

**VISIONS IN EDUCATION  
BOARD OF DIRECTORS**

**AGENDA ITEM:** New Business,  
Item D-1  
**MEETING DATE:** 08/27/2020

**SUBJECT:** Board Review of Learning Continuity and Attendance Plan (**PUBLIC HEARING**)  
for Visions In Education, Inc.

**DEPARTMENT:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Administration  | <input type="checkbox"/> Business and Technology     | <input checked="" type="checkbox"/> Instruction  |
| <input type="checkbox"/> Human Resources | <input type="checkbox"/> Attendance & Accountability | <input type="checkbox"/> Assessment & Evaluation |
|  | <input type="checkbox"/> Business Operations         | <input type="checkbox"/> Home School             |
|  | <input type="checkbox"/> Student Support             | <input type="checkbox"/> Independent Study       |
|  | <input type="checkbox"/> Technology                  | <input type="checkbox"/> SPED                    |
|  |  | <input type="checkbox"/> Student Services        |

**CHECK ONE:**

- For Discussion:   
For Action:   
Report:

**ACTION REQUESTED:**

The Superintendent is requesting the board receive and hold a public hearing on the Visions In Education Learning Continuity and Attendance Plan (Learning Continuity Plan).


Materials provided.

- Attachment A: "Learning Continuity and Attendance Plan" presentation
- Attachment B: "Learning Continuity and Attendance Plan" document

Action Anticipated (Date): 09/24/2020

**RATIONALE/BACKGROUND:**

On June 29, 2020, Governor Newsom approved SB 98 which established that the Local Accountability Plan (LCAP) and the annual update to the LCAP are not required for the 2020-21 School Year. SB 98 establishes the requirement for Local Education Agencies to develop a Learning Continuity Plan. The Learning Continuity Plan is intended to provide information at the local educational agency level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020/21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509.

**PREPARED BY:** John Garrard, Ed.D., Chief Academic Officer 

**APPROVED BY:** Jody Graf, Ed.D., Superintendent 

# Learning Continuity and Attendance Plan Template (2020–21)

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

| Local Educational Agency (LEA) Name | Contact Name and Title               | Email and Phone   |
|-------------------------------------|--------------------------------------|---|
| Visions In Education Charter School | John Garrard, Chief Academic Officer | <a href="mailto:jgarrard@viedu.org">jgarrard@viedu.org</a> , 916-883-1635 |

## General Information

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

Visions In Education Charter School (Visions) is a transitional kindergarten through twelfth (TK-12 grade) independent study/home school charter school. Given that this is our instructional model, Visions has not experienced significant impact to the students served as the school transitioned to a completely virtual service delivery model due to the COVID-19 pandemic.

For the majority of teaching and learning activities, teachers, students and staff were able to continue delivering educational opportunities in a similar manner they were delivered prior to the COVID-19 pandemic in a virtual world. The school continued to engage in the use of virtual tools which allowed for teachers and staff to engage on a regular basis with families and students as they had prior to the pandemic.

In a survey sent to Visions’ home school families, five percent of those who responded indicated that they would like more information on where to locate resources related to basic necessities such as food and housing.

Visions conducted a survey with teachers in the spring of 2020, teachers reported that 96.6% of students were actively engaged in learning activities during the COVID-19 school closure. The survey reflected that 86.8% of students receiving special education services were engaging in their related services as outlined in their Individualized Education Plan (IEP).

Visions has temporarily redeployed certain staff to various other positions within the organization. These staff have received additional training in other school operations and support roles as they traditionally support activities with families that required in-person educational or enrichment activities.

# Stakeholder Engagement

## ***A description of the efforts made to solicit stakeholder feedback.***

A variety of stakeholder groups were consulted during the spring and summer in the development of the 2020/21 LCAP and then what became primary elements of the learning continuity plan. Home school and independent study advisory groups met (spring 2020), parents (spring survey), students (spring survey), cabinet (8/6), counselors, (6/10) specific parent groups (summer targeted phone survey). The learning continuity plan will go to a public hearing for the board of directors and public input on August 27th, 2020 for additional feedback from the community and board of directors.

Visions sent surveys to all parents/guardians and 9-12 independent study students who are a part of the Visions community, to receive feedback on the school closure due to the COVID-19 pandemic. The survey sought information on how best to provide support and services as the school begins the 2020/21 school year. The surveys were designed to elicit feedback on Visions' instructional practices, supports, services, and programs that students and families may need as the school continues to operate during the COVID-19 pandemic. Additionally, specific calls were made to families with students in the identified LCFF subgroups to gain information regarding support their students may need to progress academically and socially-emotionally during the 2020/21 school year.

## ***A description of the options provided for remote participation in public meetings and public hearings.***

Beginning March 2020, all Visions' board meetings and public hearings have been conducted on a virtual webinar platform (Zoom). Individuals in attendance have the ability to ask questions and make public comments for items both on and not on the meeting agenda. Information and announcements for these meetings are placed prominently on the school's website and public notice for these meetings is provided 72 hours in advance along with the agenda.

Staff who are knowledgeable about the virtual webinar platform are present for the duration of the meeting to support staff and attendees should there be any access issues or technical difficulties that need to be resolved. Translation services are made available for any community member who requests this service to be provided.

Visions will convene a stakeholder team during the 2020/21 school year to gather input and explore further ways to continue to reach out and engage parents and guardians who speak a language other than English.

## ***A summary of the feedback provided by specific stakeholder groups.***

Visions gained a wide variety of stakeholder feedback while planning for the 2020/21 school year in the spring. During the course of planning for the school year, we received tailored feedback as we transitioned into our fully virtual educational model due to the onset of the ongoing

COVID-19 pandemic. Stakeholders shared the continued desire to provide support and resources to all students with a focus on struggling students and students in need of greater intervention and support.

Themes emerged surrounding supporting English learner students with their English language development with staffing and support for English language acquisition and academic progress. Technology and internet connectivity emerged as an area to monitor and support students' families to ensure that they had the resources in place to access teaching staff as well as online curriculum and enrichment activities.

Providing enhanced training on digital platforms such as Zoom and Google Classroom for staff and students was another theme that developed. Virtual tutoring and enrichment activities were also a common theme to help accelerate students' learning and to offer more support.

Additionally, support for students with exceptional needs emerged as a theme. Feedback was provided on the challenges and strengths of providing services and assessments related to the needs of students with disabilities during the current school year without the ability to engage in in-person interactions.

Staff indicated support for mathematics and ongoing formative and universal assessments as well as academic progress monitoring of students as a theme that continued to emerge from various groups. Visions academic supports in the area of mathematics and English language arts as well as our assessment practices and progress monitoring have been influenced by much of the stakeholder feedback the school has received.

Finally, many stakeholders pointed to the ongoing need for support in the areas of social and emotional wellbeing for students as we move into the 2020/21 school year.

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

Supports are being enhanced for our students with unique needs including students who are English learners, students with disabilities, as well as students who are impacted by trauma and other social emotional or mental health needs going into the 2020/21 school year. Visions is also moving forward with instructional material and assessment tools to help guide and inform instruction in Mathematics, English Language Arts, English Language Development, and other content areas. This includes our implementation of our new learning management system, Schools PLP, iReady, and Math Space.

# 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.***

Visions is an independent study and home school charter school which does not operate classroom-based instruction. Prior to school closure, in March 2020, teachers met in-person with their students on a regular basis. In-person tutoring was also provided throughout our nine-county service area, during the COVID-19 pandemic all services have transitioned to a virtual model with tutors providing live support online. Counselors, special education staff and other support staff will actively monitor students when school resumes to assess potential academic supports and interventions that may be afforded to students as a result of the spring school closure as well as to identify potential learning loss that may have occurred during the 2020/21 school year.

Visions is following county, local health departments, and state guidelines related to school opening and when to offer safe in-person instructional services. Safety measures will be employed such as sanitization of work areas and social distancing. Additionally, Visions will employ a “return-to-work” plan that consists of phasing staff back on-site in a controlled model based on CDC guidelines and the impact of Covid-19 in Visions’ geographical areas to ensure the safety of staff and students.

### **Actions Related to In-Person Instructional Offerings**

| Description  | Total Funds  | Contributing |
|--|--------------|--------------|
| Visions will continue to monitor local and state guidelines related to in-person offerings. Technology and training will be provided to support staff and students to increase and improve services. | \$ 52,000    | Y            |
| Visions will provide instructional materials and to ensure students have access to appropriate materials in a safe environment to work toward improving student outcomes.                            | \$ 1,363,558 | Y            |

### 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.***

During the COVID-19 pandemic, Visions made enhancements and improvements to its current instructional model to better support transitioning to a fully virtual model. Access to additional training, Zoom accounts, and Google Classrooms have been provided to a variety of staff. All tutoring shifted to a virtual model, in lieu of in-person offerings.

Visions will be implementing a new Learning Management System for the 2020/21 school year. Visions provides an online curriculum hub where home school families are able to access standards-based curriculum.

All support and services will continue to be provided in a virtual manner until it is deemed that in-person interactions are safe, as determined by local and state guidelines.

### 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.***

Students have access to a variety of devices that uniquely meet their needs, including traditional computers and Chromebooks to access their curriculum. Students who are identified as low income may receive a free MiFi (portable wireless internet connection) from the school to use for access to the internet and a variety of educational experiences. Students are also able to engage in small group instruction as appropriate. Visions works with families in targeted groups to ensure that internet connectivity is sufficient for virtual learning activities. Students with unique learning needs may access tablets or other technology devices as determined appropriate by their learning needs and plan.

Visions has added a new fleet of computers and Chromebooks to ensure there are enough devices to ensure all students are able to access curriculum and instruction. These tools will be deployed to students throughout the various academies in need of computer access. This will allow them to access the online content, curriculum, and resources provided by the school.

## **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.***

Students at Visions engage in an independent study/homeschool model for instruction. Each of these models have specific ways to assess and address the time value of the work as well as capturing attendance for the work and time value that is completed. Staff assess weekly participation and value of student work by the collection of work samples, meeting with students and families, and student journaling. This is in alignment with state independent study requirements. This is similar to Visions pre-pandemic practices.

## **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.***

Visions will continue to provide staff professional development to ensure staff are equipped to deliver appropriate instruction and support during the COVID-19 pandemic.

Zoom licenses have been provided to all staff to allow visual engagement in meetings with students and families. Training was provided through spring and summer and will be ongoing throughout the 2020/21 school year.

The school purchased an online repository (EdTechTeam) that houses 45 courses for all staff to support them in using digital tools for instructional support for students and families.

Document cameras were purchased for all administrators and lead teachers to assist training for teachers on a variety of curriculum used for Visions students. ScreenCastify was purchased to support staff in recording, editing, and sharing instructional videos and strategies for teaching staff and for other support staff engaging with students in their learning. Virtual classroom space has been made available (Google Classroom) and will be set up for all of our students enrolled in the home school program; this will allow them to interact with their teachers and to access content and instruction.

New teacher training was virtually provided to more than 30 new staff members. This modeled virtual teaching best practices. Additionally, staff received discreet training on strategies for instruction given there will be no in-person interactions until it is safe to do so.

Ongoing teacher training will occur monthly in a virtual environment where staff will continue to engage in learning related to virtual teaching strategies and supports, along with providing instruction and curriculum through a variety of digital platforms.

Visions has hired a consultant to provide training and support for staff on strategies of engagement and motivation for staff and students in a virtual environment and distance learning contexts.

## **Staff Roles and Responsibilities**

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

Given the move to a fully virtual model for instruction and enrichment activities, numerous staff were moved to support other departments to help engage with the new requirements as a result of COVID-19. Staff who previously engaged in activities such as in-person tutoring, community events, and other in-person activities have been redeployed. These staff are assisting with other schoolwide activities that support students, families and staff which allow students to have complete access to educational opportunities.

Staff have also worked on the provision and facilitation of online and on-demand support for curriculum and virtual enrichment activities with a variety of community partners, allowing for further continuity of support. Visions has hired a new counselor who dedicates a larger percentage of work to support students' mental health and social/emotional needs. An additional counselor has been tasked with dedicating significant time to support students' personalized learning plans which are tailored to students' specific needs and goals in academic and social/emotional domains.

## **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.***

### **Students Who are English Learners**

Visions' has 6.2% of its students identified as English Learners (EL). For the 2020/21 school year Visions has hired a Teacher on Special Assignment (TOSA) who will be dedicated solely to supporting students who are EL. This EL TOSA will work with EL students to increase or improve their outcomes in English language development and other core academic areas. Additionally, the EL TOSA will provide leadership for enhancing teaching and learning through the identification, evaluation, adoption, and integration of effective educational innovations into all curriculum and resources to meet the needs of EL students and families. The EL TOSA will develop English learner workshops, training and webinars for academy principals, teachers, parents, and students as well as develop English Language Development (ELD) resources to support improving student performance on the California Assessment of Student Performance and Progress (CAASPP) Assessments. Additionally, independent study students have access to the EL core program which provides weekly, targeted EL instruction to our students who are identified as English learners.



## **Students with Exceptional Needs**

Visions has 13.7% of its population identified as students with exceptional needs. For 2020/21, Visions has hired several new staff to support these students. These new hires include a manager in the special education department, three lead teachers, as well as six new teachers who are able to support students with special needs. Visions is part of the San Juan Unified School District (SJUSD) Special Education Local Plan Area (SELPA). The school continues to have a strong relationship with our SELPA partners and our students access support and services provided along the continuum of service delivery options from our SELPA partners as determined by students' Individualized Education Plans.

Visions has also trained special education teachers and school psychologists on how to conduct virtual assessments using tablets and other technology. This practice allows students to be assessed toward their individual goals and supports in creating appropriate academic plans for students. Special education staff have shifted all services to be conducted 100% in a virtual manner, all students have been offered services virtually.

In addition, students have been offered additional consultative services when their IEP team has determined this would be appropriate for the student to progress toward their identified goals.

## **Students in Foster Care**

Visions has approximately 21 students who are in foster care. Visions employs a full time student outreach specialist (SOS) who specifically supports a variety of students with unique needs including foster youth. The student services team, in conjunction with the outreach specialist, work to ensure students have access to a variety of services and supports. The student outreach specialist provides resources for a variety of needs which include housing resources, school supplies, bus passes, gift cards for emergency needs, as well as referral services to outside agencies that can provide additional support for students and families.

Reassigned staff are strategically making outreach calls to ensure that students and families are aware of the availability of resources for basic needs such as food and shelter in their unique communities. These provide and assist with academics and access to online coursework.

## **Students Experiencing Homelessness**

Visions serves approximately 230 students experiencing homelessness. The student outreach specialist will provide continued resources related to food, shelter, and other basic necessities for our students and families in this demographic. The student outreach specialist provides resources to support a variety of needs which include housing resources, school supplies, bus passes, gift cards for emergency needs, as well as referral services to outside agencies to provide assistance for students and families. Additionally, there will be school training in the area of trauma informed practices for impacted staff, students, and families. These services specifically address the needs of these students to increase their academic outcomes.

## Actions Related to the Distance Learning Program

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Visions will provide a student outreach specialist and school counselors to support students to provide targeted services both academically and socially emotional.  | \$ 911,711  | Y            |
| Visions will add additional staff in the special education department to provide direct services to students to support their access to instruction and to make progress toward their academic, personal, and social goals.  | \$ 473,586  | Y            |
| Visions will add a variety of technology and services to support students with unique needs to improve outcomes by providing necessary tools to access assessments and instruction.  | \$ 10,500   | Y            |
| Visions will provide MiFi (mobile internet connection) to students who are identified as low-income at no cost. This will allow for access to the internet and online curriculum, online community partners, and other resources to support students in academic progress. | \$ 171,600  | Y            |

## 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.***

Visions utilizes a variety of formal and informal assessment measures to help advise instruction of students. The school is piloting the diagnostic and instructional tool, iReady, in the subject areas of reading and mathematics. iReady enables teachers to determine a student's on-grade level proficiency and delivers online lessons that provide individualized instruction and practice to support and accelerate academic growth. Annual student growth will be assessed through a beginning of the year assessment (BOY), ongoing growth monitoring assessments, and an end of the year assessment (EOY).

Curriculum based measures and assessments will be utilized with our English Language development curriculum, English Language Arts, and mathematics to help inform instruction and identify learning gaps or losses that will need remediation or more intensive support. Furthermore, our learning management system and specialized mathematics content has built in assessment and progress monitoring that will provide insight into student progress and potential need for enhanced support.

Visions has hired an associate director to support the school's assessment department. Additionally, the school employs analysts that support the school in looking at data, identifying student learning gaps, and providing consultation. Improvement science strategies and training will be implemented to look at the school's continuous improvement strategies to support all learners toward meeting their goals.

## **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.***

Visions provides standards based instruction in all key content areas that specifically address student learning loss as well as provides opportunities for accelerated growth. Each student develops an academic plan with their teachers and counselors that allows them to customize standards as well as provide benchmarks and interventions for students as they are progressing throughout the school year. Additionally, each student will have a personalized learning plan with goals that touches the skill domains of academics, intrapersonal, interpersonal, technology. This allows staff to support in-progress monitoring of students and to provide interventions as appropriate.

Visions has over 600 vendors that provide enrichment activities in a virtual manner. These services have the opportunity to support and enhance student learning in a variety of academic and social/emotional domains. These supports are uniquely tailored for our students who are English learners, low income, and foster youth as we are able to create personalized plans determined by their specific needs and other identified areas for growth and support. A cohort of instructional staff will be going through a 12 session professional learning training by the Carnegie institute on improvement science. This will continue to equip staff on strategies and best practices in supporting the system on improving student achievement using evidenced based practices.

## **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.***

Regular progress monitoring will occur by teaching staff in utilizing both formal and informal measures to monitor progress. Counselors will be available to support students' social/emotional and mental health needs, areas of pupil learning loss, and opportunities for accelerated growth.

Visions will leverage its student information system to collect data, contacts with students and families, and to house data surrounding academic progress as well as progress toward their personalized learning plans. This will allow practitioners to intervene if students are not demonstrating success.

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

| Description   | Total Funds  | Contributing |
|---|--------------|--------------|
| Visions will implement curriculum and embedded assessments to monitor student progress and provide appropriate intervention for students to improve their outcomes.         | \$ 657,816   | Y            |
| Visions will implement a variety of assessments to monitor student academic progress to continually assess student needs and provide targeted instruction and intervention. | \$ 160,000   | Y            |
| Visions will provide standards based curriculum for students to access content and instruction in order for students to progress toward standards and make academic growth. | \$ 3,558,327 | Y            |

## Mental Health and Social and Emotional Well-Being

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

In addition to our eight counselors, Visions has hired an additional counselor who will focus on the mental health and social-emotional well-being of its students and staff. Visions will be creating a mental health collaborative team to include counselors, school psychologists, and other staff to monitor, create strategies and curriculum, and to support the needs of students and staff during the COVID-19 pandemic and forward. This collaborative will continue to define and refine the school's tier 1 supports for student success. Visions will also refine its referral process for students who are in need of more targeted and intensive support for mental health and social emotional well-being. Additionally, webinars, videos, and other strategies for mental health and social emotional well being will be provided to students and staff during the 2020/21 school year.

For the upcoming school year, each student will benefit from the requirement to have a personalized learning plan in place customized to their learning needs, interests and skills, to address a variety of skill domains. Two of these spheres will include the development of interpersonal and intrapersonal skills which address an individual's social emotional and mental wellness. Visions employs a school counselor, and other staff dedicated to supporting the implementation of these plans which will address key areas for students regarding their mental health.

Visions offers videos, webinars, and interactive courses that provide strategies for students, families, and staff to engage with content to help support their mental health and social emotional well-being. The Human Resources department also provides access to the Employee Assistance Program (EAP) to provide additional support for the staff.

# Pupil and Family Engagement and Outreach

***A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.***

Counseling staff have made direct contact with students who are at risk during the summer. Special Education case managers have reached out regularly to students who may be experiencing challenges accessing services due to the closure.

Visions has established processes to provide students with support. In the Home School Academy, this includes an assembled group of teachers, administrators and specialists, and parents/guardians connected with the student, that comprise an individualized Family Team Conference (FTC). In Visions' Independent Studies and University Prep Academies, these special teams are called Student Teacher Conferences (STC). These supports have been designed with stakeholder input to ensure they proactively address issues for students who are struggling with attendance and work completion. Teachers and school administrators make continual contact with families and students who are not engaging in school work.

Additionally, counselors call and stay in contact on a regular basis with students who are struggling and may need additional support. Continued development of a multitiered system of support for academic and social emotional needs of students is provided.

The Language Line is used by families and students who need access for interpretation services. Other key documents will be provided to families in the native language as appropriate. Staff will also launch a campaign in the fall to reach out individually to families to share out the numerous resources the school has available, or will refer students and families to other resources or agencies to help promote school engagement.

## 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.***

Visions is a non-site-based charter school and is not required to offer meals to students unless students are required to attend a site-based activity for more than two hours (*Assembly Bill 1871*).

In order to continue to assess the ongoing needs of our students and families, Visions has developed and maintains a web page listing available food resources including food banks, pantries and other locations that offer free or reduced priced meals. This webpage continues to

be updated with resources for our students and families in our nine county service area. Visions conducts student, parent guardian surveys to monitor the needs of our students and families to ensure appropriate resources continue to be provided and deployed as appropriate.

Visions will contact families and students experiencing homelessness to provide detailed information on how to access online content regarding resources for food, nutrition, and other services in their community.

### Additional Actions to Implement the Learning Continuity Plan

| Section                                       | Description   | Total Funds | Contributing |
|---|---|-------------|--------------|
| Mental Health and Social Emotional Well Being | Visions has added staff and will have a specific mental health collaborative to monitor and provide resources and supports for students, staff, and families.                           | \$ 147,000  | Y            |
| Mental Health and Social Emotional Well Being | Visions will offer virtual mentoring for students to support their personal and academic growth which will support them in improving their overall well being and access to curriculum. | \$ 8,200    | Y            |

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

| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 10.13%                                     | \$5,683,089  |

### 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.*

In designing this plan, Visions reached out to students who are in foster care, English language learners, and students who are identified as low income for discrete stakeholder feedback. Our service delivery model and specific resources we provide are uniquely tailored to the individual

needs of students. We ensure that technology and resources are provided for all students so they are able to engage in curriculum. Intentionally hiring specific staff to address the needs of students who are English learners are part of our actions. Other staff are being partially reassigned to target these groups of students with resources and individualized contact to ensure that any needs can be addressed and referrals can be made for various services and support.

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

Visions supports students who are low income, English learners and foster youth in various ways that exceed the costs of providing basic educational services. All students in the Home School Academy have access to computing devices provided by Visions. Students in the Independent Study Academies receive computing devices to access their curriculum which is on a completely digital platform. Students who are identified as low income may receive a free MiFi (portable wireless internet connection) from the school to use in order to access the internet and a variety of other educational experiences. Students who are low income, foster youth, and those experiencing homelessness receive support from their teacher along with a full-time student outreach specialist to assist students and families navigate any barriers that may be impacting their ability to access community resources or their academic progress.

Visions has employed a new English language learner TOSA for the 2020/21 school year to specifically support the unique needs of our English learners. Our English Learners will have access to standards based curriculum and the EL core program which provides intensive English language instruction and intervention.

The implementation of personalized learning plans for all students will help address the unique needs of each of these students groups. This along with dedicated counseling supports and a student outreach specialists to support students and families will support in improving and increasing services to this group of students.