

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
Canyon Elementary School District	Lucia Sullivan Principal/Superintendent	LSullivan@canyon.k12.ca.us 925 376 4671

General Information

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

Like many educational institutions nationally and globally, The Canyon Elementary School District continues to face challenges as we respond to the coronavirus pandemic. However, the district remains committed to ensuring the health and safety of our students, families, teachers and staff while continuing to provide high quality, equitable distance learning opportunities for the 2020-2021 school year. The Governor's orders to Shelter in Place on March 16th forced Canyon Elementary School District to move to a District learning Model. Since March, Superintendent/Principal Lucia Sullivan has been meeting regularly with the County Superintendent, all Contra Costa County Superintendents, Walamorinda Superintendents, and Health Officers from Contra Costa County Health Services Department to discuss safety measures, hybrid learning models, and distance learning.

The Canyon School District community formed several working groups to address health/safety, hybrid learning models, community engagement. These working groups met throughout the spring, summer and fall and included staff members, parents and board members. These teams have read through guidance from agencies including the Center for Disease control, our federal public health agency, the California Department of Education and the California Department of Public Health, and the Contra Costa County Office of Education and Contra Costa Health Services, our local public health agency.

This work includes a complicated and continuous concern for stakeholders involved in our educational system. Every member of our school community arrives at work each day to serve the students of Canyon School, be it through creating connections with kids, engaging in meaningful instruction, detailed record keeping, safe and clean facilities or designing systems to deliver instruction. The student as a stakeholder is our primary work.

The decisions contemplated by the Canyon school working groups have had as their foundation a close attention to the fundamental needs of health and safety for students, families and staff. Health and safety is a non-negotiable driver of these plans, for all stakeholders. An important consideration has been to consider the needs of adults on our campus and their work obligations, as well as the needs of our families and students. The science is evolving rapidly and there have been significant shifts in the scientific basis for understanding the

spread of disease, and we rely on our public health partners to illuminate that science for us. As we monitor cases on the county-wide dashboard and watch local data, we work together as a unified team to develop a path forward. Local concerns include the need for readily available testing and robust contact tracing support within Contra Costa County, which is critical to avoid clusters and widespread outbreaks.

Stakeholder Engagement

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

Multiple surveys were administered to parents, kids and staff through out the distance learning of the spring and through the "reopening envisioning process" of the summer. Town hall meetings were held via zoom as well. Additionally we conducted 1:1 phone calls with families to get better understanding of their concerns. Regular, Special or Emergency Board meetings were held on:

3/10/20 Regular

3/12/20 Special Closed Session

4/6/20 Regular

4/16/20 Regular

5/12/20 6:30 p.m. Emergency

5/12/20 Regular

5/28/20 Special

6/9/20 Regular

6/16/20 Regular

7/14/20 Regular

7/23/20 Regular

8/11/20 Regular

8/17/20 Regular

9/8/20 Regular

9/22/20 Regular

10/13/20 Regular

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

Parents are emailed the agendas and zoom links for every meeting. All meetings have been held over zoom with opportunities for public engagement. These meetings work fine as conference calls as well. Since internet in Canyon is not always robust, many people avail themselves of the conference call participation option. Parents have engaged in email discussions as well.

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

Parent surveys were very helpful in refining our plans. The initial distance learning plans were ambitious and parent feedback was helpful in recognizing the amount of time that would be needed to accomplish tasks. Parents and community stakeholders are not monolithic. Some people want more work and some want less. In the aggregate, most people were reasonably satisfied with the breadth and scope of the program. Some people want in person instruction as soon as possible, many do not as their concerns about transmission make them wary. Several parents have advocated for an entirely outdoor academic program. Surveys were administered in: May, July, August, October.

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

Stakeholders have advocated for using outdoor space as much as possible. Parents in the community have submitted outdoor education models. Parents and a board member have been working on plans for the establishment of canopies or tents for outdoor instruction. Parents have also expressed a strong desire to support teacher wishes in terms of reopening timeline. Teachers have held small group meet ups with students to check in with them and hear about how they are doing and what their hopes and wishes are. Parents have been active participants in all working groups and all aspects of the reopening planning process.

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.]

The California Department of Public Health issued an updated plan for the state called the "Blueprint for a Safer Economy." The blueprint updates school guidance that includes the use of epidemiological metrics to determine if school districts can begin in-person instruction. Counties are rated on a four-point rubric with colors assigned for easy reference, with purple being "widespread" presence of the coronavirus and without the ability to open schools except in very specific circumstances which include either a waiver or limited small group instruction.

At this time Contra Costa County is in the purple (or widespread) rating category and is operating in full distance learning. When data indicates that it is safe for schools to reopen, we plan on using a cohort approach.

Cohort Approach: In a hybrid model of instructional delivery, the District would use a cohort model in all grades to bring half the school population together for its in-person instructional minutes on any scheduled day. Each cohort would be half a class – in each school, a teacher’s class would be divided in half and assigned an “A” or a “B” cohort, with current intent to make assignments based on last name to align schedules as much as possible, not only within CESD but also at the local public high schools. These “A” and “B” cohorts could meet according to various schedules, such as a daily assignment throughout the week like A/B/DL/A/B. During an “A” cohort’s in-person instructional time, the “B” cohort would participate in distance learning designed, managed, and delivered by the classroom teacher that has an instructional time value assigned, in order to meet state requirements. The State of California has also mandated a daily check in with students engaged in remote learning, which would also be part of a daily schedule should a student be in a fully remote instructional day. The purpose of a cohort strategy is two-fold: it limits the exposure in any given instructional setting to a smaller number of individuals, and it is critical to managing the physical distancing which is a fundamental aspect of prevention. **Choosing to Re-open to In-person Instruction:** The District continues to participate in weekly county-wide conference calls with Contra Costa Health Services. Through this connection with CCHS, the District carefully monitors county-wide and Bay Area regional public health decisions and directions.

The District also monitors state and national trends and advisories from several important sources. First and foremost are the state and federal public health agencies – California Department of Public Health and Centers for Disease Control. The District also receives updates from professional organizations such as the Association of California School Administrators and California School Boards Association. These often reference important national statements from groups such as the American Academy of Pediatrics, whose initial report and subsequent update has received much attention in school-related press. CESD has created in-person school models to safely engage students in meaningful academic and social-emotional learning. By establishing schedules, structures, practices, and clear expectations we will enable successful in-person learning to resume at an appropriate time.

Canyon ESD utilizes a systematic assessment cycle to monitor student learning and competency. These plans focus on essential standards, scope and sequence and progressions through the grade levels. A assessment schedule has been created and it includes summative assessments and formative assessments.

Assessment and attendance data will be used to identify students who have experienced significant learning loss. School staff will communicate with parents and a re-engagement tiered plan will be followed to support students. Our plan for progress monitoring and communicating student progress to families/guardians includes: parent teacher conferences, Student Success Teams (SST), Individualized Learning Plans, progress reports and feedback on completed and incomplete work. The Student Services department has a detailed plan for Individual special education assessments and for referrals for assessments.

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

Description	Total Funds	Contributing
We are planning in an incremental reopening plan starting with the youngest kids. initially K1 would return for two half days a week per cohort starting on 11/30/20. Each two weeks we will add back another gradespan.		

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.]

From the day the Governor ordered the Shelter in Place our staff was able to provide immediate, synchronous classrooms experience. We have improved pedagogically over the summer and have acquired additional learning tools to strengthen online learning. Over the summer we worked with a web designer to create a Learning management System that creates a safe, enclosed system for distance learning. This LMS also helps capture engagement data in real time. This platform ensure continuity of instruction regardless of if students are engaged in distance learning or physically at school.

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.]

We have provided a device to every child who needs one. We have tech support for parents who need it.

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.]

Canyon Elementary School District will use the following strategies to track and monitor student progress through live contacts and synchronous instructional minutes:

Attendance:

Attendance will be gathered in several different ways: Live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in the Learning management system.

Participation and Engagement:

Classroom teachers and other school staff will evaluate and assess student work, completion of assignments and collect metrics on our students daily/weekly progress to ascertain the level of participation and progress using a daily student engagement tracker. The engagement and participation feedback between the teacher and student are collected through multiple applications online, packets returned to the teacher, and small group and individual conferences with students.

Assessment:

Students will be formally assessed based on the School District Assessment Calendar. These assessments include, but are not limited to DIBELS, Fountas and Pinnell (F & P), Edmentum, and other digital assessments in literacy and our beginning of the year math assessments and formative assessments across the content areas. Time Value of Pupil Work:

The time-value will be provided through lesson plans and student assignments from each classroom teacher.

Teachers are providing daily synchronous instruction and are taking attendance on a daily basis. We have also built out a new learning Management System that will track each child's engagement with online learning on a daily basis generating a spreadsheet that will show minutes worked online. Further, many of our curriculum resources track student progress. Teachers are also able to quantify time value of recurring offline learning tasks. Families have agreed to make weekly trips to the school to drop off and pick up materials which will further allow teachers to measure student progress.

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.]

1. We have built out a new learning Management System and Eric Reynolds, our web master, is offering daily (hourly) consult and endless instructional videos for learning to navigate the LMS
2. Teachers participated in Corwin's 5 hour Distance Learning webinar
3. Teachers participated in ISTI's 4 Distance learning modules
4. Upper Elementary and Middle School Staff are taking a two day training on the implementation of Document Based Questions digital curriculum
5. Elementary Staff participated in the Kern County Distance learning training
6. Upper elementary staff participated in Common Sense media webinar
7. Upper elementary staff participated in FOSS science curriculum webinar
8. Early childhood staff engaged in *CKA 1st 30 Days
9. Early childhood staff engaged in *CKA Nature Class
10. Early childhood staff engaged in *CKA Bitmoji Class
11. Early childhood staff engaged in *CKA Work Smarter
12. All staff received copies of Corwin's Distance learning Playbook (Fisher, Frey, Hattie)

Staff members work together weekly in a collaborative block to support one another. We offer 1:1 tech support to any teacher with technical challenges. A hotspot was acquired for a staff member with wifi issues.

Staff Roles and Responsibilities

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

Staff roles and responsibilities have also changed relative to how to deliver instruction, create a positive classroom community and relationships online, monitor student progress, assess students, communicate with students and parents, manage Zoom meetings and technology, and also take care of themselves. We are a very small staff. Teachers are checking in with parents to see how they can offer support. The principal has taken on the role of counselor to beleaguered parents and staff members. Ramona Nisbet, our school secretary will also be our Covid-19 contact tracer and handle reporting requirements. She has attended trainings offered through the contra costa public health office. Misty Hardesty, our cook has shifted to Covid-19 safety specifically cleaning.

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.]

Students who receive special education services continue to receive services via zoom and telephone. This has been continuous since March 13, 2020 with no interruptions in service.

Classroom teachers have also reached out to ensure all students are accessing the curriculum and give support through small group instruction and regular Zoom classroom meetings. Progress is monitored via interaction and assessments.

District staff reached out to our low income students to ensure they had access and support for our distance learning plans, as well as access to meals, technology, and other supports. Chromebooks and hot spots were checked out to students who requested them.

Principals and teachers persisted in making contact with all families and provided them with the technology and support needed to access distance learning.

To mitigate learning loss and prevent additional learning loss for pupils with unique needs, the District utilizes benchmark assessments and ongoing formative assessments to monitor student progress.

The District does not serve any foster or homeless students at this time. Should foster or homeless students enroll, the District will provide necessary meals, technology and supplies and meet with individual families to learn how the District can support their children.

The District does not serve any English learners at this time. Should English learner students enroll, the District will provide necessary technology and supplies and meet with individual families to learn how the District can support their children. PTA new family liaisons will also connect with new students to provide assistance and provide an overview of the PTA and the District services and programs.

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

Description	Total Funds	Contributing
The district purchased 48 new chromebooks and a learning management system to support distance learning. Additionally online curriculum resources were purchased to support learning and teaching	\$18,000	Yes

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.]

Teachers will administer both summative and formative assessments to students throughout the school year. Ongoing common formative assessments in ELA, math, and writing include running records, DIBLS, Reading and Writing Pre/Post On Demand, math beginning of the year assessments and other standards based assessments. Other assessments include Math quizzes and tests, unit assessments, fluency checks, performance tasks, math notebooks, Zoom exit tickets, quizzes via Google forms, Zoom polls, teacher observation, Quizlet, Flipgrid, and Peardeck student responses. In the area of English Language Development, we currently have no students who are English language Learners.

Based on summative and formative data collected, the District will use the results of the assessments to adapt daily instruction, create small instructional groups, or recommend students for intervention programs. In addition, based on data collected, the District has updated its scope and sequence documents in ELA and math, which focus on grade level content, depth of instruction and essential standards. In addition, in grades 3-8, teachers will follow up with groups of students in more specific domains that appear to need more reinforcement using the small group instructional time.

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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide the District will implement the following strategies and actions to address learning and accelerate learning progress:

A minimum of 240 daily instructional minutes will be provided to all students in grades 1 - 8 240 minutes and 180 minutes in K. Daily attendance/engagement is documented daily by teachers and through our learning management platform.

All students use our learning management system, in conjunction with any applicable Board-adopted curriculum, including textbooks and packets as needed to ensure all students can access the curriculum.

Individualized Student Needs: School-based teams and individual classroom teachers will identify students in need of additional support in the core curriculum or other areas identified in a Multi-Tiered System of Support, on both a periodic basis through a school-wide approach and on an ongoing basis through the school year. These students are identified and through lack of progress through evaluation of daily assignments, assessments. These students are given strategic instruction through small group instruction or additional time.

English Language Arts and math scope and sequence plans are aligned to essential standards. Lessons created rely on the full curricula, which are standards-aligned and will be implemented in both distance learning and in-person learning modes for all students. Lessons include clear explanations and necessary scaffolding. Throughout synchronous lessons there are opportunities for peer-to-peer interactions. Use of data to drive instruction - All students take the district formative and summative assessments which are used to inform teaching and learning and to monitor student progress on grade level content. Formative assessment and student feedback, which is fair, accurate, specific and timely, and includes a student action, is given to students on a regular basis.

Lessons integrate Social Emotional Learning (SEL), and explicit SEL lessons are taught. Social-emotional learning will be a priority during the 2020-21 school year, especially during the initial weeks of school. Social-emotional instruction will be supported by administration and implemented by classroom teachers and support staff. We have no English learners at the moment. If we did, English learners would receive designated and integrated ELD support using the CA ELD standards.

Genuine caring relationships are built with every student. There are regular opportunities to interact with students, in person, through synchronous Zoom sessions, by phone or email. Supporting and engaging families as partners in their children's education is another important strategy, along with providing parent education workshops in the areas of supporting student learning via distance learning and well being.

Teachers in grades 3-8 regularly meet with all students 1:1 on a weekly basis or in several small groups a week.

Additionally, strategies and actions are differentiated to support the diverse academic needs of our students:

Currently we have no English Learners. If we did, they would receive:

Use of visual supports, online native language dictionaries. The District English Language Advisory Committee met on 8/24/20 to provide updates on the ELD programs and supports and to gather input on distance learning and translation services. The parent education opportunities are available throughout the year and information is provided under Parents and Community on the district website.

Low Income Pupils:

The parent education opportunities are available throughout the year and information is provided under Parents and Community on the district website.

Foster/Homeless Youth:

The District does not have Foster or Homeless Youth enrolled at this time.

Pupils with exceptional needs:

We have developed differentiation strategies to benefit our students with exceptional needs.

Special Education:

Our special education students have one-year goals based on targeted areas of need. These goals are based on assessment and progress data provided by staff for Individual Education Programs. These goals translate into services that support students both in distance learning and in-person instructional settings (when it is safe to return). Research-based strategies are utilized in the assessment process for identifying goal areas as well as supporting the student's special education services.

When analyzing learning loss and student progress, the goals are measured and updated to insure meaningful progress in light of the student's circumstances. Teams are collaborating and developing distance learning plans to support students and their progress during school closures. These may consist of synchronous and/or asynchronous learning strategies to support student needs.

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.]

The implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators require designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. CESD is committed to the following protocols and processes to monitor the effectiveness of implemented pupil learning loss interventions and assessments and progress will be accessed through Illuminate so data can be better analyzed to highlight any gaps in access, opportunity, or achievement.. If teachers are

concerned about a student’s progress, they can plan with the site administration to have a Student Success Team meeting in an academic area, and intervention (documented strategies/interventions tried and data to show outcomes). The teacher and principal will analyze data and determine student placement in an intervention program.

The comparison of student levels in previous years will be through the analysis of Fountas & Pinnell data, running records, and DIBELS data available to all teachers in Illuminate and as it becomes available in math. Additional support time is built into the schedule four days a week to support students and meet individually or in small groups for support and intervention. In addition, principal meets with teachers for “data meetings”. During these meetings, teachers share recent assessment data, including ongoing classroom formative assessments, to analyze data reports and student progress. These times are dedicated to reviewing results of data analysis and discussing how to respond to effectiveness data. In addition, the purpose for collecting data is reviewed as well as trends that result from data analysis.

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

Description	Total Funds	Contributing
Additional small group or 1:1 interventions with highly qualified teaching staff.		

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.]

We are attempting to incorporate SEL strategies into each aspect of our instructional program. Classes include movement breaks, yoga and breathing exercises. Teachers are focusing on CASEL supported resources and tools to help students integrate SEL strategies into their daily activity. As a staff we have emphasized Trauma-informed practices to support distance learning.

The CESD values the import of social emotional learning and utilizes a comprehensive plan for supporting students in TK-8 that includes recommendations for lessons and teacher support ideas the year, as well as curriculum (TRibes, Kimochis, Responsive Classroom) to support our students and social emotional curriculum at the middle school. In addition, we are providing a Positive Behavior Intervention and Supports (PBIS) behavior system that includes student behavior expectations and incentives during distance learning, parent education, and addresses behavioral challenges, school avoidance and attendance supports.

SEL staff training and support includes:

Training in Trauma Informed practices (facilitated by counselors, psychologists and behaviorist)

Predictable classroom/ learning structure and routine-- that is taught explicitly and directly for the first month of school for children at each grade level. This will be continued as long as children demonstrate need.

Teacher instruction in building structured relaxation/mindfulness activities/techniques into all classes (meditation, reading aloud to children, drawing, yoga, walks).

The use of Kimochi's with our primary students and some special education classes.

Encouraging teachers to promote social connection to peers and teachers in lessons.

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19:

Resources:

Kimochi training

Corwin's distance learning playbook

Designing Early Childhood Classrooms for Social-Emotional Learning

Engaging with Families and Communities to Support Social-Emotional Learning

CASEL: SEL road map to reopening

SEL Center: Strategies for Trauma-Informed Distance Learning

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.]

We have built out a new website and Learning management System. All students and parents log into this portal to access classes and meetings. Assignments are posted here and there is a virtual community. We are hoping this will act as a magnet and pull families in. So far we have had almost 100% engagement in distance learning. If any child does not log into class as expected we immediately contact the family and attempt to support them with the log in process. If we were unable to reach the parents we would continue using phone and email until we were able to do so.

At this time we have no English Learners.

Oddly, we have had better attendance in distance learning than we had before the pandemic. If a student did not attend school our tiered re-engagement strategies include:

Contact Family via email to check in and see if they are okay. We have had experienced power outages during wildfire season and people have appreciated being checked in on.

Contact family via phone call to check in.

If further contact was needed principal would contact parents and finally a home visit would be conducted.

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.]

We have contacted every family that is currently receiving free or reduced price lunch. We administered a survey to see if families would like to pick up meals daily, weekly, or a combination and we asked about nutritional preferences (vegetarian, gluten free, etc). We expect 100% participation. We may begin offering a paid lunch option as well if families express interest in this. IN conjunction with Acalanes Union high school district, lunches are being provided for free.

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
1.29%	

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.]

We reached out to the families of low-income students first so assess what resources they might need. Teachers made sure to provide all materials students might need (crayons, scissors, etc). We currently have no foster youth, homeless or English learners.

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

Teachers meet with low-income students 1:1 on a weekly basis to ensure students have what they need and are make effective progress. We reached out to the families of low-income students first so assess what resources they might need. Teachers made sure to provide all materials students might need (crayons, scissors, etc). We currently have no foster youth, homeless or English learners.