

California Department of Education, July 2020

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.]

The program at Dailey Charter has moved to an online format, instead of a seat-based program. Instruction has continued in the core areas of Reading, Writing, Mathematics, Social Studies, Science, Art, Spanish, PE, and Music. Revised Units of Inquiry have been planned by the teachers and administration for online learning. The major impacts to students and families include loss of instructional time from the Spring, managing scheduling, and ensuring students have access to devices and/or wireless connectivity.

Stakeholder Engagement

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

Stakeholder engagement will be conducted via:

- Parent meeting (September 4th at 8:00 a.m.)
- Parent meeting (September 18th @ 8:00 a.m.)
- Posting online for public comment
- Board Meeting (September 23rd at 3:30 p.m.)
 - Public Hearing for Learning Continuity and Attendance Plan
- Board Meeting (September 29th at 4:00 p.m.)
 - Adoption of Learning Continuity and Attendance Plan

In addition, parent meetings were held over the summer to present opening of schools information as well as provide updates for online learning:

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- June 11, 2020
 - Digital Parent Meeting - Sharing Reopening School Plan
- July 17, 2020
 - Email and Phone Call to Families - Sharing Schools Opening Online
- July 27, 2020
 - Email and Phone Call to Families - Back to School Information
- July 30, 2020
 - Digital Parent Meeting -Back to School Information

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

Stakeholders can participate in public meetings and/or hearings using Zoom. Information was provided for participants to join via the internet, as well as telephonically. The presentations also Spanish subtitles during the meetings. All summer meeting presentations were posted to the website. The draft Learning Continuity Plan was posted on the website on September 18th and open for feedback through September 24th.

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

Feedback provided by stakeholder groups included more frequent breaks during the instructional day, as well as a time for additional support.

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

The online learning schedule reflects 4 additional stretch/snack breaks throughout the day, in addition to recesses/lunch. Additionally, the last 30 minutes of the day is an optional time for students to work on assignments not completed and/or additional practice.

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.]

Reopening

Once Fresno County has had their restrictions lifted and are able to open again, Dailey Charter anticipates a one to two-week transition back to in-person learning. Grade levels will be staggered in their return to campus beginning with Kindergarten. The instructional day will operate as the following to allow for physical distancing:

- Kindergarten: 7:45 a.m. - 1:30 p.m.
- 1st & 2nd Grade: 7:45 a.m. - 3:15 p.m.
- 3rd-5th Grade: 7:45 a.m. - 3:20 p.m.

For families who wish to continue Online Learning, that option will be provided to them.

In Person Structures

- Staggered arrival times for grade levels
 - Siblings arrive together
- Staggered dismissal times for grade levels
 - Older siblings will be dismissed with younger siblings
- Classroom cohorts
 - Students will remain in their classroom cohorts
 - Specialty teachers will go to the students' homeroom
- Outdoor learning as weather and/or air quality permits
 - Each classroom has a shade structure and two fans to use outside
 - Students will maintain physical distancing with partitions when collaboration is needed to support instruction
- Individual classroom supplies
 - No communal supplies or spaces
- Handwashing stations
- Online library book checkout system

Safety Protocols

- Daily health screenings with temperature check
 - 100.4 Fahrenheit or higher will not be allowed on campus
- Parents and guardians will not be allowed on campus
- Masks and/or face shields for everyone on campus when indoors
- Use of desk partitions in the classroom
- Use of personal water bottles instead of water fountains
- Bathroom sinks and/or stalls marked off to promote physical distancing
- One-way traffic on campus
- Handwashing every 2 hours with hand sanitizer in between
- Staff provided with a mask and face shield with gloves made available as needed
- High touch surfaces are disinfected every two hours
- Classrooms are disinfected during lunch and after school
- Limited visitors to campus
 - Visitors must make an appointment, complete the health survey and have a temperature check
- Adjusted occupancy to maintain social distancing in communal spaces

Meals/Breaks

- Students who are eating breakfast will pick up food from the cafeteria and eat in the classroom
- Adjusted recess schedule to have one grade level outside at a time
- Field area divided into three sections to allow one section per classroom cohort
- Each classroom will have their own set of equipment
- Handwashing before and after recesses/breaks
- Lunch will be eaten outdoors or during inclement weather, an indoor space will be assigned and sanitized in between lunch groups

Learning Loss

As part of Dailey's instructional program, students are assessed on an ongoing basis. Assessments to identify students include both paper and digital assessments, portfolios of student work, and the use of formative/summative assessments. As students are enrolled in an accelerated program that is grade level and above, strategies are in place for students to access curriculum. Students who continue to struggle will be referred to our Student Success Team.

Actions Related to In-Person Instructional Offerings [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]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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.]

Instructional Continuity

Dailey Charter maintains a commitment to providing students with a challenging, rigorous, accelerated learning curriculum implementing the International Baccalaureate Primary Years Program. Students will be provided instruction in all subject matters that are focused on the State and IB Standards. The Dailey online learning program will provide its students with educational opportunities and continuity to the greatest extent practicable during the school closure.

Lesson Delivery

Each week, lessons and assignments will be delivered to students through synchronous learning and will be submitted through Microsoft Teams, Padlet, and drop-offs at school. Digital platforms will be selected by the students’ teachers. Assignment expectations and requirements will be provided to students. Teachers will continue to use the units of inquiry and the curriculum that is used for in-person instruction. Students also participate in their Specialty classes (Art, Spanish, Music & PE), along with GLOBAL classes for 1st - 5th grades.

Instruction encompasses engagements that mirror the in-person model:

- Whole class lessons and conversations
- Collaborative work and conversations

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- Chants, videos, and songs
- Hands-on learning and projects
- Transdisciplinary approaches
- Digital platforms
 - Microsoft Office 365 (i.e., OneDrive, Word, PowerPoint, etc.)
 - Teams
 - Padlet
 - Seesaw (digital portfolios)
 - Epic & Sora for digital books
- Formative assessments (used to inform instruction and monitor student learning)
- Summative assessments (i.e., end of unit projects and/or reflections)

Students who are on an Individual Education Plan (IEP) also receive services via their digital classrooms, breakout room session, and/or using an alternative platform.

Schedule Consistency

Synchronous learning will take place every day beginning at 7:45 a.m. Attendance will be taken daily at 8:00 a.m. and after breaks. Attendance will not be taken during specialty classes. Kindergarten's synchronous learning will end at 1:00 p.m. and first through fifth grade's synchronous learning will end at 2:10 p.m.

This instructional schedule closely mirrors our in-person schedule to allow for students to be acclimated to our day. Additional breaks are added in for students while online learning that promote health and fitness. Each grade level has a 30-minute block at the end of the day for independent work time. This includes additional practice and an opportunity to complete work with their teacher present.

Family Communication & Engagement

- Communication provided in English and Spanish
- Weekly emails and posting to ClassDojo keeps parents informed of the learning, as well as materials students will need for learning
- On Thursdays and Fridays, families can pick up learning materials from the school that their student will need
- Weekly phone calls, texts, and/or emails from the school on a weekly basis
- Contact with families whose students are not engaging or participating in sessions or who are absent/tardy to sessions

Student Engagement

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- Teachers track attendance at the beginning of each live session, as well as the Independent learning time (last 30 minutes of the day)
- Teachers track participation of students based on engagement during the lesson(s) and submitted work both digitally and paper copies
- Staff conducts outreach to families whose students are not participating and/or not submitting work
- Zoom lunches are held twice a week for 1st-5th grade and a whole school lunch on Friday to foster relationships between students and administration
- Clubs offered to different grade levels to engage students in different opportunities
- Announcements are conducted each morning from the school to provide normalcy for students
- Spirit Fridays

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.]

To date, Dailey has provided close to 400 devices to students in support of online learning. Students in Kindergarten are provided a tablet, 1st grade students are provided a tablet and mini laptop, and 2nd-5th grade students are provided a laptop to use. Applications and tools needed are installed on devices that students will be using.

Families who needed a device completed a Device Checkout Form (available in English, Spanish & Hmong) and submit it to the school. Submission could be done electronically or in-person. Devices were available during Teacher Meet & Greet for students whose forms were received prior to those days. For families who submitted in person or after the Teacher Meet & Greet, devices were ready within 24 hours for pick-up. Extra devices were purchased to ensure that each student who needed a device would have access to one.

To support families and students with technology, Dailey hired an Online Learning Coordinator. The Online Learning Coordinator has conducted live trainings for families on using the devices, provided handouts for installing and/or using Teams and posted videos for families on the Dailey website page (<http://fics.us/dailey/families/technology-resources/>). In addition, the Online Learning Coordinator will provide support to families who opt for Online Learning when In-Person learning resumes.

In order to ensure that families are supported with devices and connectivity, Dailey Charter created a new Tech Support Ticket form that is received by the Online Learning Coordinator to assist with devices, password issues, platform support, and replacement of devices.

Methods used to reach families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year included: distributing technology the first week of school closure, delivery of work and devices to homes, weekly distribution of tablets

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beginning the 2nd week of closure through the end of the year, distribution of flyers for internet access, and paper packets for the first 3 weeks of closure. Additionally, families who had not participated in Distance Learning were contacted by the student's teacher and administration to determine if help or assistance was needed.

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.]

Dailey Charter recognizes the importance of providing instruction that stays true to our mission of implementing the Primary Years Program that is rigorous, challenging, and at or above grade level. To that end, Dailey provides all synchronous instruction for Kindergarten – 5th grades.

	Kindergarten	First - Fifth
Total Instructional Minutes (daily)	4 hours 40 minutes	6 hours
Live Instruction (daily)	4 hours 10 minutes	5 hours 30 minutes
Teacher Support with Independent Work (daily)	30 minutes	30 minutes

Teachers take attendance at the beginning of each instructional block using both ATLAS and paper tracking. In addition, teachers monitor engagement during the lessons, as well as track assignment/assessment completion in gradebooks. Using these tools, staff can monitor students and designate an appropriate response as needed. The instructional model at Daily Charter allows students to have access to their teacher at all times during the virtual learning day, just as they would during in-person instruction. The independent work time at the end of the days allows students additional practice or the opportunity to complete assignments with the live support of their teacher.

Assignments and/or assessments that are assigned digitally will be submitted via various platforms including Teams, Padlet, and/or SeeSaw. Work or assignments that are hard copies are available on Thursdays and Fridays during Materials Drop Off/Pick Up. Each week families are notified via email and Class Dojo which assignments need to be turned in weekly.

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 for staff has consistently been a component of Dailey Charter’s educational program. Staff had 10 days of professional development and planning prior to the first day of school. During this time, teachers are engaged in learning digital platforms, collaborating within their grade level teams for planning, and participating in learning provided by administration, for best practices of virtual instruction. In addition, teachers attended the Fresno County Distance Learning two-day trainings.

Ongoing support continues through office hours three times a week, weekly grade leveling planning and weekly professional development (see below). Grade level and whole staff meet in Microsoft Teams. By grade levels meeting in Teams, administration is able to join their planning sessions. Dailey continues to provide whole and half day planning days with substitute coverage and 5 teacher training days throughout the year where no students are on campus. Teachers are provided technology support through the Online Learning Coordinator and Director.

	Kindergarten	First - Fifth
Teacher Planning (weekly)	7 hours 5 minutes	5 hours 25 minutes
Professional Learning (weekly)	1 hour 45 minutes	1 hour 45 minutes

Weekly professional development will focus on five key areas: readings, book clubs, live professional development, videos, reflections, and collaboration with the grade level team and administration.

- 1) Through standards-based instruction, staff will work to cultivate students who understand themselves and the world
 - a) Professional development will focus on how to embed varying perspectives into core novels, utilize a variety of texts from different perspectives and cultures and ensure units connect to current events

- 2) Foster student self-reflection to recognize learning strengths and areas of growth, and create a plan to demonstrate growth
 - a) Professional development will focus on providing meaningful feedback, how to guide student reflection, and support spring learning loss

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- 3) Continue to refine assessment practices
 - a) Professional development will focus on standards-based assessments, setting clear learning intentions, providing success criteria to students, and refining formative and summative assessments
- 4) Continue to develop and implement stories of learning that bridge all units together
 - a) Professional development will focus on IB Standards and Practices, transdisciplinary instruction, learning engagements, and ensuring learning is relevant and meaningful
- 5) Teach students mindfulness to support social-emotional wellbeing
 - a) Professional development will focus on how to engage in mindfulness practice, how to lead students through being mindful and how this practice helps us to remain balanced

Resources used for professional development include but are not limited to research-based books, professional development courses/classes, research, podcasts, articles, and instructional videos.

Staff Roles and Responsibilities

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

Due to Fresno County being on the state's monitoring list in-person instruction cannot occur until the County has been downgraded to an acceptable level, Dailey Charter opened with 100% online instruction.

Teachers and staff are reporting to work and providing instruction from their classrooms during the whole school online learning. The instructional day has been structured to mirror the in-person instructional day. All learning has been provided synchronously since the first day of school, August 17th. In addition, the school hosted Teacher Meet & Greets for the four days before school started to meet their classroom teacher, pick up learning materials and technology, and see their classroom. Back to School Night was held via Zoom the Thursday before school began to ensure that families knew the expectations prior to the year beginning.

To support online learning, Dailey Charter has hired an Online Learning Coordinator. This role includes providing technology support to staff and families and will support families who elect to participate in online learning once school resumes in-person learning.

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The IB Coordinator will continue to support teachers in their planning; however, it will be done via Teams, rather than a small group classroom setting. To further support online learning, grade level teams have dedicated common planning time with the IB Coordinator to directly support adjustments needed to implement Units of Inquiry through an online model.

Lastly, administrative staff have been working from the school in order to support instruction, families, and other needs that arise on campus. Families make appointments as needed for in-person support. All visitors wear masks and have a temperature screening prior to entering campus. Administration has also taken on additional roles to support students, such as checking out library books and materials to students, monitoring the safety protocols on campus to ensure they are being implemented, contact tracing, and family/student outreach.

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.]

Supports to English Learners

Dailey Charter will continue to conduct all instruction, professional learning, and monitoring of English Learners and Reclassified Fluency English Proficient students. Integrated English Language Development will continue to be incorporated. Annual and Initial ELPAC assessments will continue based on the guidance provided by the California Department of Education. Students are initially identified through the Home Language Survey and initial assessments are completed by the English Learner Services department in Fresno Unified. Reclassification cycles will follow the timelines provided by Fresno Unified.

Supports to Foster and Homeless Students

Dailey Charter will contact Fresno County to support with students in these circumstances in order to:

- Refer to community services
- Collaboration with community partners, mental health therapists, county social workers
- Assist with admission application as needed

Supports to Students with Exceptional Needs

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Dailey Charter uses Fresno Unified as its SELPA provider. Through the staff assigned to Dailey, students with Individualized Education Program (IEP) goals will have those needs met in an online platform. Related services and accommodations applicable to online learning will be implemented.

Students who are on an IEP will be provided with a Distance Learning Program that will outline services when students are not in-person learning. Special Education staff and the Director of the school will maintain communication and collaboration during an online model of instruction.

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

Description	Total Funds	Contributing
Hiring of an Online Learning Coordinator to support Distance Learning and provide technology support to families. This action contributes to improving services by ensuring that all families are supported with technology. Once in-person instruction resumes, this position would support families who elect to continue with Distance Learning.	\$87,069	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.]

Assessment

Dailey Charter has been using the Northwest Evaluation Association (NWEA) to monitor student growth in the areas of Reading, Math, and Language (3rd-5th grade). For the 2020-21 school year, Dailey will be remote testing students to monitor growth and to track learning loss. Student reports will also be used to inform instruction in the classroom.

Frequency

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The assessment will occur in the Fall, Winter, and Spring (grades K-2nd). In Spring, Third through Fifth grades will participate in SBAC in lieu of NWEA, as has been practice in years past.

Reports

The following reports will be used to monitor student growth and instructional decision making:

- Class Report
- Learning Continuum
- Student Profile

Family Communication

The following reports can be used to communicate progress:

- Family Report
- Student Progress

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.]

Dailey Charter will address learning loss and accelerate learning progress through its implementation of the IB Primary Years Program. Dailey Charter provides all students with a grade level and accelerated learning program.

All students receive the following supports:

- Live, synchronous learning with their teacher
- Access to devices and connectivity
- Professional learning to support all learners
- Conferencing with teacher
- Feedback
- Variety of instructional strategies
- Social-emotional supports

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- Language frames
- Student collaboration
- Whole class discussions
- Hands-on learning engagements
- Communication with families
- Monitoring classroom engagement with attendance, participation, assignments/assessment completion

English Learners

- Use of language strategies for Readers and Writers Workshop
- Monitoring language development for reclassification
- Monitoring reclassified students
- Exposure to rich and meaningful text (printed and digital)
- Practice in language use, both casual and formal, written and verbal
- Explicit vocabulary instruction
- One-on-one conferencing
- Separate form to track EL progress on NWEA assessments and benchmark criteria for reclassification

Exceptional Needs

- Collaboration with Case Manager to ensure IEP goals are being met
- Ensure accommodations in the IEP are being implemented in an online format
- Virtual classroom visits with Special Education staff
- Separate form to track Special Education progress on NWEA assessments

Foster Youth or Experiencing Homelessness

- Work with Fresno County to ensure appropriate services are being provided
- Resources to community programs
- Monitoring attendance and academic progress

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.]

In addition to the classroom reports available from NWEA, teachers will utilize the following as applicable:

- NWEA Student Progress Tracking form
- Summative assessment results
- Formative assessment results
- Conferencing notes
- Student work samples

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

Description	Total Funds	Contributing
After school tutoring services for identified students. This contributes to increasing and improving services by ensuring students who have demonstrated learning loss are able to access support from a Dailey teacher.	\$12,000	Y

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.]

Student Supports

- Continue to use Social Emotional Coordinator to provide professional development, research, and resources to staff in their support of students
- Provide information on community resources
- Virtual student clubs for 1st - 5th grades
- Virtual lunches throughout the week
- Morning meetings
- Wellness check-ins with classroom teacher
- Direct consultation with school psychologist for behavioral and/or mental health needs

Staff Supports

- Wellness Wednesday
- Training in mindfulness for both personal and professional use
- Wellness check-ins by administration
- Providing support during planning sessions

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.]

Dailey Charter has established the process below to ensure students are participating and engaging with online learning:

- Daily attendance for each period of instruction
- Synchronous teaching and learning for all grade levels
- Monitoring participation
- Attendance tracking
- Monitoring completion of assessments/assignments

Outreach Strategies:

- Reminders via email and ClassDojo
 - Emails are translated into Spanish
 - ClassDojo allows for multiple languages
- Attendance phone calls and notices for absences
 - Implementing Attendance Policy procedures
- Family contact to determine needs and/or supports to participate

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.]

Dailey Charter contracts with Fresno Unified for food service. During the Spring 2019 closure, Dailey students were able to pick up meals from any Fresno Unified location. For the launch of the 2020-21 school year, Dailey is a meal distribution site. As a distribution site, the focus is to provide breakfast & lunch meals while observing physical distancing protocols. Dailey provides a drive thru service.

Per Fresno Unified, safety protocols at meal distribution sites include the following:

- Staff are required to self-monitor their health status before coming to work
- Wearing face coverings, which are provided by both Fresno Unified and Dailey Charter
- Reminded to stay 6 feet apart
- Hand sanitizer and gloves are provided to all staff at meal distribution sites
- Meal recipients are encouraged to wear masks
- Meals are prebagged for safety

Fresno Unified will use this model until school sites are able to open to in-person learning. At that time, meals will be made available to students on campus, as well as to those that elect to participate in online learning. Dailey will provide outdoor eating opportunities for students that promotes physical distancing as weather permits.

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

Section	Description	Total Funds	Contributing
N/A	Purchasing of online assessment services to monitor student growth, identify gaps and learning loss, and provide information for instruction. This contributes to increasing or improving services by providing data for all students including English Learner and Exceptional Needs	\$7,500	Y

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N/A	Purchase of materials, resources, and supplies that enhance both in-person instruction and online learning. This contributes to increasing or improving services by providing access to learning tools and materials needed to support learning.	\$50,000	Y
N/A	Purchase of technology devices and/or subscriptions. This contributes to increasing or improving services by providing access to technology resources that are used for both in-person learning and online learning.	\$50,000	Y

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
8.27%	\$270,442

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.]

All actions are being provided across the school.

1) Needs of Foster Youth, English Learners and Low-Income Students Considerations

- Due to no Foster Youth, 5.5% of English Learners, and less than 50% being low-income, providing services to all students ensures that these populations are all included in the services. Due to the confidentiality of names of low-income students, by providing services to all, every student will have an opportunity to benefit from the actions listed.

2) How actions are effective in meeting the needs:

- These actions are effective in meeting the targeted groups by ensuring that English Learners, Foster Youth, and Low-Income students have the same access to services and supports. By having these actions in place, Dailey can track and monitor growth and provide learning opportunities that support

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

- Online Assessments: This action supports our special populations and unduplicated counts in allowing us to monitor student growth, monitor how subgroups are performing and utilize informational reports to strategically support student learning. This is also one of our English Learner reclassification criteria elements.
- Materials, Resources and Supplies: By having needed materials, students are able to explore and expand their thinking. Being able to purchase high quality texts provide students the opportunity to engage with rich v vocabulary, engage in academic discourse with their peers to develop oral language, and connect their learning to writing. Within other disciplines, it allows students to have learning tools to build conceptual knowledge and/or explore learning in other formats.
- Academic Tutoring: This action is aimed at serving our unduplicated population but will also be available to the whole school as well.
- Technology Devices and Subscriptions: All students need to learn digital skills in order to compete in a global workforce, and by having technology available to all students, regardless of income, language status, or home situation, students are able to learn the skills needed for the future. This also allows us to ensure that students have access to a device during Online Learning.
- Online Learning Coordinator: Ensuring that all families are supported with technology. Once in-person instruction resumes, this position would support families who elect to continue with Distance Learning.