



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)	Contact Name and Title	Email and Phone	Date of Adoption
Poway Unified School District	Dr. Marian Kim Phelps Superintendent	mkimpelps@powayusd.com 858-521-2700	September 24, 2020 Amended November 12, 2020

General Information

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

The challenges brought about from the COVID-19 pandemic have impacted the Poway Unified School District community. PUSD has worked tirelessly on reopening plans in the face of ever-changing health conditions and information and developed our School Reopening Guidebook to ensure that our community is informed. Updates on our school reopening plans can be found on [PUSD's School Reopening page](#) in both English and Spanish. The Learning Continuity and Attendance Plan has been developed with a constant focus on how to best serve our students and adheres to the California Department of Public Health and County Public Health guidelines and local county orders. Our ultimate goal is to ensure our schools open safely and continue to provide a healthy learning environment for each and every student. As our aim is to avoid uncertainty for our families, staff, and students during these unfortunate times and in order to maintain stability and continuity-of-learning for our students, Poway Unified has made the decision to postpone our school start date to September 2, 2020 and to begin fully online.

We will continue to plan and collaborate with staff districtwide who will be taking on new roles in a virtual environment while aligning with our district vision of creating culture and conditions to empower world-class learners. Additionally, to support our students as virtual learners, we will work to ensure all Poway Unified students have access to a device for learning and access to the internet. One of the greatest concerns during school closures has been the impact on students' emotional well-being. Thus, we will amplify our efforts to ensure students feel connected, value, and have opportunities to learn collaboratively.

In developing the Learning Continuity and Attendance Plan, PUSD acknowledges the pandemic's disproportionate impacts on students and families who may already be experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. Our students with unique learning needs will continue to be provided with the necessary differentiated supports to foster their individual success.

At adoption date of the Learning Continuity Plan, PUSD is fully online. Once we are able to safely provide additional options, Poway Unified will offer three learning models: On-Campus Learning, Virtual Learning Academy, or Alternative Programs. Each will include the following objectives:

- Rigorous innovative learning
- Culturally responsive curriculum & instruction
- Social emotional learning
- Meaningful assessment and feedback
- Connection and belonging
- Supports for students with differing abilities

In the 2019-20 school year, Poway Unified served 36,586 K-12 students, and is the third largest school District in the county. The student population is represented by the following ethnicities: African American 1.7%; American Indian/Alaskan Native 0.1%; Asian 21%; Filipino 5.7%, Hispanic 16.6%; Pacific Islander 0.3%; White 41.1%, Multiple 10.0%, Not Reported, 3.5%. Twelve point six percent of our student population is identified as students with disabilities, 9.3% of our students are English Learners, 1.1% of our population is identified as homeless, 16.01% are identified as low income, and less than 1% is in foster care.

We will continue to communicate regularly with our families and staff regarding our plans and changing health and safety protocols as we want our parents to be as informed as possible when making decisions for their children and family. While we may need to limit parents' physical presence on campus, our goal is to continue to partner with parents for their child's education.

Stakeholder Engagement

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

Poway Unified values our stakeholders as partners and sought to engage them as we developed our Learning Continuity and Attendance Plan. Throughout the changing public health guidelines, surveys, input from families and staff, and ongoing staff review, we sought feedback from our community.

Poway Unified School District (PUSD) staff has been working within and across departments, as well as with our certificated bargaining unit, Poway Federation of Teachers (PFT) and classified bargaining unit, Poway School Employees Association (PSEA), to develop plans to safely and effectively reopen our schools.

Throughout the period of physical school closures, the Poway Unified School District actively engaged stakeholders in its planning process. This has included reviewing our draft reopening plan and guidebook with representative parents from our District Advisory Committee, District English Learner Advisory Committee, and our Parent Teacher Association. Stakeholder engagement ranged from multiple survey opportunities, to various committee meetings, to live-streamed Question and Answer sessions.

District Administration provided our stakeholders with ongoing information and transparent planning in an ever-changing, rapidly evolving landscape via our Reopening Guidebook. Our ultimate goal is to ensure our schools open safely and continue to provide a healthy learning environment for each and every student. Representatives from the Palomar Parent Teacher Association, our District Advisory Committee, and our District English Learner Advisory Committee met with District leaders on three occasions (June 23, 29, and July 22) to provide feedback on the PUSD Reopening Plan and [PUSD Reopening Guidebook](#).

Recognizing the unique challenges facing each school site and their respective communities, we held school site-based Town Hall meetings to share detailed site specific plans. These reopening plans included sample student learning schedules. Additionally, during the Town Hall meetings, site leaders were able to address questions that families submitted in advance to support families in preparing their commitment surveys as their children began the 2020-21 school year.

Our families without the internet have been communicating needs and feedback with their school sites. This input from parents and students has been collected by our Parent Liaisons and Counselors serving the community. Site principals have also gathered input on the needs of their community in regards to internet access and learning needs. Additionally, many families have reached out to our Youth in Transition office which provides support to our homeless families and to our Caring Connections Counseling Center.

The following details a sampling of efforts to engage our stakeholders:

Surveys - Poway Unified utilized a mixture of qualitative and quantitative surveys with our stakeholders. We provided numerous opportunities for our staff and families to provide their input, including through Thoughtexchange, a qualitative survey platform, which allows respondents to share their thoughts and rank the thoughts of others. We also utilized Google Forms to survey our families regarding their preferences for learning options once schools were allowed to reopen.

- April 24, 2020- Conducted Thoughtexchange for students in our senior class regarding input on graduation alternatives
- May 21, 2020- Conducted Surveys to gauge staff and families' preferences on which learning options they preferred for the 2020-21 school year (fully in person, fully virtual, hybrid) and what their comfort levels were returning to campus in the fall
- May 24, 2020- Conducted Thoughtexchange for families regarding distance learning improvements if we needed to continue online in the fall
- June 19, 2020- Conducted Additional Surveys to gauge staff and families' learning preferences to inform our reopening plan
- June 30, 2020- Conducted Thoughtexchange for teachers regarding how to strengthen our virtual learning experience

- July 22, 2020- Due to rapidly changing guidelines from the state and county, we resurveyed families and staff for their learning preferences for the fall
- July 26, 2020- Families and staff were asked to select their final learning preferences for the 2020-21 school year. Any families who did not respond were contacted by phone.
- August 2, 2020- Extended School Services (ESS) families were surveyed to determine if families required child care for the 2020-21 school year
- August, 26 2020 - The District Advisory Committee and District English Learner Committee Advisory Committee met separately to review the 2020-21 Learning Continuity and Attendance Plan draft to ask questions and provide input
- September 2020, prior to the Board of Education meeting, the Community Advisory Committee had a Subcommittee review of the 2020-2021 Learning Continuity and Attendance Plan draft; questions were submitted along with suggested corrections and additions.

Technology Needs - April 2020- In addition to an online form, the District set up a phone line (in both English and Spanish) where parents could call to request a device and internet access for their students. We utilized principals, assistant principals, and Parent Liaisons to personally call families to ensure we were reaching those in need.

Committees - Throughout our planning process, Poway Unified convened several committees to gather input on planning for graduation and promotion alternatives, school reopening, and our racial equity and inclusion plan.

Spring 2020- Convened Graduation/Promotion committees (made up of students, parents, staff, administrators, and board members)

Summer 2020- Convened School Reopening committees and subcommittees to provide feedback on school reopening plans. These committees included staff, parents, District, and union leadership

Summer 2020- Convened Racial Equity and Inclusion committee to provide feedback on PUSD's efforts to meet the goals set forth in our Board of Education's anti-racism resolution. This committee includes staff, parents, students, District, and community leaders

FAQs and Live stream Question and Answer sessions - The District used questions submitted via our powayusd.com website to answer the most frequently asked questions from our stakeholders. We updated these FAQs with the most up-to-date information on our reopening web page. We were also able to host live streamed question and answer sessions for our staff and families. Each school site also hosted their own sessions for parents with site-specific questions and concerns.

Weekly District messages - Starting in March through August 2020, Poway Unified kept all stakeholders informed of all plans, updates and changes to plans, and engagement opportunities through weekly updates. These updates were translated into Spanish to ensure our Spanish-speaking families could also access.

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

Poway Unified promoted the engagement of our stakeholders in a variety of ways including posting information and updates on our district website. Due to the physical distancing requirements, members of the public submitted comments online in advance of our public meetings; the intent is not to limit public participation but to protect public health by following the recommended guidelines and San Diego County's order limiting attendance at public assemblies.

Public Speakers are requested to submit comments by the Public Comment Form prior to the start of the 6:00 p.m. Open Session Regular Meeting. If indicated on the form, comments submitted via the online Public Comment Form are read aloud during Agenda Item 4.2, "Public Comments" or during the corresponding agenda item.

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

In our Distance Learning feedback survey via Thoughtexchange, we had 9,600 responses shared by our stakeholders. The top themes to improve distance learning included:

- Having one consolidated platform to access all apps and coursework
- Having consistent, rigorous curriculum and direct instruction across grade levels
- Having clear organization and communication to help students and parents plan their days
- Ensuring students and teachers are connected, engaged, and interacting daily
- More support for students and parents struggling with distance learning

In June, families, teachers and classified staff were surveyed to gather input on preliminary choices for reopening the 2020-21 school year.

In our final Family Commitment Form conducted July 26-August 1, with 36,854 responses, we had 61.5% of families indicate they wanted to return on campus, 35.3% who wanted fully virtual learning, and 3.2% who wanted alternative options (such as home school or independent study).

Our Teacher Commitment Form, with 1,945 responses, indicated 71.5% teachers wanted to return to on campus teaching, 25.7% fully virtual, and 2.8% alternative. The Teacher Commitment survey was conducted during the same time frame as the family survey.

Throughout the summer months, stakeholder feedback was gathered from our families experiencing homelessness and our families of English learners. Our families experiencing homelessness expressed concerns about learning loss for their students and the need for childcare so that parents are able to work. Additional concerns focused on affordable health care and mental health supports. Parents of our English learners indicated a need for support and training in their home language on distance learning platforms so they are best able to support their children in learning from home. Concerns were also shared on accessibility to internet access and connectivity. Parents in both stakeholder groups expressed appreciation for continued school nutrition support which has eased concerns around food stability.

Reopening plans have been adjusted to reflect current California Department of Public Health guidelines.

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

As we developed our Learning Continuity Plan, we listened to the feedback from our families, students, and staff regarding how Virtual Learning needed to be a vastly different experience than what our students had in Distance Learning last year. Over the summer we worked with teachers, administrators, principals, and leadership from the Poway Federation of Teachers (PFT) to design a Virtual Learning Framework which addressed this feedback and was vastly more responsive to our learners' social-emotional and academic needs than distance learning.

Some key features we included for our students are:

- Focusing on Building Belonging in our classrooms and school communities.
- Creating safe, inclusive classrooms where every student is wanted, feels a sense of belonging, valued, and is successful.
- Knowing our learners needs, interests, and giving students voice and choice are key to designing lessons that meet our students at their point of need.
- Providing longer blocks of dedicated learning time for students to go deeper with their learning and structure classes that provide whole group, small group, and independent and collaborative work.
- Establishing Office Hours where teachers proactively reach out to students and families to support students to reach their full potential.
- Utilizing tutorials to provide students extra practice with immediate feedback.
- Students in grades Tk-5 will receive rubric grades and students in grades 6-12 will receive letter grades.

One of the most requested improvements was ensuring our students had daily, live instruction and touch points throughout the school day. The Virtual Learning Framework established the structure for this to happen and for students to have multiple opportunities throughout their day to interact live with adults and their peers, experience flipped classroom and project based learning, engage in whole group, small group, and independent learning, all while following a schedule similar to what they would be experiencing if they were physically on campus, learning in person. Additional academic and counseling supports will be made available for our students in foster care and students identified as homeless.

When the decision was made to start all of our schools virtually, each school site worked with their leadership teams to create virtual daily bell schedules that were similar to their pre-existing school schedules, yet reflecting the features of the Virtual Learning Framework.

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.]

As we begin the 2020-2021 school year, it will indeed be important to measure learning loss and determine where students' academic readiness status for the new grade level lies. Teachers will be utilizing a plethora of formative assessment tools to gain this data. All students in TK-1 will be assessed utilizing Lexia for English Language Arts as our universal screener for literacy skills. To assess mathematics

readiness and academic growth, we will be utilizing iReady for students in grades K-1. All students, K-8 have access to the iReady English Language Arts (ELA) diagnostic to help assess and plan for individualized student learning needs. In grades 9-12, iReady may be utilized as a diagnostic in ELA and math to support English learners, students with disabilities, and/or students significantly below grade level.

Once this information is gathered, site teams will engage in conversations to structure instructional supports for students. The work our district has been engaged in over the last few years in regard to Multi-Tiered Systems of Support will be an asset in these site conversations. Additionally, it will be very important for teachers to utilize their pedagogical strategies in terms of providing differentiated supports for students to align with individual learning needs. Our district Intervention Teachers on Special Assignment (TOSAs) will also assist staff and students in assessing student needs to ensure that academic and socio-emotional needs are addressed.

Poway Unified will prioritize in-person instruction for those most vulnerable students and those at greater risk of learning loss. Once safe to do so, we will begin bringing those students on campus for assessments and related services. We will be utilizing a variety of assessment tools to gauge individual student learning status and progress, including initial screenings as well as formative and summative assessments. Additionally, we will use iReady adaptive software diagnostics and Lexia Core 5.

All students in Poway Unified began the 2020-21 school year in a Virtual Learning Model on September 2nd. Students who chose the on-campus learning option will engage in online learning with their on-campus teacher until schools are cleared to open based on required metrics. Those students who have chosen to learn online will follow a learning schedule which will mirror that of their peers learning onsite. At our September 10th Board meeting, our Board will reassess when and how to open on-campus learning. If San Diego schools are clear to open in September, our schools will begin bringing small groups of students on campus to support learning.

On-campus Learning will include daily in-class instruction where students will be on campus five (5) days a week with their classroom teacher(s). Curriculum and instruction will include rigorous, integrated standards-based content and will be assigned letter grades. Class size and the ability to physically distance will be dependent on the number of families choosing the on-campus option. Schools may need to implement contingency plans of staggered AM/PM schedules at TK-8 level, and A/B sessions for the high schools in order to ensure physical distancing inside classrooms.

Classrooms will utilize space by spreading desks and tables apart, as well as using vacant classrooms and outdoor space as available. Schools may also create smaller cohorts or pods within grades or classes to minimize contact with other students.

School schedules will be developed to reduce numbers of students in common areas during breaks, lunches, and passing periods as feasible. Designated times and areas for students will be adjusted at the individual school site so as to limit large groups from gathering. Classroom routines, such as those for turning in assignments, will be designed to minimize contact. Initially, no visitors will be allowed on to campuses, including classroom volunteers and parents, and all off-site field trips are postponed. These decisions will be reevaluated as health conditions change.

Referral and intervention services will be available for students. Staff will continue to identify students in need of additional support and provide services as needed. Sites will continue to be supported by our Intervention Teachers on Special Assignment. Our learning options will amplify social and emotional wellness. Additionally, all teachers will engage in professional learning regarding social emotional well-being prior to the start of the school year.

Teachers and support staff build positive relationships and rapport with students based on trust and showing students that they are listening and interested. The on-campus learning option may include mindful moments, student check-ins, personal connections, social emotional lessons, and differentiated supports so students feel connected and engaged. We will continue to foster a positive school environment with staff, responsive to students' needs and check in with students on a regular basis. Teachers will build on campus and virtual classroom environments that are collaborative, with expectations for treating one another with mutual respect. Targeted instruction will be provided to support English learners, students with disabilities, and students in need of additional support.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Classroom based instruction for students with greater risk of experiencing learning loss	3,755,465	No
Personal protective equipment, disinfecting materials, signage, custodial staffing, HVAC filters, plexiglass, handwashing stations, temperature wands	1,356,555	No

Distance Learning Program

Continuity of Instruction

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

Virtual Learning provides students virtual instruction five (5) days a week from home. Integrated standards-based instruction will be provided by the virtual classroom teacher via academically rigorous live and recorded lessons, offline learning, and virtual collaboration with their online community. Virtual Learning will utilize one learning management platform, Canvas, and consistent online tools across schools.

Students will be following a virtual bell schedule to attend live instruction and required classroom conversations. Regular office hours, homeroom, and opportunities for students to ask questions will be provided. Virtual Learning will have specific Physical Education classes for all students. Currently, we are considering having virtual learning students join the on-campus music class via video to participate. Attendance in Virtual Learning is required and documented per State guidance.

Curriculum and instruction will include rigorous, standards-based content and assignments will be given letter grades. Letter grades will count for middle school and high school credit as they would if the student attended class on campus. At the elementary level, students will receive a standards-based progress report. Tangible learning materials will be provided to students in virtual learning classes. Distribution of materials will be scheduled at the beginning of the year and at intervals, as needed, to support students.

Teachers in the Virtual Learning model will provide feedback and assessments to gauge student progress and will provide content that is aligned with California State Standards as set by the California Department of Education. Tailored, differentiated instruction will be provided to meet the academic, social and emotional needs of our world class learners. All teachers received the Distance Learning Playbook by educators and researchers Douglas Fisher, Nancy Frey, and John Hattie, to help guide and plan virtual learning and assessments based on best practices.

Designated TK-8th grade teachers have developed exemplar lessons for each of the core academic areas of English Language Arts (ELA), mathematics, Social Studies and Science, to support teachers in approximately the first 20 days of the school year. At the elementary level we have developed units of instruction focused on ELA and mathematics with primary lessons focused on science. These lessons provide teachers with a model of online pedagogy that balances student screen time between synchronous and asynchronous learning, maintains academic rigor, provides scaffolding, and allows teachers to assess according to learning outcomes. Additionally, these lessons integrate ideas for building positive relationships with students, digital citizenship, virtual classroom routines, and ideas for supporting social and emotional check-ins. Similarly, our middle and high school Career Technical Education teachers developed standards-based lessons in the 12 industry sector pathways offered to over 9,000 students. Access to support, enrichment, and intervention will be provided to students with diverse learning needs. Staff will ensure our students with additional learning needs (504s, English Learners, students with disabilities) are provided with targeted instruction and supports.

Similar to our methods for ensuring the safe drop off of instructional materials at the end of last school year, school teams will also coordinate efforts to ensure students and families have access to instructional materials. Schedules for this purpose will be created and communicated at each of our individual sites.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Poway Unified School District will be implementing a full 1:1 initiative for the 2020-2021 school year by providing every student with a Chromebook. This program is designed to ensure that every student has access to a device and is participating in rigorous, engaging coursework. The take-home program is intended for grades 4th-12th while students in grades TK-3 will use devices in their classrooms. Since all students will begin our school year virtually, we will also be allowing our younger students to also take their devices home. For Career Technical Education classes requiring access to industry-standard software, students were provided with remote access to classroom computers via Splashtop Software.

During the registration and enrollment period for the 2020-21 school year, the Poway Unified School District asked the families of our 36,500 students to indicate whether or not their child/children have reliable access to the internet in their homes; approximately 500 families or 1.4% responded that they do not. PUSD has partnered with the San Diego County Office of Education to establish internet connectivity for the

families who indicated that they do not have these services in their homes to ensure students have the ability to engage with virtual learning. Additionally, PUSD has distributed wireless hotspots when needed and has provided information to parents regarding internet services with reduced price offerings from local providers.

Students with disabilities will be included in the 1:1 device program mentioned above. In addition, 394 students with disabilities require Assistive Technology to make progress towards their Individualized Education Plan (IEP) goals. These students will continue to have access to the specialized devices identified within each student's IEP.

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.]

During our Distance Learning process that began last March, we utilized qualitative surveys at different times through the spring of 2020 to gauge how our students were progressing in accordance to teacher, student, and parent perspectives.

We will continue this same process with our aforementioned stakeholders on regular intervals throughout the year. This will provide us a view of how students are engaging in learning via our various learning models. In terms of quantitative data, we will be utilizing a variety of assessment tools to gauge individual student progress such as Common Course and grade level criterion referenced assessments, summative progress report and letter grades, and via online adaptive educational software diagnostics which our students in elementary and middle school will take three times a year.

This year, student attendance will be taken by teachers on a daily basis in all learning platforms. This process will continue to provide us data in terms of pupil participation and student engagement. In addition, schedules for virtual learning include specific time with teachers on web conference tools and dedicated time for student task completion. Teachers will utilize Office Hours to verify length of time students engage in learning tasks and make adjustments as needed. Office hours will also allow for the monitoring of student progress, the opportunity for live feedback, and the ability to check in on the socio-emotional well-being of our students. Analytics from adaptive curriculum, from our Learning Management System, daily attendance, and progress toward learning will ensure all students are monitored to ensure all students meet expectations for instructional minutes.

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.]

Poway Unified has created a [Professional Development Catalog](#) that provides over 40 sessions/modules from which teachers can select. The sessions vary in length from one to two hours. The professional development sessions will be live and recorded to be accessed later for convenience.

In offerings from Learning Support Services, Technology and Innovation, Special Education, and Career Technical Education (CTE) departments, staff has been provided with professional learning opportunities on the elementary ELA core curriculum, Benchmark Advance,

Lexia Core 5 Reading program, Canvas, Google Suite for Education, web conferencing tools, and on adaptive online instruction such as i-Ready and Lexia. CTE teachers accessed learnings on college and career software and were able to interact with industry partners via a collaborative learning platform allowing them to embed work based learning into classroom instruction. To further support, PUSD teachers, curriculum TOSAs, and Career Education Specialists have designed curriculum resources for the first 20 days of school. Teacher teams can also choose to use some professional development time to collaborate with colleagues to unpack units and lessons and begin preparing for their virtual learning experience.

Several professional learnings focus on the needs of our students with disabilities. These specific professional learning opportunities include Engaging Moderate/Severe Students via Zoom, Early Childhood Remote Assessment Strategies, Adapting Virtual Math for Co-Taught and Specialized Academic Instruction (SAI) classes. Additionally, professional learning opportunities were provided to those teachers supporting students in mild, moderate, and Non-Severely Handicap (NSH) classrooms. These offerings included Beginning with Desmos Activities for Math (-6-12), Building Language for Students with Autism, and Learning Strategies in the Virtual Classroom (High School).

Our English Learner District Coordinator and Secondary Teacher on Special Assignment (TOSA) are providing professional learning for both teachers and paraprofessionals to assist them in developing supports for English Learners specifically targeted to the distance learning environment.

If staff require technological assistance, they may access the PUSD Help Desk at pusdithelp@powayusd.com or the Technology and Innovation Access and Support page of our district website: [Technology and Innovation](#).

Staff Roles and Responsibilities

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

The transition to a distance learning model as a result of COVID-19 has significantly impacted the roles and responsibilities of staff across the district. In some cases, roles and responsibilities are still being refined and will continue to evolve as the district prepares to reopen sites for in-person instruction. As we navigate this new landscape, we have consulted with our certificated and classified bargaining units, the Poway Federation of Teachers (PFT) and the Poway School Employees' Association (PSEA).

All PUSD sites have safety protocols posted on the entrance door and practices are in place. Each school site has written a comprehensive Reopening for Learning, Health and Safety Plan. The plans are posted on every schools' website and were created by site principals and staff. Many staff members including Health Technicians, office assistants, bus drivers and others will be trained to support wellness checks for all staff and students entering campuses. Site principals and counselors are now responsible for reporting possible positive COVID-19 cases to the County Public Health Office and supporting contact tracing.

Currently, PUSD is prepared for both virtual learning and in person learning environments. While in the virtual setting, PUSD will continue to work with PSEA to support staff whose original role is not feasible in a virtual environment. In many cases PUSD employees have shifted their original roles and responsibilities to direct support to students needing additional assistance with academics or social emotional support.

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.]

Recognizing the pandemic's disproportionate impacts on students and families with unique needs, PUSD is providing additional supports to those students in order to foster their success.

Teachers will learn about strategic groupings to support our English learner (EL) students learning in their classrooms. This practice will help to ensure all unique needs are met each week. Instructional Assistants (IAs) will be utilized to assist teachers with small group instruction and to provide additional support for English learners during distance learning. EL Teachers will regularly assess students' social and emotional health via online conferencing and short surveys (e.g., Students sign into a Zoom call and answer a brief survey about how they are feeling that day). Our District English Learner Coordinator and Secondary English Learner Teacher on Special Assignment are working on professional learning for coordinators, classroom teachers, and Instructional Assistants to best assist our students as they learn in this new model. In addition to strategic grouping, PUSD teachers reach out directly to families to ensure students are successful.

Our Special Education Department has provided resources for students with disabilities and their families throughout Distance Learning. This has included information found in our [Special Education Distance Learning Plan](#) and the creation of sample virtual learning schedules for our students with disabilities: [Special Education Sample Virtual Learning Schedules](#). Recognizing the importance of our parents as partners, resources to support have been provided on our website [PUSD Special Education Resources for Families](#). This site shares a variety of supports including information on assistive technology, behavior supports, occupational therapy, social narratives, and self-regulation.

To support our students in foster care, a Coordinated Service meeting will be held for our students in order to ensure that everyone is working together and that services are aligned for the best educational experience for the student. The team will work together to ensure full support for the student's academic and social/emotional needs. Intervention Counselors and Teachers on Special Assignment will work at the site level to check in with the student and their foster family as to specific academic and counseling needs. As needed, referrals to both district and community agencies will be made to address additional needs.

Supports for our students experiencing homelessness are similar to those for our children in foster care as additional check-ins and tutoring options are available. To support the school experience, our students will receive school supplies, a district issued Chromebook as needed, and items such as earbuds and computer mice. Our Youth in Transition (YIT) program will continue to hold the "Grab and Go" events we began at the beginning of physical school closures. Here, families are able to pick up a bag of necessities including toiletries, face coverings, and gift cards for food. Information on emergency food distributions, mental health resources, and other forms of aid to our families are regularly communicated via email and flyers (YIT Flyer Resources in [English](#) and [Spanish](#)). In addition to working with individual families to meet their specific needs, surveys were sent to all YIT families as we continue to determine next steps to support.

The Counselor at the Caring Connections Center (CCC) provides support and assesses the student's social/emotional and behavioral concerns that may be impacting the student's success at school and/or at home. Students in TK-12 seeking support through Caring Connections are referred by school counselors, teachers, administrators, and self-referrals. During distance learning, the Caring

Connections Center has continued to provide support to parents and students via scheduling Zoom Family Conferences. During the Family Conference, an action plan is developed with the parents and student to support their success and also provide appropriate community resources and/or referrals to therapists in the community. The CCC Counselor continues to connect with parents via telephone to provide support during this difficult time and provide resources on an ongoing basis.

As site-based school counselors reach out, our CCC Counselor provides resources and support to serve the needs of students and challenges they may be experiencing whether that be by helping eliminate barriers to support Spanish speaking families, connecting site counselors to referrals to therapists, and/or connecting them to school materials, food resources, and the like. In addition, CCC created a [document](#) with resources and support for parents and families which can be found on our website: [Caring Connections Counseling](#).

Throughout our system, we have striven to ensure the academic and social-emotional needs of our unduplicated students (English Learner, foster, low income) are met. Our site counselors reached out to students to check-in and provided times for individual appointments. Our Caring Connections Counselor will continue to contact families who have students in foster care and who are homeless to assess needs and offer individual family counseling sessions via phone or Zoom. Supporting our students is a collaborative effort between staff, site principals, and district leadership to ensure access to instruction and curriculum and to ensure the well-being of all students.

Actions related to the Distance Learning Program

Description	Total Funds	Contributing
Distance Learning Professional Development for Staff, other books	\$1,182,166	No
Distance Learning Professional Development - Additional technology trainers	\$425,000	No
Continuity of Learning - LSS curriculum - iReady online instruction, Lexia Core	\$415,500	No
Access to Devices and Connectivity - Chromebooks, iPads, T-Mobile Hot Spots	\$9,079,325	No
Supports for pupils with unique needs - Additional Staff related to Special Education assessments	\$575,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In terms of quantitative data, we will be utilizing a variety of assessment tools to gauge individual student learning status and progress such as Common Course and grade level criterion referenced assessments, summative progress report and letter grades, and via online adaptive educational software diagnostics.

With our use of the iReady adaptive software diagnostics, students in elementary and middle school will take this assessment three times this school year to gauge academic progress in English Language Arts (ELA) and math. These diagnostics will be administered to our 2nd - 8th graders in ELA and K - 8 in mathematics. Our high school staff will utilize this assessment for targeted students in both ELA and mathematics. At the TK - 1 level, Lexia Core 5 will be administered as our ELA diagnostic and the progress monitored throughout the year to assess our youngest students in the six key areas of early literacy. Students at the elementary level will also be given a reading fluency assessment three times per year and teachers will be administering a running record at the TK-1 level.

English learners (EL) in grades TK-2 will take the Lexia diagnostic to measure their pupil learning status. In grades 3-8, our EL students will take the iReady diagnostic test sometime in the month of September. Based on their scores, we will determine whether or not they should be placed on the path to reclassification in the fall. The iReady diagnostic test will be used in lieu of the 2019-2020 California Assessment of Student Performance and Progress (CAASPP). The iReady diagnostic will provide much needed data for EL course placement and program support. This diagnostic will also be helpful in analyzing and comparing current reading levels to last year's reading data as we meet the needs of our English learners.

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.]

As we work to ensure the academic needs of our students who are identified as English learners (EL), experiencing homelessness, in foster care, and/or are low income are met, additional strategies will be utilized to address learning loss and accelerate learning progress.

PUSD will be employing new assessment tools at the elementary and middle school levels (iReady and Lexia), and these tools will be used to provide data regarding the progress of our English Learner students to assist in mitigating any learning loss and addressing language development. Professional learning will be offered for teachers and paraprofessionals specifically targeted to addressing equity and the needs of our English learners in a virtual learning environment. Each site has at least one English Learner Instructional Assistant who would be responsible for providing supplemental support whenever a need is identified for any EL student at that site.

EL Coordinators and EL Instructional Assistants will be working collaboratively to identify learning loss in EL students' ability to read, speak, and write in English. Local assessments will be used to evaluate these skills, and when necessary, California Assessment of Student Performance and Progress (CAASPP) Interim assessments will be used to evaluate reading and writing. Additionally, EL Coordinators can use the Student Oral Language Observation Matrix (SOLOM) to evaluate their English learners' verbal skills and compare current ability to the 2019-2020 SOLOM.

If learning loss is identified, EL Coordinators will collaborate on and implement best practices for accelerating students' English language development. Some of these practices may include online programs that offer rigorous, purposeful practice of reading, speaking, and writing in English. EL Instructional Assistants can also offer targeted support through one on one and small group instruction.

Our five Title 1 schools have strategic plans in place to support our low income students. Students will be assessed to determine their academic proficiency utilizing district assessments which include iReady, Lexia, and at our Dual Language site, iStation. Based on the results of progress monitoring assessments, students will be provided targeted instruction through the classroom teacher and intervention support from Impact intervention teachers and Instructional Assistants. The instruction may include small group learning sessions focused on ELA or math skills. Our Title 1 sites have strong systems of support in place and will continue their progress monitoring practices throughout the year. Sites will also engage with parents to communicate student progress.

To ensure the needs of our students in foster care are being met, we have partnered with the San Diego County Office of Education's Tutoring Connection program to provide tutoring support for our students in foster care. Intervention Teachers on Special Assignment and site Intervention Counselors will also support our students in need of academic interventions by serving as a liaison between home and school.

To better provide academic support for our students experiencing homelessness, our site leaders receive notification as to which of their students qualify for our Youth in Transition (YIT) program. This enables our sites to be able to best coordinate services for our students, including additional tutoring through the school site. Our counselors contact families to assess needs and individual family counseling sessions via phone or Zoom through our Caring Connections Center. Students in foster care and students who are experiencing homeless will have access to additional tutoring as determined.

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.]

In terms of quantitative data, we will be utilizing a variety of assessment tools to gauge individual student learning status and progress such as Common Course and grade level criterion referenced assessments, summative progress reports, and letter grades, and via online adaptive educational software diagnostics. For example with our use of the iReady and Lexia adaptive software diagnostics, students in elementary and middle school will take this assessment three times of year to gauge academic progress. Within this program staff will monitor whether or not students are making typical or optimal progress as related to metrics provided by iReady that correlate with meeting standards on the Smarter Balanced state assessment.

Special Education teachers are trained to track regression/recoupment data and use this data to guide plans to remediate any skills areas that need to be addressed. Individual Education Plan (IEP) teams will develop individualized plans for remediation and support students in recouping skills.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Learning Loss Strategies - Class Size reductions, Additional Staffing days for Middle School Assistant Principals, Additional Professional Development not included in other actions	\$680,289	No
Student Support Services	\$300,000	No
Special Education Staff Support	\$1,514,579	No

Mental Health and Social and Emotional Well-Being

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

We have heard from our students, teachers, staff, and families who are experiencing trauma related to the impacts of COVID-19 such as isolation, school closures, social injustices, economic and health uncertainties, as well as concerns regarding systemic racism. Now more than ever, emotional well-being remains a critical aspect of our work. We have also made a firm commitment to focus on anti-racism and interrupt systems of oppression across our District. During this time, we recommit ourselves to restoring, healing, and supporting the social emotional wellness of both the children and adults in our District, each and every day.

COVID-19 has impacted individuals in our school community in a variety of ways. Now more than ever, we understand that as our employees return to greet our students, it is important to take care of those who serve them. As we care for our adults in the school community, we are requiring that all teachers engage in a training on Educator Self-Care and the Neuroscience of Stress.

Poway Unified will partner with Pure Edge, Inc., a non-profit foundation whose work is grounded in neuroscience and focuses on the impacts of bias, stress, and trauma on the brain. Their mission is to teach educators and learners strategies to help alleviate stress and

support the development of social, emotional, and academic learning competencies with an open heart and mind. Pure Edge will provide customized, virtual professional learning for the implementation of components of the Culture of Care/Success Through Focus health and wellness program.

Students with disabilities are supported in accessing the new district-adopted Pure Edge Social-Emotional Learning (SEL) program. In addition, students with disabilities may have identified areas of need in the area of social emotional learning and goals are developed for our students within their Individual Education Plans (IEPs). Our students are then served through related services such as individual counseling, group counseling, and pragmatics and social language support. For students with more intensive level mental health needs, Educationally Related Mental Health Services (ERMHS) is provided by a licensed therapist.

Via our Multi-Tiered support efforts, one key area of focus has been on the social emotional health of our students. At the individual site levels, Positive Behavior Intervention Support (PBIS) site teams, site counselors, and Student Support Services staff will continue to provide initiatives and programs to support the social emotional health of our students. Site student surveys, which many of our sites used that aligned with their PBIS work, will be utilized to gauge the emotional health of our students. As we analyze the results of these surveys, actions and services will be implemented. Our counselors, in their work with students, will be instrumental in sharing common trends that may be impacting the well-being of our students'. In turn this information will be used in the problem solving process with site staff to globally address these trends. Attendance and discipline issues will be monitored by site administrators, providing another important avenue in which to target specific supports.

This year our district will continue to focus on equity and social justice issues. This is in direct response to the national, community, and specifically PUSD parent and student voice that has alerted us to the need to focus on equity and social justice issues on our sites. For the past few years, several of our schools have been affiliated with the Anti-Defamation League's "No Place for Hate" program. This is a positive culture building piece for our campuses and has yielded many positive outcomes. But this is certainly not where the story ends, there is much more we need to do on our sites to promote a healthy world class educational environment where all students feel safe and valued. As we continue to build these nurturing environments for our students, our site administrators read White Fragility by Robin Diangelo during the summer. This text will serve as a foundational piece that will be used with district leaders in shaping important conversations on our school sites. Currently, staff is drafting an Anti-Racism and Equity Plan that will more fully address this important work. This includes discussions with community parent and student groups, partnering with San Diego County Office of Education's Equity Department, review of discipline and curriculum, and professional learning to support systemic improvement. In response to this work, it will be important to gather metrics in terms of how the work in this area has shaped our school cultures over the course of the year.

PUSD social-emotional support may include:

- Teachers paying close attention to social emotional learning in both in-person and virtual classrooms.
- COVID-19 training for students in hygiene and prevention
- Community resources, classes, and webinars for parents on COVID-19
- Crisis and Emergency Help Lines
- Guidance for Youth in Transition (YIT) and Foster Care
- On-Campus/Virtual 504 meetings, counseling and referral services
- On-Campus/Virtual Special Education Services and IEP meetings
- Guidance for students and families in the English Learner Program

- Enrichment Services (virtual tours, museums, age-specific exercises, work-based learning, interaction with district industry partners, etc.)
- Teacher office hours for additional support and instruction
- College and Career advising and coursework

Additionally, PUSD's Caring Connections Counseling provides a wide variety of free resources to families. The focus of service is for students in grades TK-12 who may be experiencing any of the following: difficult situations at home or in school, depression, continued academic failure, involvement in violence- related offenses, alcohol or other drug related behavior. Families may be referred by school personnel, or may choose to self-refer for assistance.

Poway Unified School District is committed to supporting our employees who are experiencing additional stressors and challenges as a result of the impact of the COVID-19 pandemic during the 2020-21 school year. Personnel Support Services, in conjunction with the PUSD Wellness Committee, will explore different survey instruments that can be used to conduct a district wide mental health/social emotional well-being needs assessment with our employees. The data gathered will enable us to deploy resources that are targeted to specific populations. For example, it will be helpful to identify the specific needs of staff working remotely versus those working on school campuses and district facilities. We want to be able to provide employees with access to information that best meets their needs based on their unique circumstances. The gathering of accurate baseline data is essential if we are to provide meaningful supports that reflect “voice and choice” for our personnel.

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.]

As our schools were mandated to pivot to Distance Learning last spring, of prime importance for our staff was to make sure that our students were able to engage in their learning at home. Tirelessly, staff reached out to families via many means including emailing, phone calls, and physical distancing home visits to support families with issues they may have been facing. These interactions included ascertaining internet access for those families who expressed that need.

Engaging our students, especially during distance learning, is essential to the learning experience. Daily participation is used to track attendance and may include, but is not limited to any of the following:

- evidence of participation in online activities (Canvas/Zoom)
- completion of regular assignments (Grade book/Canvas)
- completion of assessments

- contacts between the school and the student or parents/guardians via office hours

Students who are absent from distance learning, will be re-engaged via a tiered approach. Though our teachers are mindful when any student is not present, Education Code 43504(f)(2) requires re-engagement strategies for students who are absent from virtual learning for more than 3 school days or 60 percent of the instructional days in a school week. Thus, office hours are planned during the school day for outreach and support. During that time, teachers will contact the individual student via phone, email, and/or Canvas and provide targeted support. These interactions allow for next steps for re-engagement and scaffolds for missed learning. Counselors will also reach out to students who are missing Zoom meetings or not participating in learning in order to provide support and connection. Site administrators are also available to follow up with students and their families to ensure each student is accessing their learning and engaged with their school community.

As we look toward the 2020-2021 school year, our school site teams are poised to work with families to ensure that they are able to access curriculum content. The Career Technical Education department is ensuring all students have access to industry-standard software and student kits for continued quality instruction. To ensure our students are prepared to engage in their learning, our Technology and Innovation department is orchestrating the distribution of Chromebooks for all PUSD students and also making sure that families have internet access. They also will be providing “Parent Academy” web based trainings to help parents navigate the various on-line tools that our district will be using. Six of our school sites with a large percentage of families who speak Spanish are supported by Spanish speaking Parent Liaisons. As needed, our school sites reach out to our Learning Support Services department for support for families that do not speak English.

Special Education teachers and providers take daily attendance for virtual specialized instruction and related service participation. This serves as a means to identify students who have not accessed instruction or services and contact is made with families to identify alternative ways for students to access services, when necessary. When students cannot access virtual instruction, teachers provide alternative means of instruction including printed material, hands-on manipulatives, on-demand video instruction, recorded lessons to be accessed at a more preferable time, and technology applications that can be accessed on demand. If it is determined that additional support is required, IEP teams convene to address, and additional support and intervention are provided if needed.

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.]

The PUSD Food and Nutrition Department is committed to meeting the nutritional needs of each and every student during the 2020-21 school year. Food and Nutrition staff will follow safety guidelines set forth by the California Department of Public Health for handwashing, proper sanitation of work stations, physical distancing, and face coverings. The department has developed, and will adhere to, the following measures to ensure the overall health and safety of students who rely on PUSD's meal service.

While students are learning virtually, Food and Nutrition (F&N) will provide free grab-and-go breakfast and lunch meals for all children 18 years and younger and any PUSD Transition students up to age 22. School administrators will establish meal serving hours for students to pick up their meals from school for consumption at home. Grab-and-go meals will be distributed from twelve (12) school sites every school day. School sites will establish meal serving hours for virtual learning students.

Curbside meal distribution service will be available depending on staff availability and meal serving schedules. Food and Nutrition staff will emphasize health and safety protocols by maintaining physical distancing, wearing face coverings and gloves, increasing hand hygiene, monitoring employee health, and implementing cashless transactions.

When students resume in-person instruction, Food and Nutrition (F&N) staff will provide contactless meal service to protect students and employees. Meal times will be staggered to ensure appropriate physical distancing and allow for cleaning between meal services, which will also eliminate long lines and overcrowding. School administrators will predetermine additional spaces for lunch as needed to ensure physical distancing in outdoor lunch areas.

Food and Nutrition staff will reinforce health and safety protocols by expanding food sanitation and safety practices, wearing gloves, minimizing face-to-face interactions, increasing hand hygiene, eliminating self-service stations, implementing cashless transactions, monitoring employee health, using individually packaged foods, and cleaning/sanitizing surfaces frequently. Touchless hand sanitizer dispensers will be located in lunch areas. Students will be given the option of washing their hands with soap and water for 20 seconds or using hand sanitizers.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
School Nutrition	Food & Nutrition Support Cost - continue to provide meals to pupils eligible for free or reduced-price meals	\$500,000	No

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
4.38%	\$13,338,065

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions, in turn, are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the physical school closures due to COVID-19. Actions outlined in the Learning Continuity and Attendance Plan for Increased and Improved Services for Foster Youth, English Learners, and Low Income Students were not funded by the Supplemental apportionment thus were not marked as contributing in action tables.

Actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need and will continue to distribute devices. Targeted outreach is occurring throughout the Youth in Transition program to contact our most vulnerable families and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided. Many students identifying as English learners, in foster care, and/or low income did not have access to technology or reliable internet connectivity in their homes. The district considered the needs of these families in providing devices and internet access via wireless hotspots or information regarding internet services with reduced price offerings from local providers. Additionally, Splashtop served as specialized software to provide students remote access to desktop computers needed for their Career Technical Education courses.

PUSD also partnered with the San Diego County Office of Education to establish internet connectivity for families who indicated that they do not have these services in their homes to ensure students have the ability to engage with distance learning. Without access to technology and internet connectivity, our English learners would not have access to daily Integrated and Designated ELD or support from our Instructional Assistants. The district also prioritized the needs of English learners and recognized that teachers would need assistance in providing additional support for our EL students tailored to the distance learning environment. PUSD created and shared additional instructional activities, strategies, and supports (organized by language proficiency level) for our teachers, which were designed to assist our English learners with language development in a distance learning environment. These supports were successful in allowing us to maintain a focus on level appropriate language development for our English learners.

In partnership with the San Diego County Office of Education Foster Youth Services and Child Welfare Services, the unique needs of our

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

foster students were evaluated and services and supports were and will be provided for each individual child. Supplemental funding is utilized to help pay for our English Learner (EL) Instructional Assistants at each site. We also use supplemental funding to provide a budget for each site to use at their discretion to support only English learners. Many sites choose to use these funds for enrichment activities, extra support before and after school, supplemental instructional materials, and software for our English learners.

For our students in foster care, we are providing additional academic supports via tutoring both through our partnership with the San Diego County Office of Education and through the school site the student is attending. Intervention Counselors will conduct check-ins and will offer counseling supports to social/emotional needs are being addressed. As needed, our Caring Connections Counselor will provide referrals to both district and community agencies will be made to address additional needs. To ensure our students in foster care have the school supplies needed to support their learning, backpacks filled with school supplies, headphones and a mouse for distance learning, and face masks will be provided to support.

Supports for our students experiencing homelessness are similar to those for our children in foster care as additional check-ins and tutoring options are available. To support the school experience, our students will receive school supplies, a district issued Chromebook and remote access as needed, and items such as earbuds and computer mice. Our Youth in Transition (YIT) program will continue to hold the “Grab and Go” events we began at the beginning of physical school closures. Here, families are able to pick up a bag of necessities including toiletries, face coverings, and gift cards for food. Information on emergency food distributions, mental health resources, and other forms of aid to our families are regularly communicated via email and flyers (YIT Flyer Resources in English and Spanish). In addition to working with individual families to meet their specific needs, surveys were sent to all YIT families as we continue to determine next steps to support. Our site counselors reached out to students to check-in and provided times for individual appointments. Our Caring Connections Counselor will continue to contact families who have students in foster care and who are homeless to assess needs and offer individual family counseling sessions via phone or Zoom. Supporting our students is a collaborative effort between staff, site principals, and district leadership to ensure access to instruction and curriculum and to ensure the well-being of all students.

Our Youth In Transition (homeless and foster) staff has incurred additional hours during the COVID-19 pandemic due to the additional needs of our families. Our YIT coordinator works on community outreach in order to benefit our families. This year, our community has provided a variety of donations to support our students and their families. Additionally, Unite North County Inland, a local nonprofit, donated and assembled storage shelves, storage bins, and clothing rack for the storage room. In partnership with Operation School Bell, gift cards will be provided for back-to-school shopping. We have been fortunate for the additional support of our community during the COVID-19 pandemic.

To support our students identified as low-income, we will utilize district assessments and provide additional targeted supports via Impact intervention teachers and Instructional Assistants.