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/lnngcntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Bay Union School District</td>
<td>Cindy Wagner</td>
<td><a href="mailto:cwagner@sbusd.org">cwagner@sbusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Deputy Superintendent</td>
<td>619-628-1609</td>
</tr>
</tbody>
</table>

General Information

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

South Bay Union School District is located in south San Diego County serving the communities of Imperial Beach, San Diego, and San Ysidro. The district is comprised of nine K-6 district schools, two K-8 dependent charter schools, and one preschool. Student enrollment is approximately 6,500 students. The impacts of the COVID-19 pandemic have been numerous for students and families and have been unique given both geographic location and student demographics.

Local geographic location and related COVID-19 data in our area has been of significant concern. District staff began tracking the local zip code data in May of 2020. This tracking illustrated a significantly higher rate of infection and case rate per 100,000 than in other parts of San Diego County. Current data as of August 9, 2020 indicates that while San Diego county has an average of 977 positive cases per 100,000; the zip codes within our district boundaries have averages of 1,530 and 2,493 and 3,893 positive cases per 100,000. Given the high rates of positive cases, in the local area, the governing board voted to remain in distance learning until January 4, 2021.

Student demographics have played a role in the impact of COVID-19 in our school district in that often underrepresented and historically marginalized populations have seen more significant impacts of the pandemic than other social groups. In the beginning of school closures in March, our focus was to ensure all students had access to a device at home. While all 3rd-8th grade students had a Chromebook at home, TK-2nd grade students did not have a device. Staff quickly mobilized devices to ensure all families had at least one district issued device in the home, thus providing access for families. Currently, the district has purchased additional devices (iPads) in order to have 1:1 devices at all grade levels. This was essential to ensure each student has their own device during distance learning. In addition, given the large number of students who are designated as socioeconomically disadvantaged, connectivity resources such as hot spots and provider discounts have been offered to any family demonstrating need. In addition, additional resources and support have been planned for homeless students and foster youth. Our student population is comprised of the following demographic groups:

- English Learners: 50%
- Socioeconomically Disadvantaged Students: 69%
- Homeless Students: 4.3%
- Foster Youth: .4%
Students with Disabilities: 13.5%

Detailed plans, protocols and resources are outlined in the South Bay Union School District Recovery/Reopening Plan, located on our district website.

Stakeholder Engagement

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

South Bay Union School District has made family and staff input and feedback a priority in planning for reopening. This feedback has taken the form of surveys, virtual town hall meeting, advisory groups including DELAC/PAC and recovery teams.

Surveys:
A family survey was conducted in May 2020 to better understand family needs and best hopes for the coming school year. Over 1500 families responded to this survey on topics such as comfort level in returning to in person learning, preference for reopening model, connectivity needs, and learning experiences for students.
A second family/staff survey was conducted in July 2022, given the rapidly changing COVID-19 rates in our local communities, with almost 2,000 responses. This survey data was critical in the governing board decision to remain in distance learning until January 4, 2021
Similar surveys were conducted with certificated, classified and administrative staff on two occasions..

In April/May of 2020, SBUSD conducted the California Healthy Kids Learning From Home survey for students and families. These results provided insight into the student experience during closure and how it impacts reopening for the 2020-2021 school year.

Parent Advisory Committee and DELAC Meetings:
Our superintendent conducted family and student advisory group meetings on multiple occasions. These meetings served to develop themes to consider in reopening plans and as stakeholder engagement to inform this plan. These meetings served as an expanded Parent Advisory Committee.
DELAC meetings were held in May and August to inform reopening and this plan.

Town Hall:
A virtual town hall meeting was held to share our reopening plan, with 500 participants.

Recovery Teams:
Multiple "recovery teams" were launched during the development of our Recovery/Reopening Plan. Collectively, these teams met over fifty times to collaboratively develop the plan. Ninety employees volunteered to join the management team on these meetings. The feedback and input from stakeholders was instrumental in developing reopening values and protocols for reopening.

Prior to school closures in March 2020, South Bay Union School District was well underway in the development of the 2020-2023 LCAP. Each site participated in a feedback protocol with both staff and families. District level PAC meetings and DELAC meetings were held to solicit feedback.

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

All meetings have been conducted using Zoom. Board meetings have utilized the webinar functions within Zoom. Links to the meetings have been provided on the district website. Public comment is submitted directly to the superintendent's office via multiple methods. Translation services have also been provided at these meetings, as needed. Call in options for all Zoom board meetings and stakeholder meetings has been made available for participants with limited connectivity. Recordings of these meetings are also available for stakeholders.

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

Family survey data and town hall input includes the following themes:
- Importance of daily interactions with adults and students
- A desire for more "instruction" and not simply assignments during distance learning
- Rigorous and challenging content
- Consistent schedules
- Concerns for health and safety
- Desire for 100% virtual option for the 2020-2021 school year

Families and staff are highly concerned about the health and safety risks associated with in person learning. On a 1-5 scale, with one being uncomfortable and five being very comfortable, the following percentages rated themselves a one or two, thus indicating lack of comfort in returning to in person learning.

Families: 50%
Certificated Staff: 60%
Classified Staff: 33%
Administrative Staff: 6%

When asked about preferred reopening model the following data was collected from families and staff reported the following preferences:
Families: 46% Distance Learning, 53% Blended/Hybrid Model

Certificated Staff: 78% Distance Learning, 22% Blended/Hybrid Model

Classified Staff: 45% Distance Learning, 55% Blended/Hybrid Model

Administrative Staff: 71% Distance Learning, 30% Blended/Hybrid Model

This data was disaggregated by specific stakeholder groups, including English learners, special education, homeless/foster youth. Given the high percentages of socioeconomically disadvantaged families and English learners, the majority of the stakeholder feedback from these groups did not differ from most responses. Parents of students with disabilities expressed both a strong desire to return to in person services, and yet also expressed significant concern in returning to school campuses.

Parents on ELAC and DELAC expressed an additional interest and need in the following areas:

Individual contact – student/teacher virtually or in person.

Students have necessary tools and materials

Additional support for students who need help with the second language

Ensuring equitable access for English learners

Continued learning of both languages with the English and Spanish teacher.

Support of a tutor during the time that distance learning occurs

Constant communication from teachers and schools

More communication from teachers to parents to know how we can help at home and that way we can work together.

Student devices

Support for technology

Maintain contact with families, by means of telephone, email or video conference to be able to meet the needs or doubts of parents

Block of “school time” designated only for bilingual learning.
Support group for the parents whose child/ren are English learners that they can meet every 2 weeks

Second, have constant communication with teachers in case there are doubts or comments on the themes that teachers are teaching the students.

Teacher is connected 5 days a week

Math on a daily basis because it is very easy to fall behind on this material.

Teacher check ins at least once a day

Students need access to time to have conversations to practice their English through interactions with classmates

Websites that can be consulted in case there are doubts or questions, like dictionaries, etc.

Support on behalf of the teacher that we may be able to contact if there is doubt or questions.

Students need support of a tutor

Technology classes for parents

Applications such as Imagine Learning

Individual help in the form of practice and instruction.

Books or videos online in which not only can they listen, but speak and write.

Themes from the California Healthy Kids Learning from Home Survey include the following:

Routines:

It is evident that not enough students were physically active during their time at home during school closure in the Spring. An average of 56% of students responded that they exercised 4 or more days a week

Learning from Home:

Results were mostly positive with over 75% of students reporting being academically motivated “most of the time” or “all of the time” and over 75% of students responding that they completed school work from home 5 days or more.
Adult and Peer Relationships:

The data shows that adult and peer interactions were not as frequent as they needed to be.

Percentage of respondents reporting interacting with a teacher 4 days or more in past week

3rd - 58%
4th – 69%
5th – 72%
6th – 63%

Percentage of respondents reporting interacting with peers 4 days or more in past week

3rd – 36%
4th – 45%
5th – 47%
6th – 57%

Social Emotional Health:

An average of 15% of students reported feeling sadness "Most of the time" or "All of the time". Students being able to problem solve in upper grade was not as positive as it was in the lower grades:

Average percent of respondents reporting “Most of the time” or “All of the time”

3rd – 68%
4th – 60%
5th – 52%
The following trends were identified in the CHKS Learning from Home parent survey:
- Families were mostly satisfied with access to devices (88%) and Internet (97%). Nineteen percent reported sometimes not knowing how to use the digital platforms at home.
- Thirty-seven percent stated that Distance Learning requires too much from parents and 28% responded that it requires too much from students.
- Results were consistent between parents and students in this domain. Percentage of respondents reporting their child interacting with a teacher 4 days or more was 61% and 43% responded that their child interacted with peers a few times a week or more. Communication was mostly positive with 70% of respondents Agreeing or Strongly Agreeing that schools communicated effectively.
- Over a third of our parents expressed concern that their students were falling behind academically during school closure.

Recovery teams identified the following values for reopening. These values have served as a "north star" in creating reopening plans.
- Equity and Empathy
- Student and Staff Safety
- Culture of Connectedness
- Visionary, Fluid and Flexible
- Authentic Feedback and Communication Systems
- Consistency

Prior LCAP Planning:

Stakeholder feedback included recurring themes such as the following:
- Valuing and supporting social emotional health through positive relationships, connectedness and consistent social emotional learning.
- Providing a well-rounded, rigorous and culturally responsive learning experience for all students through continued focus on VAPA/STEM, balanced and responsive classroom pedagogy, access to culturally relevant materials, and professional development to support these areas.
- Creating inclusive and safe spaces for students, families and staff.
- Building partnerships with community and families to better support students.
- These themes would have resulted in refinement of LCAP goals and action steps. Many of these ideas are consistent with stakeholder feedback regarding the reopening of schools and have been incorporated into this plan.

Many aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The following actions have been included in the plan based on stakeholder feedback:
1:1 access to devices through the addition of TK-2 iPads
Increased connectivity resources for families (additional hot spots)
SBUSD Virtual Academy for the 2020-2021 school year. This is a year-long, 100% virtual option for families choosing to not send their students back to school in person, when possible.
Additional digital learning platforms, especially for English learners
Daily social emotional learning lessons and check ins for students
Assessment and progress monitoring
A delayed return to in person learning given local zip code data and concern for health and safety

In addition, the reopening values described above as determined by significant stakeholder feedback have served as a guiding forces in the development of the plan. A clear focus on equity and connectedness can be seen in several aspects of the plan. In addition, this plan strives to provide consistent experience for all students.

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.]

SBUSD will provide in person learning to the greatest extent possible once COVID-19 data in our local area improves. Currently San Diego county is on the state monitoring list, thus no schools may reopen for in person learning. In addition, local infection rates are the highest in San Diego county and some of the highest in the state within district boundaries. This is of significant concern. At this time, the governing board has made the decision to remain in distance learning until January 4, 202. The board will be provided monthly updates as to the effectiveness of distance learning and local COVID-19 data.

All instructional models will include a full curriculum for students, including courses in English Language Arts, Math, Science, History Social-Science, English Language Development, Physical Education, STEM, and Visual/Performing Arts taught by fully credentialed teachers in the subjects that they are teaching. Instructional materials and online instructional resources will be provided to students to use during virtual and in-person instruction. Student grouping will be consistent during transitions between in-person instruction and virtual learning.

Instructional Model and Schedule:
Upon reopening, students will return to school in a blended/hybrid model to allow for adequate physical distancing. Given public health guidance, it is recommended to provide as much physical distancing as possible between students as possible. As a means of increasing distancing to the greatest extent possible, class size will be reduced by having some students report in person and others work virtually on rotating days. As per public health guidelines, students will be in stable cohorts with one teacher, or limited teachers. Student schedules will be as follows:

AACBB: Student cohorts report to school two days in a row. Group A reports on Monday and Tuesday while Group B reports on Thursday and Friday. Wednesdays (C) remain a day for daily check in, academic intervention, and for teacher collaboration, team planning, personal preparation, staff meetings, professional learning, etc.(as per collective bargaining agreement) Students will be grouped in cohorts by family unit to meet the needs of families. This model reduces the cleaning and sanitation needed between cohorts.

Recognizing the critical importance of supporting connectedness and social-emotional wellbeing, students will need the opportunity to connect with their teacher and classmates everyday, regardless if they are learning at school or working from home. Class meetings will be held each day. Students will participate everyday, regardless of being at home or at school. Students at home will use web conferencing tools to participate with those who are at school. This will build community and allow for more social interaction with classmates. Additional support and learning experiences in this area may be provided both in-person, virtually, and through digital content. This support includes, but is not limited to mental health support, social- emotional learning, and interventions or enrichment.

Academic instruction for students attending in-person will focus on critical content and small group instruction to maximize learning time and provide differentiated opportunities for students. Specific content and pedagogy most compatible with in-person learning will be used. For example, teachers may spend time teaching small groups in reading, conferring with readers and writers, leading a number talk in mathematics, etc. When students are in class, teachers will use data to target interventions and enrichment to best meet the needs of the students. Designated English language development will take place in person, and at home through digital content and further instruction, as feasible.

Academic learning for students at home will be both synchronous and asynchronous. For example, students learning at home may either study a previously recorded lesson or participate in web conferencing with the class that is in person, or meet with their teacher using web conferencing tools. In addition, they may use District-supported digital content tools, or work on an independent project in a content area such as science or social studies. English learners will work on digital platforms for language development and may also meet with an English Language Development teacher virtually to build their language skills, as feasible.

In this model, as well as all others, a commitment to developing the whole child remains a priority. Visual and Performing Arts and STEM instruction will continue virtually, with considerations made for public health guidelines of minimizing adult contact. VAPA/STEM instruction will be reconsidered as health conditions and guidance change. Students will also participate in physical education in a manner consistent with public health orders.

SBUSD recognizes the need to determine students who have experienced significant learning loss and intervene appropriately.
Students with disabilities and others with unique learning needs will receive instruction in the following manner when in person learning is offered in a blended model or 100% in person.

Mild Moderate Self Contained and Moderate/Severe Self-contained Classes:
- Students may attend classes in-person five days per week in a blended model
- Students will attend five days a week if 100% of students return to campus.
- Time with typical peers in General Education will take place virtually until public health guidelines allow mixing of student groups.

Mild/Moderate students who are in General Education classes:
- Education Specialists will push into the classroom and provide Specialized Academic Instruction (SAI) minutes in small groups as indicated in the IEP. Additionally, Instructional Aides will also go into classrooms to work with small groups, as well as support teachers as they deliver lessons, as allowed by current public health guidelines.
- In the event that Educational Specialists and Instructional Aides are not able to push into classrooms due to public health guidelines, SAI minutes will be provided virtually.
- One day per week will also be used for additional small groups for SAI minutes, as indicated in the IEP, via distance learning if there are no students on campus on one specific day of the week.
- Education Specialists will assess Mild/Moderate students using the Measurement of Academic Progress (MAP) upon school resuming in order to establish new learning baselines.
- Education Specialists and Instructional Assistants will have access to the following academic interventions: Core 5 by Lexia, Leveled Literacy Intervention, DreamBox Math, Lindamood Bell ( Seeing Stars, On Cloud Nine and V&V), and Flocabulary.

Related services (Adaptive Physical Education, Counseling, Occupational Therapy and Speech Language):

All related service providers will push into self-contained Special Education classrooms in order to provide service minutes, as public health guidelines allow.

For those students who are in General Education classes for all or the majority of their school day, related service providers will provide services, as indicated in the IEP, within General Education classrooms, virtually or other agreed upon times/locations.

Health and Safety Protocols will be of paramount importance as students and staff return to in person learning. The following practices will be in place:

Maintain social distancing as described in public health guidelines, including the following:
- During daily wellness screening of students
- While students are entering campus and waiting for their first class to begin
- During meal periods
- During recess
- During passing periods
- While using restrooms
- While students are exiting the campus
- During before- and after-school programs

Maintain stable student cohorts with no mixing of student groups.

Stagger arrival and departure times to discourage congregate settings.

Restrict nonessential visitors and volunteers from the campus

Ensure physical spaces allow for distancing including, but not limited to the following:
- Space students apart as much as possible.
- Installation of physical barriers/partitions when necessary, especially in high traffic areas.
- Visual cues and signage for physical distancing will be posted in common areas.
- Limit the use of school facilities by external community organizations and/or ensure permitted use of school facilities complies with the guidance described in the CDPH. (Safe Reopening Plan, 2c)

Health and Hygiene Procedures:
- Ensure that staff and students wash their hands or use hand sanitizer frequently throughout the day.
- Provide regular and frequent access to handwashing facilities, including to the extent practicable, handwashing stations near classrooms.
- Prevent congregations in bathrooms through scheduled times per cohort.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Develop routines enabling students and staff to use hand sanitizer when necessary.
- Ensure hand sanitizers are available throughout campus, as feasible.

Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.

Teach students to:
- Use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow
- Wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
- Wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly.
- Use fragrance-free hand sanitizer when handwashing is not practicable. i. Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
- Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.

Provide teaching/training for students and staff though instructional videos, posters and training in the following:
- Hand Washing/Hygiene
- Use of cloth face coverings, masks, or face shields.
- Physical Distancing

All drinking fountains will be disabled. Refillable water bottle stations/hydration stations or water bottles will be provided throughout campus (COVID-19 Reopening Plan)

Support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19, including: (COVID-19 Reopening Plan)

Existing student health plans will be reviewed to identify students who may need additional accommodations.

A process will be implemented to engage families for potentially unknown concerns that may need to be accommodated. A district social worker will focus on family support, especially for homeless students, foster youth, and socioeconomically disadvantaged students.

Additional preparations will be identified for classroom and non-classroom environments needed for groups that might be at increased risk of becoming infected or having unrecognized illness. These include individuals who:
- Have limited mobility or require prolonged and close contact with others, such as direct support providers and family members
- Have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing
- May not be able to communicate symptoms of illness

Personal Protective Equipment:

Employees will be provided and will utilize Personal Protective Equipment as described in public health guidelines/orders: (COVID-19 Reopening Plan)

Face coverings must be used in accordance with California Guidance of the Requirements for Face Coverings unless a person is exempt as explained in the guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission. All staff must use face coverings in accordance with CDPH guidelines unless Cal/OSHA standards require respiratory protection. Staff must wear face covering at all times when on campus, unless alone in a designated work space with the door closed. For employees engaging in symptom screening, provide appropriate masks, face shields, and disposable gloves. In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom. Workers or other persons handling or serving food must use gloves in addition to face coverings. Disposable gloves may also be helpful to supplement frequent handwashing or use of hand sanitizer; examples are for workers who are screening others for symptoms or handling commonly touched items. Students in grades 3-8 MUST wear facial coverings while on school campuses and in offices. Students in grades 3-8 who refuse to wear face coverings will be referred to distance learning. Students below 2nd grade are strongly encouraged to wear facial coverings while on school campuses. (SBUSD may require the use of face coverings for students below second grade, depending on local
health conditions.) Clear face shields may be used in place of a face cover when it is necessary for a person’s face to be visible during interactions, or a face covering is not appropriate for underlying medical reasons.

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

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<td>Purchase of personal protective equipment</td>
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<td>Development of training videos for health and hygiene</td>
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<td>Staffing to accommodate screening and symptom checking</td>
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<td>Recovery/Reopening Teams dedicated to ensuring readiness for in person learning including health/safety, academics/infrastructure, facilities, operations, and human resources</td>
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<td>Purchase of supplies and materials to ensure physical distancing such as plexiglass partitions, additional work stations, disinfecting supplies, additional cleaning equipment, etc.</td>
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**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.]

All instructional models will include a full curriculum to students, including courses in English Language Arts, Math, Science, History Social-Science, English Language Development, Physical Education, STEM, and Visual/Performing Arts taught by fully
credentialed teachers in the subjects that they are teaching. Instructional materials in print form and online instructional resources will be provided to students to use during virtual and in-person instruction. Student grouping will be consistent during transitions between in-person instruction and virtual learning.

As per Senate Bill 98, students’ distance learning will include content aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. Students will participate in daily, live interaction with teachers and peers. Priority will also be placed on building community, social-emotional learning, and students feeling connected to each other and their teacher(s). Each day, students will join a class meeting through web conferencing to check-in and set goals.

Distance learning in the 2020-2021 school year will be significantly different than during school closure. Families and students can expect:

- A minimum number of instructional minutes per day will be provided to students. Students in kindergarten will participate for at least 180 minutes per day. Students in grades 1-3 will participate for at least 230 minutes per day. Students in grades 4-8 will participate for at least 240 minutes per day. This instruction can be a combination of live instruction, prerecorded instruction, and the time value of independent work assigned by the teacher. SBUSD strives to provide as much live instruction per day as is feasible, while also recognizing the value of prerecorded lessons and some independent work.
- Teachers will maintain daily participation logs and well as weekly engagement logs documenting student participation and engagement during synchronous and asynchronous learning as well as completion of assignments.
- Students will have both synchronous (live) and asynchronous (prerecorded) lessons with teacher(s). Priority will be placed on live instruction, with pre-recorded lessons being made available as appropriate. Synchronous academic lessons should be recorded so that students who are absent, ill, or have inconsistent connectivity are still able to access learning as this is an equity issue.
- Students will participate in daily lessons in the core subject areas of reading, writing, math, and English language development (for English Learners) at the K-6 level. Middle school students will participate in all core subject areas as determined by site master schedule.
- Regular instruction in social emotional learning will occur through daily class meetings and/or social emotional learning lessons.
- All students will participate in at least one small group, in each content area of reading, writing, and math per week at the TK-6 level.
- Students will participate in weekly science, social studies and physical education lessons at the K-6 level. Middle school students will participate in these subjects in accordance with the master schedule determined by the site.
- Students will participate in visual and performing arts lessons and STEM lessons on a regular basis with a VAPA/STEM teacher.
- English learners will participate in a daily designated English language development synchronous lesson based on their proficiency level. English learners will also work on digital platforms for language development. Throughout all lessons, integrated English language supports will be offered.
- Supports and services for special education students will continue as per student’s IEP.
- Students will have some independent learning time using District-supported digital content tools (Dreambox Math, ST Math, Learning A-Z, Imagine Learning, etc.) or students will work on projects and assignments.
- Support for students who are struggling or are below grade level will be provided in the form of tier two interventions, additional small group instruction, one-to-one instruction, and family conferencing.
- Students will receive feedback from teachers on a regular and consistent basis. Feedback from instructors shall be provided on all assignments/work students produce. Feedback should be kind, specific, and helpful
- Teachers will provide regular communication to families.
- Teachers will hold regular office hours.
- Student progress will be monitored and students will receive report cards.
- Student attendance and participation will be taken on a daily basis. As per Senate Bill 98, students are required to participate in distance learning everyday. Students who do not participate will be deemed absent. Teachers will document daily participation. In addition, teachers will complete a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

In order to ensure continuity of learning, resources from organizations such as Achieve the Core, CCEE Distance Learning Consortium, Teachers College Reading and Writing Project have been referenced and used in planning. This consultation has allowed current units of study to be adapted or modified to ensure continued learning in a distance learning model.

The new instructional model will be successful when we know we have connected with 100% of our students in a way which is as rich as an in person experience. In order to achieve this we are committed to:

- Using data to drive instruction and connection.
- Principals serving as instructional leaders and models, using the tools in ways which provide a solid example for staff about how to create robust experiences for their students.
- Teachers collaboration with colleagues and principals to discuss experiences and how to adjust teaching to best meet student need.
- Explicit instruction for educators on how to assess in this new model and how to use the data to provide appropriate instruction for students.
- Collaborative planning utilizing teammates' strengths to support instructional delivery.

Seamless transitions between in person and distance learning are possible, given the availability of devices, significant digital content and access to prerecorded lessons and support for core content in English Language Arts. Student cohorts will remain consistent and stable throughout such transitions.

### 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.]

For the past two years we have been using a staff nomination form to identify families who have expressed a need for Internet access. We use T-Mobile to provide a HotSpot for families identified. Families can use the HotSpot until they are no longer enrolled in our system. Moving forward, we will continue to use this process, along with the school lunch program to identify families in particular need and working with local connectivity partners to provide reasonable service. Staff have self-identified as needing their first connection or an additional connection, and we will continue to ask staff to self-identify. Periodic surveys have been administered to families and staff to identify numbers needed. The San Diego County Office of Education is also providing some partnership opportunities for us to send them a list of families and they will create the match with the appropriate service (like cable service or HotSpot). In addition, we are currently investigating the new collaboration between Apple and T-Mobile, sponsored by CDE to potentially acquire even more devices with built in connectivity for certain families and staff.
Data was collected weekly from teachers as to which families had participated in distance learning and which had not. Teachers and school staff then reached out to families directly through various mean to determine if there was a need for connectivity. For families needing connectivity, hotspots or cable partnerships were offered.

During the first few weeks of school closure, the Technology Department provided phone, email, and drive-through service for technical assistance to staff and families. Throughout the summer we have continued to provide email and drive-through service for staff and families. For the start of the school year, we will resume phone, email, and drive-through service. Phone service will be provided during working hours by a Computer Technician. Email service will be provided during working hours by a Computer Technician. Drive through service will be provided by technicians, as it is safe to do so, three times a week for physical repair to the device, swap out of equipment as needed and additional technical support. Instructional Media Resource Technicians (IMRT) will also be available to provide site-based tech support.

Site staff will continue to reach out to any family with unique circumstances who may require additional support with phone calls and other means of communication.

Upon the start of the school year, on August 31st, all students have access to a district issued device. TK-2 students have been issued iPads for use at home. Students in grades 3-8 will continue using a district issued Chromebook. Students will be provided with a single sign-on, thus eliminating multiple logins and passwords. All teachers will use either Google Classroom or Seesaw as a virtual learning platform. Virtual family learning sessions will be offered to better understand and support distance learning. Each site maintains a log of families who have picked up devices, and those who have not. Outreach to families takes place on a regular basis.

**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.]

SBUSD believes that the time spent in face-to-face interaction between teachers, students, and their peers is essential to the educational and social emotional development of children. Teachers will provide daily face-to-face interaction and instruction with students.

Teachers will track daily participation in live instruction as well as monitor participation in asynchronous learning activities through learning platforms (Google Classroom and/or Seesaw). Teachers will collaboratively determine the time value of assignments and asynchronous learning to ensure compliance with instructional minutes. In addition, a weekly engagement record will be completed for each student, as per SB 98. These engagement records and performance in all types of learning will be used to monitor student progress. Attendance will also be taken by during face-to-face instruction. Small group and one-on-one work with teachers face-to-face will also be used to assess pupil progress, in addition to online assessment measures.
Teachers will assign and communicate to students an estimated time value for each assignment and activity to measure pupil participation. Grades and feedback will be measured by the quality of student work and participation.

We will utilize our Student Information System, Edupoint Synergy, to measure and track participation and time value of pupil work. The features in Synergy that we will use include the following:

- TeacherVUE adds options for teachers to take attendance based on customizable settings, such as Online or In-class.
- Contact Tracing will allow us to produce a report of interactions for Staff and Students
- Time Tracking allows parents and/or students to track and record time based on subject area
- Type of Instruction option is an additional drop down under each student which shows instructional options of Online, In-Class or Hybrid.

Students will participate in both synchronous and asynchronous learning. The following guidance has been provided to staff and families via the SBUSD Recovery Plan:

Synchronous Learning (live interaction)

- Students will receive synchronous learning (live interaction) on a daily basis. Minimum number of live minutes per day varies per grade level.
- Direct instruction to students through video conferencing
- Whole or small-group instruction
- 1:1 Conferring and instruction
- Teacher guided peer-to-peer learning and interaction
- Class Meetings/Restorative Circles

Examples of high leverage synchronous learning include the following suggestions generated from SBUSD teachers serving on the Educational Delivery Recovery Team include the following:

- Social emotional learning lessons and class meetings
- Classroom community building events
- Phonics lessons in TK-2
- Shared reading and shared writing lessons
- Selected mini-lessons
- Small groups (guided reading, strategy groups, etc.)
- English language development lessons
- Unit of Study Introductions in reading, writing and mathematics
- Number Talks
- Selected math lessons
- Student feedback
- Intervention groups (Leveled Literacy Intervention, etc.)
- Special education services, as appropriate
- Hands-on science demonstration lessons
- VAPA/STEM lessons

Asynchronous Learning
- Students will also participate in asynchronous learning activities to support learning.
- Pre-recorded lessons
- Self guided instructional lessons/activities/modules
- Discussion forums, online collaboration/chats that do not happen live

Examples of high leverage asynchronous learning include the following suggestions generated from SBUSD teachers serving on the Educational Delivery Recovery Team include the following:
- Prerecorded mini lessons (either TCRWP Virtual units, or teacher recorded)
- Student feedback through Google Classroom or Seesaw
- Read Alouds
- Selected math lessons for front loading
- Science lessons
- History Social Science lessons
- Discussion forums
- Collaborative projects
- Physical Education modules and video lessons

Independent Work

Students will be assigned independent work that supports mastery of grade level standards and provides opportunities to practice the content and instruction of synchronous and asynchronous learning.
- Independent work on district supported digital content platforms (i.e. ST Math, Dreambox, Imagine Learning, etc.)
- Independent reading and writing
- Independent Practice
- Completion of projects
- Choice or Menu Boards

Examples of high leverage independent work include the following suggestions generated from SBUSD teachers serving on the Educational Delivery Recovery Team include the following:
- Student responses through SeeSaw, Google Classroom, Flip Grid, etc.
- Independent writing with paper and pencil in addition to digital to ensure fine motor development
- Independent reading with response activities, discussions, and reading log
- Word Problems to support skill and concept development
- PE Choice Board and Activity Log
- Assigned content and adaptive content on ST Math, Dreambox, Learning A-Z, Imagine Learning
Distance Learning Professional Development

Robust, virtual professional learning is currently underway and will continue throughout the 2020-2021 school year, both in distance learning and when we transition back to in person learning. We have built a system of online learning for staff which includes using live web conferencing tools, recorded webinars and a regular calendar of opportunities around platform tools, content strategies, and staff provided office hours for Q & A. Moving forward, less will be about the platform and more will be about the pedagogy of distance learning. We are also adding resources for teachers around digital citizenship and family resources for digital awareness.

During the summer of 2020, one hundred teachers participated in Leading Edge Certification in Blended and Online Learning through SDCOE. This has been beneficial in building capacity in almost one third of our teaching force. The district has a desire to make this training available to as many teachers as possible. These teacher leaders will provide collegial support for their peers around online accessibility and providing meaningful experiences in an online environment.

The following professional development themes have been established for the 2020-2021 school year:

- Technical Support for Learning and Collaboration Platforms
- Maximizing Digital Content to Support Student Learning and to Support Learning Loss
- Using District Adopted Curricular Materials in Distance Learning and Blended Learning
- Supporting Social Emotional Learning and Mental Health
- Implementing IEPS and Special Education Services
- Measuring Student Progress
- Supporting English Learners in Distance Learning

SBUSD will host a week long Virtual Professional Development Academy the week prior to certificated staff returning to work. This academy will provide choices for teachers with various offerings in the themes listed above. District staff have solicited feedback from staff as to areas of need and have created professional learning based on feedback.

To support ongoing professional learning, principals will:

- Continue to have regular check in meetings which provide information, expectations, support, and guidance to site staff.
- Attend grade level meetings and PLCs and “observe” classroom experiences to provide feedback and engage with students.
- Use site communication tools (websites, all calls, email, shared documents, etc.) to create structures for input and feedback.

Families, students and staff will provide a wealth of feedback to inform professional learning based on the kinds of technical questions we are receiving from all parties as well as anecdotal feedback from observations to inform the professional learning we provide on a regular basis.
Staff Roles and Responsibilities

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

The Human Resources Recovery Team will work collaboratively with union partners to support employees consistently to ensure equity for all employees and employee groups. When staffing schools and departments for 2020-2021, considerations for employees unable to return to work (e.g., employees with high risk factors) will be taken into account, while following public health guidelines. Some employees may need accommodations and revised work plans due to health needs. The Human Resources Department will work with individual employees. Considerations and contingency plans will also need to be made for employees who test positive for COVID-19, including having substitute employees available and trained during an absence. The social-emotional toll of the COVID-19 pandemic is important to consider. Employees may need additional support and resources. The Human Resources Department will work to determine both collective and individual employee needs. Wellbeing resources will be made available for all staff.

Job specific training will be provided to all staff related to procedures and protocols for health and safety in the following areas:

- Enhanced sanitation practices
- Physical distancing guidelines and their importance
- Use of face coverings
- Screening practices
- COVID-19 specific symptom identification
- Proper use, removal and washing of cloth face coverings
- Cybersecurity
- Mandated Reporter & Sexual Harassment

Negotiated agreements will outline work outside of job descriptions along with the impacts and effects of virtual, hybrid and in-person instruction during the COVID-19 pandemic.

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.]

Pupils with unique needs, including English learners, pupils with special needs, pupils in foster care, and pupils who are experiencing homelessness will be served by fully credentialed teachers in the general education classroom to the greatest extent possible using modifications and accommodations to support learning.

Special Education students will continue to receive services as identified in their IEP and per FAPE. SBUSD will provide Students with Disabilities technology to access curriculum and lessons designed to address IEP goals. All elementary special education students have been issued a district device (iPad or Chromebook).

Students with disabilities at the preschool level will be provided an iPad to access distance learning.
To foster greater access to curriculum, students in the moderate to severe special education program grades TK to 6 will receive touch screen devices.

To supplement daily live instruction, lessons delivered via one or more of the following platforms Google Meets/Zoom or SeeSaw.

Education Specialists will continue to have access to: Core 5 by Lexia, DreamBox Math, and Flocabulary as means of targeting academic growth areas.

English learners will have daily access to designated and integrated ELD. This instruction will be primarily delivered in a synchronous manner. Small groups will be formed based on student proficiency levels and will provide instruction and well as opportunities to authentically rehearse and use language. This instruction will be based on district adopted Systematic English Language Development units (SELD) which have been adapted for distance learning. In addition, resources in primary languages have been identified for distance learning. Each English Learner in SBUSD will have access to Imagine Learning for online asynchronous instruction and independent work.

The District employs a full-time District Educational Social Worker who serves at the Foster Youth and Homeless Liaison. Her work includes regular check-ins with families to ensure they are receiving the support needed, including materials and referrals to outside agencies. Both foster youth and homeless students will engage in video conferencing/counseling as needed to ensure social-emotional wellbeing.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of additional digital content for all students (Learning A-Z, Seesaw, etc.)</td>
<td>150,000</td>
<td>No</td>
</tr>
<tr>
<td>Purchase and implementation of additional Imagine Learning licenses to ensure all English learners have access</td>
<td>280,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Expansion of 1:1 devices for TK-2. (iPads)</td>
<td>375,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase of software, firewalls, and other platforms to ensure enhanced security in digital environment. (GoGuardian, etc)</td>
<td>40,000</td>
<td>No</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>District Zoom licensing for remote work and collaboration</td>
<td>30,000</td>
<td>No</td>
</tr>
<tr>
<td>Leading Edge Professional Development for 100 teachers through SDCOE</td>
<td>20,000</td>
<td>No</td>
</tr>
<tr>
<td>Virtual professional learning in technology tools and platforms</td>
<td>15,000</td>
<td>No</td>
</tr>
<tr>
<td>Modification of district units of study and scope and sequence to ensure continued learning in distance learning</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Purchase of Virtual Units of Study from Teachers College Reading and Writing Project to support asynchronous learning, teacher professional learning, and family support</td>
<td>90,000</td>
<td>No</td>
</tr>
<tr>
<td>Development of family education modules in the areas of health and safety, digital learning platforms, technology support, and social emotional support</td>
<td>0</td>
<td>Yes</td>
</tr>
<tr>
<td>Implementation of digital versions of Systematic ELD units in collaboration with EL Achieve</td>
<td>4,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional learning to support english learners during distance and blended learning</td>
<td>6,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Technology support through office hours and help lines</td>
<td>TBD</td>
<td>No</td>
</tr>
<tr>
<td>Purchase of iPads for preschool special education students</td>
<td>40,000</td>
<td>Yes</td>
</tr>
<tr>
<td>District social worker dedicated to meeting the needs of homeless youth and foster youth.</td>
<td>110,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### 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.]

South Bay Union School District is dedicated to addressing potential learning loss experienced by students due to Covid-19. In order to best address students' needs, assessments of students' skills in English language arts, English language development, math and social emotional health will be conducted at the start of the school year and periodically over the school year. Assessment results will be shared with students and families with an emphasis on a strengths based approach. Areas of growth will also be identified. Instructional staff will use the results of the assessments to design instruction that improves students' skills and to guide instruction.

Upon reopening, SBUSD will conduct formative benchmark assessments in the areas of English Language Arts and mathematics. English Language development assessments will also be conducted. A social emotional universal screener will be used to determine mental health needs that may be contributing to learning loss. Assessments and data analysis will utilize the district's existing DnA platform, Illuminate. In addition, district benchmark assessments to measure independent reading level will continue for students as distance learning allows for the administration in a virtual environment. Fountas and Pinnell Online Resources may be used for this purpose during distance learning. An online benchmark assessment system is currently being identified and will be shared with consultation for feedback prior to implementation. FastBridge assessments will be used for the purposes above. In addition, district writing assessment will continue in distance learning and upon a return to in person learning. Online running records will be conducted to measure students' independent reading level during distance learning. Upon return to in person learning, teachers will conduct Fountas and Pinell BEnchmark Assessment System reading assessments.

### Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The following list of actions and strategies will be used to address learning loss:

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional staff and/or agency services to conduct special education assessments</td>
<td>150,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
- Regular small group instruction using evidenced based instructional strategies such as guided reading, shared reading, shared writing, phonics, mathematical problem solving and skill building
- One on one conferring, instruction and assessment with students
- Tier two intervention groups using Leveled Literacy Intervention
- Tier two intervention groups using Do the Math and Bridges Math
- Monitoring of adaptive digital content to support students needing additional intervention and support

Specific strategies for English learners will include the following:

Teachers at SBUSD will be provided professional development specific to English Leaners in reading and language. Teachers will have an understanding the current research around English learner’s language use in English. They will take into consideration what role language plays in reading and writing by examining running records and writing pieces and planning instruction around the evidence. Teachers will also understand the role of phonics and word study and its implications with language. With these tools’ teachers will plan strategic lessons tailored to student needs based on running records and writing, using the lens of language development.

Teachers at SBUSD will be provided professional development in Systematic ELD. They will be able to:
- Identify students’ assets, including literacy in primary language and educational background and students’ needs, including EL proficiency level
- Use the framing questions for lesson planning to Identify the academic language demands of the content instruction students will be learning throughout the day.
- Identify the language objective(s) of the lesson.
- Determine any needed scaffolds
- Use formative assessment to monitor the progress of students (the formative assessments are the assessments from the SELD program or we can see if there are any in illuminate we can use.)

Specific strategies for students with disabilities include the following:
- Tier three intervention groups using district identified tier three curriculum resources such as Lindamood Bell, FaastMath, etc.
- Additional and complementary support from special education staff in collaboration with general education teacher including small group instruction and one on one instruction

All of the above strategies are aimed at meeting the needs of socio-economically disadvantaged students, homeless/foster, given our high percentage of unduplicated students.
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.]

Ongoing monitoring of benchmark assessments, as well as classroom teacher data will assist teachers, principals and district staff to measure the effectiveness of learning loss strategies. Grade level PLCs will collaborate with site principals to determine effectiveness and make needed adjustments in instructional strategies.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of formative benchmark online assessment in the areas of English Language Arts, English Language Development and mathematics</td>
<td>42,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Small group tier two instruction for students performing below grade level using district identified intervention curriculum</td>
<td>30,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional support in the form of small group instruction for English Learners based on proficiency levels, with a focus on students who are at the emerging level</td>
<td>30,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional learning directed at monitoring student progress and intervention of students performing below benchmark</td>
<td>25,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional learning on digital assessment tools</td>
<td>25,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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.]

We recognize the tremendous toll the COVID-19 crisis has had on students, staff and families. As we reopen schools, it will be critical to support the wellbeing of all. SBUSD will administer a universal screener in the area of social emotional health when school reopens, as per Senate Bill 98. The data from this screening tool will inform district and site supports needed.

The following supports will be in place for the 2020-2021 school year. Additional support may be added pending, data from universal screening.

Site Level:
- Daily social-emotional lessons through site specific curricular resources (Caring School Community, Leader in Me, Sanford Harmony, etc.). All schools will have an evidenced based SEL curriculum in place by 2020-2021.
- School Psychologist support for students and families in addition to DIS and ERMHS counseling
- School psychologists will provide the “Second Step” curriculum as a Tier 2 support

District Level:
- Deploy the District Crisis Team consisting of appropriately trained staff including, but not limited to, a Social Worker, School Psychologist, Nurse, etc. when needed for students. and families demonstrating unique needs
- Refer families to community organizations as needed
- Implement a Universal Screening Process for students in the area of social-emotional health. (Senate Bill 98)
- Access District Behavior Support Team for outreach to individual students and families, support-site teams and families, and share resources via Set-To-Go.
- Professional development will be offered to staff through, our virtual professional learning academy as well as a five part professional development, "Supporting Students Social Emotional Well Being in a Distance Learning Model". This professional development series will be recorder and made available to staff through the district “Set to Go” Google classroom. Resources will be posted to assist staff with social emotional concerns with their students.
- Through the district’s “Set to Go” Google classroom teachers will have access to a bank of social stories as an instructional tool to assist students with issues that COVID-19 has prompted.
- District based Triage Team is available to provide Tier 3 support to students. Triage team includes two district school psychologists, a district social worker and a coordinator.
- SBUSD continues to partner with South Bay Community Services. South Bay Community Services accepts referrals for an array of out-patient therapeutic services for children and adolescents.
- SBUSD staff will continue to have access to the San Diego County Office of Education “EASE” program.

As per legislation, Senate Bill 98, 43503 (a) (1), South Bay will provide academic and other supports designed to address the needs of pupils who are not performing at grade-level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
SBUSD also recognizes the social emotional toll the COVID-19 pandemic has had on staff. Professional development will be provided for district and site leaders in this area, in order to best support staff. A focus on creating a culture of care, working from an empathy mindset, and understanding multiple perspectives will serve as themes for leadership support. In addition, trainings, resources, and support will be offered in the areas of stress management, wellness, etc.

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.

SB 98 requires the development of tiered, written intervention procedures to re-engage students missing more than 60% of weekly distance learning instruction.

Tier 1 - Prevention

Goal - To improve overall attendance and prevent chronic absenteeism, school staff will -
- verify current contact information for each pupil enrolled
- notify parents or guardians of daily absences, in the language spoken at home
- monitor school attendance data regularly to measure individual and student group progress
- create positive messaging regarding the importance of daily attendance that educates and engages all stakeholders
- recognize good and improved attendance of schools, classes, and individual students
- establish an engaging learning environment

Tier 2 – Early Intervention

Goal – To intervene and support students missing 10 percent or more of days enrolled, school staff will -
- notify parents of the negative impacts and consequences of poor school attendance
- provide personalized early outreach, such as a virtual video call or home visit when possible
• meet with the student and family to identify barriers to regular school attendance and develop a plan for these barriers
• refer to District Educational Social worker for outreach and potential needs assessment and possibly connect to local health and social services

Tier 3 – Intensive Intervention

Goal – To intervene and support students missing 20 percent or more of days enrolled, District staff will -
• assign District Social Worker to student and family
• increase outreach, such as virtual video calls or home visits when possible
• refer to the SBUSD School Attendance Review Board (SARB) which consists of multiple District representatives and local agencies that can identify family needs and create a comprehensive plan to provide assistance
• refer to the San Diego County Office of Education SARB for further intervention

Through the use of daily participation tracking in Illuminate, teachers, site leaders, and district leaders will monitor participation and methods of participation. This tool will allow for ongoing monitoring and data analysis. Outreach and support will be provided for students who are not participating on a regular basis.

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.]

During distance learning, students will continue to be provided meals through bulk meal distribution. This includes weekly distribution of meals, including breakfast and lunch. This is available to all SBUSD students.

Upon reopening, due to physical distancing protocols, school cafeterias will not seat students for typical meal service; cafeterias will be closed. Bulk meal distribution will continue for students who choose to receive instruction through a virtual-only model. Students who return to school sites will receive pre-packaged foods in a grab-and-go style distribution; students will not have choices of different food options.

All food service items (utensils, bags, packaging) shall be disposable unless not feasible; reusable items will not be shared until after properly cleaned (wearing gloves and washing with soap and water).

Students may bring food from home if properly packaged and labeled; food may not be shared. Staff will be instructed to practice all safety procedures identified for all employees, such as regular hand washing, face coverings, and physical distancing.
Schools will continue nutrition services when a student is absent due to COVID-19 like symptoms or exposure to someone who has tested positive for COVID-19.

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

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

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.75%</td>
<td>$12,917,376</td>
</tr>
</tbody>
</table>

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.]

As a district with an over 85% unduplicated rate, the needs of English learners, low-income, homeless and foster students is always considered as a first priority. Student demographics have played a role in the impact of COVID-19 in our school district in that often underrepresented and historically marginalized populations have seen more significant impacts of the pandemic than other social groups. From school closure, to reopening plans, these needs have been at the forefront to ensure, as a school district, we do our part to support families who may have faced additional struggles during the pandemic. Actions such as a dedicated social worker, connectivity resources, additional curriculum for English Learners are play a vital role in ensuring student needs are met.

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

Specific actions have been developed to support the needs of foster youth, English learners, and low-income students in a proportional manner to other actions. Actions such as social worker support, connectivity resources, additional curriculum, etc. are principally aimed at these student groups, whereas other actions such as personal protective equipment, cleaning and sanitation supplies, etc are aimed at all students and staff. Costs of actions contributing to increased or improved services equal 935,000. this represents 51% of the total expenditures outlined in this plan.