

# 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.]

March 16, 2020, was the last day of in-person instruction at Westside Elementary School District. Students were sent home for what turned out to be the remainder of the school year. They left with two weeks' worth of assignments, and their textbooks. Teachers provided new assignments every two weeks. They were in touch with students and families primarily by telephone. Very few students were able to access any on-line resources, as the homes in this rural community of Five Points, do not have internet. The school has connectivity through the Fresno County Superintendent of Schools, however, there is no internet provider presence in the area otherwise. This lack of connectivity for families, has remained the main issue holding us back in this time of school closure. Hotspots which were to be provided by the state never arrived. As Fresno County is still on the Covid 19 watch list, the 20-21 school year has begun with packet instruction as well. Superintendent Hernandez ordered hotspots through a Verizon program, to be paid for by the district, and distributed to the families. As of this writing, they have not arrived. Our teachers and parents do a valiant job of keeping connected in whatever ways they can. There is a 98% success rate of parents/students picking up assignments, which is now done on a weekly basis. Another success we are very proud of, is that the LEA has continued to provide breakfast and lunch to all of our students. In the spring closure, meals were picked up by parents twice a week - enough breakfast and lunch for the succeeding days. In this new school year, 2020-21, we have been sending our bus drivers, along with Fresno County Migrant Education staff, out to the ranches where our families live, each weekday morning and distributing the two meals there. This has been overwhelmingly appreciated by the families. As for the Covid 19 health threat itself, it continues to increase in this area surrounding the district - heavily agricultural, and in homes where there is a risk to the older members of multi- generational households. Data from Fresno County Department of Health does not make it clear exactly where the cases are. Nor do we know what kind of education has been provided to the parents of our children at their work places. For that reason, there is still much uncertainty as to when we will be able to open our school to in person instruction. We are concerned especially with our students who are English Learners, as well as those with learning disabilities. We also know that many of our parents are at work in the fields or packing houses during the time that their children are home doing school work. We follow all of the guidelines of the State of California, The Fresno County Department of Public Health, and the Fresno County Superintendents of Schools in those matters.

# Stakeholder Engagement

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

During the month of July 2020, the district sent out during meal distribution pick-ups surveys to the parents. The surveys included questions asking parents to share their insight and experiences with the school closure, which occurred in March 2020, and also any concerns and questions concerning the continued closure of the in-person school for the beginning of the school year 20-21; as of August 2020 the school district remains closed for in-person instruction. When teachers reported back to work in August, during their preparation days, they called each student and family in their class, again asking for any concerns, questions, or issues they might need help with. The administration began communicating with staff during August, before they reported for their duty days, by email, with updates regarding the public health mandates and the model of what the distance learning would look like, as the school could not re-open physically. All reopening guidelines from the Fresno County Public Health Department and Fresno County Superintendent of Schools office were emailed to all staff, classified and certificated.

Teachers were surveyed with the assistance of an Instructional Technology Coach from the Fresno County Superintendent of Schools Office, as to their current strengths and desired further training in online learning the instructional resources that were to be used during distance learning.

Certificated Staff were spoken to personally and in small group meetings, as to their temporarily revised duties while there are no students on campus.

Students were surveyed during phone conversations with their teachers, as well as questionnaires and assignments given out in packets, as to their concerns or needs in this time of school closure. These responses were recorded and passed along to the school administration.

The week of Sept. 7 - 14, administration held small group meetings of classified and certificated staff and labor unions. District Parent Advisory Committee members, as well as DELAC members - parent as well as staff, were also given the plan and asked for comments and questions to be directed to Superintendent Hernandez.

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

The district uses Google Meet for remote meetings, also as a way to communicate within large and small groups. Due to the lack of internet connectivity in the area - the homes do not have internet service- information has been handed out through hard copy documents in advance. The community can access Google Meet through apps on their phones or other personal devices. If a community member is unable to use the Google Meet platform on there device then the district will permit the use of a voice call during board meetings. The district understands the connectivity issues continue to be an overarching issue, so community members will be able to attend board meetings via phone if a community members desires to attend the board meeting until the pandemic subsides. The district office staff is available to help community members set up their devices to better connect to the Westside Resource pages, as well as set up their email accounts. This will help ensure our community members are connected to our best ability as a district.

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

The parents of Westside Elementary School students overall mentioned three main concerns. The first being that they did not know how to help their children during the time of school closure, as many of them (the parents) speak little or no English, and may have little formal education of their own. The second concern was the difficulty of some of their children to focus and attend to school work at home. And mentioned by all, is the frustration of lack of internet accessibility so that their children can participate in true online learning. Teachers expressed confidence in their own knowledge of the online resources they have been using with students while they were physically in school but would need training in connecting with students during distance learning. They also were concerned with the fact that students do not have internet access in their homes. Teachers also are interested in the health and safety aspect of working during the pandemic. A major concern of teachers is the learning loss in their students, who have not been to school physically since last March. The classified staff all expressed willingness to accept their modified job descriptions until the time that students are back on campus. They also expressed concern with health and safety in the workplace. All want to help the students and families in our community to every extent possible.

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

The district has contracted with Verizon to purchase hotspots for all homes in the district and will be paying the monthly subscription fee, as well.

The district is providing Chromebooks and Ipads to all students.

The district will be providing training for families as to the use of hotspots, Chromebooks, and iPads.

The district will be providing training and guidance to parents as to the optimum learning conditions when children are working from home.

The district purchased Personal Protective Equipment, including masks, shields, plexiglass physical barriers for all teachers, classroom tutors, and student desks. The maintenance department provides deep cleaning and sanitation daily, and throughout the day as needed.

Teachers are provided and are participating in training in online learning. The focus is on the use of communication, student engagement, and presentation platforms.

Teachers and classified staff will be involved in providing one and one online tutoring, small group instruction, and when students are allowed to be back on campus, extended learning days for our English Learners and any students experiencing academic difficulty and learning loss due to school closure.

# 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.]

Per the orders of the state of California, and the Fresno County Health Department, at the time of this writing, the only allowable in-person offering is for assessment and services of students with IEPs. For students who are eligible for an IEP, who cannot participate in distance learning due to their disability, the LEA will provide in-person classroom instruction whenever possible. The LEA will also offer in-person classroom instruction for students with an IEP who have experienced significant learning loss due to school closures in the 2019-2020 school year or who are at a greater risk of experiencing learning loss due to the future school closures. Our psychologist, Special Ed teacher, and speech therapist will be meeting with students one on one. We have recently been informed that we can start bringing small groups of students to meet with the English Learner Intervention Specialist, and with classroom teachers for individual or small group help. This will happen in cohorts of 14 or less. Once Fresno County is off the watch-list, we will be able to open up our campus to classroom-based services for all students. This phase will consist of every-other-day in-person cohorts - students spaced 6 feet apart in each classroom. The schedule will be based on families' transportation needs; most likely a few ranches per day. In-person instruction will take place on campus from 8 a.m. until 1 p.m. Students who are in the work-from-home distance learning cohort on any given day will be working on projects and assignments, and contacted by instructional aides and tutors during the morning, working in small intervention groups on line, or in one on one contact. When teachers have finished with their in-person cohorts for the day, they will be online from 1p.m - 3p.m with the cohorts who are working from home that day. At this time, we will also offer extended day learning, provided by teachers after school, and possibly on Saturdays.

Once the Fresno County Department of Public Health has given the clearance, school will open to all students, every day, keeping with the social distance, PPE and cleaning/sanitation guidelines we will be given to follow.

At this time, there will be extended learning day opportunities, especially for English Learners, Students with Disabilities, and students who have struggled with learning loss as the result of school closure, or who failed to "show up " for online learning. The district will provide salaries for teachers to work with students after school hours, and possibly establish Saturday school. The district will provide transportation for all students who need it to access this opportunity.

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

Description	Total Funds	Contributing
Provide extended learning time/day for English Learners, provided after school, by classroom teachers as well as EL Intervention teacher. Pay staff over-time salaries.	\$12,000.00	No
Students with IEPs meet individually with speech pathologist, psychologist, special education teacher.	\$202,604.00	No

Description	Total Funds	Contributing
<p>As this is a rural school district, transportation will be provided to all students who participate in the extended learning day. The district understands the importance of this action in terms of helping mitigating learning loss. Ensuring transportation will provide the students with the connectivity needed to assist with their learning. The outcome of providing this service will be measured in terms of connectivity, engagement, and participation of the students.</p>	\$15,000.00	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.]

The district has begun the school year with instructional packets to all students. These include curriculum embedded assessments, review materials, and lessons from our state adopted publishers. The packets are distributed every Monday, and the completed work will be dropped off at the same time and corrected by teachers, critiqued, and graded. There are online sites and enrichment opportunities for students who are able to access at home. However, at this writing, that is a small minority of students. Once the Verizon hot spots that we have ordered arrive, we will distribute them to each home, along with ipads (grades K - 4) and chrome books ( 4 - 8) for each student. Teachers have been trained in online teaching, using Google Meet. The platforms used for submitting assignments will be Google Classroom and Seesaw. In addition, the district purchases licenses to learning apps across the grade levels and subject matter, which students have access to at home. The daily online virtual instructional will be from 8:15 to 1:00 for grades K-8. The teacher of each grade level will determine the schedule of virtual lessons of Reading, Math, Science, and Social Studies/History. The virtual instruction between 8-1 will consist of small breaks in between subjects, and a designated 30-minute lunch break. The virtual learning from 1-3 will consist of small group instruction, and well as individual instruction for students needing more one on one time. The students not receiving synchronous instruction during this time will be doing asynchronous activities. All of our state-adopted curricula has an online component. The Board of Education has approved a resolution for online learning.

## 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 LEA has purchased hot spots through a program with Verizon. The district conducted surveys on the connectivity levels in their homes, and assessed through the surveys that internet connections were limited in a majority of the homes. The district is paying the monthly connectivity fee for each home to help eliminate the connectivity issues facing the families of our community. We have Samsung Chromebooks or Mac ipads for all students in the school, depending on grade level, as well as Orbic hot spots with capability of connected two or more devices. They will be distributed when the hot spots have arrived and are ready for deployment. We will include parent and student training, in small groups, when we have the approval of the Fresno County Department of Health.

## 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.]

At the time of this writing, as students are working from packets and textbooks, teachers have designed the workloads to fulfil the current instructional minutes. Teachers call , email, or reach out through platforms such as Class Dojo or Seesaw, students daily. Once the hotspots and devices are deployed, teachers will fill the required instructional minutes with a combination of synchronous and asynchronous learning. In compliance with the CDE, Ed Code Section 43504, the teachers will be completing the Combined Daily Participation and Weekly Engagement Template. Student and teachers will be in contact in some form - large group, small group, or individually, throughout our usual school hours, which are 8 a.m. - 3 p.m.

Students served by the LEA will participate in daily live instruction as outlined in the Distance Learning Plan and/or Emergency conditions section of the IEP in which synchronous instruction is provided by the students' assigned general education or special education teacher along with classmates or age appropriate peers. In addition to synchronous instruction, the students will receive asynchronous instruction that is consistent with the assigned materials and state standards. As allowed by the State and local public health orders and guidance, students will be provided with in person support to further support access to distance learning.

## 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.]

The LEA has purchased new laptop computers for the teachers in order to have better connectivity during online learning. We are also purchasing other equipment teachers may need for presentation purposes - such as Screencastify, webcams, or microphones. We give teachers a stipend if they use their personal cell phones to contact parents and students. The teachers have also used Seesaw, emails, and Class Dojo to communicate with their students and parents. We have contracted through Fresno County Office of Education for professional development twice a month, all built around distance learning. The support staff from Fresno County Office of Education have provided our teachers with valuable resources in this distant learning phase. The online coaching that our teachers are receiving is a valuable asset for their success. We continue to allow teachers to register for professional development from outside sources, as well. The professional development includes such areas: use of our district online instructional resources, use of online platforms such as Google Classroom and Google Meet, teaching and supporting English Learners during distance learning, and differentiated instruction during online learning. We will

continue to support our teaching staff with professional development that will enhance and strengthen our teachers grasp of the distance learning program.

## Staff Roles and Responsibilities

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

The primary new responsibility for classroom and intervention teachers is the development and implementation of the online school day. Many of our support staff have had their roles somewhat modified, or for the meantime - while students are not on campus - greatly changed. Our cafeteria staff has had to order and provide meals that are "grab and go" since the initial school closure in March. Classroom tutors and bus drivers have all had shifts assisting with the meal distribution from the school site. We have recently started distribution of the meals to the ranches, and support staff are driving the school vans out to deliver the food. Other classified support staff are assigned to health monitoring procedures - such as taking the temperature of staff and visitors and distributing PPE equipment.

## 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.]

Parents of English Learners were introduced to the ELD intervention teacher at the initial packet and text book pick up on the first day of the school year. She will be providing written and grammar lessons in as supplements to curriculum given by the classroom teachers. She will call students during the week, to have oral communication practice. Once our online learning is implemented, she will have group and individual sessions with the English Learners via Google Meet. The special education program on site is for Specific Learning Disabilities. Throughout the closure in the spring, and now in the new school year, the specialist has online hours with her students according to their individual Distance Learning PPlan. She collaborates with the general ed teachers on student lessons, modifications, and accommodations. She also keeps in continuous contact with the parents and students on her caseload. We have a speech pathologist who will continue her therapy sessions with students using Zoom sessions, or in person.. Our FCSS school psychologist will do the same. We currently do not have any foster or. homeless students in our district.

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

Description	Total Funds	Contributing
Purchase new laptop computers for teachers to use during distance learning. These purchases include accessories needed for lesson presentation and recording during distance learning.	\$10,000.00	No
As the students in Westside Elementary School District primarily live in a rural, agricultural community with no internet access, or at least none affordable to low income families, the district will purchase and pay monthly subscription fees for hotspots to all homes in district.	\$20,000.00	No

Description	Total Funds	Contributing
As the majority of students in the district are socio-economically disadvantaged, and do not own devices of their own, the district will purchase, maintain, and replace as needed, Chromebooks and ipads for all students. This includes chargers and cases.	\$10,000.00	No
Provide continuous professional development on distance learning and online learning for teachers.	\$8,000.00	No
Purchase and maintain subscriptions to online learning resources, including programs aimed at supporting English Learners and students with special needs.	\$10,000.00	No

## 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.]

At the beginning of 2020/21 school year, teachers assessed students' learning status with various district approved measures. These included STAR reading (English Language Arts, English Language Development), curriculum embedded assessments as provide through state adopted curriculum ( English Language Arts, English Language Development, Mathematics,) and placement tests in programs such as Imagine Learning (English Language Arts, English Language Development, Mathematics). This baseline will indicate to teachers what remediation will be needed for English Learners, low income , and pupils with exceptional needs. For students with learning disabilities, assessment will be included through their IEPs.

## 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.]

Students who are English learners, low income, and students with exceptional needs, will have access to multiple paths for addressing learning loss and accelerating progress. During distance learning, general ed teachers and specialists will provide one-on-one virtual sessions, and when allowed by health guidelines, in-person tutoring and work in small group co-horts. Extended day will be offered after the regular school hours. Certificated and classified staff will be leading these remedial and enrichment sessions. Migrant tutors and the After School Program staff will also be utilized to provide individualized and small group instruction. Through the use of the various tools mentioned, as well as engagement from our virtual instruction our students will show growth and mitigate learning loss among our students.

## 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.]

Effectiveness of the services and supports provided will be measured by student progress on assessments, both summative and formative. Students with IEPs will have their annual and triennial assessments. English learners will take the ELPAC, and will also be given ongoing assessment by their intervention teachers. Quarterly district assessments will be given to all students. Teachers will use the SBAC Interim Assessments in grades 3 - 8. Software with imbedded and adaptive assessments, such a STAR/Accelerated Reader, and Imagine Learning, will provide continuous picture of student progress. Using our virtual teaching platforms will also measure growth in terms of students being connected and engaged in the virtual learning environment. Teachers will gain immediate feedback from our students once the virtual learning platform is fully in place.

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

Description	Total Funds	Contributing
For our English Learners and low income students, due to lack of resources in their homes during the time of school closure, teachers will be provided with professional development specifically targeted at mitigating the effects of learning loss, focused on English Language Arts, English Language Development, and Math.	\$7,500.00	No
Hire consultant from Fresno County Superintendent of Schools to coach teachers of English Learners and low income students.	\$5,000.00	No
Purchase materials, both hard copy and online programs, as part of interventions for English Learners and low income students.	\$10,000.00	No

Description	Total Funds	Contributing
Provide information, trainings, and resources to parents of English Learners, students with disabilities, and low income students which will enable them better assist their children in their education.	\$5,000.00	No
Will provide small cohort instruction to English Learners, students with disabilities, and low income students during extended instructional day. This includes paying teachers and tutors, as well as costs for providing transportation during this extended time.	\$41,486.00	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.]

Westside Elementary School District will continually monitor students and families' social emotional and mental health needs throughout the school year. At the start of the year, surveys will be sent home to parents asking about their child/rens' reactions and adaptation during the Covid 19 shutdown that began in March of 2020. These will be reviewed by the PBIS team and the school psychologist. The group will be looking for any indicators of distress, anxiety, depression, etc. The school/district, has contracted an extra day a week for a school psychologist from Fresno County Superintendent of Schools,, and a partnership with All 4 Youth mental health organization. These will both provide counseling if requested. The school psychologist and PBIS team will design motivation and enrichment activities during distance learning, including assignments addressing mental health, positive outlook, collaboration from a distance, etc. The team will also plan trainings for staff, to address the effects of trauma during this time on not only students, but of their own stress and anxiety. We will provide resources and outside referrals, if needed.

The PBIS team will also, working with teachers, provide rewards and incentives for students who stay in contact with the teacher as required, ask for assistance when needed, complete work to the best of their ability, and, once the instruction is fully online, participation in Googe Classroom, Google Meet, and Seesaw sessions with their teachers. These will be provided in the form tickets which will then be placed in a drawing once a month.

## 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.]

From the first day of school, teachers have attempted to make daily contact with each student and family. Methods include through phone calls, texts, emails, SIS Aeries platform, programs such as Seesaw and Google Meet if the families have connectivity in the home. Once the hotspots are deployed to the families in their homes, students will be online in synchronous and asynchronous instruction during the mandated instructional hours. Any students who have not completed assignments, responded to teacher outreach or appeared online during their instructional hours, is referred to the vice-principal or principal for a tiered system of intervention. The first level would be a phone call to the parent. If the student is an English Learner, the intervention teacher would be involved in this conversation, and for students with special needs, the IEP case manager would also. If a student continues to fail to engage, the next step is a conference with parents, either in person, or through Google Meet. Finally, a home visit will be made, again, including the relevant intervention teacher, and possibly the school psychologist.

Students who are proving to be chronically absent from on-line learning will be the students initially targeted for the small group co-hort interventions at the school site.

Westside Elementary School has bi-lingual tutors available to assist any teacher who does not speak Spanish - which is the primary language of our families. All of our written notifications, as well as our SIS and Blackboard communication platforms, are translated into Spanish. The District also has an English/Language website and facebook page.

## 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.]

At the closure of the in-person school year March 16th, 2020, the district applied for a wavier to provide breakfast and lunch to all children within the district under the age of 18. The district will continue to participate in the program called Seamless until December 31st, 2020 preparing meals for students within the district that are under the age of 18. The district prepared breakfast and lunch for pickups at the school cafeteria on Mondays and Thursdays. The cafeteria staff and classified staff prepared the meals on Mondays for the days (Monday, Tuesday, and Wednesday), and on Thursdays for the days (Thursday and Friday). Beginning in the month of August 2020, the cafeteria staff and classified staff began preparing meals for the students daily. The meals are available to be picked up daily at the cafeteria from the hours

of 9 am to 12 pm. The district has also created a delivery option for families within the school district. The district with the assistance of the transportation department have developed a delivery service for families unable to make it to the school regularly for the meal distribution. The transportation department delivers the meals daily to various bus stops along the many routes of the families that were not able to pick up the meals. The parents/students are then able to pick up the meals from a transportation member.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
34.17%	\$496,880.00

### 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.]

None of the actions in the LEA Continuity Plan were funded by LCFF funds so there is no response for this 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 Westside 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 34.17% using the dollar amount of \$ 496,880.00. 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 \$496,880.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found in the LEA 2019-20 LCAP. The following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement: Provide para professionals in all classrooms, Provide Professional development for teachers and classroom tutors, Purchase supplemental instructional materials and technology (Chromebooks, iPads, etc.), Provide a full day Intervention teacher for ELA/ELD, Provide and support athletic and music programs for all students, Provide a music teacher, Provide academic and behavioral rewards to students in accordance with PBIS Program, Purchase instructional programs for parents, Purchase instructional informational materials, Provide language instruction in English for parents, Provide translation for parents at all school activities and meetings, Provide day care for parents attending instructional, informational activities and meetings.