Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan are available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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General Information

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

Located in the central area of the Coachella Valley, Desert Sands Unified School District (DSUSD) primarily serves the socioeconomically and ethnically diverse populations from the cities of Bermuda Dunes, Coachella, Indian Wells, Indio, La Quinta, Palm Desert, and Rancho Mirage. The district currently operates eighteen elementary schools, six middle schools, four comprehensive high schools, two continuation high schools, and one alternative education school. In addition, an early childhood learning center which includes eight special education early childhood programs along with three Head Start and State Preschool programs. The remaining Head Start and State Preschool programs are housed throughout the district. The district is one of the largest employers in the Coachella Valley (2,800 employees), covers more than 752 square miles of Riverside County, and operates on a projected annual budget of $343,000,000. As of August 2020, the district's enrollment for students (inclusive of two charter schools) in TK-12 was 28,000, of which 73.7% are of Hispanic descent, 18.1% are white, 1.6% are African American, 2% Asian, and 4.6% other ethnicity. The diversity among the population is evidenced by the 41 different home languages reported; however, Spanish is the home language of 94.9% of the district's nearly 6,150 English learners. The district has an unduplicated pupil percentage of 73.84%; 23.5% are English Language Learners, 70% are from low-income families eligible for free or reduced-priced meals, including 84 foster youth and 253 homeless students; and 11.1% are students with Individual Education Plans (IEPs).

In an effort to meet the needs of students during COVID-19, DSUSD immediately began providing enrichment opportunities on the district website for families and students to use, while teachers were trained to transition to a full distance learning platform. In one week approximately 1,400 teachers attended trainings to prepare for the move to distance learning. Schedules were then created for each school site providing time for direct instruction and office hours for small groups or one-on-one support.

The nutrition services department immediately began distributing meals to families at 10 sites across the district. These were delivered in a grab-and-go fashion to allow for social distancing. Meals were served Monday through Thursday at each site. A total of 1,158,933 meals were served from the March 13 emergency school closures of the 2019-2020 school year until the 2020-2021 school year began.

Understanding that some families would initially need assistance with childcare, DSUSD developed a list of open facilities and provided this list on the district website. Additionally, one site was used to expand a local agency's child care efforts.

Desert Sands child welfare and attendance and student assistance team members worked diligently with school site staff in reaching out to our foster youth, homeless, and low income students who were not consistently engaging in distance learning. Phone calls and family conferences were conducted connecting them to resources, training, and support.

The student support services team set up a Social Emotional Wellness page with many resources supporting families and students. Resources included were:
- behavioral supports
- individual teletherapy for counseling and mental health services
- social emotional wellness strategies
- community resources & counseling agencies
- hotlines of various supports, locally and countywide

Desert Sands Unified continued meeting with our stakeholders groups virtually, such as our parent advisory committees: District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Special Education Parent Advisory Committee (SEPAC), Migrant Parent Advisory Committee, and the Native American Advisory Committee through the end of May. A survey was shared with all stakeholders asking input on distance learning, meal distributions, and child care needs. This gave great insight on prioritizing additional needs for our students and families during COVID-19.

Despite the district's best efforts in the spring, the impact of the COVID-19 pandemic has been significant. School closures and social isolation have affected students, particularly for low income, foster youth, English learners, homeless students, and students with disabilities.

In an effort to mitigate these impacts DSUSD worked through the summer to:
- communicate *Special Education: Moving Forward* with Student Support Services for our special education families.
- continue to provide grab-and-go meals for families.
- create safe workspaces for employees returning to all district buildings.

- provide teacher training (4,800 individual registrations for training sessions).
- plan live-streaming parent trainings and orientation sessions to support families with learning strategies and techniques in support of student learning:
  - *Going The Distance* with the educational services department - a family support series,
  - *Classroom Conversations* with the community engagement liaison - highlighting information on the return to school and what to expect in the virtual classroom.
- delivered technology for all students and help lines for staff, parents, and students.
- created Summer Learning Resources to mitigate learning loss.
- held virtual summer school:
  - high school sessions,
  - migrant student summer school,
  - AVID Summer Bridge,
  - Extended School Year for students with disabilities.

Under public health orders, Desert Sands began the 2020-2021 school year in a distance learning model with daily live interaction with certificated employees and students.

DSUSD has implemented multiple strategies for students, families, educators, and other stakeholders to provide input into the 2020-2021 Learning Continuity and Attendance Plan (LCP). The learning models developed through this process maintain the same high-quality instruction from teachers using the district's adopted curriculum, state content standards, and identification of student learning gaps, attention to social-emotional needs, and tiered intervention support for students needing additional social-emotional and academic assistance. Outreach has been conducted to inform and elicit feedback from stakeholders through public communication methods, including emails, website, social media, videos, live-stream events, surveys, focus groups, parent advisory groups, and public hearings. Due to the Shelter In Place order, all surveys from March to July were conducted electronically; however, families of students who did not have access to technology or internet, were provided with a Chromebook (2nd – 12th) or tablet (TK - 1) and internet MiFi hotspots, increasing access to families who previously did not have this access.

Stakeholder Engagement

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

Although traditional community events have ceased amid restrictive county public orders, DSUSD is committed to collaborating with all stakeholders in order to support student learning and wellbeing. Virtual town hall meetings, a fixed board agenda item regarding COVID-19 response updates, and school planning events were held in an effort to inform the community and to solicit input regarding the reopening of schools.

- June 3-8: Parent and staff surveys were launched to inform and encourage discussion at *Virtual Bailey & Coffee* events.
- June 9: *Virtual Bailey & Coffee* launched the Community & Staff Survey regarding 2020-21 School Opening Plan
    - Opening School Staff Survey- This survey asked respondents to provide feedback on the springtime Distance Learning Program, as well as to provide detailed information regarding their preferences about returning to school in August. Certificated, classified, and management staff members participated. Of the 1,498 participants, the three largest responses came from teachers at 65.2%, classified and confidential staff at 29.6% and administrators at 3.2%.
    - Opening School Parent Survey (English and Spanish)-This survey, similar to the Staff Google Survey, asked respondents to provide feedback on the springtime Distance Learning Program as well as to provide detailed information regarding their preferences about returning to school in August. Of the 3,855 participants the largest response came from high schools at 48%, 33.5% from middle schools, and elementary schools at 18.5%.
- June 15-25: DSUSD School Opening Task Force. The task group, representing district staff, labor associations, and parents, focused on the following areas in considering the opening of school in August: facilities, governance, instruction, school/satellite operations, technology, and wellness. Over a six-week period of time these groups consulted the Public Health Department, Center for Disease Control, California Interscholastic Federation, and California Department of Education resources, along with considering input from stakeholder groups, to make recommendations about returning to school to the Superintendent and Board of Trustees. This recommendation considered survey results from the June 9, *Bailey & Coffee* Opening School Staff Survey and Opening School Parent Survey.
- July 1: The second *Virtual Bailey & Coffee* followed the June 30, Board of Education Study Session, to update the community on the task force progress and launched an additional survey:
    - A Thoughtexchange survey was conducted (in English and Spanish) that asked parents, staff, and community to answer a single, open-ended question "After reviewing the two teaching/learning models for the 2020-2021 school year, what are your thoughts, concerns, and/or questions?" Participants answered the question and then had the opportunity to see responses from others. In this process stakeholders were able to rate the responses of others if they agreed with the idea. Through this rating process, the most highly rated ideas were identified. There were 2,786 respondents with 3,073 thoughts and 143,395 ratings.
- August 4: A Learning Model Preference survey was launched:
    - It was determined that DSUSD would offer four learning model options for families, contingent upon the safe reopening of schools in person. The four models identified were: Distance Learning (online learning program connected to a classroom teacher daily for synchronous and asynchronous instruction), Hybrid Learning (part of the day in school and part of the day at home engaging in learning activities), Independent Study, and Home School. A Learning Model Preference survey was sent to parents and made available on the district's website in order to determine, by child, the preferred learning model. Although

DSUSD has opened school with all students in a distance learning model, these selections are ready to be implemented when we are ready to return to in-person instruction. There were over 9000 respondents.

- August 17: A *Moving Forward* virtual meeting with the student support services staff to update families on special education services were held.
- August 25: A virtual SEPAC (Special Education Parent Advisory Committee) Meeting where *Strategies to Help Your Child Engage in Distance Learning* was presented.
- August 26: Parent Advisory Committee Virtual Meeting (English & Spanish):
  - DELAC and migrant parent participated in a virtual meeting to communicate the purpose, process, and requirements of the LCP and to receive their assistance and advice. Input was collected verbally, translated to a Padlet (a specialized digital tool to record responses), and members were then provided an additional opportunity to provide feedback via a Google form.
- August 26 - Sept 4: Secondary Student Leadership:
  - Leadership Advisors (ASB, Renaissance, WEB, etc.) participated in a virtual session with their leadership students to communicate the purpose, process, and requirements of the LCP and to receive their assistance and advice. Student input was collected via Google form.
- August 31: Second Parent Advisory Committee Meeting:
  - Native American parents, African American parents, and District Advisory Committee members participated in a virtual meeting to communicate the purpose, process, and requirements of the LCP and to receive their assistance and advice. Input was collected verbally, translated to a Padlet, and members were provided an additional opportunity to provide feedback via Google form.
- September 3 & 4: LCAP Advisory Committee Meetings:
  - Two sessions were held (one morning and one evening) for members to participate in a virtual meeting to communicate the purpose, process, and requirements of the LCP and to receive their assistance and advice. Input was collected verbally and translated to a Padlet, and members were also provided an additional opportunity to provide feedback via Google form.
- September 8: A second virtual SEPAC Committee Meeting.
- September 15: Public hearing on draft LCP - opportunity for public comment.
- September 24: Special board meeting to consider approval of the LCP - opportunity for public comment.

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

The Board of Trustees continues to hold remote meetings to conduct essential business during the COVID-19 pandemic and in accordance with Governor Newsom's executive order ordering Californians to shelter in place and banning public gatherings. Therefore, public participation in the meetings is electronic. Members of the public may listen to DSUSD Board meetings in real time simulcast on YouTube with translation service available upon request for our Spanish speaking and deaf/hard of hearing populations. The board continues to value and encourage members of the public to make public comments during the meetings. Members of the public who wish to comment during the board meeting on agenda, non-agenda, or closed session items will find complete directions on ways to address the board via links on the DSUSD website. If individuals have conditions that prevent them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comments and still engage in the process.

In addition, three days prior to the public hearing on September 15, 2020, and the adoption meeting on September 24, 2020, hard copies of the DSUSD LCP draft were made available for viewing purposes at the district office.

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

A Thoughtexchange survey was conducted (in English and Spanish) that asked parents, staff, and community to answer a single, open-ended question, "After reviewing the two teaching/learning models for the 2020-2021 school year, what are your thoughts, concerns, and/or questions?". Participants answered the question and then had the opportunity to see responses from others. In this process stakeholders were able to rate the responses of others if they agreed with the idea.

Through this rating process, the most highly rated ideas were identified. Key themes from the survey included:
- health and safety of students, staff and community,
- distance learning technology needs - devices & internet access,
- parent supports for helping students learn with technology,
- teachers and school staff professional development on online teaching/learning,
- social and emotional supports for students and staff.

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

The stakeholder engagement process, described previously, influenced the development of the LCP in multiple ways. The engagement process, determining how DSUSD would ensure learning and engagement in the new school year, began in June and continued throughout the beginning of the school year. It included the DSUSD School Opening Taskforce (consisting of parents, teachers, administrators, and classified support staff), DSUSD's Thoughtexchange survey, multiple staff and parent surveys, District Advisory Committee meetings, District English Learner Parent Advisory Committee meetings, Migrant Parent Advisory Committee meetings, Native American Parent meetings, African American Parent Advisory Committee meetings, DSUSD's Secondary Student Leadership meetings, and multiple opportunities for stakeholder input on the draft of the Learning Continuity and Attendance Plan, prior to the public hearing and the adoption of the plan.

Throughout this engagement process, the most highly rated ideas were identified. Key themes from the survey included:

Leadership Students
- consideration of distributing seven days of meals,
- training and communication for staff and families on available mental health and additional supports,
- transition to a hybrid model as soon as it is safe,
- ensure that there are enough resources for students with disabilities.

District Employees
- training for paraprofessionals,
- bring high need pupils back for face-to-face learning before other groups,
- provide Imagine Learning support for ELs,
- consider what technology will be needed for the hybrid model,

- training and communication for staff and families on available mental health and additional supports.

Parent Advisory Committees
- consideration of more accessible meal distribution times,
- greater communication with parents including technology training,
- more training for teachers to ensure rigor of instruction,
- training and communication for staff and families on available mental health and additional supports,
- increased support for teachers in the hybrid model, possibly in the form of technology and training.

The In-Person Offerings section was influenced by the recommendation to prioritize health and safety, instructional minutes and schedules, hybrid learning model to include a split schedule to keep students and staff safe, professional development and capacity training for staff and parents, supports for special education students and English learners, mental health and social-emotional supports, multi-tiered system of supports, family choice learning model preference, and intervention and supports for students. Stakeholders also encouraged the district to ensure that staff had appropriate technology for the hybrid model.

The Distance Learning section was influenced by recommendations to ensure that all students have a digital device, access to internet, diagnostic assessments to identify learning gaps, professional development for teachers, administrators, and staff, access to supplemental digital resources, collaboration and planning time, attention to student groups with identified learning gaps such as students with disabilities, English learners, low income, foster youth, and homeless, social-emotional and mental health supports, Multi-Tiered System of Support (MTSS), intervention programs, student progress monitoring, communication with families, and parent capacity workshops to support at home learning with their child.

The Supports for Pupils with Unique Needs section was influenced by the stakeholder input (surveys, meetings, etc.) from staff, parents, and community members on how to assist students with disabilities, English learners, foster care students and students experiencing homelessness. These considerations addressed their academic needs, social-emotional needs and well-being, case management services, professional development for staff, teachers, administrators, family workshops and resources to support students, and supplemental programs to support remediation of learning gaps.

The Pupil Learning Loss section was influenced by stakeholder input on how to identify learning loss and help teachers plan for synchronous as well as asynchronous intervention. A robust intervention and diagnostic system, i-Ready, will support students with learning gaps. The use of i-Ready in intervening for learning loss will be built in, systematically, with DSUSD's MTSS. Additionally, stakeholders identified that students with disabilities, English learners, students in foster care, and students experiencing homelessness will need extra academic, social-emotional support, and monitoring to ensure learning loss is remediated.

The Mental Health and Social and Emotional Well-Being section was influenced by overwhelming and consistent stakeholder input that the emotional health of students may be impacted by the COVID-19 pandemic. Students are particularly vulnerable to the effects of the physical, health and financial strains impacting their home life. Often, students' needs are identified through in-person interaction during regular school hours. Stakeholders impressed upon the district the critical need to establish a social-emotional curriculum to support student needs. Training

for site employees will be conducted surrounding the location of these resources so that they can connect families with the appropriate supports. This training was requested from all stakeholder groups.

The Pupil and Family Engagement and Outreach section was influenced by stakeholders who gave input around the need to make deliberate efforts to connect with students and families who may not be engaging daily with their teachers. Many families are experiencing transitional changes which impact their mobility, ability to support learning at home, and financial constraints which may include basic needs. Stakeholders gave input to the importance of maintaining school nutrition programs to support students' access to nutritionally adequate meals when participating in both in-person and distance learning models. Additionally, input revolved around the need to conduct parent information and training sessions, so that parents would be equipped to assist their students at home. Stakeholders also requested alternate pick up times that better aligned with parent work schedules. This change was made.

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.]

DSUSD is located in Riverside County. Under the new California Blueprint for A Safer Economy, Riverside County is in Tier I, Purple. Schools are eligible for reopening fully for in-person instruction following California School Sector Specific Guidelines once the county is off Tier I for 14 days. Counties must remain in a colored tier for at least 21 days before that can advance to the next color and cannot "skip" tiers. Therefore, the district will be poised to pivot to a hybrid of classroom-based instruction with distance learning when the guidelines and metrics are met. All three levels, elementary, middle, and high school have draft A/B model schedules. These can be found in the district's *Moving Forward* plan and on the district website. This decision is based on California's Public Health guidance.

Recently, the state allowed for waivers for K-5 and the convening of small groups for in person instruction. The district is currently working with stakeholder groups to determine next steps under these allowances.

With a goal of transitioning to in-person instruction in a hybrid model as soon it is safe for staff and students to return and in order to maximize the in-person instructional program for all students but in particular, the students who have experienced significant learning loss during the school closures, and still adhere to all of the many safe requirements such as social distancing, mask wearing, and disinfecting protocols, DSUSD created the *Moving Forward Plan* and also developed an hybrid instructional model which includes the following aspects:
- Securing additional safety equipment including, but not limited to, mobile hand washing stations, hand sanitation stations, mass temperature scanners, improved efficiency air filtration, sanitizing equipment, and front office safety barriers.
- Classes will be split into two cohorts: Cohort A physically attends two days a week, and Cohort B attends on opposite days of the week. The fifth day is used for extension, 1:1, small group intervention, and asynchronous learning where students will be provided

- independent tasks which will extend their in-person learning to be completed at home in order to fulfill the minimum daily instructional minutes.
- Within the weekly schedules, with all content areas, including designated and integrated ELD are addressed.
- Because our initial online implementation will utilize the district adopted curriculum, remediation guides, and pacing schedules, students will transition easily from online learning to in-person learning.
- Students with underlying health concerns and/or students who may not be ready to return to in-person learning will be provided with an option to continue to participate with distance learning, which will be delivered by a classroom teacher. Distance learning will utilize the same curriculum, pacing, assessments and intervention platforms as the hybrid model.
- DSUSD will continue with professional development on developing a MTSS and professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at risk students, English learners, foster youth, low income and students with disabilities.
- To provide additional support to staff and students, DSUSD has purchased the i-Ready platform to serve not only as a comprehensive system of screeners, diagnostics and progress monitoring tools, but also as an individualized online intervention platform for both reading and mathematics in grades K-8.
- Professional development will continue to be provided to all teachers and administrators on how to effectively utilize the i-Ready platform, analyze data collected, and plan for small group instruction intended to close learning gaps.
- Project facilitators and coaches will support teachers in short and long term lesson planning and the use of best instructional practices based on data analysis.
- In-person learning will continue the implementation of social-emotional learning (SEL) curriculum, MTSS, and ongoing case management services.
- Our School Opening Taskforce recommendations, in conjunction with the guidelines from county and state health authorities, have been synthesized to develop comprehensive COVID-19 protocols that include: daily staff and visitor COVID-19 health screening questions, social distancing markers, student desks 6 feet apart, signage, personal protective equipment including face masks, shields, and other equipment (as appropriate for staff and students), hand washing stations in portable classrooms and buildings, hand-sanitizer stations upon entry, protocols for possible COVID-19 exposure and confirmed cases for students, staff and visitors, safe and secure quarantine areas for students and staff at all sites, procedures for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms nightly with high touch areas attended to throughout the day, no gathering permitted where social distancing cannot be maintained, and ongoing revision to health protocols as directed by county and state health authorities.

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

Description	Total Funds	Contributing
Personal protective equipment, plexiglass shields, hand sanitizer stations, cleaning equipment, portable sinks, and other equipment to promote social distancing and ensure safety	$473,887	No

Description	Total Funds	Contributing
Custodial duties to include regular and increased cleaning of common and high touch-point areas within the district and school site.	$10,312,790	No
Targeted professional development provided to staff to support in-person and distance learning	$14,603,364	Yes
Opening School Taskforce: to provide recommendations and guidance with continuity of learning both with in-person and distance learning	$91,000	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.]

DSUSD will begin the 2020-2021 school year in 100% distance learning with a goal of transitioning to in-person instruction in a hybrid model as soon it is safe for students to physically return to school as indicated by the DSUSD's *Moving Forward* plan. The continuity of a high quality instructional program and delivery model is of paramount importance to all DSUSD stakeholders. In keeping with the vision and structures put in place during the implementation of our MTSS, the district will continue its actions in providing the highest quality instruction and supports for all students, including our at risk students, English learners, foster youth, low income, homeless, and students with disabilities. The district is in the process of enhancing the English Learner Master Plan to ensure all aspects of the English learner programs are comprehensively addressed. To ensure equity and access for all English learners, all processes including identification, assessment, student placement, English Language Development (ELD) program services, progress monitoring, reclassification, Reclassified Fluent English Proficient (RFEP) monitoring, family engagement, and English Learner Program evaluation are under review and possible revision. In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, the district has developed structured guidelines to begin the year with distance learning, and to promote flexibility in transitioning to in-person instruction when it is safe to return.

School sites will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

The district designed model lessons that will be utilized to support lesson planning and to ensure essential standards, concepts and standards based content, will be taught throughout the course of the year. Project facilitators and instructional coaches will support teachers in short and long term lesson planning based on standards, rigor and relevance, and the district identified best practices for distance learning. All of these lessons and trainings are focused around the district adopted curriculum and supports of:
- Elementary
  - English language arts: Benchmark
  - Mathematics: Think Central, Easy Bridge, ST Math
- Secondary
  - English language arts: StudySync,
  - Mathematics: ST Math (6-8), McGraw-Hill (6-11).

Visual and Performing Arts, Physical Education, Social Studies, and Science teachers met, as a professional learning network across the district to review, present, and collaborate on content resources such as shared folders, slide decks, and instructional strategies in addition to the district-wide distance learning trainings that were provided by the project and technology facilitators.

Career Technical Education (CTE) teachers met in early August to discuss strategies for shifting to distance learning. In addition, they identified online resources to help them bridge the gap left by limited access to the CTE classroom. Examples of online resources include:
- Project Lead The Way online resources (Engineering and Health)
- Sneak on The Lot curriculum (AME)
- TestOut certification exams (IT)
- iCEV curriculum and certification (Agriculture and Animal Science)
- NASCO curriculum (Agriculture and Animal Science)
- Career Safe OSHA certification (Agriculture, Animal Science, Aviation)
- NEPRIS live access to industry partners and curriculum (All pathways)

The district has endorsed standardized learning platforms such as Zoom, Seesaw, Nearpod, and Google Classroom, to ensure equitable access to curriculum and adopted materials.

School site administrators and teachers were provided with sample standardized daily schedules for all five days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery. Within the weekly schedules, all content areas, including designated and integrated ELD, social-emotional learning, academic support for pupils performing below grade level, and services necessary to ensure that Individualized Education Program (IEP) goals can be executed in a distance learning environment.

School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at risk students, including English learners, foster youth, homeless, low income students and students with disabilities.

Administrators and grade level teams will analyze student data from all student groups for the purpose of identifying learning gaps, and planning for instruction and intervention. Administrators will ensure the continuity of high quality instructional delivery and professional development opportunities to support instruction through a system of virtual walk-throughs, and will provide feedback to teachers.

District representatives have designed a comprehensive distance learning website for parents, students and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

All of these actions were specially designed to ensure a smooth transition from our online learning model to hybrid model as soon as safety allows.

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.]

DSUSD provided 1:1 Chromebooks for students in grades 2-12 and tablets for students in grades K-1 and special education preschool classes. Additionally, MiFi hotspots were checked out and provided to families in need of connecting to the district's Long Term Evolution (LTE) network.

The educational services department pushed out enrichment and educational resources and provided trainings on all platforms. Beyond the first week of training, we launched sessions on distance learning, i-Ready, and Nearpod. Both platforms are embedded with resources for English learners, students with disabilities, and social-emotional learning tools.

A help desk was created for parents and students to call in when they needed technical assistance. This is available five days a week during school hours. The technology department will provide a repair van to visit different sites responding to broken devices and technology issues throughout distance learning.

During the 2019-2020 school year, the district surveyed parents/guardians to determine students' home access to devices and internet. Approximately 93% of DSUSD students indicated they had access to equipment and the internet at home. Chromebooks, MiFi hotspots to connect to the district's LTE network, and information regarding access to low-cost or free internet for those living outside the district boundaries were provided to families/students for spring distance learning.

The district has purchased Chromebooks and tablets for all students and internet MiFi hotspots for those who do not have Wi-Fi access at home. Distribution of these devices will take place before instructional days commence at each school site, ensuring that all students receive required materials. Family needs for internet access will be assessed throughout the year, and MiFi hotspots will be deployed to families

without internet service, to ensure connectivity with district-provided devices. The Destiny Scanner System will track the distribution of all district internet devices in real time. This tracking software may be easily accessed for accurate inventory control. A surplus of extra internet ready devices will be on standby and ready to deploy at every school site in the event that a student device malfunctions. This minimizes any chance of downtime for student access. Families who do not come to the school to pick up devices and internet access will be contacted and special arrangements for the deployment of these resources will be made.

Each DSUSD teacher has an internet ready device that has been provided by the district. Using this device, teachers will communicate with students and deliver lessons through Zoom video conferencing, Seesaw, Google Classroom, and Nearpod. Once students have logged in to their district provided device, curricular websites and applications will all be accessible via a single sign-on portal.

Support in accessing the technology and curricular materials will be provided to each family through our online resources website, parent help hotline, and the support of the classroom teachers, our Student Information System (SIS) team, and the Ed Tech team. Families will be provided with instructions on how to care for their devices, where to access mobile repair and replacement stations, and how to access curriculum sites. The DSUSD technology and educational services team has transitioned to a fully staffed virtual learning resource center. The parent/student help line is supporting all families, particularly families of English learners, with help setting up email, using Google Classroom and Zoom. Support is available in English and Spanish.

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.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501).

Teachers will utilize the attendance module in the student information system to document any students absent from the live, synchronous portion of class on each school day for which distance learning is provided. Teachers will use a second section of the student information system to document evidence of alternative participation including engagement in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents/guardians reporting technical difficulties. A pupil who does not participate in either live, synchronous instruction or earn alternate participation as described above shall be documented as absent for that school day.

District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies, described later in this plan, for students that do not participate for three or more days.

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.]

Project facilitators met with the Director of Professional Development and Teacher Support and the Director of State and Federal Projects to plan and offer additional support for our administrators and teachers. They also shared examples of daily schedules for families to adopt during instructional time helping to provide structured settings for learning.

Resources and trainings were provided prior to the beginning of the school year, on a necessary, recommended, and individualized learning basis. There were over 4,000 unique registrations which included teacher from teacher content developed sessions.

A variety of professional development and resources will be provided to staff to support the district's distance learning program, which includes technological support for staff, students, and families. In the spring, district leaders hosted a great number of input gathering sessions designed to provide recommendations on the return to school, including professional learning opportunities necessary to start the year either with a distance learning model or a hybrid model. In addition, over the summer a professional development needs survey was provided to administrators to assist the educational services department in developing our initial summer professional development sessions in order to prepare for our distance learning program. Initial sessions offered align to the priorities gathered from the survey and from other stakeholder input.

- Virtual professional development sessions will be delivered both in a synchronous and asynchronous model offering flexibility to participants.
- The DSUSD professional development summer sessions delivered by district directors and project facilitators included offerings on adopted curriculum, social-emotional learning, digital learning platforms such as Zoom, Google Classroom, Google Docs and Apps, sessions to support English learners, and sessions for special educators and paraeducators. These sessions were available to administrators, teachers, classified staff and guest teachers.
- All teachers and administrators received professional development on the use of the i-Ready platform designed to support students who have experienced significant learning loss due to school closures and for at-risk students, English learners, foster youth, low income and students with disabilities. The introductory sessions focused on the i-Ready platform and how to administer the comprehensive assessments in both reading and mathematics in order to identify students' learning gaps. Additional sessions, later in the fall, will focus on data analysis and how design lessons mitigate and close the learning gaps.
- To support our new teachers, three days of new teacher orientation was provided as well as a full service induction program. Each new teacher in the program will be assigned a specially trained mentor who will provide guidance and support throughout the school year, both in our online model and when we return to an in-person model.
- Continued professional development will support our MTSS cohorts. This systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports will guide first instructional practices as well as interventions for students in need.
- Professional development opportunities intended to support high quality lesson delivery will be provided throughout the year. Project facilitators and instructional coaches will support teachers in short and long term lesson planning using best instructional practices based on data analysis, both quantitative and qualitative.

- To further support both our educators and families a comprehensive distance learning website was launched, complete with resources and materials, parent instructional documents and videos, and additional professional learning opportunities for teachers.
- Professional development for teachers of English learners to include how to deliver designated and integrated ELD through both synchronous and asynchronous instruction.
  - Asynchronous webinars include: Distance Learning Designated ELD Webinar -- Benchmark Example, Centering English Learners in the Pivot to Reopening Schools, English Learner Parent Engagement in the Time of COVID-19, Integrated/Designated ELD Elementary TK-5, and Distance Learning: English Language Development and Dual Language Instruction.
  - Synchronous training included professional development opportunities to support middle school ELD teachers with the implementation of the enhanced board adopted StudySync curriculum.
- Dual Language Immersion (DLI) teachers and staff attended the California Association for Bilingual Education (CABE) Virtual Summer Spanish Dual Language Immersion Institute and the CABE Virtual Back to School Series. Teachers and staff will continue through the series of eight virtual modules of the CABE Dual Language Teacher Academy. Teachers and staff attended orientation and training sessions from Imagine Espanol, which is a personalized learning solution that accelerates grade-level reading and language proficiency in Spanish for students.
- Professional development for education specialists and service providers to learn how to effectively conduct an IEP meeting using Zoom.
- Professional development for Special Day Class (SDC) teachers on how to develop lessons for online instruction and review samples schedules to build an instructional program that is supportive and appropriate for students with disabilities during online instruction.
- Comprehensive professional needs surveys will be provided to administrators, teachers and classified staff in order to prioritize professional learning needs throughout the year. This data will inform future professional learning opportunities to be provided by district directors, project facilitators and site coaches.

Staff Roles and Responsibilities

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

DSUSD has prepared to return to school in a variety of learning models, including distance learning, hybrid, independent study, and homeschooling. Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. DSUSD will open schools in a distance learning model with administrators, certificated and classified support staff on campuses, at home, and at the district office offering services and supports online, which requires an adjustment in how connections are made, while maintaining consistent academic, behavior and social emotional support as is provided in a traditional model. This includes staff members who provide outreach to families.

In order to ensure the safety of all staff, with some of the staff working from their work site, health and safety measures have been established and are being implemented. A variety of staff will support the implementation of these safety measures by educating employees on health and safety guidelines, conducting self-check health screenings, and supporting efforts in promoting social distancing in the office

areas and during meal service. Appropriate training and personal protective equipment (PPE) will be provided to employees. Possibly impacted staff include:

- Campus Safety Officers: These staff members will continue with their duties of monitoring and providing support for safe and orderly campuses. In addition to their regularly assisted duties, security agents will support front office operations at every school during this trying time. Security agents will enforce best practices such as social distancing and wearing of masks, and will also assist with visitor management.
- Custodial Staff: These staff members will continue with their duties of ensuring school sites/departments are cleaned properly during and after the school/work day. In addition to these typical responsibilities, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent 'touch-point' cleanings throughout the day will be part of the daily routine.
- Technology Staff: Short of a 'traditional' in-person school day, the technology staff roles will be shifted to provide additional device and software support for teachers utilizing technological methods in lieu of 'in-person' methods of teaching. For example, support for online meeting/learning platforms will be in higher demand than classroom equipment (projector/board) supports. Further, parents of students participating in online activities will require additional support from our technology staff.

While DSUSD is providing distance learning, and because the original role or responsibility of some employee classifications are not feasible in a remote environment, the following employee classifications have had their role modified. Appropriate training and PPE will be provided to employees. These modifications are reflected in a Memorandum of Understanding with the Classified Employees Association:

- Bus drivers will continue with current job description in addition to repairing bus seats and cleaning buses, assist with light custodial work such as cleaning and disinfecting, assist with light grounds keeping and maintenance work, assist with light vehicle maintenance, support with meal distribution, and delivery of parts, meals, instructional materials, and student or staff resources.
- Nutrition services employees will continue with current job description, and assist with light custodial work such as cleaning and disinfecting, plus assist with the distribution of classroom materials and Chromebooks.
- Athletic trainers will continue with current job description if applicable in a virtual format, but will also be repurposed and trained to work outside their regular job description to assist with light custodial work such as cleaning and disinfecting, student engagement and parent outreach, office and technical support, assist with the distribution of classroom materials and Chromebooks, assist in the health office as needed, and assist in supervising the entry areas and office while security is on break or lunch.
- School site monitors will continue with current job description, and assist with light custodial work such as cleaning and disinfecting, assist with the distribution of classroom materials and Chromebooks, assist in supervising the entry areas and office while security is on break or lunch, assist in the Health Office as needed, and assist with meal distribution.
- Paraeducators, in conjunction with the teacher on record and in the support of the student(s) with unique needs, work independently within a virtual learning session as an ongoing expectation of the current job assigned. At no time, will there be the expectation of teaching the student(s) independently without the support and direction of the teacher(s) assigned. In addition to direct assistance to classroom teachers, paraeducators will also be repurposed and trained to work outside their regular job description to assist with light custodial work such as cleaning and disinfecting, student engagement and parent outreach, office and technical support, assist with the distribution of classroom materials and Chromebooks, assist in the health office as needed, and assist in supervising the entry areas and office while security is on break or lunch.

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.]

As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with additional needs, as recommended by the various surveys, task groups, and parent advisory groups to support students with disabilities, in foster care, linguistically diverse, and those experiencing homelessness. In doing so, identifying learning gaps for students is essential so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development of their School Plan for Student Achievement (SPSA), in consultation with stakeholders. SPSAs will address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district/classroom assessments and through dedicated Professional Learning Communities (PLC) structure using multiple measures, design reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Dedicated site staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

Students with Disabilities
- During the first two weeks of school students with disabilities received a Distance Learning IEP Aligned Plan which was written in collaboration with parents, case managers, and related service providers.
- All school psychologists and speech and language pathologists have been given access to online assessment platforms. Some providers are providing "in person" assessments following a strict "in-person" assessment protocol at a limited number of district locations.
- All students are continuing to be offered the related services identified in their IEPs through online platforms or consultation.
- Students with moderate/severe disabilities: the district adopted a new online curriculum that is specifically designed to engage students with moderate to severe disabilities entitled AVAIL. All teachers who have students with moderate to severe disabilities received training during the second week of school in order to provide this curriculum to the student. The curriculum focuses on functional skills and social-emotional skills which are more difficult to teach in an online format, particularly with students with severe disabilities.
- Students with low incidence disabilities
  - All students with disabilities in the area of deaf/hard of hearing were given a second electronic device in order to be able to see the sign language translation of teacher presented materials. Many online platforms can only show what is being "shared" on the screen and therefore students need additional devices to track the interpretation.
  - DSUSD is actively pursuing closed captioning options for programs that interface with Zoom and Google Classroom in order to accommodate our students with disabilities.
  - Specialized service providers are collaborating with classroom teachers, program specialists, inclusion specialists and parents to identify additional needs for technology and other supports needed by students who are visually impaired, deaf, hard of hearing, or orthopedically impaired.

- Paraeducators are receiving training to be able to assist teachers in delivering small group interventions and instruction under the supervision of special education teachers.
- Educationally Related Mental Health Services (ERMHS) continue to be provided to all students per their IEP. Additionally, the ERMHS therapists developed an eight week social-emotional learning curriculum which is being delivered to all students through their classroom engagement time.
- Behavior specialists and the inclusion specialists are consulting with teachers and case managers regarding ways in which to engage students that are resistant to online learning formats.

Homeless
- The district foster youth/homeless liaison will collaborate with local homeless shelters to:
    - ensure provision of and monitor ongoing access to adequate internet connection either through district-provided MiFi devices and/or internet service provided by the shelter.
    - develop a regular schedule and work location for students to participate in educational activities throughout the school day,
    - ensure students have necessary supplies and that technological devices are in good, working order. The liaison will continue to monitor and assist students who require additional assistance accessing their classes while living at the shelter.
    - collaborate with shelter staff to address individual student and family needs for students experiencing difficulties progressing in a distance learning platform.
- The district foster youth/homeless liaison will work with district schools to
    - ensure students are appropriately scheduled and students/parent(s)/guardian(s) know how to access their classes.
    - ensure students have checked-out all district-supplied equipment required for school including MiFi if needed.
    - Inform teachers of any special needs of student including copies of the student's IEP or 504 plan.
- The district foster youth/homeless liaison is reaching-out to families who were identified as homeless at the end of last year to make initial contact, ensuring students are enrolled and prepared to start school on-time, support families in creating schedules and space for students to engage in distance learning, and will continue to assist families to problem-solve barriers as they may arise.
- School sites will use the DSUSD Data Warehouse data analysis tool to monitor progress and daily participation of homeless students and connect struggling students with supports.
- Each student identified as homeless will be assigned to a member of the school site staff who will provide mentoring support to the student and/or family.
- In addition to intervention supports provided by school sites, students grades 3-12 who are experiencing homelessness will also have access to 24-hour, online tutoring through the FEV Tutor program. This tutoring may include classroom assistance or skill development based on student need.

Foster Youth
- The district foster youth/homeless liaison will collaborate with foster families and social workers to:
    - ensure provision of and monitor ongoing access to adequate internet connection either through district-provided MiFi devices and/or internet service provided by the foster family.
    - develop a regular schedule and work location for students to participate in educational activities throughout the school day.
    - ensure students have necessary supplies and that technological devices are in good, working order. Liaison will continue to monitor and assist students who require additional assistance accessing their classes.

- o collaborate with foster families and social workers to address individual student needs for students experiencing difficulties progressing in a distance learning platform.
- The district foster youth/homeless liaison will work with district schools to:
  - o ensure students are appropriately scheduled and students and foster parents know how to access their classes.
  - o ensure students have checked-out all district-supplied equipment required for school including MiFi if needed.
  - o ensure all teachers are aware of any special needs of student including copies of the student's IEP or 504 plan.
- The district foster youth/homeless liaison is reaching-out to students/foster families of students identified as foster youth at the end of last year to make initial contact, ensure students are enrolled and prepared to start school on-time, support students and foster families in creating schedules and space for students to engage in distance learning, and will continue to assist families to problem-solve barriers as they may arise.
- The district foster youth/homeless liaison will work with student social workers to provide information and any necessary training to allow the social worker to understand how to support the student to be successful in distance learning.
- School sites will use the DSUSD Data Warehouse data analysis tool to monitor progress and daily participation of foster youth and connect struggling students with supports.
- Each student identified as foster youth will be assigned to a member of the school site staff who will provide mentoring support to the student and/or family.
- In addition to intervention supports provided by school sites, students grades 3-12 who are foster youth will also have access to 24-hour, online tutoring through the FEV Tutor program. This tutoring may include classroom assistance or skill development based on student need.

English Learner Student Supports
- Teachers will provide academic and language support to ELs daily through synchronous integrated English language development (ELD) strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.
- Instructional minutes' requirements will include specific parameters for designated ELD provided by certificated classroom teachers.
- District Project Facilitators will support teachers to identify specific groups of students to monitor and remediate learning gaps using the district adopted ELD curriculum, Benchmark and Study Sync ELD, district diagnostic assessments, formative language assessments, and intervention support.
- District systems of support will help identified school level EL leads implement progress monitoring of current ELs, At-Risk of Long Term English Learners (LTEL), and EL4+ that are not at risk, LTELS and Reclassified English Proficient (RFEP) students.
- DSUSD Data Warehouse and i-Ready monitoring platforms will be used at the district level and at all school sites to monitor, identify language and academic needs, and create individualized classroom groups by teacher to use during Professional Learning Communities (PLC) teacher team meetings.
- DSUSD Data Warehouse and i-Ready monitoring platforms will be used throughout the district to support teachers with specific strategies to use during distance learning directed towards acceleration of learning for ELs.
- School sites will develop schedules for designated ELD.
- Provide translation of resources for families, interpretation of technology help requests, bilingual videos and other resources.

- District project facilitators curate an ELD website that includes informational resources, lesson planning resources, EL webinar recordings, upcoming workshop opportunities, designated ELD startup tips, and EL Roadmap Teacher Toolkit resources to support English learners' academic and linguistic needs.
- Supports for newcomers to include:
    - A dedicated helpline, with designated bilingual assistants, within the services provided for parents.
    - Virtual orientation evening to communicate supports within the district to assist newcomer students and their families.

Supports and services will be provided to ensure specific student populations are engaged in school, which historically have had interruptions in their education due to unique family circumstances, immigrant status, homelessness, or foster placement.
- Coordination of monitoring of these groups will be initiated by the Child Welfare and Attendance (CWA) department by the second week of school to implement a tiered intervention system at each school site.
- Immediate intervention by the school site team using administrators and support staff through a weekly report, will facilitate the tracking of students, once their attendance and synchronous/asynchronous participation documented by the teacher begins to decline.
- A review of current community resources and district supports will also be reviewed and evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.
- The Office of CWA will continue to actively participate in monthly Foster Youth/Homeless Liaison and CWA/SARB (School Attendance Review Board) meetings at the Riverside County Superintendent of Schools in order to collaborate with other districts and receive guidance and direction to ensure that all legislative mandates are in compliance for these students.

Social-Emotional and Positive Behavior Intervention and Supports
- DSUSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, low income, and experiencing homeless, by providing resources to support social-emotional learning and Positive Behavior Interventions and Supports (PBIS).
- Mindfulness practices to learn calming strategies and reduce stress,
- Building resilience strategies to learn how to overcome trauma,
- Social-emotional learning to understand how to process emotions and overcoming trauma and crisis,
- Counseling services to support mental health wellness,
- Case management services to provide access to basic needs such as housing referrals, access to food banks, clothing, and shoes,
- Family Wrap Around services to provide whole family counseling and case management services,
- Active referrals to Care Solace for follow-up and treatment.

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

Description	Total Funds	Contributing
Custodial duties to include regular and increased cleaning of common and high touch-point areas within the district and school site (also listed in In-Person Offerings).	NA	No
Opening School Taskforce: to provide recommendations and guidance with continuity of learning both with in-person and distance learning (also listed in In-Person Offerings).	NA	No
Targeted professional development provided to staff to support in-person and distance learning (also listed in In-Person Offerings).	NA	Yes
Support of instruction with in-person and distance learning to include technology equipment, educational platforms, and curriculum for general education, special education, and career-technical education.	$27,445,237	Yes
Additional services to assist staff and families with the navigation of in-person and distance learning.	$681,905	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.]

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-2020 and beginning 2020-2021 in an online learning model. Through the continued implementation and refinement of the MTSS, site and district leaders have designed a comprehensive system to identify students' unfinished learning, so we DSUSD has purchased the i-Ready platform and aligned its comprehensive system of assessments including screening, diagnostics and progress monitoring tools, to our cycle of "plan, do, study, act" over the course of the school year. Grades K-8 will take the i-Ready diagnostic three times a year and grades 9-11 will be assessed during the fall and winter. In addition, springtime assessments will include grades 9-10 taking the Interim Comprehensive Assessments (ICAs) and grade 11 taking Smarter Balanced Assessment Consortium (SBAC).

- Teachers will continue to use frequent formative assessments, either from the district adopted curriculum, teacher-developed, or Smarter Balanced Interim Assessments to measure near-term learning outcomes for the purpose of frequent progress monitoring.
- In addition to assessments, the i-Ready platform includes individualized online personal instructional pathways and lessons for both reading and math for K-8 students. At the high school level, the i-Ready platform will be used to support those students who are below the 9th grade level. For all DSUSD students, including at-risk students, English learners, foster youth, low income, homeless and students with disabilities, will engage weekly in the recommended number of minutes to maximize the program's effectiveness. Site administrators and teachers have developed schedules which include time for students to work on their personal online pathway and for teachers to pull students into small group intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.
- DSUSD will continue to utilize existing assessments conducive to measure and progress monitor foundational literacy skills.
- All administrators and teachers will receive professional development on the effective use of the i-Ready platform including the administration of assessments, the analysis of the results, and planning for targeted intervention and differentiated instruction.
- School sites were provided with a calendar which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.
- District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.
- District and site administrators will monitor curriculum embedded assessments to measure progress in ELD through the district wide use of the ELA/ELD adoptions.
- All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative language assessment and observations of student English language learning.

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.]

All students must have access to supports and resources to help them achieve their academic goals. In DSUSD, a MTSS has been created at the district level and at MTSS cohort 1 and 2 schools for aspects of MTSS implementation. Processes at the school and district level address learning loss, including strategies differentiated for English learners, low-income, foster youth, students with disabilities, and students experiencing homelessness. Our School Opening Taskforce recommendations, teacher and classified staff Memorandum of Understanding (MOUs) and Parent/Student Guidelines are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

English Learner Student Supports
- Dedicated resources to support English learners in Dual Language Immersion (DLI) programs to develop bi-literacy, engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
- DLI students biannually take the LAS Links standardized language proficiency assessment in both English and Spanish that provides proficiency levels in the domains of listening, speaking, reading, and writing.
- District English learner project facilitators will identify English learners and work with site administrators and teachers to identify appropriate ELD instructional strategies to deliver both during synchronous and asynchronous learning.

Special Education Student Supports
- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- Special education teachers, service providers, and psychologists will collaborate with general education staff to address possible learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.
- Distance Learning Plans (termed Distance Learning IEP Aligned Plans.) which articulate the ways in which the student's IEP supports and services will be delivered during periods of distance learning or other emergencies are developed to provide a clear plan for students during this period.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss
- Each student identified as foster youth or homeless will be assigned to a member of the school site staff who will provide mentoring support to the student and/or family. The district is partnering with The Edge Foundation to provide training and consultation for our staff who will be mentors.

- In addition to intervention supports provided by school sites, students grades 3-12 who are identified as foster youth or homeless will also have access to 24-hour, online tutoring through the FEV Tutor program. This tutoring may include classroom assistance or skill development based on student need.
- The District Foster Youth/Homeless Liaison will provide case management services for students and families experiencing in need to include, but not be limited to, housing referrals, access to food banks, mental health services, clothing, shoes and other basic needs.
- In addition, once a hybrid learning model begins, additional transportation support will be provided to homeless families, as needed. The district will coordinate with Foster Youth Services to ensure foster students have adequate transportation provided either by the foster parent or school district.

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.]

According to the 2019 California School Dashboard, learning gaps remain for several student groups in DSUSD. As a result of the cohort implementation of MTSS, progressive systems and evaluation of the fidelity of implementation has been in place for the last two years. As a result of stakeholder feedback and input, the post COVID-19 learning loss of fragile student groups has intensified. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored to include analysis of evidence that the strategies detailed above are succeeding.

English Learner Student Support
- School Plans for Student Achievement (SPSA) for all schools will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and mathematics.
- The DSUSD Data Warehouse will be used to identify individual English learners, analyze data in PLCs and plan for English Language Development (ELD), ELA and mathematics.
- Curriculum embedded assessments in Benchmark and Study Sync will help measure student progress in reading.
- Schools will meet with the English Learner Parent Advisory Committee (ELAC) to evaluate the effectiveness of their EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reclassified Fluent English Proficient students will be monitored for four years to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of language acquisition levels of English learners, who are progressing towards reclassification, will be conducted.
- Site level English Learner Leads ensure an Academic Support Plan is developed and implemented for each At-Risk of LTEL and LTEL students.
- Benchmark Advance English Language Development Assessment System provides teachers the tools to evaluate and document English Learner's growth in language proficiency over time using formative assessment tools that are directly related to learning activities and tasks from the lessons and are based on the program's informational and literary texts.

Special Education Student Supports
- The DSUSD Data Warehouse will be used to identify individual special education students, analyze data in PLCs and plan for support in ELA and mathematics.
- Monitoring progress on the achievement of IEP goals.
- SPED staff will collaborate with General Education staff on interventions such as i-Ready
- SPED staff will communicate with parents about student progress.
- Triennial assessments, informal, curriculum-based and district assessments will be used to inform instruction.

Foster Youth, Homeless, Low Income
- Review attendance from the previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student's intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers.
- Frequent contact with teachers for updates on student's progress using the Weekly Engagement Record for the class.
- Social-emotional supports, including trauma informed care, will be provided.
- Staff observation during daily class check in and self-rating of emotions, student engagement, and participation will be conducted and staff will be trained to identify students in crisis.
- Data collection through a preliminary and post survey to determine social-emotional growth after engagement in social-emotional learning.
- Mental health service referrals and assessments to monitor the number of students referred for services and qualified to receive services.
- The DSUSD Data Warehouse will be used to identify individual students, analyze data in PLCs, and plan for support in ELA and mathematics.

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

Description	Total Funds	Contributing
Professional development for all staff in recognizing crises in others that addresses adjustment behavior versus true crisis behavior.	$149,391	Yes
Teachers will implement district-wide assessment and personalized instruction systems (i-Ready) for English language arts and mathematics to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.	$5,232,919	Yes
Teachers will assess TK & Kindergarten students' foundational reading and mathematics skills utilizing ESGI assessments in order to inform instruction.	$1,318,549	Yes

Description	Total Funds	Contributing
Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English learners.	$166,058	Yes
District monitoring of elementary and middle schools to ensure that English learners are achieving English proficiency based on the State's English language proficiency assessment and meeting challenging state academic standards	$220,234	Yes
LAS Links standardized language proficiency assessment in both English and Spanish for our DLI students that measures the proficiency levels in the domains of listening, speaking, reading, and writing.	$127,000	Yes
Imagine Espanol assesses and tracks individual reading and language proficiency in Spanish language arts.	$23,000	Yes
Distance learning summer sessions to assist with mitigating spring learning loss	$671,819	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.]

DSUSD will implement a multi-tiered system of supports to ensure there are mental health and social-emotional well-being supports for our students and staff. Mental health and social-emotional well-being will be monitored using a screening assessment tool. School teams will review data, provide school-level support as needed, and utilize a referral process.

Tier 1 Supports include:
- District created social-emotional learning lessons to be delivered by classroom teachers. The program is entitled "Hang On Pandemics End" (H.O.P.E) and includes videos, guided discussions, and reflection activities to address the impact of COVID-19 and meets the (Collaborative for Academic, Social, and Emotional Learning) CASEL's 5 SEL (social-emotional learning) components: self-management, self-awareness, social awareness, responsible decision making and relationship skills. The 24 SEL lessons are differentiated to elementary, middle school, and high school students to meet the developmental needs of the students.
- Mindfulness lessons can be accessed on the DSUSD Social Emotional Wellness website for teachers to deliver to students.
- SEL resources and student activities in Nearpod.
- Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- Data collection through a preliminary and post survey to determine social-emotional growth after engagement in social-emotional learning.
- Monitoring our PSST World (School Safety Cloud) for students and families to report concerns related to social and emotional well-being that is secure and confidential.
- School and district-wide events to promote school connectedness and positive school climate. Monthly wellness topic resources will be provided for site counselors to tailor to the climate and culture of their site.

Professional Development associated with Tier I supports that will be provided to staff include:
- Review of H.O.P.E. SEL lessons with all school site counselors,
- Suicide risk assessment and safety planning virtual training for all site counselors, school psychologists, mental health therapists, and nurses,
- Best practices for virtual telehealth webinar recommendations- mandated for mental health therapists,
- Suicide prevention for teachers and staff training- including recognizing signs of crisis and the risk factors of adverse childhood experiences,
- Child abuse and neglect mandated reporter training- mandated for all school staff,
- Case management and mental health referrals,
- Social-emotional supports for students and adults,
- Updated Social Emotional Wellness website to access wellness resources.

Tier 2 and 3 Supports include:
- Multiple avenues available to students, staff and the community to request district-provided social emotional support for students/families; this includes use of the *Request for Social Emotional Assistance* form that is online on the DSUSD website,
- School counselors, K-12 utilize social emotional screenings for data driven decision making to address areas of social emotional needs to support academic progress and social emotional development,
- Students who receive mental health services, or counseling through the Student Assistance Program (SAP), will continue to receive these services or be referred to our district contracted community service agencies such as Care Solace,
- Through the MTSS framework, school sites will regularly review student early warning indicator data and refer students in need of social, emotional and behavioral assistance,
- Mental health assessment to determine level of intervention,
- Offer telehealth or telephonic individual, group and or parent counseling,
- Collaborating with Ronnie's House for Hope, a peer support bereavement center for children/teens and their families coping with a significant loss,
- Collaborating with Betty Ford Children's Services to provide group counseling for elementary students who identify a parent or a significant adult family member with substance abuse or are in recovery to promote resilience and education,
- Elementary and Middle school counselors will be trained in Closegap, a free tool used by counselors, teachers and other professionals to support the emotional health of K-12 students,
- INSight virtual meetings will be provided by SAP counselors at the High School level.

DSUSD will provide mental health and social-emotional wellness services to students, staff and families as follows:
- Individual, small group and/or parent counseling provided by licensed and supervised mental health providers via telehealth or telephonic platforms,
- Crisis response team approach to support students and adults in crisis,
- Professional development in the areas of trauma informed practices, mental health support and suicide prevention awareness, includes training in those areas in a virtual context,
- Site classified and/or certificated staff to provide student mentor support,
- Mental health staff offer self-care professional development,
- Wellness staff will produce and upload webinars for families based on the collective topics that will be located on the DSUSD Social Emotional Wellness Website,
- Benefits package to all employees includes an employee assistance program that provides ongoing support including social emotional and mental health,
- Updated wellness web-page for students, parents, and staff to utilize for support and resource information,
- Parenting Workshops will be provided in Spanish starting in October by Vision y Compromiso, an organization dedicated to improving the health and well-being of the community. The following topics will be covered: general mental health, anxiety, depression, trauma, and substance abuse,
- Comprehensive health services that includes school nurses providing:
  - following up with students with known health concerns,
  - assessing students for special education purposes both in person and in a virtual format,

> o implementing a nurse hotline to assist families in addressing non-urgent questions regarding COVID-19, immunizations, access to care, and medical forms or documentation.

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.]

At the start of the year, each school will follow the district-wide protocol for locating "registered non-attending students", students who were enrolled in the district at the end of the previous school year, anticipated to continue attending a district school, but did not participate at the beginning of the school year. The protocol includes an extensive, full investigation process schools sites must follow before determining the student is either un-locatable or disengaged. Students who continue to be disengaged following extensive school intervention are referred to the district's Child Welfare and Attendance for a School Attendance Review Board (SARB) hearing.

Throughout the school year, the district will closely monitor student engagement including daily participation, student attendance, and weekly engagement. Teachers will utilize the attendance module in the student information system to document any students absent from the live, synchronous portion of class on each school day for which distance learning is provided. Teachers will use a second section of the student information system to document evidence of alternative participation including engagement in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents/guardians reporting technical difficulties. A pupil who does not participate in either live, synchronous instruction or earn alternate participation, as described above, in online learning on a school day shall be documented as absent for that school day.

The district has developed a multi-tiered re-engagement plan triggering intervention steps based on both criteria outlined in SB 98 (students missing more than three days or 60% of school within a week) and chronic absenteeism. The first instance of 3+/60%, or chronic absenteeism, initiates a direct contact by teacher, attendance concern letter to parent/guardian, and weekly attendance monitoring for six weeks of improved attendance. Students are assigned to staff for a bi-weekly check-in following the next incident of 3+/60% and/or ongoing chronic absenteeism following initiation of Step 1 intervention. Should absenteeism continue, the student moves into Step 3, which initiates the creation of an individualized student support plan developed in collaboration with the student's family/guardian during a School Attendance Review Team (SART) meeting. This support plan will, as appropriate, include referrals to district and community resources. Should the school exhaust all resources and the student's absenteeism continue, the student will be referred for a School Attendance Review Board hearing.

To assist school sites in identifying students in need of attendance intervention and to monitor post-intervention attendance, the district is purchasing attendance intervention software, RaaWee Truancy and Dropout Prevention System. Each school site will identify an Assistant Supervisor of Attendance (ASA), who will oversee the attendance intervention and improvement activities at the site. The ASA will work closely with the Child Welfare and Attendance office to implement and monitor programs to encourage student engagement and provide

effective early intervention when students demonstrate concerning attendance patterns. To further assist in attendance intervention and student engagement, school sites will utilize paraeducators to provide direct support to students and families struggling with regular school participation.

Support staff at school sites will serve as a network of assistance when students are absent from learning. Each school will establish a triage team to review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilize a tiered system of support to provide re-engagement strategies for students who are absent from online learning. In addition, students at risk of having learning difficulties will be referred to the Student Support Team (SST) to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation and documentation.

A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies. Close collaboration with the teacher, administrators and support staff (triage team) will provide regular monitoring using a weekly list that highlights these students and others who also are absent. School sites will use the support team including student mentors and outreach consultants to monitor and make connections with students. Bilingual support staff, district translators, and the use of Language Line will ensure staff is able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement.

- Students needing re-engagement strategies will be supported holistically to include the identification of barriers and challenges facing parents/guardians.
- Students who need re-engagement strategies or identified as chronic absent, based on the weekly engagement record, may require a Tier 2 or Tier 3 support from the school site or our Family and Collaborative Services, including conducting a needs assessment and personalized case management will be provided.
- Regular monitoring of student attendance and participation through the weekly engagement record will be part of the process and will include formulating goals through the adjustment of interventions.
- Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan.
- Procedures for tiered re-engagement of students missing three days of synchronous/asynchronous instruction in a school week or identified as chronic absent based on the weekly engagement record will be identified first by the teacher and then referred to the school site's support team for immediate intervention.
- The school site support team (triage team) will examine all possible barriers: economic, health, family stability, reliable remote learning capability, etc. This process will be in full operation by the second week of the school year.
- Staff will assist in monitoring students who are disengaged or have been absent from school.

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.]

For all schools, students engaged in DSUSD's distance learning program will be provided nutritionally adequate grab-and-go meals for parents to pick up. Meals are dispersed two days a week. Each dispersal day covers multiple school days so if parents pick up on both days, they will receive breakfast and lunches for the entire week. Meals will be available to all students at no charge through the Seamless Summer Feeding Option until December 31. Parents are notified of meal distribution via phone calls from the district, social media, flyers, local news, and site communications. The District's point of sale system will be utilized to comply with U.S.D.A. mandated record keeping and identify students with special diets. It will be necessary to upgrade point of sales terminals for outside service. Beginning January 1, schools that are not on the Community Eligibility Provision will charge students based on their free or paid eligibility. The district will provide applications in person and online and conduct significant outreach to encourage families to apply. Online payment will be available for students that do not qualify for free meals.

When the district transitions to the hybrid model, meals will be provided to students attending school physically. Cafeteria lines will be arranged to maximize social distancing. Students will be directed to an eating area that's clean and sanitized. Students solely using the distance learning model will be able receive meals using the multi-day pickup.

DSUSD will emphasize the following protocols with either distance learning or hybrid learning:
- Health and Hygiene Promotion Teach and reinforce hand-washing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
- Post signs on how to stop the spread of COVID-19.

Cleaning and Sanitation Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads.

Meal Preparation
- Ensure gloves, masks, disposable aprons, and other supplies are readily available
- Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how work stations can be reorganized for proper physical distancing
- Adjust employee shifts to minimize the number of staff in the kitchen.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.50%	50,321,570

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 needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention and student engagement. As we approached planning for in-person and distance learning offerings, we reviewed each part of the plan with an equity and accessibility lens. In those instances where the general plan did not address barriers of foster youth, English learners, and low-income students, additional resources and measures were added to ensure that each of these groups had the same access and opportunities as all students.

The following actions from the LCP demonstrate we are effectively meeting the needs of these students.

- Continuity of Learning - In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, the district has developed structured guidelines to begin the year with distance learning, and to promote flexibility in transitioning to in-person instruction when it is safe to return. Extensive professional development has been provided to all staff to support online instruction, technological support and understanding and supporting social emotional needs of students and families. To ensure that English learners' needs are met, additional training was provided to ELD teachers and supplemental materials such as Nearpod, Imagine Learning, and designated ELD supports in our ELA curriculum.
- Access to technology - DSUSD provided 1:1 Chromebooks for students in grades 2-12 and tablets for students in grades K-1. Additionally, MiFi hotspots were checked out and provided to families in need of connecting to the district's LTE network. Priority for distribution was given to foster youth, English learners, and our low income populations. A help desk was created for parents and students to call in when they needed technical assistance, and a repair van visits different sites responding to broken devices and technology issues throughout distance learning. Foster youth and homeless students were prioritized in the distribution of Chromebooks, tablets and MiFi devices. The foster youth/homeless liaison worked closely with foster families, homeless shelters and families experiencing homelessness to ensure students had devices in good working order, students and families knew how to use the devices, and families have regular and ongoing access to the Internet. The foster youth/homeless liaison, school counselors and Student Assistance Program counselors personally connected with parents/guardians of foster, homeless, and low-income students, foster student's social workers and local homeless shelter staff to ensure parents/guardians had information regarding the use of technology and supports available through the technology help desk. These student groups tend to be highly transient and experience difficulty in maintaining accurate contact information, which may impede the student's ability to receive technological support and stay connected to school. Providing the mobile unit also increased family access to support. All communication regarding technology assistance was distributed in both English and Spanish, and translation of all parent communication, parent meetings, and training were available in both English and Spanish, due to the fact that Spanish is the home language of 94% of the district's 6,150 ELs.
- Identification of Learning Gaps - Administrators and grade level teams will use the DSUSD Data Warehouse to identify individual students, analyze data in PLCs and plan for support in ELA and mathematics. All teachers and administrators received professional development on the use of the i-Ready platform designed to support students who have experienced significant learning loss due to school closures, including training in the use of embedded reporting to identify learning gaps. The evidence collected will specifically review foster youth, English learners, and low income students to apply the MTSS framework and utilize the partnership with The Edge Foundation to determine effective intervention not only in unfinished learning, but also consider other factors which may be impacting academic progress. Staff will continue to receive professional development on the unique needs of students who are foster youth, English learners and low income, to assist in better understanding of the needs of these student groups and applying effective intervention.
- Social Emotional and Mental Health - Student Support Services worked closely with Educational Services to develop social emotional wellness supports for all students. Supports included a social emotional wellness page with many resources including general mental health wellness activities, district and community sources for behavioral supports, individual teletherapy for counseling and mental health services, and extensive list of available community resources. School schedules were developed to include daily Social Emotional Learning (SEL) activities for students, and Project Facilitators and coaches support teachers in lesson planning to include implementation of SEL. The needs of foster youth, English learners, and low-income students were

considered first in these actions to provide continuity of social emotional learning support and mental health interventions with careful consideration not only of the experience COVID-19 has had on these student groups, but also the generally higher rate of social emotional need often seen in students within these student groups, particularly students who are foster youth and experiencing homeless. District-staffed case management and mental health services teams will be in place to provide case management and mental health telehealth services for students and families in need. Coordination of Mentor services for students and families to ensure student engagement is consistent and social-emotional needs are being met.

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

The District's investments, as required in statute, continues to target low-income, English learners, and foster youth students while also supporting students with disabilities and students in transition. The actions dedicated to improving outcomes for our low-income, foster youth and English learners are designed to exceed the required 23.5%, as the majority of the actions in the LCP are principally designed for our unduplicated student population.

The result of the temporary school shut down due to COVID-19 in 2019-2020 illuminated needs in student learning, digital access, basic needs and social-emotional needs. Families of low-income, foster youth, and English learners struggled to suddenly become their child's learning coach while at the same time balancing financial, social-emotional and health issues, which were on the rise due to COVID-19. Thus, when stakeholders provided input, the district realized at once that dedicated resources must focus on how to identify learning gaps for unduplicated students, how schools would continue to provide meals, how students would have their social-emotional needs met, how parents of unduplicated students would access and learn technology, and how our schools would continue to provide individualized services to promote equity and educational access.

The majority of actions in the LCP are dedicated to creating distance learning and hybrid learning experiences for students by teachers with assessment and intervention resources to identify learning gaps and remediate them during synchronous and asynchronous instructional minutes. The fully operational, new assessment and remediation system, iReady, will support all unduplicated students by identifying their academic gaps and providing them with a personalized learning plan customized to their needs. This effort required an investment to remediate the digital divide our unduplicated students experienced at the end of the 2019-2020 school year, as the iReady program is digital. In DSUSD, children whose families do not have internet access will receive MiFi, and will receive support and training to use these devices to support their child at home.

The foster youth/homeless liaison reached-out before the start of school to work directly with local shelters, families experiencing homelessness, foster families, social workers and community agencies to ensure students who were foster or homeless were ready to start school through distance learning. The liaison will continue to monitor and provide ongoing support. Activities include ensuring access to adequate internet connection, supporting families in developing a regular school schedule and appropriate school work location, ensuring and, if needed, providing students with necessary basic needs and school supplies. The liaison also works with school, students and families to monitor the function of technological devices and, if needed, support families in repairs and replacement. The foster youth/homeless

liaison works with school counselors to ensure students are appropriately scheduled and checks-in with teachers to ensure they are aware of students with IEPs and 504 plans and understand how to provide the accommodations.

To further support the success of students who are foster or experiencing homelessness, school sites will use the DSUSD Data Warehouse data analysis tool to monitor progress and daily participation and provide early intervention connecting struggling students with supports. All foster youth and homeless students in grades 3-12 have access to 24-hour, online tutoring through the FEV Tutor program. This tutoring may include classroom assistance or skill development based on student need. In addition, each student identified as homeless will be assigned to a member of the school site staff who will provide mentoring support to the student and/or family.

Our State and Federal Project Office supported our English learners, Migrant Education, and American Indian Education populations with a variety of academic supports and supplies needed to start a school year. Teams of teachers worked over the summer to provide distance learning tutoring options and school supplies such as backpacks, notebooks, and earbuds for our Migrant and American Indian Education population, while our English learner population was on the forefront of our planning with utilizing the best EL resources in our ELA curriculum in conjunction with the best resources in our AVID Excel curriculum to create lesson designs ensuring that our EL students have the very best opportunities for language acquisition.