

Increased or Improved Services for Foster Youth, English learners, and Low-Income Students

Resources curated in collaboration with the System of Support

For the actions being provided to an entire school, or across the entire school district or county office of education (COE), explain (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

- Guiding Question: How will your LEA prioritize the needs of foster youth, English learners, and low-income students?

Strategies to consider:

Foster Youth, English Learners, and Low-Income Students

Prioritizing & Expectations

- Set the expectation that principals, teachers, curriculum specialists and mental health support staff will prioritize the needs of foster youth, English learners and low-income students, as they develop plans to support the learning and well-being of these student populations
- Recognize that face-to-face and online learning models require different skills and preparation for teachers, students and families
- Prioritize synchronous learning for these populations, with allotted time for small group differentiation and support
- Prioritize extended learning opportunities for these populations, as well as intensive acceleration plans
- Explore and plan for how these student populations will be prioritized and supported in transitioning when school sites reopen
- Prioritize bringing these student populations back to in-seat learning
- Prioritize access to technology for foster youth, English learners and low-income students and ensure there are ways of distributing technology to these populations that go beyond material pick-up at district sites
- Embrace the notion of personalized learning for these populations as a critical component of the LEA's learning plan
- Bear in mind that families and care-providers for these populations might be essential or frontline workers, where the close supervision and monitoring of student engagement in learning is decreased. Consider weight of assignments, due dates, grading and differentiated support (such as mentors, peer tutors) for students
- Allocate time for weekly zoom sessions between teachers and families of foster youth, English learners and low-income students to support and co-create instruction at home

Build Teacher Capacity & Collaborative Cycles of Improvement

- Accelerate opportunities for teachers to build their own digital literacy as well as their capacity to differentiate learning for foster youth, English learners and low income students

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- Allocate time for teachers, as well as support providers, meet regularly to engage in cycles of improvement that directly address foster youth, English learners and low income students' needs

Population Specific Considerations

Foster Youth

- Recognize that **foster youth's** needs go beyond academics, which might include; health and medical, trauma, neglect, counseling, or food
- Understand that **foster youth** benefit most from in-person engagement, thus coordination with outside agencies are essential in order to provide needed human contact

English Learners

- Ensure **English learners** receive Designated English Language Development daily, and Integrated English Language Development in the core content
- Ensure communication with parents of **English learners**, and EL students is done in the student's primary language and that it is not limited to written communication, but also includes phone calls, television, internet and radio communication in such languages

Low-Income Students

- Note that **low-income students'** needs go beyond academics, which might include: food, shelter, health and medical

Tools and Resources:

- Healthy Children Organization offers recommendations on how to care for foster youth during the pandemic
<https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Caring-for-Children-in-Foster-Care-COVID-19.aspx>
- The New Teacher Project (TNTP) has recommended four ways to strengthen partnerships with families of EL students
<https://tntp.org/blog/post/how-to-strengthen-partnerships-with-families-of-ell-students>
- TNTP has a guide for [Technology Resources for At-Home Learning](#) that includes suggestions on how LEAs can assist families gain access to free or low-cost broadband internet
- The California Department of Education (CDE) has compiled a list of [Free Educational Resources for Distance Learning](#)
- The State Superintendent of Public Instruction has announced that the Initial English Language Proficiency Assessment of California has transitioned into an online assessment, information can be found on the [CDE Initial ELPAC web page](#)

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- The CCEE, in collaboration with COEs, and LEAs, has developed the [Distance & Hybrid Learning Playbooks](#), with specific resources to support English Learners, <https://k12playbook.ccee-ca.org/distance-learning/dl-details/#EL>
- The San Diego COE has many relevant [resources](#), for all students, with a strong focus on English Learners
- The Santa Clara COE has some relevant [resources](#), including a link to a webinar on [Engaging Emerging Multilinguals in an Online Setting](#)
- EdTrust West and the San Bernardino CSOS discussed provided other resources in a webinar titled: [From Advocacy to Engagement: Supporting English Language Learners in These Challenging Times](#)
- EL Rise has developed 2 tools to help align the services for English learners between the LCP and EL Roadmap, [Tool 1](#), [Tool 2](#)
- [John Burton Advocates for Youth](#) has partnered with [iFoster](#) and other businesses to provide support for Foster Youth and their families including: laptops, food and health needs during the COVID-19 epidemic. <https://www.jbaforyouth.org/covid-19-resources/>
- The Learning Policy Institute has compiled resources to support varied populations including:
 - Low Income students - EveryoneOn is a national nonprofit that collaborates with diverse internet service providers and device providers to connect low-income households to the internet. Connect2Compete (C2C) is EveryoneOn's flagship program for K-12 students, providing affordable internet to eligible students and families. C2C is offered in partnership with leading cable companies, including Cox Communications and Mediacom
 - [English and Multilingual Learners](#)
 - [Social-Emotional Learning](#) for all of these student populations
- California Governor Newsom has issued an executive order directing the state's Department of Social Services to continue providing foster care benefits to youth who are scheduled to age out during the pandemic [Guidance regarding extended foster program](#)
- The School Resource HUB has created a Reentry Framework and Toolkit that answers the following three questions: 1) How do we center our planning around our most instructionally vulnerable students? 2) How do we devote extra attention to all students' emotional needs and unfinished learning? And 3) How do we plan to advance and preserve student learning across multiple instructional scenarios? <https://docs.google.com/document/d/1TVtjZa3LbkfMkyZVBjN2nc5XRkBvmB7nX6Stnx-aqZM/edit>

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Describe how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

- Guiding Question: How will your LEA measure that actions taken to support identified populations are meeting these students needs?

Strategies to consider:

- Gather data related to the number of students in the following categories: foster youth, English learners and low-income who are enrolled and attending classes. Set and monitor goals for attendance that provide equity and access for these populations
- Gather data around technological access for foster youth, English learners and low-income students. Ensure students are prioritized in distribution and access to devices for learning and the internet. Monitor data throughout the year
- Utilize attendance data to intervene and direct SEL resources in order to increase the attendance and engagement of students in these populations
- Survey parents and families of student populations to note best times and modes for communicating and partnering with them in support of their student's academic progress and well-being
- Utilize survey results to develop and implement communication with families of foster-youth, English learners and low-income students
- Monitor communication with families and how these impact students': attendance, task completion, engagement, and academic achievement
- Design a timeline to assess baseline learning for foster youth, English learners and low-income students in the key areas of math, ELA, and ELD, and to engage in progress monitoring over time
- Provide consistent and ongoing training to teachers and instructional support personnel on the use of curriculum-based diagnostics
- Accelerate opportunities for teachers to engage in building their assessment literacy, focusing especially on their understanding of formative assessment
- Analyze data from formative assessments in order to provide differentiated instruction for students in these populations, based on how well they are meeting standards
- Allot a consistent time for teachers to engage in data analysis and inquiry-based cycles of improvement
- Use diagnostics from existing adopted instructional materials as often as possible
- Focus assessment on prioritized knowledge and skills
- Limit the amount of time spent on administering diagnostics by supporting teachers in developing expanded skills in formative assessment, especially on the collection of data in the distance learning context

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Tools and Resources:

- Attendance Works: Advancing Student Success by Reducing Chronic Absence has developed some key concepts and strategies to address chronic absenteeism during the pandemic
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/key-concepts-for-leveraging-chronic-absence-during-the-coronavirus-pandemic/>
- The California Department of Education (CDE) has developed [Guidance on Diagnostic and Formative Assessments](#) that details sources available through CDE, SBAC, as well as CDE-approved assessment.
- The State of Washington has developed guidance for best practices in formative assessment during distance learning, [Formative Assessment During Distance Learning: Recapturing “In-the-Moment” Observations that Inform Instruction](#)
- The National Center on Educational Outcomes has provided a policy brief, [Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities](#)
- [Curriculum Associates](#) offers free resources for reading and math in English and Spanish (Gr. 6-8). Their full math and reading instructional program, *i-Ready Instruction*, and the assessment system, *i-Ready*, are both available for purchase by schools or districts
- [NWEA](#) offers a research-based assessment program for all grade levels (requires purchase) as well as free resources focused on student assessment
- [Edutopia](#) has developed a comprehensive Assessment Professional Development Guide, containing links to multiple resources, to support teachers and administrators in building assessment literacy
- WestEd has published a white paper, [Professional Development on Formative Assessment: Insights from Research and Practice](#)