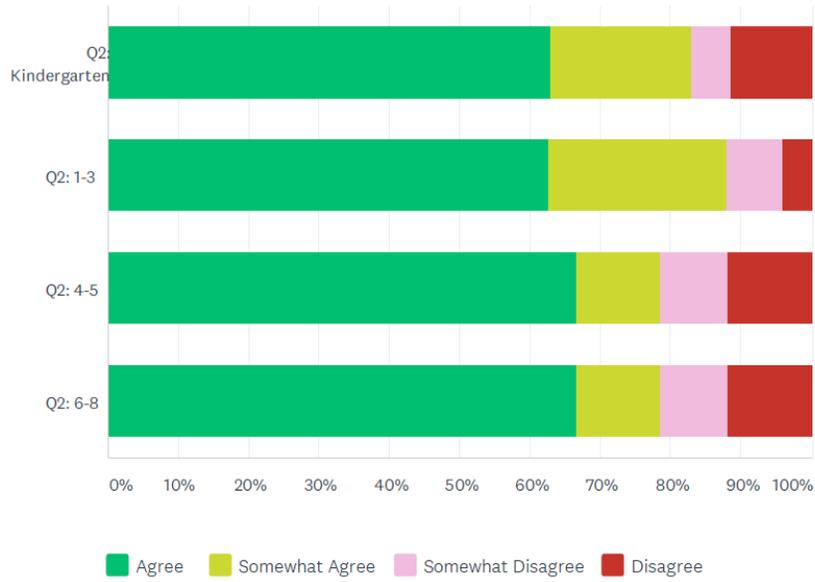
Answered: 201 Skipped: 2



While over 80% of families would be ready to return to a safe school environment, the remaining number is significant enough to require a distance learning option moving forward.

I would feel safe sending my child to in-person school at GV if the county health department and GVCS Board of Trustees deems it safe to return.

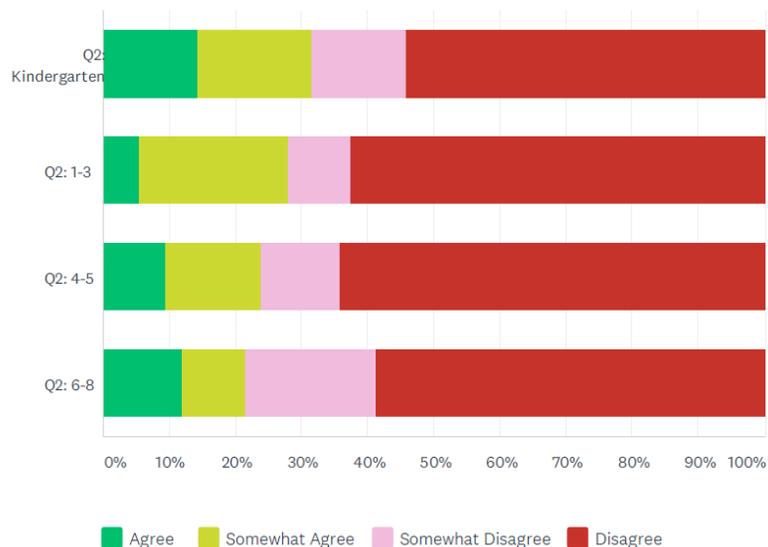
Answered: 203 Skipped: 0



The Orchard families are ready to return to the classroom in larger numbers as they get older. However, while the school prepares for resources needed for in-person learning, the need for distance learning remains.

I will choose distance learning for my child for the duration of this year even if it's been deemed safe to return.

Answered: 203 Skipped: 0



The sample size consisted of 203 students out of 267 and was a representative cross section of grades. Kindergarten is our largest enrollment group. Most of the written comments on the survey reflected a need to have the children back in school. Most respondents were happy with the approach of their individual teacher but wanted an in-person model. About 10% of our students are still waiting for Chromebooks which are on order. Almost every family agrees that the supply pickups are efficient and safe. Seven out of ten parents are supervising their own child during distance learning while the rest rely, in part, on childcare providers. 20% of families have had trouble with their computer or Chromebook. Almost every parent believes they have enough technical skill to support that aspect of distance learning, while 80% believe they have sufficient academic preparation to support their child at home.

When asked if families have sufficient time and resources to support their child in distance learning, almost half of Golden Valley families said they do not. In the comments many families reported that both parents work and there are multiple children to support. 98% of families stated that their child’s teacher has sufficient knowledge of technology to effectively teach during distance learning. There is a difference between individual teachers that the parents experience.

Parents are very divided on the use of masks for the younger children. Some parents say they will not return unless every child is wearing a mask and others say they will not send their child back if a mask is required. Several parents are so concerned about the virus that they will

not be returning in person until a vaccine is available and the virus is greatly reduced. Many parents expressed comments that they will not be able to continue to pay for childcare and watch the social/emotional loss in their child from being out of school. Lower grades families expressed some concern about the screen time on Chromebooks. There is a lot of trust that Golden Valley supports the social/emotional well-being of the students and parents have a strong sense of their own well-being.

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

There are three major factors that have risen to the top of all community input. First regarding the teachers, their well-being is the cornerstone of delivering meaningful education and they need the tools, facility, and energy to persevere. Secondly, the students need a viable option to return to campus in a situation that supports not only their academic but also their emotional life through social engagement. Thirdly, parents are operating at home in a crisis mode which is not sustainable and need to either send their kids back to school or have a long-term distance learning option so they can prepare the year.

To address these needs, Golden Valley has prepared a large technology budget and upgrades to the facility and sanitation schedule. Professional development, mentoring, and increased support with reduced instructional time will be implemented. A half size class will be assembled in cohorts of 14 students to protect social distancing requirements. An option for distance learning will be offered to students who cannot return to school this year.

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.]

Golden Valley is looking to have students back on campus as soon as it is safe to do so. The current guideline is to have groups of no more than 16 people in a room at a time. In many of our classes we have assistants who would still be needed to support students. The campus has lots of outdoor space that is available to use for outdoor classrooms. However, the structures would require a lot of set up and take down which would also require additional labor and security. For students to return, the school will have to develop more protocols for screening students and employees and purchase more supplies to reduce the risk of spreading a virus.

Students in classes above 14 students will need to return in an A/B Model where only half the students are present. The model relies on cleaning that can only happen when no students are present. When the cleaning cannot be accomplished after school, a full school day of distance learning will be required. Because up to 25% of families are likely to choose distance learning all five days, a program will need to be offered to meet their needs too. Golden Valley only has one teacher per grade level after kindergarten so each teacher will need additional support to be able to provide ongoing distance learning. In some classrooms, there may be space for children to attend in both A and B groups. This offering will be made based on a priority of students with special needs, low SES, English Learners, and children of essential workers.

Everyone will need to adhere to physical distance and mask requirements. The current state requirement is that children grade 3-8 wear masks when at school. A significant portion of the day may be scheduled outdoors. Our daily schedule will be modified, and some instructional minutes will be captured through on-line pre-recorded lessons and other assignments.

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

Description	Total Funds	Contributing
WEBCAMS \$4,000 COUGH BARRIERS/classroom distancing \$2,000 PPE \$4,000 WIRELESS HEADSET/MICS \$1,000 FURNITURE \$2,000 FACILITY UPGRADES \$5,000	\$18,000	All Yes

Description	Total Funds	Contributing
SAFETY Additional custodial services \$15,000	\$72,960	YES
CURRICULUM Additional outdoor curriculum and supplies to support learning in social distancing \$1,000		
TECHNOLOGY New laptops for all credentialed teachers and administrators \$25,515 Chromebooks for students \$21,445 Servers and internet access equipment \$6,000		
INTERVENTIONS Assessment tools and online platforms for math and ELA \$2,000		
PROFESSIONAL DEVELOPMENT Professional Development in Zoom, Google Classroom, and video tools \$2000		

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.]

In collaboration, faculty established appropriate expectations for distance learning per age/grade levels. Teachers use of online applications has increased dramatically and includes ZOOM and Google classroom. All lessons are standards-aligned, and grade level content is provided directly by the credentialed class teacher. Students are assessed and graded on the completion of this content. Teachers host virtual hours in the afternoons to provide individualized supports.

All students are on the same “bell schedule.” This allows for a stable and consistent schedule to be used throughout the year. When the school can provide in-person instruction in a hybrid format roughly half of the students from each course will attend the class lessons in person while the other half attends remotely via videoconference from home. Should the public health conditions improve enough that the school transitions to all students being on campus, students will attend classes using the same schedule and individual students who attend from home due to family choice or being required to quarantine will continue to attend remotely.

Faculty meets weekly to share, analyze and reflect on current practices using online applications for reaching and educating students. Parent feedback is collected and applied to each class on a regular basis by the class teacher. Mentors assist and guide teachers in evaluating standards progress and future planning during weekly meetings. Parents and teachers are encouraged to contact the site principal if concerns arise. Social Emotional support is detailed on the website, so parents can easily access services.

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.]

Golden Valley Charter Schools surveyed families in August to determine device and internet needs. This data was used to prioritize devices and support for students most in need. Families who did not reply to the survey received a follow up phone call. All families have internet access. Each family in need of a device have received one. Additional Chromebooks for siblings were purchased and are on backorder. Teachers and IT staff continue to provide provided technical support to ensure all students can log on to devices and access distance learning materials.

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.]

GVCS is tracking student attendance in synchronous instruction as well as completion of assignments. Each assignment is given a time-value equivalency by the certificated teacher. Weekly attendance and engagement reports are completed by certificated teachers to inform teachers, administrators, parents and students about progress in distance learning. Each week certificated teachers reconcile synchronous instruction attendance and assignment completion to determine attendance by ensuring students have completed an amount greater than or equal to the legally required daily instructional minutes for their grade level. Attendance is posted in the school's student information system (Illuminate) as the formal record of attendance for later upload into CALPADS.

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.]

Teachers and staff are provided professional development and on-going support on distance learning tools including the school's learning management system (Google Classroom) and video conferencing platform (Zoom). Teachers have also been trained on attendance and weekly engagement reporting processes and requirements. Time has been set aside each week for teachers to engage in grade level collaboration with a focus on distance learning best practices and providing differentiated supports for students. All teachers and instructional staff received 3 staff development days at the beginning of the year and an additional day is scheduled in November. All staff can participate in weekly technology Q & A sessions to provide on-going support.

Staff Roles and Responsibilities

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

All Golden Valley Charter School staff will need to remain flexible and nimble throughout the 2020-21 school year. When campuses are closed to students, four groups of employees are primarily impacted – office staff, hourly specialty teachers, instructional aides, and before/after school program staff. Office staff numbers were reduced through furloughs. Hourly specialty teachers, instructional aides and before/after school program staff were also furloughed. Site principals take on additional front office support and safety procedure monitoring. The school psychologist works with faculty to meet social emotional needs for students and staff.

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.]

On-going grade level team meetings and collaboration time is spent to develop ways to meet the academic, and social emotional needs of EL students. Teachers are working to provide Integrated ELD to enable students access to the core curriculum during both synchronous and asynchronous learning. Teachers are providing Designated ELD for EL students in small group synchronous activities with guided instruction.

Golden Valley plans to provide individualized support for all students. The school is committed to creatively supporting our pupils with unique needs. Through a multi-tiered systems of support process, staff members will provide individualized and differentiated support for all students struggling with distance learning. These supports include academic coaching, socioemotional supports, and assisting with access to community services resources. Depending on each student's individual needs, staff members will meet with students and families via video conference or telephone and/or provide in-person support when allowed by the current public health conditions.

Students with Disabilities

Golden Valley is committed to ensuring equal access to educational opportunities for all students, including the provision of Free and Appropriate Public Education (FAPE) for students with disabilities. Each instructional model is designed to support students and families as partners during this unique school year. Additionally, our Special Education Team will continue to regularly collaborate on best practices for student supports. Special Education case managers and related service providers will continue to partner with families by discussing supports and services for students in all learning models, including virtual services and assessments. When the public health guidelines allow, Golden Valley will prioritize in-person supports and services while also making use of virtual services as appropriate. This coming school year will be a team effort and case managers will include families in these conversations to best support students. The Special Education Team will continue to track all initial and triennial assessments remaining from the 2019-20 school year where formal assessments still need to be conducted to complete this assessment process.

English Language Learners

Golden Valley recognizes that English language learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, Golden Valley English learners will receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Teachers will integrate ELD standards in the curriculum and provide intervention and support for EL students. The English Language Proficiency Assessments for California (ELPAC) assessments will be administered in alignment with the latest guidance from the California Department of Education.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] ZOOM WEBCAMS LAPTOP LIGHTS	\$2,000	Y
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] READ NATURALLY ONLINE VERSION	\$1,000	Y

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.]

Golden Valley recognizes that the COVID-19 related campus closures have impacted student learning and identifying specific skills gaps is key to supporting students this school year. As part of our return to school planning, all students will participate in assessments which help to identify learning gaps. All students in grades K-8 will complete diagnostic assessment in both reading and mathematics. Teachers will be using diagnostic assessments in the fall to identify any gaps (BPST, ORF, easy CBM). All English language learners will complete the English Language Proficiency Assessments for California (ELPAC) assessments in alignment with the latest guidance for in-person or virtual assessments from the California Department of Education.

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.]

Class teachers assess individual students via ZOOM in both ELA and math. Formative and diagnostic assessments place students in study groups according to skill level. Summative and diagnostic assessments help class teachers update study groups and keep students moving along the continuum of standards for their grade level. Teachers are using data to inform their instruction in their flexible intervention learning groups. Students work with the same teacher they did last year in order to maintain continuity of instruction. Class teachers and Educational Support teachers work with students in small groups via ZOOM to instruct directly and practice concepts/skills and reach mastery. English learners, low-income, foster youth, pupils with exceptional needs and pupils experiencing homeless all receive extra time with a credentialed teacher working in small groups.

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.]

Teachers and administrators use designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. Interventions include a regularly scheduled 30-minute session with an intervention provider or specialist through video conference, scaffolding for specific task assignments (e.g., an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda. Students in upper grade levels are offered guidance for monitoring their own progress and implementing interventions independently, when appropriate. Formative assessment examples include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. Learning goals are clearly established and explicitly communicated to students. Teachers provide students with a variety of options that demonstrate learning and allow students to revise or resubmit work after reteaching or receiving feedback. Feedback is timely, specific, and actionable, either through written or oral communication, videos or sound recordings, or student to-student feedback in online breakout sessions (middle school). In this manner, formative assessment data provides evidence of progress toward goals.

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

Description	Total Funds	Contributing
Additional hours for classified employees to address learning loss.	\$15,000	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.]

Golden Valley will continue to provide family/community support through communication via parent square and newsletters, which include social emotional resources.

If additional support is needed for students or families, the teacher requests a consult with the school psychologist with a shorten response time (within 1-24 hours) depending on the point of contact and severity of the individual need. This is the most effective way to provide social/emotional support for the general population as teachers are observing them daily, which is considered routine check-ins. Depending on the needs, resources, referrals, or more 1:1 support is provided through virtual counseling or consult. For students already in in the special education system, they are additionally monitored for social/emotional needs by case managers, support staff and school psychologist.

For our staff, the Golden Valley school psychologist has created a wellness website through Microsoft SWAY for resources, in addition, teachers can reach out for individual support via their site supervisor or can contact the school psychologist for additional resources or supports. She is developing other informational fact checks for staff either by weekly email or via the newsletter. If it is deemed necessary or appropriate to provide staff training, then the school psychologist will help facilitate.

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.]

In order to adequately support students and families, Golden Valley Charter School has developed multiple support structures. Throughout the school year each class will be hosting on-going virtual parent meetings to assist parents in best practices for supporting distance and hybrid learning. All sessions will be posted to the school's Parent Square page for families who cannot attend virtually. The school has also communicated support strategies for families through our Distance Learning Plan. When students struggle with distance learning we will follow a tiered re-engagement strategy for students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week.

Tier 1

- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers or other GVCS employees will attempt to contact the student and parent.
- Teachers will create, publish, and inform students and parents of their grading practices in a hybrid or distance learning model.
- Teachers will ensure all assignments and grades are uploaded weekly.

Tier 2

- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the student services coordinator
- As part of the re-engagement strategy, the site principal will reach out and determine the cause for the absence.

The staff member will:

- Ensure that communication with the parent is working, phone dialer, emails, and internet access
- Determine if there is a breakdown in communication and make any corrections
- Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved
- For students with disabilities teacher will actively collaborate with student's case manager regarding possible solutions for engagement.

The parents will be informed that continued absences from distance learning could include:

- A conference with an administrator
- Development of an Attendance Plan through a Student Study Team (SST) process
- Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential academic supports and interventions
- Discussion of the student being removed from distance learning when in-person instruction is available or receiving support through the on-campus Distance Learning Hub with Board of Trustees approval.

Tier 3

- If the reengagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SART meeting will be held,
- The principal may develop an attendance plan that includes:
 - Teacher engagement
 - Both positive behavior supports and consequences for further absences
 - Review of the family circumstances for outside connection with health and social service
 - Make a recommendation to transitioning the student to in-person learning and supports when available.

Families needing translation services can meet with staff members who speak the family's language or through our existing live and print-based translations services. We work with each family to identify the support which will work best for their situation.

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.]

As of 8/31/20, U.S. Department of Agriculture (USDA) will extend several flexibilities through as late as December 31, 2020. The flexibilities allow summer meal program operators to continue serving free meals to all children into the fall months. This unprecedented move will help ensure – no matter what the situation is on-the-ground – children have access to nutritious food as the country recovers from the COVID-19 pandemic. USDA has been and continues to be committed to using the Congressionally appropriated funding that has been made available. The information regarding the distribution of meals for our communities was communicated via Parent Square and is posted on the website.

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
2%	\$40,000

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.]

Priority will be given to these students for maximum possible in class time. This includes the potential to be enrolled in both an A and B cohort. Additional staff hours will be provided for educational support as needed.

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

On-going grade level team meetings and collaboration time spent to develop ways to meet the academic, and social emotional needs of EL students. Teachers are working to provide Integrated ELD to enable students access to the core curriculum during both synchronous and asynchronous learning. Teachers are providing Designated ELD for EL students in small group synchronous activities with guided instruction.

Golden Valley plans to provide individualized support for all students. The school is committed to creatively supporting our pupils with unique needs. Through multi-tiered systems of support process staff members will provide individualized and differentiated support for all students struggling with distance learning. These supports include academic coaching, socioemotional supports, and assisting with access to community services resources. Depending on each student's individual needs, staff members will meet with students and families via video conference or telephone and/or provide in-person support when allowed by the current public health conditions.