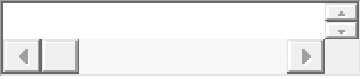
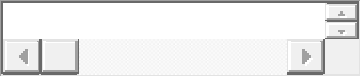


<p>The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).</p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1: </p>	<p>Prepopulated 2/3 Amount 1,368,596.10 20 % of 2/3 Amount <input type="text" value="273,719.22"/></p>	<p>Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. </p>	<p>Prepopulated 1/3 Amount 684,298.05 20% of 1/3 Amount <input type="text" value="136,859.61"/></p>
<p>Activities to address the Social Emotional Needs of all students</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>
<p>Activities to address the Academic Needs of all students</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>
<p>Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>
<p>Students from low-income families</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>
<p>English learners</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>
<p>Gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>	<p><input type="checkbox"/></p>	<p><input type="text" value="0.00"/></p>

Migratory students	<input type="checkbox"/>	0.00	<input type="checkbox"/>	0.00
Students experiencing homelessness	<input type="checkbox"/>	0.00	<input type="checkbox"/>	0.00
Children and youth in foster care	<input type="checkbox"/>	0.00	<input type="checkbox"/>	0.00
Sub Totals		0.00		0.00

1. ED 464 343 DOCUMENT RESUME CS 510 950 TITLE INSTITUTION PUB DATE NOTE AVAILABLE FROM PUB TYPE EDRS PRICE DESCRIPTORS IDENTIFIERS Evidence That Tutoring Works. Department of Education, Washington, DC. Planning and Evaluation Service.; Corporation for National Service, Washington, DC. 2001-00-00 9p.; Prepared by the Office of the Deputy Secretary. For full text: <http://www.cns.gov/areads/about/evtutoringworks.pdf>. Information Analyses (070) MFO~/PCO~ Plus Postage. Cross Age Teaching; Elementary Education; Literature Reviews; Peer Teaching; Program Effectiveness; *Reading Improvement; *Reading Skills; Research Utilization; Tutorial Programs; *Tutoring; Volunteers *Tutor Role Among the features of tutoring programs associated with the most positive gains are extensive training for tutors, formal time commitments by tutors, structured tutoring sessions, careful monitoring of tutoring services, and close relationships between classroom instruction and curriculum and the tutoring services provided.
 - Researchers generally agree on the factors that generate the most consistent positive achievement for tutees: (1) Close coordination with the classroom or reading teacher; (2) Intensive and ongoing training for tutors; (3) Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted; (4) Careful monitoring and reinforcement of progress; (5) Frequent and regular tutoring sessions, with each session between 10 and 60 minutes daily; and (6) Specially designed interventions for the 17-20% of children with severe reading difficulties. (NKA)
 - Two tutoring programs in Dade County, Florida, that trained cross-age and adult volunteer tutors to work with elementary school students found that tutees outperformed a randomly assigned control group of students who were not tutored. [Madden, N.A., & Slavin, R.E. (1 989). Effective pullout programs for students at risk. In Effective Programs for Students At Risk, R.E. Slavin, N. L. Kameit, and N.A. Madden, eds. Boston: Allyn and Bacon.]
2. U.S. Department of Education Dr. Miguel A. Cardona Secretary of Education Office of Planning, Evaluation and Policy Development Donna M. Harris-Aikens Acting Assistant Secretary
 - II. Addressing Lost Instructional Time a. Accelerating learning through instructional approaches, tutoring, and expanded learning time Initial research shows the disproportionate impact of the pandemic on the achievement of students who were already underserved, including students of color. Recent studies have used fall 2020 assessment data to measure the extent to which lost instructional time is affecting student performance. A comparison of fall 2020 Northwest Evaluation Association (NWEA) Measures of Academic Progress Growth assessment data to fall 2019 data found that students in grades 3-8 performed similarly in reading to same-grade students in fall 2019, but about 5 to 10 percentile points lower in math. In addition, the study found that most students had made some learning gains in both reading

and math since spring 2020; however, gains in math were lower than average compared to prior years.¹⁵ Another study similarly found that achievement gaps that existed prior to the pandemic persisted over the past year, and in some cases widened.¹⁶ Researchers also noted that some students have become disengaged from schooling, so the results of these assessments might not include data for those students. Accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged. Acceleration builds on what students already know as a way to access new learning. Studies have shown that when students tie background knowledge to new information, they are better at making inferences and retaining the new information more effectively.¹⁷ Collaboration between any partners providing additional support to students and classroom educators is critical. Schools and districts should organize programming in a way that allows time for ongoing two-way communication. Learning acceleration focuses on quickly diagnosing gaps in critical skills and concepts that may impede

students from accessing grade-level coursework. Acceleration provides instruction in prior knowledge and teaching prerequisite skills that students need to learn at a pace that allows students to stay engaged in grade-level content and lays a foundation for new academic vocabulary. Educators face three key questions in determining the most appropriate interventions for acceleration: 1) where is each student in their mastery of critical skills and concepts, 2) what interventions are most effective, and 3) when will accelerated learning take place? Regarding the last question, learning acceleration can take place before, during, or after school; on weekends; during school breaks; or over the summer. Schools may incorporate accelerated learning into electives and expanded learning time to provide more time in school to address challenging subjects. This section will address four approaches, each of which can be used in combination with the others: 1. In-school acceleration; 2. Tutoring programs; 3. Out-of-school time programs; and 4. Summer learning and enrichment. To determine appropriate evidence-based intervention models, schools should consider the extent of the need for acceleration; available resources and staff to support interventions; family input; and existing partners, such as community organizations, that could support the intervention.

Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Elementary and Secondary Education Act (ESEA)	<input type="text"/>	0.00	<input type="text"/>	0.00
Individuals with Disabilities Education Act (IDEA)	<input type="text"/>	0.00	<input type="text"/>	0.00
Adult Education and Family Literacy Act (AEFLA)	<input type="text"/>	0.00	<input type="text"/>	0.00

Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
Sub Totals	0.00	0.00	

Dual Credit Laison (Pathway students) CTE (JABH and Dulce School Laison)

	ARP ESSER 2/3		ARP ESSER 1/3	
<p>Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.</p>	Narrative	Amount	Narrative	Amount

Training and professional development on sanitizing and minimizing the spread of infectious diseases		0.00		0.00
Purchasing supplies to sanitize and clean the LEA's facilities		0.00		0.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards		0.00		0.00
Improving indoor air quality		0.00		0.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth		0.00		0.00
Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs		0.00		0.00
Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning		0.00		0.00
Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)		0.00		0.00
Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors		0.00		0.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss		0.00		0.00

Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff		0.00		0.00
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.				
Sub Total				

TECHNOLOGY INTEGRATION

Leveraging Technology to Support Students’ Needs

Teachers can apply a concept called ‘tech equity’ to ensure that the technology they use is enhancing learning for all of their students.

By [Stefani Boutelier](#), [Nicole Ludwig](#)

May 5, 2021

Educators have always had to be extremely flexible reinventors, perhaps never more so than recently. Students and teachers are connecting digitally in ways that were previously unimagined. Although virtual connections have been instrumental throughout pandemic teaching, they’ve also exposed the larger digital divide between student opportunity and achievement beyond the four walls of a classroom.

The rapid switch to technology means that everyone needs to move from just consuming and sampling new technology to a true application and reliance on digital tools to transfer

learning. Educators need to understand what tech equity is—leveraging technology to support all students’ needs—and how to best apply instructional design through culturally responsive teaching to assist learner-centered modalities.

TECH TO SUPPORT EQUITY

The International Society for Technology in Education ([ISTE](#)) is a “community of global educators who believe in the power of technology to transform teaching and learning.” Educators can begin to grasp tech equity by first understanding the [ISTE Standards for Educators](#)—for example, “Leader Standard 2b: Advocating to meet the needs of all students with technology.” The first step to take toward advocacy for our students is authentically applying UDL, accessibility, and inclusion in our design.

UNIVERSAL DESIGN FOR LEARNING

CAST (Center for Applied Special Technology) set up the Universal Design for Learning (UDL) as a [framework](#) to “improve and optimize teaching and learning for all people based on scientific insights into how humans learn.”

When we apply the principles of UDL, we ensure an inclusive approach to learning because we give students opportunities to make choices based on their strengths. Examining how we infuse technology with UDL [lesson plans](#) helps identify components that complement the strengths of all students and circumvent inequities.

ACCESSIBILITY

One way to ensure ease of access is to consider how accessible digital tools really are for our learners. The [Web Accessibility Initiative](#) makes clear that students' needs vary online and in person. "When websites and web tools are properly designed and coded, people with disabilities can use them. However, currently many sites and tools are developed with accessibility barriers that make them difficult or impossible for some people to use."

We can also use a tool like [Grackle](#) to evaluate how accessible our digital documents already are (e.g., accessing images, headings for screen readers). Accounting for accessibility while considering UDL is one step in ensuring equity in the technology we're integrating.

APPLICATION

Understanding how technology increases the need for UDL implementation, accessibility, and inclusion is integral to our short- and long-term educational settings. The following applications can act as a guide as we increase our learners' opportunities:

- Productivity apps allow students to collaborate in real time and produce in multiple modes (e.g., Google Slides, Google Forms, Jamboard, [Sway](#)).
- Feedback and online discussion platforms permit conversations to suit the strengths of each learner (e.g., Flipgrid, Padlet, [Mote](#)).

- Prerecording encourages students to learn asynchronously, at their own pace (e.g., [Edpuzzle](#), Loom, Pear Deck).
- Gamification provides students a new way to interact with content and increases engagement (e.g., Quizlet, [digital escape rooms](#), choose your own adventure, choice boards).
- Digital libraries supply reading materials in text, in audio, and with additional tools to further increase access (e.g., Epic, [CommonLit](#), Newsela, [StoryCorps](#)).
- Conversion tools accommodate to help all students feel successful (e.g., Chrome extensions, [screen readers](#), closed captioning, YouTube's speed adjustment, transcriptions, printed-out HyperDocs).
- Incorporate diverse curriculum and reflection throughout all digital learning activities to make greater connections (e.g., #OwnVoice texts, virtual field trips, content to dismantle stereotypes, inviting diverse speakers).
- Enhance digital formative and summative assessments with the tools above (e.g., using EdPuzzle for formative assessment or Flipgrid to present a final project). Vary these assessments as one-on-one, group work, or voice and choice crossover, using UDL and ISTE standards to continuously support accessibility and inclusion.

REINVENTING TRANSFORMATION

The pandemic has taught us not to fear advances in technology, but instead to view them as ways we can explore how to best assist our students. Continuous learner-centered design will help us build upon tech equity advances so that we can unite all learners through inclusion and access for success. To commit further to tech equity in a digital or in-person class, we must continuously ask these questions:

- What do my students know? What strengths can I build upon?
- How is the technology I use enhancing equitable teaching through UDL, accessibility, and inclusion?
- Are my students' voices being heard?

There's still work to be done because putting a device in every child's hand and providing Wi-Fi alone doesn't bridge the digital divide, but we must have confidence in our ability to minimize the inequities. Focusing on tech equity in virtual and in-person instruction strengthens 21st-century skills. If we continue to go forward with confidence, creativity, and an attitude of meeting challenges head-on, we will persevere in our transformation to best foster growth for all of our students.

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TECHNOLOGY INTEGRATION

6 Tips for Curating Resources for Students

Finding videos, podcasts, and more that will engage all students can be a challenge, but there are ways to make the process easier.

By [Monica Burns](#)

September 2, 2021



Curation might not be a word in your everyday vocabulary, but it's something we do every day. We find content we like and tell other people about it—a link to a blog post that a friend

or family member might enjoy, or a link to a YouTube video that a colleague might want to share with their students.

When taking on the role of a curator for your students, there are a few things you can do to handpick resources that support every student in your class. In my book *EdTech Essentials: The Top 10 Technology Strategies for All Learning Environments*, one of the 10 strategies examines curation in the classroom and ways to curate resources that support all students.

[Read Full Story](#)

TECHNOLOGY INTEGRATION

Using a Class Google Site to Improve Organization and Engagement

This free tool helps students in the classroom and at home stay on the same page—and there are benefits for teachers as well.

By [Steven Goldman](#)

August 18, 2021



My school was lucky enough to be mostly in person during the pandemic, although there were months when we were fully remote. When we were “live,” some of my fifth-grade math

students would suddenly be remote while they quarantined or if their families changed their minds about in-person school. The question became, how do you plan for a classroom when you aren't sure who's going to be in the room on any given day?

I wanted to make the experience as seamless as possible—to have the in-school experience and the remote one be as close to the same as I could make them. But for the system to work, I needed a consistent way for students to access information that wouldn't be different whether they were in school or at home. My solution was to make a simple Google Site that I used to structure all of our class activities. Students at home used the same site as the in-school students for their lessons. No one had to learn anything new if they went from being in school to remote or vice versa.

[Read Full Story](#)

THE RESEARCH IS IN

Defending a Teacher's Right to Disconnect

Remember personal time? For many educators, technology has driven it toward extinction—and it's time to get serious about reclaiming it.

By [Youki Terada](#)

August 27, 2021



Technology is compromising the health and well-being of teachers, blurring the already-indistinct boundaries between work and home and leading to an unsustainable “always on” mentality, researchers assert in a [new study](#).

It’s not an entirely new problem. For decades, educators have labored under the twin pressures of expanding responsibilities at work and increasing domestic demands. As dual-income families became the norm, larger class sizes, more paperwork, and a gradual shift in caretaking duties toward school systems have strained the capacity of educators, encroaching on personal time traditionally set aside for family and friends. Well before the pandemic, stress topped the list of reasons teachers quit, according to a [RAND study](#), which identified long hours and the burden of taking on second jobs to supplement income as primary factors in early retirement.

[Read Full Story](#)

CLASSROOM MANAGEMENT

7 Things Teachers Say to Create a Supportive Classroom

The things teachers say can cut deeply or build a lasting foundation for success. Here are seven teacher-tested expressions to try this year.

By [Stephen Merrill](#)

August 26, 2021



There's no way for a teacher to get through a whole school year without blurting out the wrong thing a few times. Difficult mornings sometimes become insufferable afternoons, and kids of all ages know how to press adults' buttons. When you do slip up, extend yourself some grace.

The good news? You can prepare to be supportive, and even practice before you step into the classroom. "One of the hardest things I had to do was learn how to change my 'teacher' language so that I could encourage and empower students on a daily basis," confides sixth-grade teacher Alyssa Nucaro. In time, she concluded that "[using powerful and effective teacher language](#) takes a lot of practice and awareness."

[Read Full Story](#)

CLASSROOM MANAGEMENT

The Magic of a Noisy Classroom

Sometimes building connections and community matters more than adhering stringently to all of the rules, teachers say.

By [Sarah Gonser](#)

August 18, 2021