

# 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	Board Adoption Date
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## General Information

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

The San Diego County Office of Education (SDCOE) runs a variety of educational programs including:

\*Juvenile Court and Community Schools (JCCS) serve approximately 1,200 students daily in 20 sites and classrooms throughout the county. The WASC-accredited program provides educational services to youth impacted by expulsion, incarceration, pregnancy/early parenting, foster care, chronic truancy, substance dependency, neglect, abuse, and homelessness.

\*Monarch School is a K-12 public school serving the needs of children impacted by homelessness. Monarch is a unique public-private partnership between SDCOE and the nonprofit Monarch School Project, a 501(c)3 organization.

\*San Pasqual Academy is a residential campus that serves approximately 60 teens in foster care. It opened in 2001 and was the first school in the country to specifically serve this population.

\*Friendship School serves as many as 50 students between the ages of 3 and 22 who are medically fragile and have multiple disabilities. The Imperial Beach campus is operated by SDCOE in affiliation with the South County Special Education Local Plan Area (SELPA).

\*Davila Day School serves approximately 50 students in preschool through 6th grade who are deaf or hard of hearing. SDCOE operates the regional program in affiliation with the South County SELPA.

\*North County Academy was established and is managed by the North Coastal Consortium for Special Education to serve about 100 students in grades K-12 with significant mental health needs. The Carlsbad campus is designed to meet students' academic and therapeutic needs and serves approximately 140 students each year.

COVID-19 has had an incredible impact on our students and their families; students who are some of the most underserved in the county. Although we have continued to offer assistance with accessing basic needs, such as food, healthcare, and housing, the lack of internet access for our students has been a continual challenge. Due to the massive need, we have entered into an unprecedented agreement with our local cable company to provide internet access in students' homes. SDCOE has purchased hotspot devices for students who do not have a stable home, and those who have no broadband access in their home. For our unique population of students, having to pick up breakfast and lunch meals daily was not ideal, so we quickly joined with the local food bank to provide boxes of groceries and meals for the whole family. Finally, we had a need to learn how to engage students in an online platform and how to create one. Our instructional staff was trained prior to engaging with the work. To offer an improved platform for educating our students at a distance, professional learning was conducted by our curriculum coaches, and our Learning and Leadership Services and Innovation divisions.

In spring 2020, we were able to reach and make contact with 66% of our students; however, by summer it declined to 55.8%. This may be due to students who complete the semester and return to their home district as well as the decrease in incarcerated youth; nevertheless, 32.8% of our students do not have access to the internet. However, students are interacting with Zoom/Google platforms (55.8%) and with printed materials (31.1%) and 61.9% are making adequate progress with both the distance learning and the written platform.

Based on our student data, we provided a distance learning curriculum in two formats: online platforms (Google Classroom, Haiku, Seesaw, Canvas) and hard copy print packets. This is a hybrid of the work that teachers were facilitating pre-pandemic: online offerings for students in the classroom and in independent study, and printed materials for students in institutions who are removed from technology. This curriculum is curated by instructional coaches, teacher leaders, and administrators, and is delivered at the same time food is distributed. Through Zoom video meetings and phone calls, all credentialed and classified staff are able to connect with students and ensure they are receiving both the academic and social and emotional supports they need through scheduled times of contact.

To date, we have distributed and retrieved over 1,000 Chromebooks; currently, our students are in possession of 665 (52%) Chromebooks. Through the lens of equity, the distribution of devices is 52% of all students, 56% of our English learners, 60% of our Foster Youth, 53% of our students who are Socio-Economically Disadvantaged, 76% of our students impacted by Homelessness, 46% of our Students with Disabilities, 50% of our African American students and 54% of our Latino students. We have 55.8% of students actively engaged and 61.90% making weekly progress with their teachers and the curriculum. We currently have ensured Zoom access to teachers for all JCCS and special education programs. Finally, we are working with our Integrated Technology Services department and local internet providers to place additional broadband service in the homes of students who need it.

## Stakeholder Engagement

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

Students and families have been contacted directly through phone calls, text messages, and email. We also used our mass notification system to send 127 messages in both English and Spanish to families to provide information on site closures, food resources, distribution plans, and access to additional supports. We also provide translation and interpretation services for other languages as needed (e.g. Arabic). Our use of alternative metrics for data collection, which includes a series of questioning and recording charts, has assisted us in determining specific household and educational needs, while also helping to identify those students who were not connecting with us. Through the support of our teachers, counselors, and classified staff members, ongoing communication occurs with students and families, and feedback is shared at weekly meetings for regional staff, leadership members, and the student and family engagement team. Our Multi-Tiered System of Support (MTSS) teams meet weekly to strategize on how to connect with students and families who have yet to engage. During the spring semester, the number of students who were not connecting was slightly lower than the current 55.8%.

In order to align our pandemic response and provide ongoing learning opportunities for incarcerated students, JCCS staff holds weekly meetings with Probation. This partnership ensures that students receive paper materials in addition to virtual lessons and access to online learning management systems for most units.

We continue to coordinate and communicate with our specific school partners who provide services to students, while JCCS provides the educational program. Those partners include the Monarch School Project, which supports homeless students and families at the Monarch School; and New Alternatives, which supports our foster and court-placed youth.

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

For our District English Learner Advisory Committee and District Parent Advisory Committee meetings, parents are notified about the meeting both by phone and email usually a week prior, with a reminder 72 hours before. They are provided the agenda and technology, if needed, for the meeting. On the meeting day, they call in to the Zoom video meeting either by phone or computer, which often is a district-issued Chromebook. We strongly encourage their participation in the meeting and their feedback is documented, and then included in the minutes and in the plan of action. Our parent leaders participated in a virtual meeting so that we could share our Learning Continuity and Attendance Plan, and they had the opportunity to submit feedback in person or through follow-up communication after the meeting.

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

Prior to spring school closures to prevent the spread of COVID-19, we held stakeholder forums for parents, teachers, bargaining units' leadership, principals, district administrators, and students. The feedback was rich and the gathered data was informative. The overwhelming trends across all forums were the desire for more English language development support for English learners, especially newcomers, and more opportunities for all students to engage in visual and performing arts opportunities. Also of note was a request for more physical activity and sports, as well as the opportunity to learn outdoors.

Positive Behavioral Interventions and Supports (PBIS) incentives for behavior and academics, more mental health staff, more career technical education (CTE) opportunities/internships, and more use of restorative practices (community-building, check-ins) and alternatives to suspension were also prominent. The need for professional development in the areas of cultural competency and anti-racist/anti-bias was also brought to the forefront by various groups of stakeholders. This sentiment coincided with some who wanted a better school

culture/climate that was culturally relevant, trauma-informed, engaging, and safe for students. Various stakeholders shared their desire for progress reports and report cards, exhibitions, and student-led report-outs; in addition, there were multiple requests for parent/student access to grades/progress. There was an overwhelming ask for information on alcohol, tobacco, and other drugs, including vaping, as well as other topics related to mentors and/or credible messengers to share student successes. This communication, regarding the work with those who are credible messengers, was requested internally (inside the organization and between regions) and externally (between school and home/community partners). The communication being requested was for positive feedback as well as communication for when students are having challenges and/or concerns. Finally, some asked for a more rigorous curriculum for students with disabilities and other students in order to make progress toward their high school graduation and beyond.

During our summer session, we surveyed 16% of our students, and 8% of our parents in order to obtain feedback and thoughts on their concerns for returning to a classroom based model versus a distance learning model. Via this outreach, we discussed support and assistance needs of students and families to improve structures. We conducted phone calls, empathy interviews, and surveyed a portion of our students and families. Much of their feedback was consistent with the requests before. Of note was the desire for more internet access and the need for motivating strategies to help engage their students in their progress toward completing the high school diploma. The greatest feedback was the need for social-emotional support and training to support their child with distance learning. This feedback assisted in creating this plan to address the holistic child in their social-emotional learning as well as their academic needs during these uncertain times.

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

There were several themes that emerged from each of the forums across all stakeholder groups. Additionally, we incorporated the thinking and the themes that emerged from our Differentiated Assistance through the use of Improvement Science along with the CDE and Imperial County Office of Education; we identified the common hindering force to systemic success as Data Use/Analysis. This will have a great impact on the entire system, and it will be woven in each of our goals. In addition, we have identified the following:

- \*A student information system in which both parents/guardians and students can access was also requested. To address this request, we have adopted Synergy, which provides functionality for communicating with parents and students via a portal. As part of the implementation process, we will provide information on how to use the system and train all stakeholders, including parents/guardians, students, classified staff, and administrators, as needed. (As requested by parents/guardians, students, classified staff, and administrators.)
- \*A system that improves our ability to do progress reports, report cards, track behavior and transitions, and grades across the system. This is included with our new SIS system. (As requested by parents/guardians and teachers.)
- \*Continual work to improve our development and coordination of a Multi-Tiered System of Support (MTSS), which will support all students with both academic and behavioral/social-emotional needs; in addition, this structure has been refined to provide actionable feedback on disengaged students and families. (As requested by parents/guardians, and classified and certificated staff, including counselors and parent/family liaisons.)
- \*Continual support for English learners and ongoing training and development for plans to improve their English language development. (As requested by parents, teachers, and students in addition to classified staff including ELD assistants.)
- \*A need for ongoing and improved visual and performing arts (VAPA) opportunities for students. (As requested by parents, teachers, and students.)

\*A need to continue to expand CTE into other areas and provide additional internship and certification opportunities. (As requested by parents, teachers, and students.)

\*A continual need to work on our practice to ensure a transformational school climate/culture to address the areas of restorative practice, trauma-sensitive engagement, and student safety. (As requested by parents, students, teachers, and counselors.)

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The plan is to bring students back to school facilities for in-person learning when state and county public health officials determine it is safe to do so. In addition, JCCS will be consistent with public health guidance, including: campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles. JCCS will also follow their specified plans for reopening to ensure safety and facilitate an environment for learning for all students. In our court schools students will attend each day. Students will attend community schools on an A/B schedule where 50% of the students would be on campus at a time M/W or T/F for 240 minutes per day (grades 4-12, 230 minutes for Grades 1-3, 180 minutes for TK-K); there will also be a virtual afternoon offering for those who are working at home or need extra assistance. While in the classroom, students will have the extra support needed from classroom assistants, will have access to special education services, as well as access to the school counselor to address social-emotional needs. In addition, there will be a staggered release time to avoid crowding and the gathering of students after school. Finally, if it is deemed necessary, students will remain with one teacher and support staff member for the entire stay to avoid multiple contacts daily.

As stated above, we will continue to interact both synchronously and asynchronously with our students so that we can determine to what degree learning may need to be accelerated, as indicated by our Renaissance Learning reading and mathematics 90-day assessment. We have solidified a systematic cycle of assessments (see our robust assessment schedule), including our initial screening and formative/summative assessments. In addition, through our Multi-Tiered System of Support structure, we will be able to respond to students' social-emotional, and physical and/or academic needs with a team approach. Our faculty and staff is receiving ongoing support and professional learning in our curriculum and interim assessments along with learning to effectively create a classroom environment and flexible structure that is conducive to learning and meeting the needs of each student.

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

Description	Total Funds	Contributing
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	90,752	Yes
Teachers and guest teachers	2,052,476	Yes
Professional development for teachers, teacher supervisors, classified support staff, and administrators	102,955	Yes
Instructional coaches	254,141	Yes
Renaissance Learning and assessment personnel	20,420	Yes
Services for English learners ELD support and development	475,352	Yes
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops and Synergy student information system to improve communication with parents	122,702	Yes
VAPA and Expanded Learning programs	122,558	Yes
Classroom assistants, attendance clerks, and program data technicians, bus passes	1,203,649	Yes

Description	Total Funds	Contributing
Support for foster youth at San Pasqual Academy	560,982	Yes

## 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.]

“Distance learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction, and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. The online platforms we use to facilitate successful student engagement through distance learning include Google Classroom, Haiku, and Seesaw. There will be the same high quality of instruction and mitigation of learning loss through a continuity of learning, whether in person or in distance learning.

In accordance with best practices as well as our teachers' bargaining unit, we acknowledge that there is a need to limit the students' stationary screen time, so the plan is comprehensive and flexible. When it is safe and has been deemed appropriate by the county health department, students are scheduled to 'return' to their new semester. The idea is to have them on Zoom calls three days a week for three hours not including breaks and a lunch period. The students will also participate in community-building exercises and lessons to help build resiliency and handle the stresses involved with learning from home. The other two days (W/Th) will be used for small groups and 1:1 assistance in reading intervention, math intervention, designated English Learner Development, social emotional strategies, and structured student support time (tutoring). Each teacher has an area and a specific group of students to work closely with. In addition, our classified staff, including our English Learner Development assistants and Special Education staff, will work specifically with students to ensure their successful acquisition of information and acceleration of learning.

We have assured that both the credentialed teachers as well as the appropriate classified support reach out to students and support their adjustment to learning in the online environment. In addition, our professional development plan includes training teachers and staff members to effectively utilize online tools and help ensure printed curriculum is available for those without technology.



We know the welfare of our students is paramount, therefore, in this school year we are introducing a Social Emotional Learning curriculum with strategies to cope with the changing world our students and families are experiencing. The ELA/ELD curriculum includes strategies as well as content to ensure the needs of our English learners are being met through Integrated and Designated ELD. Our history courses are based on the framework in World/US history, economics and government. The mathematics curriculum is continuing with the piloted materials in Integrated Math I, II, and III. The science curriculum is in the process of being vetted for pilot as well. Students are currently receiving Next Generation Science Standards-driven biology and earth-science-themed coursework. Finally, we have been able to continue to provide CTE offerings and VAPA opportunities via online platforms as well. Additionally, we are prioritizing select California literacy standards across contents in order to provide coherence for students in their learning. Each content has a culminating task designed to assess the literacy standard as well as the specific content standards taught. Evidence of student learning around the select literacy standards will be showcased in a published anthology of their work.

## 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.]

To date, we have distributed and retrieved over 1,000 Chromebooks; currently, our students are in possession of 665 (52%) Chromebooks. Through the lens of equity, this looks like 52% of all students, 56% of our English learners, 60% Foster Youth, 53% Socio- Economically Disadvantaged, 76% Homeless, 46% Students with Disabilities, 50% African American and 54% Latino students. For our students who are incarcerated, the restrictions to online access, in absence of teachers on site, is limiting the availability for approximately 170 students. Some of our successes in device distribution include increased access to devices for students experiencing homelessness. Our greatest challenge includes decreased access to devices for students with disabilities due to shifting enrollment. Finally, we are collaborating with our partners in probation to ensure that distance learning via Zoom and Google Classroom is available to as many students as possible.

Currently, JCCS is actively pursuing a contract with our local cable company. They have agreed to provide internet services at a fraction of the cost and we are working to close the contract to place additional broadband service in the homes of students who need it. Unfortunately, this is the first time they have ever offered such a widespread discounted service so the contract is still being reviewed by their legal department. In the meantime, 67.2% of our students have access to the internet at home and 52% of our students have a digital device to use for remote learning. Our success includes our increased access with Foster Youth, African Americans, Latino, and English learners. Our challenges include a decrease in access for Students with Disabilities and our students impacted by homelessness. We have provided many hotspots for those who don't have a location with which to install broadband.

## 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.]

Our plan for synchronous instructional minutes is to ensure that students have access to the core curriculum at a minimum. In addition, we collect metrics on our students daily/weekly progress to ascertain the level of attendance and involvement. We have adapted the CDE recommended Daily/Weekly Engagement Document. Teachers will evaluate and assess student work and completion of assignments as needed and make adjustments as necessary. SDCOE grading procedures were updated for Fall 2020. Our procedures for the spring and



summer 2020 contained a hold harmless clause to avoid penalty for those who were unable to successfully access the curricular resources and/or the instructional staff. Student grades will not be negatively impacted as a result of the school site closures and the implementation of our distance learning model. We believe that providing a combination of traditional grades and no mark is the most equitable for all students. Professional Learning Communities with student data will track work progress and production to ensure there is necessary growth as determined by the teacher-initiated formative assessments as well as teacher initiated-assignments.

## **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.]

Based on our data, we prepared our distance learning curriculum in two formats: online platforms (Google Classroom, Haiku, and Seesaw) and curriculum that is printed. This is a hybrid of the work that teachers were already facilitating for students in the classroom and for independent study (online), and for those in institutions and without technology (printed). Our curriculum consists of a combination of our piloted text for adoption (in mathematics and English) and our science and history/social studies curated by instructional coaches, teacher leaders, and administrators.

Our instructional staff has asked for a plethora of online professional learning in order to make their classes more welcoming and responsive to the students' needs. The courses will include the basics of online teaching and learning as well as in-depth pedagogical differences in online learning. Prior to the schools reopening, basic courses in Zoom, Google classroom, online scheduling, and communicating were offered and attended by all. In addition, the instructional coaches have been instrumental in creating course content to engage the students in standards-aligned work. Our teachers and support staff are requesting and being given training specializing in the synchronous/asynchronous learning and parental engagement and support. A series of trainings are being offered for teachers, instructional staff, and parents.

## **Staff Roles and Responsibilities**

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

We have ensured that all credentialed and classified staff are utilized to make sure students are receiving the support they need in their academics and their social/emotional needs are met through scheduled times of contact both online (through Zoom and Google) as well as phone calls, as necessary. All have been affected by COVID-19. All instructional staff and support staff are now working to engage families and students in the online realm. In addition, many of the counselors and parent family liaisons have availed themselves to the families as resources for basic needs, food, shelter, etc. All staff are on the platforms with students offering support and another set of eyes for the teacher by offering interventions in math, ELA/Reading, and socio-emotional support. In addition, the school site staff led by administrators, provide backpacks filled with educational supplies such as books, paper, pencils, Chromebooks, and headsets to help facilitate greater student engagement in the distance learning environment. Finally, administrators are responsible for organizing and ensuring family meals are available and delivered, as needed, to families who have requested assistance.

For teachers and support staff, we provide support through weekly check-ins and restorative social emotional learning circles. The Student and Family Engagement (SAFE) Team, which includes student support staff, parent/family liaisons, counselors, and student transition

technicians, social work and counseling interns, and mentoring support, has been involved in training and helps students and families access needed resources. We have also provided training on secondary trauma for teachers and instructional support staff, in addition to fitness and yoga classes offered by Wellness Together. Our arts partners, including Playwrights Project and AJA, have also offered support and training for our staff during distance learning. Finally, we have solicited our Community-Based Organizations (CBOs) for assistance with housing, food, diapers, and legal services, as necessary.

## 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.]

SDCOE's Juvenile Court and Community Schools is an alternative education program designed to meet the needs of the most at-risk youth enrolled in our county. SDCOE has an enrollment of unduplicated pupils in excess of 89% of the total enrollment. These include students who are English learners, foster youth, students with exceptional needs, students who are impacted by low-income status, and students impacted by homelessness. Through our 90-day universal screener process, in addition to our other assessments, (curriculum-embedded assessments, CAASPP Interim Assessment and Focused Interim Assessment Blocks - IABS and FIABS), we are able to monitor our students' progress as well as our need to change our courses of action. Our screener process also helps to guide our work in MTSS, in which we are able to offer support in academics and behavior in order to help the student become more successful in reaching their academic and social/emotional needs.

In addition to the existing services provided to all students, we have provided hotspots for students who are experiencing homelessness and inconsistent living conditions during distance learning. In addition, we have ensured our classified support and English learner development assistants, as well as our Special Education teachers and assistants, provide support during distance learning in synchronous and asynchronous activities. We have also been diligent in providing meals and other basic needs for families, diapers for our adolescent parents, and internet connectivity for low-income students who need access for instructional purposes.

Friendship School will provide distance learning to assist the unique needs, including English learners:

- Daily virtual contact with a credentialed teacher for instruction according to IEPs (addressing language development needs)
- Teletherapy service in accordance with IEPs provided by a credentialed speech-language pathologist and occupational therapist
- Virtual lessons (addressing visual and auditory supports)
- Assistive technology (low and high tech), as appropriate, provided for access to communication in accordance with IEPs
- Coordinating with Districts of Residence to ensure teletherapy for related services are provided in accordance with IEPs

North County Academy will provide for the unique needs of pupils with exceptional needs (including those who are also English learners) through:

- Daily virtual contact with credentialed teachers to address core content areas. Daily contact will be scheduled each day as a virtual class and as

separate teacher office hours for extra support for all students.

- Each teacher will have a Google Classroom where all assignments, classroom expectations, contact information, and schedules will be posted and

accessible for all students and parents/guardians.

- Speech services and occupational therapy services will be done in a virtual setting in accordance with each student's IEP. Services will be provided

by a credentialed speech-language pathologist and credentialed occupational therapist.

- Therapeutic services (individual, small group, family) will be done in a virtual platform and will be conducted by a licensed therapist according to

each students' IEP.

- IEP meetings will be conducted on a virtual platform and coordinated between the student's home district, parents/guardians, and outside service

providers. (Translation services will be provided when needed)

Davila Day School will provide for the unique needs of pupils with exceptional needs (including those who are also English learners) through:

- Daily virtual contact with a credentialed teacher of the Deaf and hard of hearing for instruction in core subjects (including language development)
- Teletherapy service in accordance with IEPs provided by a credentialed speech-language pathologist
- FM equipment, as appropriate, provided for access to communication
- Virtual lessons would begin with a sound check, as appropriate, to ensure students are using their individual amplification devices and they are

working properly

- ASL interpreter service, as needed, would be provided during all virtual lessons
- Coordinating with Districts of Residence to ensure teletherapy for related services are provided in accordance with IEPs
- Audiologists will support families to troubleshoot equipment issues and communicate with medical providers when equipment issues need their attention

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

Description	Total Funds	Contributing
Student Chromebooks, computer refresh, internet hotpot purchases, and ongoing internet services in 2020-21 school year	90,752	Yes
Teachers and guest teachers	2,052,476	Yes
Professional learning - Division Curriculum Committee and curriculum specific for teachers, teacher leaders, classified support staff, and administrator	102,955	Yes
Instructional coaches - provide training and professional learning to adapt the curriculum to Distance Learning platforms	254,141	Yes
Renaissance Learning and assessment personnel - Our pre/post test helps to assess our progress in Distance Learning and ensure our interventions to accelerate learning are working	20,420	Yes
Services for English learners ELD support and development	475,352	Yes
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops and Synergy student information system to improve communication with parents	122,702	Yes
VAPA and Expanded Learning programs; diverse learning models: independent study, dual and concurrent enrollment, support for graduates	243,594	Yes

Description	Total Funds	Contributing
Classroom assistants, attendance clerks, program data technicians	928,649	Yes
Support for foster youth at San Pasqual Academy	560,982	Yes

## Pupil Learning Loss

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

Throughout our program, we utilize Renaissance Learning (Language Arts and Mathematics) as our universal screener. Through the administering of this test at entry and every 90 days, as a system we are able to address any potential acceleration in learning that may be necessary. Since the average length of stay of a student in our program is 54 days, our goal is to continue to build an academic program that can quickly assess and address the particular needs of the student within 72 hours of enrollment. In addition to our robust formal assessment schedule, we are using teacher-generated assessments for progress monitoring and to accelerate learning for our students who need English language, English development and mathematics support. These assessments (formal and informal) include students who are English learners, foster youth, students with exceptional needs, students who are impacted by low-income status, as well as students impacted by homelessness.

In addition to the existing services provided to all students, we have provided hotspots for students who are experiencing homelessness and inconsistent living conditions during distance learning. In addition, we have ensured our classified support and English learner development assistants, as well as our Special Education teachers and assistants, provide support during distance learning in synchronous and asynchronous activities. We have also been diligent in providing meals and other basic needs for families, diapers for our adolescent parents, and internet connectivity for low-income students who need access for instructional purposes.

In order to improve our instructional program, we are committed to:

Continuing the professional learning of our English language arts teachers in our created Integrated ELA/ELD curriculum that was established in 2017--18. This group is working to continue implementing Curriculum Maps/Units of Study and benchmark assessments to ensure students in JCCS access standards-aligned courses with appropriate levels of rigor. In addition, we have implemented Study Sync as another leveled curriculum encompassing designated and integrated ELD support. And finally, we are re-introducing our Expository Reading and Writing Curriculum (ERWC) as another writing curriculum to continually help to improve our students' writing.

Continuing the Division Curriculum Committee for Math that was started in 2019. This group has reviewed math content standards, building content knowledge and teacher capacity with the help of our partner experts from SDCOE's Learning and Leadership Services (LLS). This committee helped to lead the division of JCCS with integrated math strategies and pedagogy in the 2019-20 piloting of math curriculum toward adopting the new math curriculum for 2020-21. It is continuing to implement and refine the system of Curriculum Maps/Units of Study and benchmark assessments.

Continuing the Division Curriculum Committee for Science that was started in 2020. This group reviewed Next Generation Science Standards (NGSS) content standards, building content knowledge and teacher capacity with the help of our partner experts from Learning and Leadership Services (LLS). This committee will help to lead the division of JCCS with NGSS strategies and pedagogy in order to select the most appropriate science resources for the 2020-21 adoption of our STEAM Initiative for JCCS: Curriculum/Scope and Sequence, Decision Making, CTE Pathways, Community Partnerships, VAPA, and Exhibitions of Learning. We will also begin the process for our Division Curriculum Committee for History/Social Sciences in 2021. This group will work toward adopting curriculum with our partners in LLS also. It will also implement and refine the system to include Curriculum Maps/Units of Study and benchmark assessments.

## **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 robust curricular offerings as well as our supportive MTSS structure, including our in-class and pre/post assessments, will allow us to address the needs of our students most in need of accelerated learning. In addition to our robust formal assessment schedule, we are using teacher-generated assessments for progress monitoring and to accelerate learning for our students who need English language, English development and mathematics support. These assessments (formal and informal) include students who are English learners, foster youth, students with exceptional needs, students who are impacted by low-income status as well as students impacted by homelessness.

Our MTSS structure, with the data from our CDE Daily/Weekly Engagement Document, will work to provide targeted and strategic support to the above-mentioned students. In addition, there is progress monitoring in both academics as well as social emotional learning that can trigger an MTSS intervention process, which seeks to identify students in need of more intensive assistance. Through a review of the engagement document, as well as the online learning platforms, teachers and SAFE staff will be able to identify students in need of more assistance and strategize their involvement. The MTSS structure utilizes data, and most importantly a connected adult to reach out to the student, and ascertain the needs and resources that can be provided to ensure that learning is taking place and the student's needs are met.

Our work in Integrated and Designated ELD in addition to our reading and mathematics interventions will also assist in this effort. In addition, we have continued to offer a plethora of opportunities for students to engage and experience other avenues to achieve their goals of college and career readiness. We have increased the number of and access to online courses, including CTE opportunities. We have also endeavored to provide parents with information to support their child's learning, including both written materials and virtual workshops. We also provide parents with written and verbal information regarding the number of online courses and opportunities for accelerating learning.



Finally, we have increased the number of dual-enrollment college courses available. We believe all of these strategies work to provide our students the accelerated learning opportunities necessary for their success.

## 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.]

Through our 90-day assessments, our curriculum-embedded assessments, as well as CAASPP Interim Assessment and Focused Interim Assessment Blocks (IABS and FIABS), we are able to monitor our students' progress as well as our need to change our courses of action. Our screener also helps to guide our work in MTSS, in which we are able to offer support in academics and behavior in order to help the student become more successful in reaching their academic and social/emotional needs. Furthermore, as we monitor the level of student engagement and their willingness to take advantage of the various interventions, we will also be able to modify and/or adjust to accelerate the learning of students as necessary.

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

Description	Total Funds	Contributing
Diverse learning models for students (independent study, CTE, VAPA, dual and concurrent enrollment) - these models help us to meet the individual needs of our students in order to ensure rigorous learning and social and emotional development	677,787	Yes
Instructional coaches –work to accelerate learning and modify lessons to mitigate loss	338,855	Yes
Renaissance Learning and assessment personnel – this assessment is used to conduct our 90-day assessments and our assessment technicians are there to help monitor, analyze and report progress	40,840	Yes
Services for English learners – intentional supplies, applications (Rosetta Stone, etc.) and supplemental texts as well as ELD assistants assist in ensuring progress in learning for ELs	42,826	Yes
Student information system for data-informed decision making – Having comprehensive and transparent data is beneficial when accelerating learning to mitigate learning loss	11,750	Yes

Description	Total Funds	Contributing
Reading intervention – Our assessments help to identify students who need to accelerate their skills in reading and literacy. This reading intervention strategically trains teachers and support staff closest to these students	68,000	Yes
VAPA coordinator, Expanded Learning, After-school athletics - In an effort to meet the needs of our students in a wholistic manner, VAPA, expanded learning and athletics are made available to students to provide varied activities and help increase motivation to tackle the challenging work of accelerating learning	369,929	Yes

## 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.]

Our students' and staff' mental health and social emotional well-being are critically important always and especially at this time of shutdown and reentry to the classroom. Our concerns for our students have prompted us as a system to ensure we have supportive personnel, services and referrals as needed to address the needs of our students, families and even employees as necessary. All staff are trained in trauma-sensitive schools, restorative practices and Positive Behavioral Interventions and Support (PBIS). Internal/external mental health providers have identified appropriate curriculum and therapeutic tools to ensure students' mental health needs are met across all JCCS/SDCOE programs. Mental health providers also established a plan for participation in professional learning on social and emotional topics such as grief/loss, motivation, coping skills, suicide risk, anxiety/depression, and trauma-sensitive schools. The providers are engaged in ongoing communication and check-ins with students and families through phone calls, emails, surveys, and online meetings. Furthermore, the effect of the training is being tabulated by after-action surveys to monitor what is learned.

For teachers and support staff, we provide support through weekly check-ins, and restorative social emotional learning circles. The Student and Family Engagement (SAFE) Team, which includes student support staff, parent/family liaisons, counselors, and student transition technicians, social work and counseling interns, and mentoring support, has been involved in training and helps students and families access needed resources. We have also provided training on secondary trauma for teachers and instructional support staff, in addition to fitness and yoga classes offered by Wellness Together. Our arts partners, including Playwrights Project and AJA, have also all offered

support and training for our staff during distance learning. Finally, we have solicited our Community-Based Organizations (CBOs) for assistance with housing, food, diapers, and legal services, as necessary.

In JCCS, the Student and Family Engagement (SAFE) Team is dedicated to students' mental health and well-being. The identified professional learning opportunities and resources are shared with the SAFE Team members and then disseminated to teachers and classified staff through participation in weekly, administrator-led professional learning for teachers. Additionally, instructional coaches have developed distance learning lessons with social and emotional learning embedded in all core curriculum. School counselors also provide individual student check-ins and small group online sessions to address social and emotional well-being on a weekly basis.

JCCS is also committed to providing exceptional mental health services to students with disabilities. JCCS special education mental health team includes two registered associate clinical counselors and three school psychologists, who provide mental health services for all students in JCCS programs.

## 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.]

Engagement and outreach is ongoing through communication from instructional staff, which includes: teachers, classroom assistants, independent study assistants, English language development assistants, campus youth advocates, special education teachers and special education aides. This includes phone calls, Zoom meetings, and online learning platforms. Calls are made by bilingual staff for families whose primary language is not English. Auto-dial phone messages in English and Spanish were instituted and have been the norm since schools closed to prevent the spread of COVID-19. We will continue to provide information on schools, learning options, food and supplies distribution, and community resources in both English and Spanish. Empathy interviews and surveys were conducted with students and families in order to gain a better understanding of their learning progress, social and emotional needs, and access to needed resources. Teachers and school staff maintain the CDE-recommended Daily/Weekly Engagement Documents to gain a clear understanding of how/which students are engaging and progressing, and to monitor the effectiveness of family outreach. Weekly multi-tiered systems of support meetings are held by regional teams in order to discuss how student engagement/family outreach is progressing and if there are identified needs. Principals provide feedback and information on students who are identified as needing extra support, and then staff members are assigned to check-in and provide resources and/or tutoring as needed.

Through our MTSS structure, we are able to respond to students' social-emotional, physical and/or academic needs with a team approach. The MTSS team is composed of school staff (administrator, parent and family liaison, transition technician, head teacher and Special

Education teacher and a site representative with the instructional coach) and they meet every week to review the weekly metrics. These staff are responsible for contacting students who may be absent, disengaged, or experiencing difficulty in accessing the instruction. The administrator and their team, on a weekly basis, review the metrics and the best way to connect with the students and family in an effort to ensure every student is making progress and has the resources they need.

Each staff has a group of students that they are responsible for contacting prior to each scheduled meeting. Students' attendance, engagement, and progress are captured on the Daily/Weekly Engagement Documents . The process is as follows:

Tier 1 - staff conduct check-ins with students daily/ three times a week depending on the schedule.

- \*Students have predictable school schedules and more days in JCCS.

- \*A designated staff member (classified or teachers) with a relationship to the student will notify the students via text and/or phone call of the upcoming synchronous opportunity.

- \*Teachers have published websites and office hours, as necessary, to assist students

- \*Small groups and data determined intervention times and groups.

- \*The teachers are responsible for contacting the student if the student misses a day of school/contact and/or lacks work product .

- \*The MTSS team is composed of school staff (administrator, parent and family liaison, transition technician, head teacher and Special Education teacher and a site representative with the instructional coach) and they meet every week to review the weekly metrics. These staff are responsible for contacting students who may be absent, disengaged, or experiencing difficulty in accessing the instruction. The administrator and their team, on a weekly basis, review the metrics and the best way to connect with the students and family in an effort to ensure every student is making progress and has the resources they need.

Tier II - Staff does the above and sets time for small group and for 1-1 instruction, as needed

- \*Teachers/staff decide on targeted supports to meet academic needs, social emotional needs, referral to a supportive system

- \*Teachers/school staff conduct more frequent check-ins of these students and document their needs

- \*Support for English learners is critical, accessing technology and support for it

- \*Accelerated learning strategies and/or software to meet the needs in a more diagnostic and targeted manner

Tier III - more and more frequent visitations, calls, and strategy to engage

- \*Supports given in an effort to meet the needs of English learners even further with online access

- \*Supports for clothing, food, bus passes, and small-group instruction

- \*Continued progress monitoring toward grade-level standards

- \*Calls to foster agencies, probation, parents, and all others that we can fit.

## 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.]

While maintaining all social distance orders and ensuring staff wear proper masks and gloves, we have been supplying food for our students at JCCS sites since schools closed in mid-March to prevent the spread of COVID-19. The first two weeks of distribution were staffed by JCCS food service professionals at four regional locations. Due to low participation from JCCS students, families, and the public in general, as well as food waste, we determined that food distribution in the form of food items for families to make meals would better serve the JCCS regional communities. With the recommendation of our teachers, and assistance from our superintendent, our food services supervisor devised a schedule to bring much needed food to our communities in a more manner that best meets the needs of our unique student population. This change required that we become intentional and organized about regional distribution. With safety and efficiency at the forefront, we worked with SDCOE staff and planned meal deliveries to coincide with Chromebook, school supplies, and curriculum packet distribution. Additionally, staff members were tasked with identifying our most vulnerable students by calling families directly and keeping record of those who responded to our auto-dial phone calls. This communication helped identify barriers to food access. Some students and families could pick up food, while some needed the food delivered due to transportation issues, the weight of the boxes, and essential work schedules.

Today, our food distribution has grown to almost 700 emergency food boxes being delivered on alternating weekly schedules through partnership with two local nonprofit organizations: the San Diego Food Bank and Feeding San Diego. Allocated food is organized and distributed by the site administrator and staff, including teachers, who volunteer weekly, in addition to the food service personnel. Our regional distribution sites are:

Metro: Lindsay, CTEC and 37ECB on Mondays

South: SCREC on Tuesdays

East: ECREC and La Mesa on Wednesdays

North: Escondido and Fallbrook Independent Study (at library) on Thursdays

North: Innovations and NCREC on Fridays

For the 2020-21 school year, the food service department will continue to serve JCCS students and families during the COVID-19 pandemic. We will continue to serve our students free meals at qualifying JCCS community school sites under our Community Eligibility Provision (CEP). We will have an additional service for our distance learners and students who are sick or under quarantine. At the regional sites listed below, we will have a pick-up meal service for parents, guardians, or students in the event they are not attending a physical school site while on a distance learning plan or are sick at home due to COVID-19.

(Schedule subject to change)

Tuesdays from 1:30 to 2:30 p.m.

SCREC

800 National City Blvd., Suite 110

National City, CA 91950

Wednesdays from 1:30 to 2:30 p.m.

ECREC  
924 E. Main St.  
El Cajon, CA 92021

Tuesdays from 1:30 to 2:30 p.m.  
NCREC  
255 Pico Ave, Suite 112  
San Marcos, CA 92069

Fridays from 1:30 to 2:30 p.m.  
37ECB  
3720 El Cajon Blvd.  
San Diego, CA 92105

#### "In-Person Hybrid"

This model of service is where students will come to the physical school campus on Monday and Tuesday, for example. They will be served breakfast and lunch under the CDE's-Community Eligibility Provision (CEP). CEP allows high-poverty schools to serve breakfast and lunch at no charge to all students. All JCCS students receive 100% free meals under CEP. On Tuesday afternoon upon dismissal from school, the students will be given their breakfast and lunch meals for the rest of the week. These "Grab and Go" meals will be individually packaged and ready to take-home. They will be served following the CDE's no contact guidance.

<https://www.cde.ca.gov/ls/nu/sn/nutritionoperationsfall2020.asp> All meals are contracted and received from a local vendor. They are prepared following all CDE National School Breakfast and Lunch program standards, as well as all state and local health guidelines. Each meal will be claimed for reimbursements through the CDE Nutrition Services Division.

Should schools close again to prevent the spread of COVID-19, JCCS food service will resume its emergency feeding site food distributions through our partner organizations.

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



Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Nurse MTSS PBIS/ SEL/TSS Community Youth Advocates Counselors	2,135,360	Yes
Pupil Engagement and Outreach	Student Led Conferences and Exhibitions, Assessment Technician, Student Support Specialist and 25% Synergy, Promise, Illuminate, Student Transition Technicians and other pupil engagement activities funds, Registrars and Administrative Support, CTE Pathways and Supervision.	3,565,169	Yes
School Nutrition	Food Services Field Assistant, Food Services Program Assistant and Supervisor, and Non-Reimbursable Supplies and Services to Support this Program	1,193,520	Yes
Stakeholder Engagement	Parent and Family Liaisons and Supervisor (to develop plans and encourage stakeholder engagement and parent leadership providing input for program), Parent Portal Training and Workshops	444,350	Yes
Mental Health and Social and Emotional Well-Being	Mental health providers established a plan for participation in professional learning on social and emotional student support that includes topics such as grief/loss, motivation, coping skills, suicide risk, and anxiety/depression.	17,463	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Mental health providers identified appropriate curriculum and therapeutic tools to ensure students' mental health needs are met across all JCCS programs.	98,224	Yes

## 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
7.65%	8,502,835

### 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.]

The San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools is an alternative education program designed to meet the needs of the most at-risk youth in our county. SDCOE has an enrollment of unduplicated pupils in excess of 89% of the total enrollment. An unduplicated pupil is a student in one of more of the following groups: eligible for free or reduced price meals, identified as a foster youth, and/or an English learner. These students are more likely to have had interrupted educations, been highly impacted by traumatic experiences, and be in need of additional support to access grade-level instruction, as evidenced by our local and state assessments as well as our stakeholder feedback.

All services, provided throughout the local educational agency (LEA), are principally directed toward, and effective in, meeting SDCOE's goals for its unduplicated pupils in the state priorities, LEA Wide. These services are grounded in research that supports best-practice actions for our most at-risk youth. The actions and services provided for our unduplicated youth also are carefully designed and targeted to meet the students' unique needs through our multi-tiered system of support (MTSS) structure.

Based on our needs assessment, stakeholder feedback, and California School Dashboard results, there is a need to address and improve student performance in English language arts (ELA) and mathematics. While all of our students are in need of assistance, we noticed our students identified as foster youth and those who are English learners (ELA 117.8 and math 181.5 points below standard) had a significant need for support for improvement. Additionally, in mathematics, our students who are identified as low income had the most significant need (178.3 points from standard) for support for improvement. In order to better meet the needs of students who are identified as low-income, foster youth, and English learners in ELA and math, we have increased our support for professional learning, curriculum development, and materials.

These actions are being provided on an LEA-wide basis in an effort to improve the achievement of all students. However, the targeted services aim to provide more opportunities for teachers to continue to revise and implement the new ELA and math curriculums, and learn strategies to target the students with the highest need, our unduplicated student groups, in an effort to increase their rates more significantly and expeditiously.

Based on research and stakeholder feedback, students identified as foster youth need targeted and directed actions to meet their need for academic and social-emotional success. Additionally, research shows that the greater exposure to traumatic events can decrease a youth's ability to get the academic information and support necessary to reach their grade level standards and the personal development necessary for future success. Our data tell us that our foster youth are in need of academic assistance, as well as increased access to behavioral and academic interventions and support. As seen above, their performance in ELA is near the lowest in our population and their math performance is the lowest (ELA 113.7 and Math 185 points below standard) in our system. Their suspension rates are greater than all other LEA student groups at 26.6%. Finally, students identified as foster youth need to feel connected and belong to an environment, but only 53% reported feeling safe at school in the School Safety Survey. With this in mind, we will continue to direct targeted support to our foster youth both in dedicated instructional staff and support, in wraparound services such as mental, social, and emotional support services, and ensuring there is a plan for transition for each student as they progress through our system. These actions will be provided to all students, but because of the significantly lowered performance and because the actions are most associated with helping foster youth, we expect those students' needs will be met to a greater degree.

"The definition of parent engagement is parents [guardians] and teachers sharing a responsibility to help their children learn and meet educational goals." (Furlong, 1991) Our unduplicated students have the highest rates of chronic absenteeism, suspension, and the lowest performance on English language arts and mathematics assessments. As an LEA we have seen the positive impact that parents, guardians, and social workers have on students' performance in school, college-going behaviors, and attendance. When we educate all stakeholders about the importance of their engagement and involvement in leadership opportunities at the school- and district-level, and we invite them to give their feedback, it helps to increase their belief in the significance of school. These engaging opportunities also help students and families meet their responsibilities and our expectations, showing great promise in attendance and performance. These services are provided on an LEA-wide basis, and we anticipate this level of support will increase the engagement of all parents/guardians and stakeholders. However, because of the change in attitudes and empowerment that occurs with leadership roles, and the opportunities for expansion of thought and ideas, we expect our work with the parents/guardians/social workers of our unduplicated students to produce greater improvement.

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

The San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools is an alternative education program designed to meet the needs of the most at-risk youth in our county. SDCOE has an enrollment of unduplicated pupils in excess of 89% of the total enrollment. An unduplicated pupil is a student in one of more of the following groups: eligible for free or reduced price meals, identified as a foster youth, and an English learner. We believe every student should graduate with the option to attend college and prepared to be successful in career and in life. The following targeted actions are where we focus our funding.

Academic supports for rigorous learning and professional learning for teachers in English language development (ELD) are two of the main ways we are working to meet the needs of students who are English learners. We are working to ensure a high-quality academic program for students who are English learners by continuing to refine a program that includes:

- \* Designated ELD to build language skills, and integrated ELD to support acquisition of content knowledge
- \* Professional development in understanding and differentiating instruction based on the specific needs of students who are newcomers, students who are English learners, and students at-risk of becoming long-term English learners (LTELs)
- \* Appropriately assessing in-coming students who are English learners and LTELs to determine best placement
- \* Teacher assessments of students in class to inform instructional decisions
- \* Monitoring students who are reclassified fluent English proficient (R-FEP)
- \* Stakeholder voice in program design and decisions
- \* Training on strategies for addressing the language and academic needs of students who are English learners
- \* More training for ELD assistants on the English Learner Toolkit and English Learner Roadmap and strategies to improve the ELD program and support the students and staff members
- \* Rosetta Stone computer program to assist newcomers in their acquisition of English
- \* Incorporation of courses and processes to increase the number of students attaining the Seal of Biliteracy
- \* Providing accessibility and the cost of AP testing and materials

For our students who are foster youth, we have targeted actions aimed at ensuring a high-quality program that supports the students' academic, social and emotional, personal, and career and college development needs. Our program:

- \* Allows for the immediate enrollment and placement in appropriate courses, based on state and local statute
- \* Provides support for foster youth at San Pasqual Academy through instructors and support personnel
- \* Monitors for effective enrollment and placement in appropriate courses
- \* Increases opportunities to re-teach and accelerate the learning of foster youth
- \* Ensures wraparound services for each and every foster youth
- \* Continues to identify and support foster youth at all schools as they integrate and transition through our school programs

Parent engagement is important in every student's educational success. We prioritize parent and stakeholder engagement of all students, specifically those with special needs, identified as English learners, foster youth, and students identified as eligible for free or reduced price

meals. The engagement and involvement is known to enhance the productivity and the achievement of students by encouraging mutual feedback and support for the educational program. In addition, our program:

- \* Provides support for parents to gain knowledge and understanding of the instructional program and their role as leaders in the District Parent Advisory Committee/District English Learner Advisory Committee, School Site Council/English Learner Advisory Council, and through forums, empathy interviews, and surveys
- \* Works to increase the amount of involvement of parents of students who are English learners and ensure their participation in both school-based and leadership opportunities as well as solicit and gather their input to improve actions for their students
- \* Ensures a system for translation is always established, available, and provided at all events and in correspondence