Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Monroe Elementary School District continues to be committed to supporting students in continuing their learning and in reducing the negative impact the COVID 19 pandemic has had on our students' educational progress. These efforts cannot possibly replicate the rich variety of experiences that we offer during in-person learning at our school. Distance learning in a time of global health uncertainty impacted Monroe by a variety of factors including:

- Families' access to technology devices and the internet was extremely limited during initial closure in March 2020. Family survey results indicated only 2% of our families had internet beyond their cell phones.
- Caregivers' ongoing ability to provide guidance, supervision, and support to students, especially to young students.
- Prolonged use of technology by young students (ages 4-8) is developmentally inappropriate and can be challenging for all people, including students and staff.
- The health of students, families, teachers and support staff, given some health experts state that 60% of California residents are expected to become ill from COVID-19 in the coming months.
- Restrictions on in-person support for students due to Governor's Mandate, as well as orders from state and local health officials and social distancing and self-quarantine expectations during this pandemic.
- Limitations in access to physical and mental health resources, given the developing shortage of access to the healthcare system.
- Funds received as a result of the COVID pandemic will be utilized to support learning loss mitigation and help reduce any barriers and potential safety concerns that may result from being on or off campus.

Stakeholder Engagement

All stakeholder groups were surveyed at the end of June 2020 and the beginning of July 2020 via telephone call with translation provided as necessary. At the end of the 2019-2020 school year, approximately 2% of families had access to the internet so all feedback was gathered via individual phone call. The following statement was read: "The following are questions related to your child's experience with Distance Learning during the COVID-19 shutdown. We are also asking for feedback on returning to school in Fall 2020. Distance Learning is defined as learning that takes place at home. Distance Learning does not necessarily mean online, as we have used analog methods (paper packets) to continue instruction." In the months of June and July, we surveyed our staff, parents, students, and school board. This was in order for the district to make significant progress in: understanding the current outreach efforts of our teachers; the barriers that will impact their ability to teach remotely; their technology and training needs; and their thinking about a district-wide distance learning plan. Monroe Elementary School District (MESD)—in collaboration with parents, students, faculty, school administrators, school board, local stakeholders, FCSS and FCDPH —has developed this plan for our school and community to reopen and educate our students safely in the 2020-2021 school year.

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

Monroe Elementary School offered a multitude of options to engage stakeholders remotely and encourage their participation in public meetings and public hearings, which included Board Meetings. Spanish translators were readily available during each remote meeting. Additionally, Spanish translators were made available for stakeholders to call in and participate in monthly Board meetings. The 2020-2021 Learning Continuity Plan (LCP) was presented for a public hearing on August 25, 2020 and adopted by Monroe's Governing Board on September 8, 2020.

Example #1:
Monroe Elementary School District
Learning Continuity Plan/Districto de la escuela primaria de Monroe
Plan de continuidad de aprendizaje
Town Hall Meeting
7/20/2020
6 PM

Example #2:
Phone Survey - Household internet connectivity and other basic needs, including availability of food for families for pick up each day
*every family received personal call from district staff
6/2020

Example #3:
Phone Survey - Household distance learning vs. in person learning and other basic needs
*every family received personal call from district staff
7/2020

All Parents' Associations (Migrant; ELAC/DELAC; School Site Council; PTC; SPED):
stressed being at home; stress of not completing their work; afraid children will be behind academically and socially; just as happy maybe even better at home; worry a lot of kids transmitting the virus to my kids; want 100% learning at home; school needs more staff like a nurse and more supervision to keep kids safe from being too close; being at home all day is hard for the kids; the kids are not learning enough at home; kids will get sick coming to school; kids miss the communication with their friends; kids learn and eat better at school; confident that the school will do what is best for the kids; need internet; I want my kids back in school; children are isolated and not learning the same as if they were in school; worried about current situation of COVID; no concerns teachers have been great; overwhelmed with being disconnected; fear of coming back and getting illness; very comfortable with learning from teachers.

Board Members:
stressed being at home; stress of not completing their work; afraid children will be behind academically and socially; just as happy maybe even better at home; school needs more staff like a nurse and more supervision to keep kids safe from being too close; being at home all day is hard for the kids; the kids are not learning enough at home; kids will get sick coming to school; children are isolated and not learning the same as if they were in school; worried about current situation of COVID.

Students:
stressed being at home; stress of not completing their work; afraid children will be behind academically and socially; just as happy maybe even better at home; being at home all day is hard for the kids; the kids are not learning enough at home; kids will get sick coming to school; kids miss the communication with their friends; worried about current situation of COVID; overwhelmed with being disconnected.

Staff Members:
stressed being at home; stress of not completing their work; afraid children will be behind academically and socially; just as happy maybe even better at home; worry a lot of kids transmitting the virus to my kids; being at home all day is hard for the kids; the kids are not learning enough at home; kids will get sick coming to school; kids miss the communication with their friends; confident that the school will do what is best for the kids; worried about current situation of COVID; overwhelmed with being disconnected; fear of coming back and getting illness.

Identified Trends:
Stresses of being at home and students not completing work; being behind both academically and socially; feeling of disconnect; fear of catching COVID.

Some of the ways Stakeholder feedback has been addressed:
- Providing hot spots for families that lack connectivity
- Providing chromebooks and iPads for student use to engage in distance learning
- Purchasing additional personal protective equipment to help ensure safety

- Purchasing additional sanitation supplies, including an automated sanitizing device to add an additional layer of protection
- Providing training for families and students to help reduce any technology issues
- Providing open tutorial sessions with both teachers and paraeducators to help decrease any learning gaps
- Providing curbside drop off and pick up of all materials
- On site visitation by appointment only
- All 4 Youth counseling services for both students and adults
- Strategic Response Plan developed for positive COVID cases and/or exposure

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.]

In-person instruction is defined in California Education Code (EC) Section 43500(b) to mean instruction under the immediate physical supervision and control of a certificated employee of the LEA.

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders. However, Monroe will be prepared to offer in-person instruction when allowable by state and local health orders.

Our classroom-based instructional model will include plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

Safety plans and protocols that will be utilized include:
1) Removing excess furnishings
2) Limiting of common meeting areas
3) One way paths of travel with markings to promote social distancing
4) No large gatherings
5) Health screenings for anyone on campus
6) Visitors by appointment or curbside only
7) Regular facility cleaning and sanitizing
8) Isolation and quarantine of any COVID positive or exposed persons

9) Requirement of face coverings
10) Contact tracing

To identify students who have experienced significant learning loss due to the school closures in 2019-20, Monroe ESD will implement a systematic cycle of assessments using programs such as iReady four times per year. This will include initial screenings and formative and summative assessments. Data will be analyzed and staff will develop lesson plans, small group support and individual support for students identified as needing additional support.

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

Description	Total Funds	Contributing
Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trash cans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided to classrooms that have workstation tables for their students. All teachers will be provided with sanitation training aligned with the CA Dept of Public Health guidelines and district policy.	$28,000.00	No

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.]

Format: Instruction will be provided remotely. Certificated staff will be expected to submit their schedules to administration for support and monitoring. Consistent work day expectations, that include CDE instructional minutes requirements, must be standard across the district.

A. Distance learning includes:
(1) Synchronous/asynchronous video lessons,
(2) short literacy/math skill lessons within small/whole group settings,
(3) daily office hours,
(4) frequent communication with students/parents, and

(5) tiered supports,as needed, for English Learners, students with disabilities, homeless, foster youth and other students identified in need.

B. Teachers will be expected to:
(1) Meet with students daily via Google Meets / Zoom
(2) Provide synchronous and asynchronous instruction
(3) Provide opportunity for interaction and timely and descriptive feedback
(4) Utilize formative assessment to check for understanding
(5) Provided designated check-in and office hours
(6) Be present connected with students during virtual instruction

C. PLCs will be expected to develop and provide:
(1) Syllabi by grade level / course
(2) Accessible materials
(3) Weekly/daily agendas or lesson plans using a consistent format that is easy for students and parents to understand and follow
(4) Consistent schedule for posting weekly / daily agendas or lessons plans
(5) Student expectations for completion of asynchronously assigned work
(6) Grade level shared expectations for the type and amount of work to be provided
(7) Teacher created "break out sessions" to facilitate group projects and discussions, which can be developed and supported by the PLC rather than individual teachers where appropriate

D. Follow the school bell schedule for synchronous instruction and office hours.

E. Follow EdCaliber Pacing Calendar for your grade level / course.

F. Maintain a calendar in Google Classroom / SeeSaw may be utilized(TK-2) that develops student routines and makes clear the assignments and due dates for each week. Consider "chunking" content into smaller segments. Learning online can be more taxing physically and intellectually than learning in a face-to-face environment. Teachers should avoid frequently assigning long text passages or even long videos. Content Chunking for Engagement.

G. Use the suite of programs available to all students for instruction:
(1) Core 4: Google Suite, Google Classroom/SeeSaw, Google Meets/Zoom, Screencast
(2) Parent Communication: Blackboard Connect, phone calls, Class Dojo, Email
(3) Core Curriculum and Supplemental Programs only

H. Follow minimum instructional minute requirements when planning daily instruction:
(Reduced for 2020-21 EC Sec 34, part 24.5 43501) It is recommended that students receive a maximum of 3 hours of synchronous online learning a day with additional hours of asynchronous learning.
a. TK / K: 200-mins
b. Grades 1-3: 280-mins

c. Grades 4-6: 300-mins
d. Grades 7-8: 300-mins (approx. 3 hours a week per course)

I. Using digital versions of State Adopted textbooks.

Monroe Elementary will ensure instructional continuity between distance education and live instruction by utilizing the same daily bell schedule, same textbooks, Google classroom and other online resources.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Monroe Elementary Instructional Technology (IT) team scheduled the following Chromebook distribution dates: April 15- April 16 between 10am and 1pm (drive thru only no walk ups). Students in 4th -7th grades kept their Chromebooks over the summer in order to communicate throughout the summer break with their teachers. Monroe Elementary worked to resolve challenges in reaching families and in assuring internet availability to close the digital divide. During the month of August; TK-3 will receive iPads and families will receive training on their utilization. All families will also be provided with free internet access via hot spots purchased through T-Mobile. Monroe ESD provides technological support via an on-site paraeducator that troubleshoots technology issues as well as utilizing South County Support Services for additional IT support.

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.]

Utilize both synchronous and asynchronous instruction in distance learning. Ideally, teachers will utilize the flipped classroom model, provide students learning and exposure to concepts through online videos, and follow up sessions online with teachers. This will allow the teacher to formatively assess the students' understanding of the topic.

Synchronous practice opportunities with submission of work will provide additional assessment of learning.
A. Use Google classroom/SeeSaw may be utilized (TK-2) for assignments.
B. Utilize supplemental resources that have been sent home as needed.
C. Develop agency in students by giving some element of student control over time, place, path and or pace in planned lessons.
D. Use engagement features in Zoom/Google Meets and Google Classroom/SeeSaw for collaboration and engagement around key concepts.
E. Prioritize activities that promote peer to peer collaboration and student talk when conducting synchronous instructional activities.
F. Develop choice boards to allow options for students to demonstrate mastery of standards.
G. Create and meet with smaller groups. Students who are learning online still need to make connections with others. When teachers create some of their assignments as group work, students are able to experience the continuity of their relationships. It can be more meaningful to assign students to smaller groups to review and comment upon each others' work. Intentional smaller groups are also more effective at

ensuring that all students participate equitably regardless of whether group work is done online or in class. Never leave students alone in an online breakout room.

H. Use diagnostic, formative, and summative assessments to determine well being and safety, equity and access to resources, student learning, feedback and to plan for future instruction. (EC Sec 34, part 24.5 43504, 43509) *Required surveys and inventories will be provided in advance of their use.

All engagement will be documented via Monroe's Student Information System, SchoolWise, on a daily basis. The engagement program follows the CDE Participation and Engagement template.

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.]

Professional development shall be offered throughout the implementation of The Monroe Elementary Learning Continuity and Attendance Plan. Training and tutorials in Google Classroom, iReady Assessments, SEL and targeted small group technology and effective distance education shall be provided to all Educational Team members. The District shall provide all Educational Team members access to the District provided technical support via virtual tools. This may include access to technical support personnel, helplines and other technical support from District vendors and/or staff, as well as instruction on Distance Learning platforms and instructional materials.

Staff Roles and Responsibilities

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

Monroe Elementary School made no changes to staff classifications or job descriptions.

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.]

Provide additional support for students with unique needs, including for English learners, students with special needs, advanced and gifted students, students in foster care, and students who are experiencing homelessness during the period in which distance learning is provided.

A. English Learners:
i. Integrated ELD: Incorporate the EL components of your core curriculum when assigning work online. While students are meeting synchronously, provide high student talk, peer to peer and SEL interactions, including small group ELD. When working online / at home, send books home with students and provide resources for learning at home.
ii. Designated ELD: Assign lessons using core ELD materials and Read 180 supplemental software for English Learners to continue working towards language proficiency.

B. Students with an IEP or 504: Coordinate on campus support with the school and family team in order to provide additional support as students transition between in person instruction and online / at home learning. Ensure best practices in all settings.
i. Determine which supports can be done during online / at home time and which services are necessary to be delivered on campus, when allowable.
ii. Accessibility should be considered when planning online learning.
iii. Prioritize inclusion, socializing and peer connections within health and safety guidelines. In addition, prioritize group services over 1:1 services that can happen remotely. For at home / online instruction, ensure support minutes not covered on campus are offered.
iv. In the event an assessment or service is required to be conducted in person, health and safety protocols will be adhered. Every effort will be made to conduct services remotely.
v. Provide resources for families and connect with families to make sure student needs are met.

C. Advanced Students: The core curriculum must be differentiated and address the unique needs of intellectual, academically advanced and highly creative students. Instructional models and strategies are aligned with, and extend State Standards.
i. Assignments include critical and creative thinking skills and students are required to use the prompts of depth and complexity to judge with criteria and justify their thinking. Assignments have the appropriate amount of rigor and challenge for advanced learners.
ii. Students with specific academic abilities should have opportunities to test-out and be provided challenging extension opportunities such as short inquiry and investigation.
iii. All Teachers shall work together with support staff in order to provide students with both cognitive and affective enrichment opportunities as well as monitor student learning.
iv. Teachers and support staff shall work collaboratively to inform and support parents of advanced students.
v. Individualized instruction, flexible groupings and enhanced learning based on choice are options in order to increase engagement and reduce redundancy.
vi. Independent Learning Plans for advanced students who require tier III interventions such as subject or grade acceleration will be utilized in order to document and monitor student progress.

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

Description	Total Funds	Contributing
Distance Education: In addition to providing a core instructional program delivered by certificated staff, we will continue to provide additional educational support for all students, including our English learners, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, Monroe will provide additional one-on-one and/or small group academic support. This support will be provided via telephone or an online platform to provide additional academic support for students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tiered systems of support and directed towards students who have been identified as having the greatest academic need and to support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action	$100,000.00	No

Description	Total Funds	Contributing
increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.		

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.]

It is important to state that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. The District teachers will assess pupils to measure learning status, within any instructional delivery model, particularly in the following areas:
* English Language Arts - Tools - adopted curriculum (Benchmark TK-8), iReady, and as integrated assessments and STAR assessments 4 times per year.
* English language development (ELD) - integrated ELD in ELA TK-8 Small group instruction TK-5th and 6-8 as needed for identified English learners.
* Mathematics - adopted curriculum (TK-8 Engage New York), iReady as supplemental, integrated assessments and STAR assessments 4 times per year. Monroe will utilize I-ready, an integrated assessment and instruction program for both ELA and Math, to measure and monitor student learning. Until we begin live instruction on campus and deliver "hybrid" instruction, direct instruction and small group/individual instructional support will be delivered through distance learning via the Google Suite of learning tools. The main "live" interactive, instructional tool will be Google Meets, with Google Classroom being the main instructional learning platform. Students will be formally assessed 3 times per year with strategic instruction and intervention following each assessment. Formative assessments will conducted more regularly. Each teacher is integrating English Language Development into their daily instruction, with specific individual/small group lessons during "support" sessions outside of core academic instruction. The district will complete ELPAC assessments in accordance with guidance from the Governor and CDE.

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.]

To Mitigate the learning loss of our all of our students.
Reaching out to parents/kids from the following groups: English Learners; Low-income pupils; Foster youth;Pupils with exceptional needs; and Pupils who are experiencing homelessness (all these groups are comprise total student populations. Strategies include: relationship building builds trust, Daily Dojo messages for attendance and check-ins, Packets and supplies (crayons, pencils) went out initially on first day of school.Distance learning schedule has plenty of live, video taped assignments and breaks. Also times are set up for parents/kids to contact me with questions or set a Google Meeting.
We're in the process of assessing students now to see how they're coming to us emotionally and academically. We'll go from that point with our grouping and teaching.

Specifically, for each of these student groups:

A) English Learners:
1) Bilingual paraeducators for targeted instructional support
2) Primary language resources and materials
3) Translated documents when a Spanish document is not available

B) Low-income, Foster Youth, Pupils experiencing homelessness:
1) Services as necessary to their situation (additional hygiene support; food; clothing; immediate enrollment in school; connection to county services; transportation; school supplies; additional learning support through paraeducators)
2) One to One support
3) Small group instruction

C) Pupils with exceptional needs:
1) Increased communication between SPED staff and classroom teachers
2) Individualized plans and services
3) One to One scheduled time to address the goals in the IEP
4) Participation in individual and small group support sessions provided in a General Education setting

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.]

Services and supports will be based on local metrics, including STAR Reading and Math, local Kindergarten readiness assessments, CELDT results, iReady results, and tiered systems of support including PBIS and MTSS. A baseline for each metric will be given at the beginning of

the school year. Subsequent assessments in each metric will be given throughout the year; instructional plans and individual support will be adjusted and revised based upon the results.

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

Description	Total Funds	Contributing
Monroe Elementary is committed to reducing the digital divide by providing hotspots for internet connectivity to the 88% of families that lack connection. These hotspots will be provided at no cost to families for the 2020-21 & 2021-22 school years. In addition to hotspots, Monroe will have deployed digital devices (iPads for TK/K through 3rd grades and chromebooks grades 4th-8th) to each student in order for them to engage in distance learning. Paraeducators have also been given devices and ensured connectivity in order to be available to provide support to students needing additional assistance. Online digital resources for both instruction and professional development are being utilized to provide the most effective distance learning to Monroe's students and staff. The school site is being modified with plexiglass partitions, additional hand sanitizing stations and PPE to promote a safe and healthy environment for when students return to campus to help ease uncertainty and anxiety. All actions are taken with the safety of our students, staff and community at the forefront.	$22,000.00	No

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.]

In addition to district provided psychological support services contracted through Fresno County Superintendent of Schools, Monroe has partnered with All-4-Youth, behavioral health services. Direct student and family support is determined by the clinician and may include individual counseling, family counseling, group services, case management/collateral services (support to primary care-giver on behalf of youth) and behavioral coaching (rehabilitation). These services are provided virtually as well as in person, community, or in home as allowable by state and local health agencies. All-4-Youth staff provide information and training opportunities for district staff as needed.

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.]

To ensure pupils meet compulsory education requirements, Monroe will use the following pupil engagement and outreach strategies, including re-engagement strategies for pupils who are absent from distance learning:

TIER 1:
- Phone calls made by a bilingual staff member to parents when a student is not online by 8:30 AM.
- Dojo messages in English and Spanish to students and parents on a daily basis in regards to attendance and engagement as well as general communication.
- Bilingual emails and/or text messages to parents regarding scheduling, attendance, school activities, classwork completion, behavior and any other discussion items.
- Blackboard connect all-call system in English and Spanish.

TIER 2:
- Activate School Psychologist and All 4 youth support.
- Activate Check in/Check Out procedure.
- Home visits made by a District employee.
- Engage all student stakeholders to truly understand what hurdles the student is facing in order to create appropriate responses; the student's family is an important member of this response.
- Review all current supports and ensure that services are being received or modified (i.e., ELL, IEP, PBIS supports).

TIER 3:
- Make sure the student's family is engaged in the planning and intervention to ensure plans can be supported during school hours and after school hours.
- Continue home visits.
- Continue to offer support services.
- Engage the support of the Attendance and Truancy department when needed.

School Nutrition

Monroe Elementary School District will continue to provide nutritionally adequate meals (breakfast and lunch and snack for those in the ASES program for all of its pupils during the 2020-2021 school year. While distance learning, students will be able to receive their meals (breakfast, lunch and snack) via a drive-thru experience. When, and if, in-person instruction resumes, students will either receive their meal in their classroom or outdoors. Meals for students not receiving in person instruction will be either be picked up in the office or delivered via school vehicle.

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
40.62%	$485,930.00

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.]

Monroe Elementary has not included any actions in this plan that are considered contributing actions. All contributing actions are reflected in the following prompt.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Monroe ESD balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be

effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 40.62% using the dollar amount of $485,930. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $485,930 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

The following bullet points describe actions and services that are increasing and improving services and are listed in our 2019-2020 LCAP:
- Increase achievement proficiency for unduplicated students by contracting for professional development in the areas of science and math.
- Offer a broad course of study.
- Provide Multi Tiered Support Services (MTSS) for our at-risk students.
- Offer math intervention/RTI during the school day that is above and beyond the core instructional minutes
- Tutorial support in all subject matters
- Provide bilingual paraeducators
- Additional materials and supplies to provide instructional support