

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>.

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General Information

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

The community of San Ysidro is unique and is located adjacent to the U.S.-Mexico border. Over 4,200 students are enrolled in SYSD. Of these students, 62% are English Learners and while Spanish is the dominant language of these students, fifteen other languages are represented within this group. In addition, we serve approximately 1200 homeless students, and participate in the National School Lunch Program with Provision 2 status. About 12% of the students that we serve are students with exceptional needs. The district consists of five elementary schools (K-6), two middle schools (7-8), and the Child Development Center (CDC) preschool. Transitional kindergarten and preschool are offered within the district at selected school sites. As we continue to grow, we will provide a safe and supportive learning environment that empowers students to become lifelong learners.

Our region has been heavily impacted by the COVID-19 pandemic with high rates of unemployment, business closures, and 38,047 positive cases throughout San Diego county. The San Ysidro zip code of 92173 has a count of 1,272 cases with a rate per 100,000 of 4,694 and 92154 has a count of 2,304 cases with a rate per 100,000 of 2,880. Due to the fact that we serve a community with limited digital access and connectivity, we have also needed to support our families by providing access via devices and internet access. As the first day of distance learning approached, schools organized safe drive up distribution events which provided over 1,500 Chromebooks to students along with materials and textbooks for students to successfully begin the challenge of beginning a school year from their homes. Staff has been working periodically on-sites to serve families and launch the school year while following safety protocol.

Stakeholder Engagement

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

The San Ysidro School District has worked with stakeholders to inform the creation of the Learning Continuity and Attendance Plan. This plan was informed by information gathered at parent meetings, staff meetings, reopening committee task force (composed of district administrators, principals, assistant principals, parents, and classified and certificated staff members) meetings, and bargaining unit/district administration meetings. Additionally, the school sites met with the School Site Council (SSC) which at our middle schools includes pupil representation. Stakeholders were also engaged through the use of surveys that were disseminated through email and constant contact communication to all stakeholders. The surveys are offered to our parents in both English and Spanish, and stakeholder meetings are conducted in English with Spanish translation.

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

Stakeholders were able to access these meetings through online log-in platforms which included telephone access for those who do not have internet access. Additionally, public meetings are also made available through our YouTube channel live link with an opportunity for public comment or public questions through email.

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

Stakeholder feedback was solicited in a variety of formats in relation to student and community needs during this unique time, beginning in March and continuing throughout the summer and into the launch of this school year.

In reviewing the input from parents the topics that were reoccurring in the feedback are noted here. Parents are requesting support with log-in, hotspots/wifi, chromebooks/headphones, professional development for themselves to support students, school supplies for home use, increased staffing for the Technology Hotline to lessen waiting time, evening hours for parents meetings(ELAC, SSC, and PTA), after school meal service pick up hours, and attendance flexibility.

In reviewing the input from staff(certificated and classified) the topics that were reoccurring are: staff and community safety, support with hotspots/wifi, software and educational technology programs to support distance learning, professional development for staff to continue learning(Google Suite products distance learning strategies, digital curriculum integration), improving Google Meets capability, childcare, and support for students with social emotional well-being.

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

Stakeholder feedback informed significant portions of the plan development, as we seeked to incorporate the needs of our community in creating a plan to support our students, parents, and staff. These include: safety guideline implementation, professional development plan to provide ongoing professional learning opportunities for staff to support distance and blended learning environments, access to technology(chromebooks, wifi/hotspots, technology support), parent support and learning opportunities for Google classroom/distance learning, increased educational technology software access, integrating social emotional supports for students and staff, and working with

state guidelines to implement attendance monitoring that is responsive to student/family needs and supportive to families with a multi-tiered system of support.

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.]

In order to allow for in-person instructional offerings, the district has planned for specific protocols that adhere to state and local public health regulations. These protocols cover all of the safety requirements set forth by the county health department including but not limited to symptom screening, face masks, social distancing, handwashing, and protocols for addressing symptomatic individuals and potential exposures to COVID-19. The detailed plans for maintaining safety can be found here in our districts [COVID-19 Safe Reopening Plan](#). This plan was created with stakeholder participation on a task force that met over to discuss and create recommendations for the districts approach to the continuity of learning through distance learning and in person instructional offerings. The group was composed of district administrators, principals, assistant principals, parents, and classified and certificated staff members.

The San Ysidro School District is committed to providing all students with a high quality education. When the state and local public health guidelines indicate that it is safe for students and staff to return to in person instruction, our plan for that return to instruction is based will focus on providing students with a quality blended learning program. This program will give students the opportunity to receive in person classroom instruction 2 days per week, with 3 days of distance learning. The plan for our instructional programs is to move through phases of implementation as outlined in the graphic below:

PHASE I	PHASE II	PHASE III
<p>DISTANCE LEARNING ACADEMY (All Students)</p>	<p>DISTANCE LEARNING ACADEMY (All Students) & VIRTUAL TUTORING OPTION (October 2020) & POSSIBLE ASES/CHILDCARE LIMITED OPTION Pending state & county health care guidelines. (DATE: TBD)</p> <p>In-person opportunities for assessment and supports for targeted, specialized groups as required.</p>	<p>2 INSTRUCTIONAL PROGRAM OPTION CHOICES:</p> <p>DISTANCE LEARNING ACADEMY & LAUNCH OPTIONAL BLENDED LEARNING PROGRAM</p>
<p>DATES: Elementary Schools: August 17th-September 30th Middle Schools: August 17th-September 30th</p>	<p>DATES: Elementary Schools: October 1st-December 18th *Adjustment student placement at 2nd Trimester(Nov. 9th) to coincide with Distance Learning or Blended Learning Choice Middle Schools: October 1st-December 18th</p>	<p>DATE: Elementary Schools: January 2021: Phased in Approach Middle Schools: January 2021: Phased in Approach</p>
<p>All phases aligned with State & County Health Officials guidance on safe reopening.</p>		

Our instructional program for in person and virtual instruction has been designed to focus on embedded Tier I and Tier II instructional practices. The instructional system is based on grade level standards instruction for ELA and Math. This program is broken up into instructional units with formative assessments to guide instruction over time. In addition to the assessment and data analysis that focuses on guiding instructional practice and planning, we have an instructional model which incorporates a gradual release model of direct instruction, as well as time embedded in the daily schedule to implement small group leveled instruction and additional supports provided by the teacher and paraprofessionals to meet the needs of all students.

This program allows all students to receive focused instruction that addresses the needs of all learners through Tier I and Tier II classroom interventions and scaffolding to ensure access to grade level standards, while embedding focused instructional time to address the specific needs of students with additional support. This support will be provided by teachers, paraprofessionals, and tutors.

We continue to address specific language needs and supports through designated ELD instruction, which is delivered in leveled small groups, and integrated ELD with embedded language development strategies and supports embedded in all content areas. We are planning professional learning and support for all teachers to address the need to support English Learners.

The San Ysidro School District has a systematic assessment and data protocol based on grade level standards instruction for ELA and Math. This system breaks up identified focus standards into instructional units with formative assessments to guide instruction over time. The data analysis protocol focuses on guiding instructional practice and planning, through meetings guided by school site principals with grade level teachers. This protocol and assessment allows for teachers to identify students who need extra support and to inform instruction. These assessments are given 3 times a year per subject area to monitor growth and instructional grouping for extra support

Teachers also use the diagnostic STAR assessments to be able to monitor student growth over the course of the year and identify students who would benefit from additional instructional support and provide leveled scaffolds for grade level standards instruction. These assessments are given 3-4 times a year to monitor growth and instructional grouping for extra support.

The district has an additional focus of mental health and social emotional well being. To that end we have adopted a social emotional learning curriculum, Second Step, for all students to support our Positive Behavior Intervention Supports (PBIS) program. The program is part of our multi-tiered focus on mental health and wellbeing for students. The intent is to support students and help build social emotional learning for sustained positive outcomes with all students, as well as introduce a protocol for additional tiered supports that may be needed on a case by case basis.

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

Description	Total Funds	Contributing
All school sites and the district office will be disinfected on a regular basis. The district will provide personal protective equipment such as gloves, masks, hand sanitizers, etc. The district has purchased several options for temperature checks such as contactless thermometers, temperature check tablets and thermoscans.	\$700,000 (ESSER)	Y
Small group instructional support to students through Title I Instructional Aides during asynchronous time. This allows students to receive extra instructional support specific to the content that they are learning without losing any direct instructional time with their teacher.	\$377,000 (Title I)	Y
Grade level tutoring support to students through ASES during asynchronous time. This allows students to receive extra support specific to the content that they are learning without losing any direct instructional time with their teacher.	\$300,000 (ASES funds)	Y

Other activities/services that are necessary to maintain the operation and continuity of services in the district. These activities/services include direct communication to families, processing of purchase orders, contract review and processing, coordination of after school programs, technology support, attendance coordination to support student attendance and engagement, and support to coordinate STEM instruction to students at elementary school sites.	\$440,340 (ESSER) \$520,879 (CRF) \$399,121 (Prop 98)	Y
Additional staffing required to staff the blended learning program.	\$466,200 (CRF)	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.]

The San Ysidro School District has developed an instructional system based on grade level standards instruction for English Language Arts and Math. This program is broken up into instructional units with formative assessments to guide instruction over time. In addition to this instructional system, we have developed an instructional model which incorporates time for whole group instruction, leveled small group instruction and support. This allows for students to receive focused instruction that addresses the needs of all learners through Tier I and Tier II classroom instruction focused on addressing the specific needs with support for all learners. This model has been transitioned to distance learning through a schedule design for distance and blended learning which also includes these components for ELA and Math.

Additionally, the district has an ELD program that addresses specific language needs and supports through designated ELD instruction, which is delivered in leveled small groups. Students receive integrated ELD with embedded language development and support in all content areas.

The ELA, Math, and ELD curriculum is available digitally for students to use through our single sign on system, CLEVER. Additionally, all core curriculum materials are being disseminated to students via a pick-up system at the school site so that each student receives the materials that they need to be able to access the curriculum that teachers are using for instruction. We are in the process of ensuring that all students have a device and support with connectivity through an internet service and when necessary due to low wi-fi access in some areas of the community a hot spot. The continuity for our instructional practice comes from the focus on a solid instructional program that will be similar whether students are learning in person or digitally.

In order to support the continuity of learning between in person and distance learning the daily schedule was created with a districtwide focus on embedding the critical component of direct instruction, leveled small group instruction, and support for all students. This allows us to narrow the focus and ensure that we have an embedded system of support for all learners. We are also in the process of setting up additional support for students through an after school tutoring program.

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.]

In order to determine the needs of families, San Ysidro School District teachers called each of their families in early April to determine the need for devices, connectivity, and inquire as to the families wellbeing. When teachers were not successful with this outreach, the students were referred to our Outreach Consultants who continued to reach out to families to determine their needs. Additionally, our Student and Family Services Manager called each of our families experiencing homelessness, foster youth, and military families.

Determining student needs allowed us to plan for ensuring access for all of our families. This plan included distributing 3,000 devices, referring families to low and not cost internet options through Cox Compete 2 Connect program, and providing hotspots to families in need who reside in areas with poor internet connectivity. The district has secured 1,100 hotspots which are intended to support families who reside in areas with limited connectivity. The district has placed the 3 orders for chromebooks, and so far has received 2 of the orders. Once, we receive the 3rd order which is due to arrive shortly we will be at 1:1 for all of our currently enrolled students (determination of need based on stakeholder input from parents and instructional staff)

The San Ysidro School District is providing support to families and staff for technical issues and navigation of online instructional platforms through a variety of avenues. The district has created a technical support line for families and identified a technology support person for issues related to the Google platform. The district resource teachers have also created job aides and short instructional videos to help parents navigate the Google Classroom & Meets platform. Additionally, these teachers serve as support for issues related to the Google platform and instructional technology and curriculum for staff and parents.(determination of need based on stakeholder input from parents, teaching staff , principals, and district administrators)

Instructional staff, including teachers and paraprofessionals have also been trained on the Google platform and Google Suite for Education platform to support and facilitate virtual instruction during distance learning. This professional development will be ongoing, as will the support provided for teachers who need additional coaching and support to navigate the digital platform and digital curriculum.

The district is upgrading our virtual platform from Google Suite to Google Enterprise, to increase the capabilities and features of our online learning platform.(determination of need based on stakeholder input from teaching staff , principals, and district administrators).

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

During distance and blended learning, student attendance is tracked by daily participation. Daily participation may include, but is not limited to any of the following evidence:

1. Participation in online activities
2. Completion of regular assignments
3. Completion of assessments

4. Contact between employees of the district and students or parents/guardians.

For the intention and purposes of tracking a student's physical attendance, we will continue to utilize Synergy as our main attendance tracking tool. We are working to correlate the attendance accounting system to identify the level of engagement of each student following the expected guidelines for weekly participation and engagement set forth by the guidelines in the legislation.

In the instance of Distance Learning, if a student does not log in, does not make contact with their teacher, or does not communicate with the school, they will be marked 'unexcused'. Each unexcused absence will be followed up by an automated call programmed by our system. If there has been no communication from the family, a school staff member (Outreach Consultant) will contact the guardians of the student.

A daily list of attendance will be generated by Outreach Consultants to reference physical attendance. If a student is chronically absent or has been absent for 3 consecutive days, our outreach consultants will initiate an Attendance Student Success Team meeting. If a teacher has any concerns regarding the four areas of attendance, they will be asked to submit a Student Attendance Concern Referral. This Google form will generate a message directly to the outreach consultant. In this form a teacher can express their concerns about a student's attendance, participation or any other areas that may hinder the student's ability to thrive.

Family engagement will be a constant and on-going. All communication will be conducted in a caring, trauma informed approach. Our goal is to engage students, not to make them feel penalized. A referral process to address attendance issues will commence with educators directly interacting with students, and will then be navigated through Outreach Consultants. Outreach Consultants will set up follow up communication and begin the process for Attendance Student Success Teams. Our approach is to support families with reengagement by seeking to address needs and place supports to address those needs by assessing a family's situation, attempting to identify barriers and address them with internal services or collaborative Community Based Organization partnerships. (determination of need based on stakeholder input from parents, principals, and district administrators).

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.]

The San Ysidro School District is developing professional development opportunities to support our distance learning program. The focus is to support staff as they onboard new skills to teach virtually. These skills include the navigation of Google Suite for Education products that will support teaching and learning, as well as professional development around specific curriculum and educational technology programs to support the seamless use of these programs regardless of the location or format of instructional delivery.

We launched this year with 2 days of professional development focused on a variety of topics to support instruction through Google Classroom and Google Meet for all teachers. Due to the variation in teacher needs and levels of competency with Google Suite for Education, we offered 15 sessions per day that were topic and level specific. This allowed teachers to participate in 6 different sessions specific to their needs over a two day period. (determination of need based on stakeholder input from teachers, principals, and district administrators).

General and Special Education Paraprofessionals were trained on how to navigate Google Suite products with a focus on Google Classroom and Google Meets, so that they can provide support to students in small group intervention. This professional development was delivered in two parts, the first focused on Google products and the second focused on their specific role with student intervention and support.

We have a site technology coordinator assigned at each school to support teachers with technology issues and questions. Additionally, there are 3 resource teachers who are supporting Google Suite products, digital curriculum, and educational technology programs for the district. Our technology department has a dedicated support line for staff and designated Google support personnel to help troubleshoot issues directly related to the Google Suite platform. (determination of need based on stakeholder input from teachers, principals, and district administrators).

We are planning ongoing professional development to support teachers in the areas of educational technology, distance learning platforms and applications, digital curriculum integration, english language development, and social emotional wellbeing.

Staff Roles and Responsibilities

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

Members of the maintenance, custodial, and grounds staff sanitation team are trained and required to clean and sanitize schools or other District facilities using specific chemicals such as: PurTab, Clorox 360 System, etc. following a reported exposure to COVID-19.

Classified employees support events involving the general public such as: meal service to the public, Chromebook and/or other supplies/materials distribution, special events such as promotion ceremonies.

Secretaries, Clerks, Health Clerks and Outreach Consultants have direct interaction with parents by appointment for the purpose of registration throughout the month of August 2020.

The District and CSEA acknowledge that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature of the current conditions, CSEA and the District will come to a written agreement, as needed, that some CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description.

Examples of additional duties that may be required include:

Instructional Aide, Campus Aide, Instructional Health Care Assistants, Outreach Consultant, Campus Security, and Instructional Media Resource Aide positions being asked to help wipe down and disinfect items within the classroom and meal area on a regular basis in order to maintain cleanliness standards.

Administrative Secretary, Administrative Clerk, Outreach Consultants, Campus Security, Campus Aides, Instructional Aides, Instructional Health Care Assistants, and Instructional Media Resource Aides positions being asked to perform temperature checks on staff or visitors. Currently, school security personnel and health clerks administer temperature checks and health symptoms screenings to all staff and all visitors.

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.]

During distance learning the school district recognizes that there is a need to provide additional support to promote success and access to the instructional programs for all learners. Promised Neighborhood has maintained their services focused on those considered 'high risk'. Services were readily offered to all families that were previously engaged in the services rendered and new potential clients. Social, emotional and behavioral services are offered virtually. Referrals can be made via phone/email to contracted agencies. Social Emotional Learning is being incorporated daily through a tier I curriculum for all students to support our PBIS program and the mental health and wellbeing of our students. This instruction is being paired with a plan for a multi-tiered system of support that we are working to put into place to support students at a variety of levels of need. The district is committed to focusing on professional development for staff to support the needs of our staff as they support the needs of pupils with unique needs.

English Learners continue to receive English Language Development support through Imagine Learning Digital content, designated leveled small group instruction through synchronous learning opportunities with their teacher and integrated English Language Development to support core content access through scaffolded language supports throughout the synchronous and asynchronous instructional offerings. Bilingual Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support for students acquiring English.

Foster Youth are contacted and monitored for needs through our Student and Family Services Manager to ensure all students have access to technology - including internet, a computer, and mobile hotspots that would allow them to participate fully in online learning. Additionally, she will monitor for social-emotional needs and academic supports that may need to be added to their day. Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support.

Students experiencing homelessness are contacted and monitored for needs through our Student and Family Services Manager to ensure all students have access to technology - including internet, a computer, and mobile hotspots that would allow them to participate fully in online learning. Additionally, she will monitor for social-emotional needs and academic supports that may need to be added to their day. Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support.

Students with exceptional needs were advised of the program that was in place to support their children and provided with contact information in order to attain additional support. The department monitored students and families who were not engaged and took action to find and support those students and families. The Special Education Department continued to provide services to the extent practicable to

students based on their IEPs through direct services, academic supports, and Google classroom instruction. Students have a range of options for receiving services, which allows us to accommodate based on student and family needs. Students receive support and scaffolding during synchronous instruction and additional small group and/or individual support during asynchronous instructional times. This focus of support for both instructional models allows each student to receive additional support in their areas of need, which allows them to work on their individual goals. For parents that opt to receive support via paper/pencil, the IEP team follows up with parent consultation sessions via phone and/or written communication.

In addition to the academic support, students also have access to their DIS services via Teletherapy or Telehealth by the Speech and Language Therapists, School Psychologists, School Social Worker, Occupational Therapist, Physical Therapist, and Adapted Physical Education Specialist. Students also have access to SELPA service providers that include VI teacher, DHH teacher, Audiologist, and Mobility Specialist.

The District has recently adopted the EQUALS Math curriculum (online options) for our students who have Moderate to Severe Disabilities. This curriculum allows the teacher to adapt the virtual lessons based on the student needs. The curriculum also includes new guidance for parent participation in English and Spanish. The curriculum also includes the option to include specialized devices (i.e. big-macs) to allow students with mobility and/or cognitive challenges to navigate a site without a problem.

The District is currently assembling a committee to review a supplementary reading curriculum for all students who have special education services. It is in the beginning stages; however, the curriculum seems promising to address the needs of our student population.

The Special Education Department will be hosting virtual Professional Development for parents, teachers, and paraprofessionals. The topics will range from Understanding Distance Learning, Mental Health, Virtual Reinforcement, and many other topics that address the need of the community. The department will also be adopting a virtual platform for psycho-educational assessments to continue evaluating students who have a suspected disability.

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

Description	Total Funds	Contributing
Purchase of chromebooks to ensure student access and connectivity to distance learning programs.	\$580,000 (CPUC grant) \$900,000 (CRF) \$140,000 (GEER)	Y
Programs and services to meet the needs of our special education students.	\$600,000 (CRF)	Y
Professional Development- teacher 2 PD days, Tech stipends	\$300,000 (CRF)	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.]

The San Ysidro School District is focused on mitigating learning loss and accelerating learning through a focused approach to teaching and learning during this very fluid time. A key piece of our instructional model involves a systematic approach to assess and measure pupil learning status. To that end, we use a variety of assessments to monitor student progress.

Teachers use STAR diagnostic assessments to determine student levels in mathematics and reading throughout the school year. This information serves to establish leveled groups for instruction, as well as monitor student growth in relation to grade level expectations. These assessments are a starting point to identify student levels and monitor student progress.

Additionally, we have a local assessment system that assesses pupil progress on focus standards at stop points throughout the year. These assessments will be given 3 times per year for ELA and Math and 2 times per year in Writing. These assessments are used to guide instruction, as the data gathered from the assessments serves to identify students who may be experiencing learning loss and require additional support. These assessments are followed by data conversations that are intended to focus on best instructional practice and planning for the implementation of those practices into the instructional cycle. These assessments along with data taken from state assessment and Imagine Learning placement and progress inform instructional pivots for ELD to support integrated and designated ELD instruction.

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.]

We have developed an instructional system based on grade level standards instruction for ELA and Math. This program is broken up into instructional units with formative assessments to guide instruction over time. In addition to the assessment and data analysis that focuses on guiding instructional practice and planning, we have an instructional model which incorporates a gradual release model of direct instruction, as well as time embedded in the daily schedule to implement small group leveled instruction and additional supports provided by the teacher and paraprofessionals to meet the needs of all students.

This allows all students to receive focused instruction that addresses the needs of all learners through Tier I and Tier II classroom interventions and scaffolding to ensure access to grade level standards, while embedding focused instructional time to address the specific needs of students with additional support. This system allows teachers to address the needs of English learners, low income, foster youth, pupils experiencing homelessness, and students with exceptional needs in a small groups setting as part of their daily routine. Additionally, there is time set aside in the schedule for 1:1 support during asynchronous time; this support can be delivered by the teacher, a

paraprofessional, extended day tutoring staff or by resource specialists. Our goal with these additional supports is that they be in addition to the core instructional model and are timed to occur during asynchronous time; which helps to systematically ensure that students with specialized needs get quality first instruction and differentiated small group instruction from their teacher followed by an added layer of support when it is necessary to ensure access to the core instructional program.

We continue to address specific language needs and supports through designated ELD instruction, which is delivered in leveled small groups, and integrated ELD with embedded language development strategies and supports embedded in all content areas. This is specific to our English learners, however, we are also aware that students who are not English learners benefit from quality academic language instruction which is why we embed that into core instruction as well.

This instructional design has been transitioned to distance learning through a schedule design which includes these components of direct instruction and leveled support.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

In order to measure the effectiveness of services and supports, we will be monitoring student data collected through our assessment system, as well as through reports taken from our Educational Technology products (Achieve, STAR, and Imagine Learning) to monitor and growth and progress of students throughout the school year.

We have scheduled periodic data reflection meetings to review progress of students and discuss next steps throughout the year. These meetings are navigated by a data analysis protocol that focuses on data as a guide to improved instructional practice and student outcomes. The data review helps staff engage in conversation about measurable outcomes based on changes in instructional practices and supports, to determine the best course of action in collaboration with school administrators to continue to positively impact learning outcomes for all students.

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

Description	Total Funds	Contributing
Intervention	\$100,000 (CRF)	Y
Title I Instructional Aides	\$377,000 (Title I)	Y
Professional Development for Evidence Based Instructional Best Practices and Supports	\$160,000 (Title II)	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.]

The LEA created three different Tiers to address the Mental Health and the Social Emotional wellbeing of students. In order to monitor the progress of students identified for additional intervention, the case manager would develop a goal in the area of need that has been identified by the school team. To determine the progress of the mental health interventions, the case managers will review each case every 6 weeks to determine the efficacy of the intervention. At the 6-week mark, the case manager would either continue working on the same treatment plan and/or amend the current plan or consider a higher level of support. The higher level of support can range from making a referral to an outside agency or, if there are any educational concerns, a referral for a special education evaluation which could lead to an Educationally Related Mental Health assessment. This plan for monitoring and support is being implemented through a systematic multi-tiered system described in more detail below and will include the support of counselors assigned to school sites to support the mental health and social and emotional wellbeing of students.

Tier 1 are the services that are provided to all students (Universal). All students, with general or special education support, will have access to Positive Behavior Intervention Supports via Distance Learning. The District adopted the Second Step curriculum to teach Social Emotional Learning for all students. For students who are currently working on a vocational curriculum, we will be using Zones of Regulation as their Social Emotional Learning Curriculum. District has previously trained staff in Trauma Informed and Restorative Practices; staff was provided with a refresher at the start of the 20-21 school year. We will continue to provide continued professional learning and support to staff as we implement these practices with all of our students.

Tier 2 interventions include virtual Student Success Team Meetings to determine the Social Emotional needs of the student. The team can make a counseling referral to the outside agency; however, the school psychologist would form part of the referral process. The student can also be teamed up with a staff member that could provide mentoring throughout the school day. Students could also be referred to a site Social Emotional Group that could be run by a school psychologist or counselor. For students who have special education support, the IEP team could make the recommendation to draft a goal in the area of need (i.e., coping skills, attention, etc) and support by providing DIS counseling services by the school psychologist and/or counselor.

Tier 3 are identified as intensive intervention and evaluation. Students at this level might require a Educationally Related Mental Health evaluation in order to determine what might be interfering with a student's learning. The evaluation can be completed by the school psychologist or the school social worker. If the student is identified as requiring additional support, a goal is drafted and proposed at the IEP meeting. Based on the need of the student, the IEP team makes recommendations for ERMHS counseling by the school social worker. If a student's behavior is negatively impacting their own learning or that of others, the team will conduct a Functional Behavior Assessment which could lead to a Behavior Intervention Plan (BIP) or a behavioral goal. A Special Circumstance Independence Assessment (SCIA) might also be conducted if the student requires additional support to be successful in the educational setting. SCIA supports can range from the student receiving additional low level prompting (i.e. visuals, gestures) to high level prompting (i.e. partial physical and/or full physical). If at any point a student in crisis physical intervention, a trained staff member in Crisis Prevention Intervention will provide the support.

STAFF SUPPORT

The District has established wellness sessions through VEBA for all staff to participate. The school year began with a Welcome Back Event where all SYSD staff participated in wellness activities. Weekly activities such as breathing and yoga sessions are accessible to anyone interested. Human Resources has added a course addressing managing stress and anxiety to our portal for staff to access on a voluntary basis.

The course on Managing Stress and Anxiety will enable staff to:

- Define stress and anxiety
- Identify the common signs and symptoms
- Explain how to reduce stress for yourself and others

We are committed to supporting staff with mental health and wellbeing, as such we have identified resources for staff through VEBA, SDCOE (JPA Program) and Optum Wellness. These resources are shared with staff to support their mental health and wellbeing needs.

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.]

In the instance of Distance Learning, if a student does not log in, does not make contact with their teacher, or does not communicate with the school, they will be marked 'unexcused'. An absence will trigger the outreach consultant to contact the family and begin the process of building a support system through a variety of resources when it is deemed necessary through our multi-tiered system of support. Family engagement will be a constant and on-going. All communication will be conducted in a caring, trauma informed approach. Our goal is to engage students, not to make them feel penalized. A referral process to address attendance issues will commence with educators directly interacting with students, and will then be navigated through Outreach Consultants. Outreach Consultants will set up follow up communication and begin the process for Attendance Student Success Teams. Our approach is to support families with reengagement by seeking to address needs and place supports to address those needs by assessing a family's situation, attempting to identify barriers and address them with internal services or collaborative Community Based Organization partnerships. All communication with our families is available in both English and Spanish in order to make sure that we provide access to our families who need this support, additionally upon request we are able to provide support in additional languages.(based on stakeholder feedback from parents and district administrators)

Tier I:

Each unexcused absence will be followed up by an automated call programmed by our system. If there has been no communication from the family, a school staff member (Outreach Consultant) will contact the guardians of the student. A daily list of attendance will be generated by

Outreach Consultants to reference physical attendance. If a teacher has any concerns regarding the four areas of attendance, they will be asked to submit a Student Attendance Concern Referral form, which will aid the outreach consultant with supporting the families and students needs.

Tier II:

If a student is chronically absent or has been absent for 3 consecutive days, our outreach consultants will initiate a formal Attendance Student Success Team meeting. This will include evaluating the concerns over attendance, but also identifying any additional needs that the family may have including but not limited to basic needs and the need for academic support that may be exacerbating the disengagement that is happening. The focus of the team will be to support the family and student so that we can re engage the student in school. This may include home visits (if allowed) and referrals to services to support the identified needs of the student and family.

Tier III:

If the supports that were implemented in Tier II were unsuccessful and we would continue to monitor the situation, incorporating daily contact attempts. Continue to consult with internal supports that may be applicable (ie. McKinney Vento, Special Education). As such, if applicable we would initiate the Child Find process for students and include community based outreach and supports for child welfare would begin. Once we begin these processes, we would want to ensure child safety and welfare, then begin the work of supporting families with needed resources and supports for re engagement covering the areas of attendance, engagement, basic needs, and academic support.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

While on 100% distance learning, the school nutrition department will continue curbside weekly curbside distribution. Our parents can pick-up student meals each Wednesday from one of our three designated sites from 11:30-1:00 pm. Each meal kit meal will contain five breakfast meals and five lunch meals. Parents must submit a form with the name of children(s), student ID, and the school site assignment.

Once we switch to blended learning, we will have to run 2 meal service programs.

1. Some families will opt to remain in the distance learning model and they will continue to attain their meals through the weekly curbside distribution model noted above.
2. Students in blended learning will have breakfast and lunch in the classroom while on campus and then take their meals home for the day/days they are off campus through a grab and go model at their dismissal time. Dismissal will be staggered in order to maintain safety protocols at the pick up point.

The child nutrition program will be adjusting hours based on parent feedback expressing the need for different pick-up times during the distance learning model.

Both models will follow the nutritional guidelines set by CDE.

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

Description	Total Funds	Contributing
Mental Health and Social and Emotional Well Being	\$100,000 (CRF) \$150,000 (GEER)	Y
Expanded Learning Program	\$600,000 (ASES) \$800,000 (CRF)	Y
Outreach Consultants	\$540,000 (CRF)	Y
The child nutrition department will continue to provide breakfast and lunch meals to all students.	\$200,000 (CRF)	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
32.34%	\$11,122,449

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.]

Additional services were added, principally directed to unduplicated students, to ensure that these students (low income, foster youth/homeless, and English learners-including long-term English learners) are being successful at all school sites. We believe providing these services LEA-wide is the most effective use of funds to meet the district's goals for unduplicated pupils (low income, foster youth, and

English Learners) in the state priority areas. Research shows that students who are low income, English Learners or foster youth benefit greatly from social emotional supports. To this end we have developed and begun the implementation of a system of tiered supports for mental health and wellbeing. This plan includes tier I instruction, as well as a plan to monitor and support students who need additional support through the addition of counselors and expanding the role of Outreach Consultants in the area of student and family engagement to support the whole child when creating a plan to support reengagement. Outreach Consultants, Coordinator of Full Service Community Schools and ASES, and our Family Manager will continue to collaborate to improve services and to guide the most at risk students that need intensive interventions such as low income, English Learners and foster youth/homeless.

Our teaching and learning is focused on meeting and exceeding the California Common Core State Standards for every child. The varied levels of instruction provide a framework to challenge advanced students and support those who may be struggling while creating a solid classroom experience for students learning at grade level. The district focuses on data analysis and instructional design to support and increase student achievement. This design provides for tier I and tier II level support in the classroom, provides a foundation for unduplicated students, and ensures that additional supports lead to increased instructional services by ensuring that students do not miss any of their primary instruction during scheduled intervention time. Of note, the district's instructional design which this year is part of both phases of instruction allows for continuity of learning and outlines a specific set of Tier II interventions for ELA, ELD, and Math through the use of small group instruction to meet the needs of students and increase and improve services for unduplicated and high needs students (low income, foster youth/homeless, and English learners-including long-term English learners). These small group instructional support to students through Title I Instructional Aides during asynchronous time allows students to receive extra instructional support specific to the content that they are learning without losing any direct instructional time with their teacher.

Our focus on curriculum alignment and instructional design includes providing enrichment (Science/Physical Education teams) to students so that teachers have time to disaggregate data and identify students in need of intervention, who tend to be unduplicated students. Students benefit from the focus on physical education as a mental and physical health support as well as the enrichment gained from focused STEM instruction. Teachers benefit from having time to identify student needs and plan for instructional intervention practices to be implemented to improve outcomes for students and mitigate learning loss.

The district is focused on providing professional development for evidence based best practices and providing support for instructional staff as these practices are implemented. We are planning ongoing professional development to support teachers in the areas of educational technology, distance learning platforms and applications, digital curriculum integration, english language development, and social emotional wellbeing. This professional development will be ongoing, as will the support provided for teachers who need additional coaching and support to navigate the digital platform and digital curriculum.

Resource teachers will provide and support professional learning throughout the year to hone on specific strategies to improve unduplicated students' academic achievement. The district will continue to employ resource teachers whose role will grow to include teacher support through modeling and supporting differentiation strategies for unduplicated students (low income, foster youth/homeless, and English learners-including long-term English learners) and coaching teachers in this area as needed.

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

Unduplicated students are provided with increased services through a virtual tutoring and support program that focuses on additional instructional time to build on classroom instruction that is designed to embed tier I and tier II interventions. Instructional aides and tutoring are designed to further scaffold instruction for students. We have also focused the work of our Outreach Consultants on supporting students and families with engagement through support and needs focused services. The focus is to build support for students in order to facilitate engagement and provide support and solution for issues that may be impeding engagement and student success.

As noted in this justification, the San Ysidro School District is allocating a significant amount of the funds to building the capacity of the staff to work with unduplicated students (low income, foster youth/homeless, and English learners-including long-term English learners). What we hope to achieve is to have all of our unduplicated students---in schools with large concentrations of low income, foster youth/homeless, and English Learners and schools with small numbers---be successful and for their parents feel connected to our schools. We believe services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively. Expenditures defined in this document continue to provide the most effective use of funds to meet the needs of unduplicated pupils in the state priority areas. There will be an evaluation of student achievement data, parent surveys, and staff surveys to determine the effectiveness of these strategies/expenditures at the end of the year. At that time, strategies and budgets will be aligned/modified/supplemented to ensure maximum support in meeting the needs of unduplicated students (low income, foster youth/homeless, and English learners-including long-term English learners).