

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Mesa Union School District has an enrollment of 588 students in grades TK-8. Based on the most current enrollment, Mesa’s LCP principally directs services to address the needs of 42% low-income, 10% English learners, 2% Homeless/Foster Youth, along with other high needs students including our students with disabilities 9.4% (based on 2019-2020 data). Mesa Union School District is considered a small, rural district, but one that serves various communities across Ventura County due to the number of parents/families who come to Mesa through transfer/choice processes. As a small district, staff and leadership is accustomed to occupying multiple roles and supporting across job roles.

The Mesa Union School District has been impacted by COVID-19 in the following ways:

- In order to approach the reopening of 2020-2021 school year, Mesa Union School District developed the Drivers for School Reopening listed below. The drivers provide an organizing framework to address the several models, scenarios and details of school reopening.
 - Driver #1: Learning and Engagement
 - Driver #2: Health and Wellness
 - Driver #3: Facilities and Operations
 - Driver #4: Community and Family Engagement
 - Driver #5: Governance & Leadership
- Through June and July, Mesa Union was weighing the benefits and challenges of three instructional models for return to school: Full Reopening, Hybrid and Distance Learning plans. Based on the prevailing guidance from state and local agencies and In order to lessen the spread of COVID-19, Mesa Union School District opened the school year on distance learning. This decision carries with it significant consequences. However, it was important to ensure that safety was at the forefront. By starting on distance learning, the district understood that there would be challenges to support the entire child in ways that were consistent with being on-site, learning at school. For example, 41% of students receive free breakfast and lunch (based on 2019-2020 data), so a plan to continue feeding those children had to be developed. Parents and families would have limited options for meals, without support from the district. Another important challenge that would emerge with distance learning would be access to technology and connectivity. In 2019-2020, the district

had operated a 1:1 laptop program in grades 2-8. However, there would have to be an expansion of this program to ensure that every student has access to a device in the home. As a result, Mesa moved forward with issuing every student with a laptop (grades TK-8) to have in the home. This increase in devices would also create a need to develop additional resources and tools to monitor usage and support parents/families in accessing learning online.

- Connectivity has been challenging for our students. Internet access for students is very limited due to geographical location of homes. Some homes are located in canyons and mountainous areas where there are a limited number of cell towers and no internet cable connection.
- We rushed to purchase online software to facilitate delivery of instruction. Teachers have been offered professional development to familiarize themselves with the new software and modality of instruction.
- We have made modifications to facilities in order to provide our students and staff with access to water and disinfection supplies. For example, installing two hands-free watering stations. In addition, we are planning to install hands-water faucets for handwashing.

Stakeholder Engagement

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

Mesa union stakeholders include our students, parents and families, a wide range of staff (teachers, bargaining units, certificated/classified support staff). In order to address stakeholders and ensure families had opportunities to participate, Mesa Union engaged stakeholders through various media and outreach opportunities. The media and outreach opportunities included various strategies (phone calls, text messages, email, virtual meetings, home visits). In order to address the needs of our families who do not speak English, our bilingual/bi-literate staff was critical to providing language access (interpretation/translation). Specifically, these efforts included different strategies for each stakeholder group:

Parents and Families: Two different parent surveys via Google Forms were sent through ParentSquare, a communication platform that draws from Mesa's student information system. The first Reopening Survey was conducted in July 2020 and focused on providing input on options for a potential hybrid (on-site/distance) reopening. The survey drew 413 responses. The second parent/family survey was conducted September 2020 and focused on Distance Learning, drawing on a baseline from Spring 2020. Both surveys also included questions about parent/family interest in remaining in distance learning for an extended period of time. Additionally, parents and families were invited to participate in three separate Community Gatherings, conducted virtually through Zoom, on June 4, July 28 and September 1. The Community Gathering on September 1 also included simultaneous interpretation. The input generated from stakeholders helped in the development of Mesa Union's Distance Learning Plan, which was launched on the district's Distance Learning website. The Distance Learning website was developed to centralize information for the community. Mesa Matters newsletters were also re-initiated at the start of the school year to provide parents and families weekly informational updates. Focus groups were conducted with English speaking and Spanish Speaking parents. Presentation included the resources, variation of learning platforms and timeline for the 2020-2021 school year.(include DELAC and PAC groups)

Educators: A teacher survey was also created and distributed using Google Forms.

Weekly virtual meeting invites were sent using the school Gmail and Google Calendar for parents and staff. Staff were easily able to click links to join the weekly meeting held for the elementary staff, high school staff, and special education department. Questions, comments, and concerns were openly discussed at all of these meetings. Another virtual meeting was held during the summer vacation. Again staff was invited through their school email with the option to view it on their calendar. The summer meeting was not required, but optional. Still most staff attended remotely from their homes or vacation locations. (include bargaining groups)

Hotspots were purchased for families without internet access. A tracking system was developed and utilized to collect non functioning hotspots and provide families with functioning ones. Parents have the ability to drop off and pick up in order to keep our students connected.

Bilingual school personnel was able to provide interpretation/translation services to non English speaking parents.

Students:

Finally, we considered all stakeholder engagement before finalizing the Learning Continuity Plan in the following ways:

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

All public meetings of the Board have been live streamed on Google Meet. There were two special board meetings to discuss plans for reopening the school year: July 21, 2020 and August 4, 2020. The following message accompanied all agendas and meeting notices for the Board of Education: *The Regular Board Meeting of the Board of Trustees will begin at 6:00 p.m. with closed session and approximately 6:30 p.m. for open session. A complete agenda packet is available at the District Office, 3901 North Mesa School Road, Somis, 72 hours prior to the Special Board Meeting and online at www.mesaschooldistrict.org.*

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

The feedback received from stakeholders related to several Drivers for School Reopening. As it pertains to Distance Learning, feedback included: access to devices and connectivity, coordination of schedules for families with more than one child attending Mesa Union, as well as the amount and frequency of live sessions. There was a continuum of opinions from parents reporting on the balance between synchronous and asynchronous instruction. Additionally, there were parents and families that reported concerns stemming from daycare and ability to access synchronous learning during the instructional day.

In relation to a return to in-person instruction through a Hybrid Learning model, there was also a wide array of opinions, including approximately 30% of parents who may want to remain in distance learning because of concerns for their health and safety. Mesa Union recently surveyed parents and staff regarding their experience with Distance Learning so far in the 2020-21 school year. The results are still pending as the surveys close September 18. Feedback will be available by the time this plan is finalized and approved by the board of education.

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

Stakeholder input influenced the development of daily and weekly schedules for Distance Learning. Specific feedback also influenced the coordination of services, including the purchase of additional laptops for grades TK-1, the purchase of wifi hotspots and the consolidation of technology tools such as Google Classroom and SeeSaw. Parent feedback from Spring 2020 (March-May) led to the inclusion of increased synchronous time spent with teachers and peers. Teacher professional development was influenced by community feedback so that our

Distance Learning plan for 2020 was responsive to feedback parents and students provided. Continued surveys of stakeholders will continue to inform the coordination of services.

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.]

Classroom-based, in-person instruction will begin in a hybrid model once it is deemed safe to do so by state and local authorities, allowing time to prepare for the transition to ensure safety and continuity of services. In order to be prepared for conditions that permit reopening, Mesa Union has prepared a [Reopening and COVID-19 Mitigation Plan](#) with support from Ventura County Office of Education (VCOE) and Ventura County Public Health (VCPH). As indicated in this plan, the District will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, and limited outdoor play time. In-person, hybrid learning will take place in a cohort model in which students (TK-8) are assigned to either A or B cohorts. Groups of students will be limited in numbers to allow for cohorts. By following a cohort model, classroom space will allow for social distancing (6 feet apart and all facing the same direction). While group A is at school receiving synchronous instruction, Group B will participate asynchronous. Each group will have 2 synchronous days and 2 asynchronous days per week. The 5th day will be used for tutoring and intervention for students who have experienced learning loss or are at a greater risk academically. This day will also serve as a day for support staff to work with students and families with social and emotional needs.

Teachers and paraprofessionals will work with students in person, one one one or in small groups to support students' academic needs. Below is an example of the schedule that will be followed during a hybrid model:

- o Monday - A
- o Tuesday - A
- o Wednesday - Focus on students needing additional support through MTSS (Multi-Tiered Systems of Support)
- o Thursday - B
- o Friday- B

Cohorts will not exceed the number which provides for safe physical distancing within classrooms. All applicable state and local hygiene and safety protocols will be followed per the *Mesa Union Reopening and Covid-19 Mitigation Plan*.

Special education case managers have been monitoring the learning progress of each student toward the goals in the IEP and have established plans for assessment. Students with disabilities were provided with extended learning opportunities during summer 2020.

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

Description	Total Funds	Contributing
Special Education staff have been conducting in-person assessments of students that require special education services. These assessments are critical to ensure that vulnerable students are receiving the appropriate education supports as school resumes.	\$1,500	N
Teacher position hired to provide additional teaching support during distance learning and hybrid re-opening	\$46,553	Y
Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning, as well as protective barriers, including plexiglass barriers to isolate teachers, staff, and students.	\$1,174	Y
Hire extra FTE for learning loss recovery	\$12,794	Y
Purchase sprayers for the purpose of more efficient and complete cleaning and sanitizing (3)	\$1,675	Y
Supplemental Instructional Materials	\$6,127	Y

Distance Learning Program

Continuity of Instruction

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

In order to capture the district's approach to distance learning, Mesa Union developed a Distance Learning Plan built upon 5 components the state outlined as keys to a rigorous distance learning program. They are as follows:

- Access to devices and Internet connectivity for all students.
- Daily live interaction with teachers and other students.
- Challenging assignments equivalent to in-person classes.
- Adapted lessons for English Learner/Emergent Multilingual Students and Students with Disabilities.
- Social-emotional learning and mental health.

The intent of the plan is to coordinate services through distance learning in order to provide rigorous and engaging learning experiences equivalent to classroom-based instruction. Additionally, the plan aims to ease a future transition to a blended learning model. Through distance learning, Mesa Union continues to use standards-based instructional materials with all students in all core areas. Additional supplemental materials have also been provided in the core areas in order to provide intervention, reinforcement, or advanced activities, as appropriate, to meet student needs. All of the adopted or approved materials can be used virtually through online licenses. Still, pick-ups of instructional

materials in print version were scheduled prior to the start of the school year (August 17-18) and on an ongoing basis. Special pick-up schedules have been developed and disseminated to parents/families with curbside service from Mesa staff. In terms of daily/weekly learning schedules, each teacher and grade-level team/PLC has developed learning blocks that balance synchronous learning (live instruction) with asynchronous learning (independent instruction) using a blend of whole group, small group, and individual sessions throughout the day/week. Every student (TK-8) has been provided a laptop to be used in all options or learning models. Students needing access to the internet were provided hot spots.

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.]

Mesa Union expanded on the district a 1:1 laptop program for all students in grades 2-8 by purchasing additional devices for grades TK-1. Following the end of the 2019-2020 school year, all district devices were collected, examined and updated. A count of working devices was compared to the projected student enrollment. Based on those numbers and the experiences at the end of last school year, 365 additional laptops were purchased, in addition to 40 hotspots. Teachers' devices were also ordered and updated. Families were assigned a day/time (August 17-18) to come on campus to pick up a chrome book, along with other instructional materials. Laptops were also made available to staff who needed them to teach or tutor students. Students in grades TK-2 were prioritized with devices that have touch-screen capability in order to better support instructional practices for the age span. In order to provide additional support, a contract with an external partner (MJP) was extended and services increased. Mesa Union also developed a Distance Learning webpage where Technology Tickets allow for a more streamlined process for receiving tech support. As needs present, Mesa Union will provide a wireless hotspot to families who do not have adequate access. Additional technological devices were provided to students with disabilities when needed to ensure these students are able to successfully access the digital curriculum.

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.]

Daily attendance will be taken during live interaction sessions in grades K-8, utilizing the district Student Information System (SIS), Q. Mesa Union teachers will record engagement following the procedures outlined by VCOE and CDE. These procedures are still being updated based upon guidance. Due to the challenges students may face in participating in either synchronous or asynchronous learning, particularly students with disabilities, additional supports such as online assistance from special education paraprofessionals during independent work time have been put in place. Google Classroom is being used districtwide to post activities, assignments, and assessments. Grades TK-5 will have standards-based report cards (Year 1 for grades 3-5). Students' academic understanding will also be monitored through various assessments and approaches to progress monitoring: exit tickets, rubric scores, formative and summative assessments, teacher developed tests/quizzes, curriculum based tests, and daily work review. Most all assessments of learning progress and skills will be completed on-line, through distance learning.

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.]

Mesa Union dedicated two days of professional development (August 12-13) to preparations for distance learning. Additionally, the distance learning grade-level schedules continue to allow for Learning Wednesdays, which are a shortened instructional day for students and provide additional time for professional learning, collaboration and planning. Mesa Union also purchased licenses to SimpleK-12 in order to allow for asynchronous professional learning of both certificated and classified staff through webinars and video tutorials. Mesa Union also continues to support an outside-the-classroom teacher role to assist with coaching, data collection and assessment and planning. Finally, the district will continue to seek external partnerships to increase opportunities for professional learning throughout the school year.

Staff Roles and Responsibilities

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

As a small school district, a great asset for Mesa Union is the ability of staff to work collaboratively and flexibly. Staff has taken on responsibilities such as contacting families (via phone calls, text, email), supporting lunch prep. and distribution, as well as preparation and distribution of instructional materials for parent/family pick-up. Negotiations with bargaining units led to a joint MOU that continues to allow for staff to work flexibly according to new needs during distance learning.

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 with unique needs will be supported by their classroom teacher, paraprofessionals and special education teacher, special education staff. Mesa Union special education staff continue to carefully review IEPs in order to determine needs and supports and meet regularly regarding the provision of special education services during distance learning. The specific services being provided to each student with an IEP are being communicated to parents via Individual Distance Learning Plans. At each annual review held during the 2020-2021 school year, the IEP team (including parents) will document the manner that special education services will be provided in the event of an emergency that requires school closures; parent input regarding the emergency provision of special education services will also be documented in the IEP. General education teachers were notified of the need to provide accommodations and modifications to students with disabilities consistent with the students' IEPs; special education teachers and support staff will continue with the implementation of accommodations and modifications during distance learning in order to support the general education teachers.

Students identified as English Learners will be provided the designated and integrated lesson supports from their teacher. All district-adopted curriculum included teacher guides and student resources specifically designed for English Learners. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged are in constant contact with teachers, paraeducators, administrators, or counselors to ensure their academic and emotional stability. Additionally, these student groups will be prioritized for additional support through MTSS and after-school programming.

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

Description	Total Funds	Contributing
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Purchase of additional student laptops	\$114,971	Y
Purchase of additional staff laptops	\$46,490	Y
Purchase of laptop cases	\$14,923	Y
Hotspots purchased to ensure all students had internet service	\$7,200	Y
Purchase of headsets & other equipment	\$65	N
Professional Learning for Staff (Certificated & Classified)	\$7,460	Y
Teacher position hired to provide additional teaching support during distance learning and hybrid re-opening	\$38,794	Y
Distance Learning Software (Zoom, SeeSaw)	\$7,942	Y
Supplemental Materials (Student)	\$2,492	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.]

Mesa Union will continue to utilize universal assessments and screeners Math and Literacy (Renaissance Learning, BPST). Student data derived from these screenings will be uploaded into a data warehouse (EADMS) and used to determine learning gaps and the levels of intervention needed for students who demonstrate gaps. Students newly referred for special education assessments through the SST process, students due for annual and triennial assessments, and students eligible for the English Language Proficiency Assessments for California will be assessed following state and county health department guidelines and SELPA recommendations. Special attention (principally directed services are given) is given to students with exceptional needs (English Learners, low-income, homeless/foster youth) to ensure the most high needs students receive regular support on Wednesdays and as part of the after school program.

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.]

Students with disabilities were provided with extended learning opportunities during the summer 2020. Special education case managers used the first few weeks of the 2020-2021 school year to collect informal data to determine learning needs and adjusted the services in the Distance Learning Plans based on that data. For all students in grades TK-8, data will be collected on student progress and used to group students during MTSS (Tiger Time), which will take place Wednesdays and afternoons during all other school days. On Wednesdays, paraprofessionals will support individual and small group instruction in the elementary grades. This support increases student connectedness

and engagement while also providing academic support to reduce learning loss. Special attention is given to students with exceptional needs (ELL, SWD, foster youth and low-income students) to ensure the students with the greatest needs receive regular support on Wednesdays and as part of the after school program.

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.]

All students in grades TK-8 undergo universal screening to identify skill gaps in literacy and math. Mesa Union will continue to build upon MTSS structures and also measure student progress in intervention programs. The effectiveness of the services and supports provided to students with disabilities is measured regularly via progress toward goals and participation in services.

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

Description	Total Funds	Contributing
Actions and expenses are reflected in Continuity of Learning sections above		

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.]

Mesa Union has continued a partnership with Empire Counseling Services to continue to deliver intensive mental health and community-based services including individual counseling, group counseling, and behavior interventions services. These services are also prioritized for students with disabilities. While on distance learning, these services are being provided via Zoom.

In terms of staff development, Mesa Union continues its partnership with Ventura County Office of Education (VCOE) to implement CHAMPS as a Positive Behavior System. However, that focus has also expanded to encompass wellness and mental health. A significant portion of the two staff in-service days was dedicated to this professional learning. This focus will also continue through Learning Wednesdays. Prioritizing the mental health and well-being of staff and personnel will continue to be a focus throughout the year, as conditions shift and change due to pandemic conditions. Learning Wednesdays will provide an avenue for dialogue, input and discussion about ongoing strategies.

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.]

Mesa Union teachers track daily attendance and student engagement within the Q student information system, in accordance with guidance from VCOE and CDE. Mesa Union has put together a Family Outreach Team to directly communicate with parents and families about

attendance. The district is also developing collaborative processes between the Family Outreach Team, administrators and staff to review attendance and engagement data on a weekly basis, at a minimum. Monitoring this information will allow the district to quickly identify students with excessive absences and/or who are not engaged in daily learning. Subsequently, school staff will work with District staff to follow up with students and families and routine attendance communications will be sent to parents. At a minimum, conversations and/or meetings will take place between the student, school staff, and parent to discuss ways the District can support the student with the objective of re-engagement. As necessary and appropriate, students will be referred for one or more of the following: Student Study Team (SST) meeting, 504 or IEP meeting (if applicable), SART, and SARB.

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.]

Mesa Union School District is providing meals that follow the National School Lunch Program meal guidelines. Specifically, the district received approval for Summer Seamless Option (SSO), which was extended through December 31, 2020. While on distance learning, the district is offering multiple days worth of breakfast and lunch meals for pick-up twice a week (Mondays/Wednesdays) and through delivery to set locations. Due to the geographic layout of the district, this may require delivery to individual homes, as well. The district is adhering to CDE requirements for nutritional adequacy of meals while applying the following waivers, as necessary: **Offer Versus Serve Flexibility for Senior High Schools; Meal Pattern Flexibility; Parents and Guardians to Pick-up; Meal Service Time Flexibility; and Non-congregate Feeding.** Each meal bag includes a ready-to-eat meal for the day of pick-up, with meals for the remainder of the week are provided frozen or refrigerated.

If able to return to hybrid instruction for SY 2020-21, the district will continue to prepackage all meal components and offer meals by pre-order. Meals for elementary students will be delivered to lunch tables and distributed by classroom teachers, campus supervisors, and cafeteria staff; meals for middle and high school may be picked up at several pick-up locations at school that will allow for proper social distancing and quick distribution. Lunch tables and eating areas will have clear markings to encourage 6-foot distancing.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

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
8.64%	\$421,017

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 2020-2021, Mesa Union will focus on use of supplemental funds principally directed (to increase or improve services) toward meeting the needs of low-income pupils, foster youth, and English learners. The District has shifted the focus for instructional staff in order to support these important student groups during MTSS/Tiger Time. During Distance Learning, paraprofessional staff will continue to prioritize and support students during MTSS/Tiger Time as teachers participate in Learning Wednesdays. Additionally, after-school staff to ensure primary support for these student populations, as a priority to support them in reaching their academic goals and Mesa Union School District has a Family Liaison that is available to provide support and resources to the families of low-income students, English Learners/Emerging Multilingual students and Foster and Homeless students.

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

In 2020-21 supplemental funds are principally directed toward meeting the needs of low-income pupils, foster youth, and English learners. Mesa Union continues to promote a well-rounded educational program by promoting a feeling of community, even during distance learning. This means prioritizing student connectedness, instructional support, counseling, and professional development for teachers, administrators and staff. A focus on ongoing professional learning is intended to enhance staff and administration knowledge of effective use of technology to meet the diverse needs of our student learners. The district will continue to budget for services to meet the needs of our most impacted learners and shift services as other learning models are considered. Finally, Mesa Union will also continue to develop plans and priorities based upon the 5 Drivers for School Reopening to contend with the impact of COVID-19 on the school district community:

- Driver #1: Learning and Engagement
- Driver #2: Health and Wellness
- Driver #3: Facilities and Operations
- Driver #4: Community and Family Engagement
- Driver #5: Governance & Leadership