

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.]

Vista Unified Schools closed on March 13, 2020 as a result of an order from the San Diego County Health and Human Services Department. This order had a dramatic impact on the instructional program for all 20,000 students in Vista Unified. While the district staff did an admirable job responding to this new challenge by creating Vista Virtual Schools, education was still dramatically impacted by the inability of students to connect with their teachers and peers in a natural, in-person learning environment. Vista Unified was successful in distributing technology and internet connectivity to over 98% of the student population. However, the quality of the connectivity was not consistent, more severely impacting students in minority populations. For example, students who live in poverty had dramatically less access to virtual learning as a result of inconsistent internet connectivity. Another salient example was the impact on student nutrition. As we shifted to a virtual learning environment, over 60% of our families experienced food insecurity. Our district responded by creating five different food distribution centers spread across the district, which averaged over 10,000 meals per week. Also, with the challenges of a virtual learning environment, parents and other family members were faced with an increasing demand on their time to support their students. Finally, teachers and other support staff were required to pivot from a primarily in-person teaching methodology to a wholly virtual teaching environment. This was not only challenging but also required an entirely new set of teaching tools.

Stakeholder Engagement

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

Vista Unified proudly embraced the need to actively engage our community in developing a comprehensive response to this COVID-19 pandemic. In order to ensure an authentic engagement process, we developed an entire network of engagement opportunities. These opportunities were grounded in five key categories, or network hubs: Health and Safety, Instruction, Social-Emotional, Nutrition, and Technology. We created the Superintendent’s Council for Innovative Learning (which included students, parents, support staff, teachers, site principals, district administrators, representatives from both our classified and certificated bargaining units, and board members) to consolidate these five categories into a coherent plan of action. The purpose of the council is to create a learning model and a system of

supports for 2020-2021 in response to the health and safety demands of the global pandemic. Emanating from this council, we formed 11 Sprint Teams to actively engage our community. Each Sprint Team, which were comprised of site principals and assistant principals and classified and certificated staff) provided a variety of access points for parents, students, and staff members to share their feedback regarding our school reopening plan. We were careful to ensure that these access points (including community forums) were available in many languages and supported families who did not have internet connectivity. In addition to the Sprint Teams, we had a team of 24 community liaisons who were specifically tasked with outreach to our most hard to reach families for the purpose of engaging them in conversations about how to best meet their needs. All of these proactive steps to engage the community were archived on our websites, [Fall Design](#), [Superintendent Council](#), and [School Reopening](#).

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

Vista Unified provided multiple opportunities for students, parents, staff, and community members to learn about, engage in, and remotely participate in the school reopening plan. Community Updates were sent out on a regular basis, and these included important information regarding health and safety and instructional design; feedback opportunities such as community forums and surveys; and supports for technology, nutrition, and social-emotional needs. Additionally, a [Fall Design](#) website provided up to date information about the school reopening plan and opportunities for participation. There were a number of surveys sent in many languages to students, parents, and classified and certificated staff. These were hugely successful with over 14,000 responses in total. In addition, each of our 11 Sprint Teams offered at least one community forum for families. These were held with the Zoom platform, which allowed parents, staff, and students to use district devices and hotspots or personal devices and cell phones. Each Zoom meeting had an interpreter available for parents who spoke a language other than English. A total of 1,474 people participated in forums, and 172 Vista staff members were actively involved in Sprint Team work. School Board meetings and workshops were also held using Zoom, which allowed access for parents, staff, and students using district or personal devices or cell phones. Interpreters were available at each meeting, and community members were provided opportunities to provide public comment. As with all board meetings, the draft of the LCP was posted on the agenda and on our website, and the public was provided specific time in the meeting to provide comment on the plan. During the pandemic, we have seen an increase in community members attending the board meetings, sometimes with over 500 people virtually attending. The Superintendent completed separate meetings with our District Parent Advisory Committee (August 26, 2020) and District English Learner Advisory Committee (August 24, 2020) to review the requirements of the LCP, discuss the needs of our community with regard to the COVID-19 pandemic, review plans related to academic and social/emotional supports, review plans related to health and safety measures in place for students and staff, and address the learning loss needs of specific subgroups including English learners, socio economically disadvantaged students, foster and homeless students, and students with special needs. This was provided in English and Spanish and included in the official agenda of the meetings. Specific feedback from both of these committees was incorporated into our LCP.

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

One positive outcome of our robust community engagement process through the Superintendent's Council for Innovative Learning was the absolute tidal wave of feedback we received from our community. We received more than 15,000 separate points of feedback from our

community members. There were clear themes that emerged from this feedback, including a clear desire for detailed health and safety protocols, options for parent choice for learning models, more clear expectations for student engagement and learning, more opportunities for collaboration with teachers and peers, additional training for families to support their students in distance learning, a learning management system to streamline information and instruction, continued support with nutrition and technology needs, and continued and increased support for the social-emotional needs of students and staff. Feedback and information from the Sprint Team forums can be found on each of the 11 subpages of our [School Reopening website](#). Specific feedback from DPAC and DELAC included additional support for English learners, curriculum and technology to support distance learning, before and after school tutoring and support for high needs student subgroups, support for distance learning students when parents are not available, daily teacher engagement with students, diagnostic assessments to pinpoint learning loss, flexibility in school meal pick-up, assessment or red flag tool for parents with regard to social/emotional needs, restorative practice approach to absenteeism, additional counseling support for students, targeted supports for teachers and staff, accessibility features in the digital environment so that students and parents who speak another language are able to participate.

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

Input from stakeholders was instrumental in developing and refining our Learning Continuity and Attendance Plan. Throughout the process, we developed an interactive website that outlines our school reopening plan and provides opportunities for parents, students, and staff to contact specific Sprint Team with questions or feedback. Impacts on the plan included deepening our work around the five key elements of school redesign (health and safety, instruction, social-emotional support, nutrition, and technology) related to our response to the COVID-19 pandemic, restructuring the physical learning environments on each campus to address health and safety and instruction, engaging with both collective bargaining associations to develop a Memorandum of Understanding for the impacts and effects of the adjustments we made to their working conditions, purchasing a new set of teaching and learning tools to support both in-person and distance learning environments, creating the Vista Institute for Parents (VIP) to ensure that parents have the requisite support and guidance to play a more active role as partners in education in the virtual learning platform, and creating multiple opportunities for teachers and staff to engage in trainings and professional development in order to create safe, robust, and meaningful learning environments for students. We have also included new options for student meal distribution, counselor outreach, and attendance support.

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.]

In response to in-person learning, we developed the Vista Classic instructional learning model. This method of delivery was redesigned to integrate a variety of health and safety procedures, daily, in alignment to the California Department of Public Health guidance and requirements from the San Diego County Health and Human Services. These procedures were memorialized in a series of referenced documents, many of which were converted into posters that are being displayed on every campus and on district buses. We also refined our instructional programs to include a greater level of coherence through the adoption of a Learning Management System (LMS). We chose to use this LMS, strategically, so that we would be better positioned to pivot from in person to virtual and back as the pandemic increases or decreases in our community. In an effort to address learning loss, we have adopted a more robust diagnostic suite of assessments in elementary and middle school. We are in the process of refining diagnostic assessments at the high school level. The balanced assessment system will include a cycle of assessments, diagnostic screening, ongoing formative assessments, summative assessments, and project-based assessments, both at the elementary and secondary levels. We have expanded our staffing formulas to include additional teachers at each grade span to better position our team to respond to the various needs of students with particular emphasis on students learning English as a second language, foster and homeless youth, and students with disabilities. Additionally, we have expanded our social-emotional system of support to include a counselor for every school, a set of social workers to do community outreach, and a set of 16 community liaisons that are tasked with connecting directly with parents on a daily basis.

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

Description	Total Funds	Contributing
English Language Development and dual language design, support, and engagement	\$50,000	Y
Instructional materials, software, and resources	\$200,000	Y
Instructional design and collaboration	\$100,000	Y
Professional development and training	\$1,500,000	Y
School site instructional support, resources, and supplies	\$357,000	Y
Transportation services	\$600,000	Y
Specialized nursing supplies	\$15,000	N
Safety shields, air filters, room disinfecting machines, handwashing stations	\$350,000	N
Sanitation supplies	\$300,000	N
Personal protective equipment	\$500,000	N
Facility improvements for health and sanitation	\$150,000	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

In response to the need for distance learning, we developed the Vista Virtual instructional learning model. This method of delivery was designed, in close collaboration with our community, to provide high quality virtual learning with daily teacher contact, tailored lessons and live virtual activities and meetings, robust student engagement experiences, clearly defined grade/course level expectations, and collaborative activities. We also refined this instructional model to include a greater level of coherence through the adoption of a Learning Management System (LMS). Students will have opportunities for synchronous instruction, asynchronous learning, assessments, collaborative group work, flipped instruction and assignments, and office hours and tutorials. Textbooks, resources, and school supplies will be distributed with the technology.

In an effort to address learning loss, we have adopted a more robust diagnostic suite of assessments in elementary and middle school. We are in the process of refining diagnostic assessments at the high school level. Assessments will be administered at the beginning of the year and at specific checkpoints throughout. These diagnostic tools will inform lesson design and be used to identify specific support needs for students. We have expanded our staffing formulas to include additional teachers at each grade span to better position our team to respond to the various needs of students with particular emphasis on students learning English as a second language, foster and homeless youth, and students with disabilities. Additionally, we have expanded our social-emotional system of support to include a counselor for every school, a set of social workers to do community outreach, and a set of 16 community liaisons that are tasked with connecting directly with parents on a daily basis.

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.]

Vista Unified utilized a variety of communication tools to reach out to students and families for the purpose of surveying challenges that they experienced during the spring school closure and the initial implementation of virtual learning. These tools included community updates, letters, digital surveys, individual phone banking, and on-location visitation by our social work team. An important element of each of the communication tools was consistent translation and interpretation in many languages. As a result of this outreach, we were able to pinpoint areas of improvement as we prepare for our fall reopening plan. These areas include expanding our inventory of digital devices that are specifically purposed for student development levels. For example, we learned that iPads in the primary grades were more effective for students than Chromebooks because of the visual interface and the ability to take pictures of their work. Another area is the need to expand our inventory of wireless hotspots that will be distributed to families who have multiple students attending Vista schools. We have learned

that these wireless hotspots provided more stable connectivity than individual devices because they can serve up to six devices at one time. Our plan for this fall is to prioritize the distribution of these wireless hotspots to families with a greater need (e.g. unduplicated populations). By providing iPads, Chromebooks, and Hotspots, we will ensure access for all pupils in distance learning.

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.]

One of the key outcomes of our spring community outreach was our collective agreement to purchase a Learning Management System (LMS). This new system will serve the primary function of tracking student engagement in our instructional program, both on campus and in the virtual environment. One important aspect of student engagement is tracking attendance. We are designing into the LMS a methodology for each student to timestamp their arrival in the LMS on a daily and, at the secondary level, course basis. We will also be leveraging the LMS to administer our diagnostic assessments in order to establish a baseline for our response to learning loss that any student may have. The LMS also creates the opportunity for us to actively engage students in synchronous learning throughout each instructional day with their teacher and, as appropriate, with their peers. Teachers will also be able to track student work completion by assigning and assessing assignments within the LMS.

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 School Board recently approved three additional days (August 31, September 1, and September 2) for all certificated and classified staff to engage in a robust training and professional development sequence that includes health and safety measures, instructional design and delivery, social-emotional supports and interventions, and new technology use and application. Built into each of the three days, teachers and staff members will be able to collaborate with their peers to debrief and develop plans to apply what they have learned. Training and professional development sessions will be recorded and archived so that staff may review as needed. Additional opportunities will be offered throughout the school year.

In addition to teacher and staff professional development, we have designed four full days of professional development for all district administrators. This training includes a specific focus on health and safety protocols, instructional design and implementation, technology, learning loss activities, nutritional supports, and family engagement.

Staff Roles and Responsibilities

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

Vista Unified is currently working collaboratively with our two collective bargaining associations to discuss the impacts and effects of our school reopening plan. A very important part of these discussions is to reach an agreement on changes to or the creation of new roles and responsibilities for both classified and certificated staff in response to the COVID-19 pandemic. Some examples of our current discussions include how we utilize staff to engage in the device distribution, how we repurpose staff to support with parent and student outreach, and how we utilize staff to enhance our increased demand on nutritional support for meal distribution. We intend to have a comprehensive list of adjusted roles and responsibilities once we finalize our Memorandum of Understanding with each bargaining association.

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.]

The Vista Unified team has developed a series of responses for our students with unique needs. These responses include expanded staffing for English Learner intervention and support, summer programs for students with special needs and English Learners, expanded scheduling for annual and triannual IEP related assessments, expanded opportunities to provide related services to students with IEP's, expanded services for communication and wraparound services for English Learners and foster and homeless populations, and targeted outreach for students in foster care and those who are experiencing homelessness.

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

Description	Total Funds	Contributing
English Language Development and dual language design, support, and engagement	\$50,000	Y
Instructional materials, software, and resources	\$800,000	Y
Instructional design and collaboration	\$100,000	Y
Professional development and training	\$1,500,000	N
School site instructional support, resources, and supplies	\$357,000	Y
Curriculum Design and Preparation	\$80,000	Y

Description	Total Funds	Contributing
Academic counseling preparation for scheduling	\$80,000	Y
Internet connectivity devices and services	\$332,000	Y
Staff technology hardware	\$2,000,000	N
Student technology hardware	\$5,000,000	Y
Technology software and services	\$50,000	N
Instructional program planning, research, legal alignment	\$500,000	N

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.]

Vista Unified will be using a comprehensive diagnostic assessment system to determine the scope of learning loss for all students in English Language Arts, mathematics, English Language Development, and social-emotional. We will be utilizing the assessment system during the first two weeks of the school year and reassessing every six weeks of instruction. In addition to this diagnostic assessment, we will be implementing formative and summative assessments aligned to our current curricular adoptions. All staff will participate in an initial and ongoing professional development in how to administer the assessments and use these data to inform their planning and program implementation.

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.]

Our staff designed a robust set of interventions based on our multi-tiered system of support structure that we will utilize to address learning loss as a result of the COVID-19 pandemic. These strategies will be customized based on the needs of each student group. For example, for all students who may have experienced learning loss, we intend to modify the scope and sequences for ELA and math to concentrate on the priority standards for each grade level, utilize a diagnostic assessment system to diagnose and monitor learning loss, create a balanced assessment system that allows all students multiple opportunities to demonstrate learning and understanding, provide high-quality teaching with intentional interventions and support, provide professional development to site leaders and teachers concentrating on learning loss and

acceleration, leverage our Vista Institute for Parents to empower parents as partners in education, provide “just in time” interventions to monitor student growth, and utilize additional learning loss teachers to provide targeted support and intervention. Learning Loss teachers will focus on our most vulnerable student populations. They will be utilized or increased instructional time, diagnostic assessments of student learning needs, and targeted interventions for addressing gaps in core academic skills. Additional services to address barriers to learning will also be provided.

For students with exceptional needs, we have developed the following strategies: frontloading services at the start of the school year based on student need; distance learning plans to include updated accommodations and supports and services added to all IEPs; in-person assessments, as appropriate, to determine student levels and need; the use of a universal screener for academics and social/emotional needs for all levels, TK-12; determining assistive technology needs to support distance learning; professional development on mitigating learning loss and distance learning for all special education staff; and synchronous related services.

For students with unique learning needs, like English Learners, we have developed the following strategies: designing specific Integrated and Designated ELD lessons, providing summer school for English Learners, providing daily schedules with targeted ELD and small group instruction, utilizing a Learning Management System that translates lessons into home languages, identifying and implementing ELD priority standards, providing targeted online resources, providing professional development on online programs that support our English Learners, and utilizing a diagnostic assessment to monitor student learning.

For foster youth and students who are experiencing homelessness, in addition to those supports mentioned above, we have developed a unique set of interventions, principally purposed for their needs, including social workers connecting with families before school begins for early engagement, continued targeted monitoring and check ins throughout the school year, and referring all foster students to the San Diego County Office of Education Tutor Connection for free, one-on-one tutoring.

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.]

We will be utilizing a set of assessments throughout the school year to continuously measure student outcomes, both academic and social-emotional. These assessments will be measured against the diagnostic assessment that students will complete during the first week of instruction. Toward the end of each semester, we will re-administer the diagnostic assessment as a post-assessment to determine how each area of the learning loss has been impacted and addressed. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated to positively impact a broader range of students. Where evidence of success is lacking, staff will engage in continuous improvement efforts to adjust their strategies toward addressing learning loss.

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

Description	Total Funds	Contributing
Special Education assessment support and related services to address learning loss	\$200,000	Y
Learning Loss Intervention support staffing	\$1,916,314	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

We have developed a comprehensive system to monitor and support mental health and the social and emotional well-being of students and staff during the year, including the following Tier 1 details: providing social-emotional lessons in every TK-5 classroom, providing professional development for Trauma Informed Practices for Schools (TIPS), creating and implementing the expansion of a suicide prevention training, providing resiliency training for all social workers, identifying and developing a universal screening tool to identify the social-emotional needs of students, expanding and increasing the visibility of the Student Services website to include mental health and wellness resources for students, staff, and families; and creating daily classroom routines that include mindfulness and stress management practices, as well as wellness check-ins. All of the trainings and resources will be made available through Canvas, our Learning Management System. Students will be monitored throughout the year by teachers, counselors, and administration through the use of ongoing assessments and meetings.

Our Tier 2 supports include the following: creating individualized social emotional plans for those students who are at-risk; implementing short term individual and crisis counseling; increasing, by 400 hours, services to early engage at-risk students through communications to home, newcomer orientations, and home visits; promoting messaging to remove the stigma of counseling and mental health services; and site-specific and district-wide support groups, including those for students in transition, newcomers, LGBTQ/GSA, grief, and others.

In addition, all Vista Unified employees were notified that they have coverage with the Employee Assistance Program, or EAP. This is a free service that provides short term support for stress, depression, anxiety, conflict, relationships, etc., and services are available via phone and online and through Virtual Visits. Staff will be monitored and supported by site principals and assistant principals and by district administration.

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 is not engaging in instruction and is at risk of learning loss.]

Vista Unified has created a plan to locate and engage all students who do not consistently attend classes in either the Vista Virtual or Vista Classic learning model. In response to Senate Bill 98, our site and district attendance teams will work in coordination to reach out to any student who misses three or more consecutive school days. The district and site attendance team include the principals, site attendance support staff, site counselors, site parent liaisons, district school social workers, and the district attendance supervisor. These communications and outreach will be provided to families in multiple languages.

In addition to this early intervention, we have created a two tier plan for student engagement and outreach, which includes daily attendance monitoring during synchronous lessons and asynchronous independent work; utilizing an attendance team to contact parents in order to intervene and resolve any connectivity issues or determine the cause of the absence; utilizing site administration to monitor attendance and work with teachers, counselors, and support staff to identify students in need of intervention; communicating with absence letters to ensure parents without consistent connectivity are aware of the absence and the supports available to their student and family; utilizing our School Attendance Review Teams to meet with parents to identify the cause of the disengagement or attendance issues and to develop a robust set of interventions and support; and referring students to SARB in a restorative justice environment so that the SARB team can provide resources, including transportation, basic needs, and community referrals.

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.]

Vista Unified's Child Nutrition Services has created in depth plans for student meals, both in our Virtual and Classic models. On campus, students will be directed to eat their meals outdoors while maintaining social distancing. If that is not possible (for example, due to rain), students will be directed to eat their meals in their assigned classroom. If cafeterias or group dining rooms must be used, students will be kept together in their cohort group, and physical distancing will be maintained. The school will serve individually plated or bagged meals. Students will be directed to avoid sharing foods and utensils, and there will be no buffet or family-style meals permitted.

During distance learning, our Vista Virtual families will have the option to pick up student meals at selected sites during specified dates and times. The student, or family member with proper student identification, must be present and will be charged for meals according to their meal status.

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

Section	Description	Total Funds	Contributing
Nutrition	Reimbursement for school meal expenses, 2019-2020	\$2,000,000	Y
Nutrition	Service costs for prepackaged meals	\$350,000	Y
Nutrition	Classified support staff for lunch supervision	\$147,000	N
N/A	Substitute Teacher Pool	\$100,000	N
Pupil and Family Engagement and Outreach	Communication, engagement, and training for parents and family members, principally purposed for unduplicated student populations (English Learners, socially-economically disadvantaged, homeless and foster youth, and students with disabilities)	\$75,000	Y
Mental Health and Social and Emotional Well-Being	Social-emotional counseling and social work	\$1,500,000	Y
Mental Health and Social and Emotional Well-Being	Social-emotional curriculum, software, and supplies	\$40,000	Y
Mental Health and Social and Emotional Well-Being	Social-emotional needs assessment and impact study	\$60,000	Y
Mental Health and Social and Emotional Well-Being	Social-emotional professional development	\$25,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.45%	\$29,270,445

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.]

From the initial design of the engagement opportunities scheduled for our community, we based the structure primarily on meeting the needs of the student populations most impacted during the school closures and the movement to virtual learning due to the COVID-19 pandemic. Specifically, we were careful to design Sprint Teams and community forums that exclusively focused on topics related to English Learners, foster and homeless youth, and students with special needs. As a result of this proactive outreach, we had very specific feedback from parents of students in these subgroups about actions and services needed to ensure that these students were fully engaged and continuing to grow academically and socially-emotionally.

Some specific examples of actions that were identified to meet the needs of students in these particular subgroups include the following: virtual extended learning opportunities during the summer months for students with disabilities and English Learners, targeted support for students with special needs in a variety of related services, annual and triannual psychometric evaluations and reporting, targeted parent outreach and collaboration as partners in education, targeted summer design work for English Language Development and Special Education, prioritized support services via school social workers for homeless and foster youth, curriculum resources and software principally purposed for social-emotional supports, increased communication and outreach, and access to bilingual community liaisons.

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

The actions and services identified above represent an increase in services above and beyond the level that would otherwise be provided. Those actions and services that were specifically designed for English Learners will support their language acquisition in remote and in person learning environments, track their progress over time, provide just in time interventions so that they do not fall behind in their learning, ensure access to learning resources and instructional supports, respond to social-emotional needs, and engage parents as partners in education. Our foster youth and low-income students will be supported with access to devices and increased connectivity, progress monitoring and targeted interventions to address learning loss, increased access to learning resources and instructional supports, and resources and supports for their social-emotional needs.