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 unprecedented COVID-19 pandemic has affected the entire Yucaipa-Calimesa Joint Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges, such as food insecurity and access to technology and connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students With Disabilities. The COVID-19 pandemic has also resulted in isolation and disconnection due to the physical and social separation from the classroom and school community. The social and emotional wellness of our students and families has been impacted by unemployment, financial hardships, changes in employment, mental wellness, unstable home environments, child care, caring for eldery family members, isolation, illness, and death.

Curriculum, traditional methods of instruction, and assessments of student learning have also been disrupted. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss. In developing preliminary plans, our community and staff noted that significant improvement was needed in instructional coherence and consistency. With the rapid transition to distance learning and all of the accompanying challenges, there is an increased need for ensuring fidelity of implementation of district programs and practices. YCJUSD's plan includes certain distance learning components:

- **Consistent instruction for students**
  - Access to daily live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
- **Access and availability.**
  - Teacher availability to students outside of direct, live instruction.
- **Cohesion in learning and delivery.**
  - District-adopted curriculum and online curriculum supports.
  - Seesaw and Google Classroom as the learning management system to allow for cohesion in instruction and learning.
- **Collaboration.**
  - Meaningful and structured collaboration between teachers, administrators, and classified staff to improve outcomes for students.
- **Targeted student support and intervention.**
  - Supports and instruction for students who need additional support and/or social and emotional support.

The implementation of distance learning and the design of flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently. Our collective response to the challenges in this pandemic represents an opportunity to lay strong foundations in new areas that will allow students to thrive in 2020-2021 and the years beyond.

Stakeholder Engagement

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

YCJUSD efforts to solicit stakeholder feedback to inform our YCJUSD's Learning Continuity and Attendance Plan began in June and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided, and continues to provide, valuable input to inform the district's planning. Our plan is a living document to ensure the proper support for our students, parents/guardians, and employees since change is constant during this pandemic. We have established stakeholder teams, such as

teacher grade-level leads, union leadership, administrators, and parents, who meet regularly to check in and evaluate progress to ensure we have an accurate perception of our current situation and progress.

In order to ensure our families receive district communication through emails, text messages, and phone calls, our district technology team has been vigilant in researching undeliverable family information, so we can correct family contact information and determine different ways to reach our students and families.

Our district office and schools have increased usage of social media platforms to communicate with our families as well. In addition to our Superintendent's Twitter, schools and district departments have created social media accounts to communicate information and receive feedback from parents/guardians. This has increased our two-way communication greatly, which has aided in receiving feedback and putting necessary supports in place based on that specific feedback. Another method of communication is our district email address where parents/guardians and students can send questions and concerns and receive contact in a timely manner from the Superintendent, district office or school staff to support them. Our schools and district office staff reach out to families we have not received responses from when we send out information and surveys, and we establish ways to communicate with them. In order to make communication with families easier, YCJUSD purchased Google Voice for our certificated and classified staff, such as teachers, counselors, instructional aides, English Learner tutors, etc.

Parent surveys have been sent to gain more information from students and families regarding learning model preferences, technology, internet access, curriculum, mental wellness, community resources, and family needs. Our parents surveys are sent in English and in Spanish to meet the needs of our families in the community.

Our district office and certificated and classified unions have sent surveys to gain insight to our employees' needs as well regarding safety, instruction, and child care.

We created an Operations and Instruction Task Force teams of district and school administrators, teachers, secretaries, campus monitors, instructional aides, district nurse, custodians, yard duty aide, child nutrition worker, and network systems analyst. Our task force teams' focus is safety and instruction throughout our district for staff and students. Our task force teams began meeting in June and met throughout July and August for feedback and development with our district plans.

Our Superintendent holds frequent Parent Task Force meetings comprised of parents/guardians representing all of our elementary and secondary schools, with the exception of Green Valley High School and Oak View Education Center, and parents/guardians representing our students with special needs and English Language Learners. Future parent task force meetings will be held with those representing our foster youth and homeless population. Topics included safety for students and district employees, instructional

models, and feedback regarding online learning. Our parents/guardians' feedback drives our work in providing effective student supports and beneficial family resources. During our Parent Task Force meetings, translation services are available for our Spanish-speaking families as well.

To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on our district's website with an accompanying form to solicit input across all stakeholder groups. Additionally, hard copies were available to reach stakeholders that may not have internet access. Materials were translated into Spanish to reach stakeholders that speak languages other than English.

The district's efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform plan development. From surveys and listening sessions through multiple engagement activities from June through September, our district gained a tremendous amount of input prior to engaging in plan revisions during, leading up, and following the public hearing in September.

The draft, notice of opportunity to comment, and the comment forms were all made available in Spanish in addition to English. The comment form provided stakeholders the opportunity to comment on each plan section. Additional sources of input included summaries of numerous task force meetings that included participation from numerous certificated and classified district employees and parents and comments during board meetings. The public hearing on September 15, 2020 provided an additional opportunity to solicit broad stakeholder engagement. The draft plan was posted on the district's website in advance for public review and comment, presented for discussion at the board meeting, and opened for public comment.

After submitting our plan twice, September 3, 2020 and September 30, 2020, our district received different feedback from our county office two separate times. Therefore, YCJUSD made revisions based on the feedback we received on both occasions.

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

Beginning in June, YCJUSD set up task force meetings through Zoom and Google Meets to provide a space for feedback and collaboration for planning purposes with district and school administrators, certificated staff, classified staff, and parents/guardians. Any meeting notifications sent to parents and community are translated into Spanish in addition to English. In addition, YCJUSD board meetings are held via Zoom meetings, and there is an opportunity for public comments at each meeting.

The feedback we received resulted from several meetings with various stakeholder groups. During the development of task force teams, our Superintendent's Cabinet collaborated with our certificated and classified union presidents to ensure we involved

stakeholders from various positions and viewpoints to provide participation of diverse perspectives. Our Superintendent reached out to parents/guardians for participation on the Parent Task Force as well.

Our Operations and Instruction Task Force Teams consisted of smaller focus groups within each task force. The Operations Team provided feedback that was categorized into the following focus groups: Control Measures, Communication, Personal Protection Equipment (PPEs), Physical Distancing, Sanitation, Screening, and Special Education. The Instruction Task Force Team provided feedback that was categorized into the following focus groups: Communication, Instruction/Accountability, Logistics, Online Learning, Social Emotional Learning, and Special Education.

A public hearing was held on September 15, 2020 for YCJUSD's Learning Continuity and Attendance Plan. Prior to the board meeting, our Learning Continuity and Attendance Plan was posted online 72 hours prior to the board meeting and the plan was available in our district office for public review. Following, YCJUSD held a special board meeting to adopt the Learning Continuity and Attendance Plan on September 29, 2020.

Stakeholders had options to participate remotely at multiple public meetings and the district's public hearing. This evolved over time and in response to stakeholder input. Our district created an email (contact_us@ycjusd.us) for parents and community members to submit questions and comments, and our district staff responds to each message. Board meetings included the opportunity for members to provide public comments live, in addition to the method utilized since school closures, which was submission of comments by email prior to the meeting. Public comments submitted prior to the meeting are read aloud by our Superintendent. Meetings with key stakeholder groups were held via Zoom. For example, attendees in our parent advisory committee (PAC) meetings and district English learner advisory committee (DELAC) meetings were held via Zoom. Furthermore, DELAC meetings enabled attendees to contribute to the discussion using the chat feature or pose questions and engage in the discussion. The DELAC meetings also featured simultaneous interpretation in Spanish. Overall, the feedback that stakeholders provided included valuable insights, questions, and recommendations.

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

Our Superintendent attends all parent advisory meetings and English learner advisory meetings and responds in the meetings personally. In addition, our Superintendent answers the district email messages and follows up with families to ensure they received the support they need. For our families who do not have internet access, our school and district staff communicate with them in specific ways that work best for them, such as home visits, phone calls, our staff visiting homes to personally solve internet or hotspot connectivity issues, sometimes on multiple occasions. During these times, we have our district staff support with translation support for our families if needed as well.

The outcomes from each task force influenced YCJUSD's planning and actions for the 2020-2021 school year.

<u>Operations Task Force Outcomes Summary</u>:

Control Measures:

- Limit people on campus to essential employees and essential onsite services.
- As feasible, install plexiglass or other physical barriers when 6 feet of social distancing is not possible.
- Wear masks following the California Department of Public Health guidelines.
- Post signage promoting responsible practices.
- Communicate with staff by phone/email rather than face-to-face when possible.
- Continue with non-congregant meal distribution.
- Prioritize the use of paper towels over hand dryers.
- Provide hand sanitizer in every classroom and school building.

Communication:

- Provide stakeholders with accurate, consistent messaging district wide is critical.
- Send Superintendent video messages to communicate current information with district employees, parents/guardians, and students.
- Utilize multiple district-approved communication platforms to communicate with stakeholders.
- All communication must be in both English and Spanish.

Personal Protection Equipment (PPEs):

- Staff lead by example by wearing appropriate face coverings.
- Face shields.
- Gloves - optional, based on situation and job function.

Physical Distancing:

- As feasible, stay 6 feet apart.
- Arrange furniture to minimum needs in order to maximize space.

Sanitation:

- Custodial staff will clean facilities when staff is on campus.
- Unused spaces (empty classrooms) should not be used on a casual-use basis.
- Recognize the importance of community hygiene practices for staff.
- Personal property of staff on campus should go home at the end of the day. Custodian tasks will need to be efficiently handled, and personal property left in workspaces will obstruct them in getting their cleaning responsibilities done.

Screening:

- Implement self-screening assessment through a digital app for district and school staff that requires daily acknowledgement of health status, including acknowledgment of daily temperature less than 100.4 degrees fahrenheit; no frequent cough; no shortness of breath; no sore throat, diarrhea, or vomiting; no muscle aches that staff can attribute to other health conditions.

Special Education:

- Provide adequate personal protection equipment for staff.
- As feasible, provide plexiglass on tabletops for interactions between individuals.

Instruction Task Force Outcomes Summary

Communication:

- Use personalized video messages for communication with parents/guardians and staff.
- Maintain effective email, voice and text communication tools, such as Google Voice, contact_us@ycjusd.us, etc. that are regularly monitored.
- Communicate using multiple platforms and methods, such as utilizing social media platforms, provide bilingual communication, etc.
- Maintain a consistent message throughout the district.

Instruction/Accountability:

- Social-emotional learning for students.
- Determine essential standards to be covered in all subject areas.
- Develop sound academic participation student guidelines.

- Develop district-wide pre-assessment, formative and summative assessment procedures.
- Develop common expectations for online student-teacher interaction.
- Develop common grading procedures and accountability and communicate these with families and students.
- Provide consistent district-wide collaboration opportunities by grade level and/or subject to discuss best practices and strategies.
- Create opportunities for family learning around technology implementation.

Logistics:

- Adhere to the instructional minutes guidelines.
- Implement a schedule that mirrors online learning.
- Adopt a daily check-in/attendance form for students.
- Implement a schedule with daily interaction with students.

Online Learning:

- Gather input from all grade levels regarding what worked and what did not during spring 2020.
- Implement common learning platforms: Seesaw (grades TK-2) and Google Classroom (grades 3-12).
- Develop online learning supports criteria.
- Research online learning supports.
- Make recommendations for district-wide TK-12 online learning supports.

Social Emotional Learning:

- Implement Tier 1 SEL practices during the first few weeks of school.
- Implement a flexible mindset for staff and students; we need to be prepared for the unexpected.
- Implement Tier 3 strategies by Zoom or phone from behavioral health counselors.
- Utilize counselor links - opportunities for parents/guardians to contact counselors.
- Develop communication procedures with counselors and students.
- Reach out to staff and students.
- Implement wellness checks with staff and students; create procedures.

Special Education:

- Provide devices and internet access for staff.

- Instructional aides need the same training as teachers.
- Use Center of Disease Control and Prevention (CDC), National Association of School Psychologists (NASP), and American Speech-Language-Hearing Association (ASHA) guidelines for in-person and virtual assessment regarding safety and social distancing.
- Sanitize assessment materials after student use. If they cannot be sanitized, the materials need to be individualized.

Staff Development:

- Utilize Alludo platform to provide opportunities for self-paced, online, choice-driven professional development for teachers.
- Utilize Alludo for instructional aides, English Learner tutors, speech and language pathologists, and substitute teachers also.
- Implement certain required trainings in Alludo, such as distance learning pedagogy.
- Gather input from staff for future Alludo professional development.

Parent Task Force Outcomes Summary

- Social distancing.
- Hand washing and hand-washing stations.
- Sanitization/training for employees and parents/guardians.
- Wearing of masks or shields.
- COVID-19 cases and notifications, school closures and decision making.
- Signs around campus, regarding masks, hand washing and social distancing.
- Personal protective equipment for both employees and students.
- The elimination of volunteers, assemblies and access to campus.
- Working with healthcare professionals to ensure proper guidelines are followed.
- Meeting the needs of students with Individualized Education Plans.
- Technology is needed.
- Teacher interaction is needed frequently.
- Teacher and parent training for non-traditional models.
- Teacher recordings and live lessons for scheduling flexibility.
- Ensuring student safety, wellness and education does not fall through the cracks for the students who need support at home if not in school.
- Equitable standards for instruction provided for all students and frequent communication with parents/guardians.

The summary of information from our task forces was presented at a YCJUSD board meeting on July 13, 2020. YCJUSD's Learning Continuity and Attendance Plan was presented at our parent task force on September 4, 2020 and our district English Learner parent advisory task force on September 10, 2020. YCJUSD received feedback from our parent task force groups on our website and the input was considered in our plan.

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

YCJUSD's Learning Continuity Plan was developed in collaboration with district and school administrators, certificated staff, classified staff, parents/guardians, and community stakeholder input. The specific feedback received from stakeholders during the summer months has significantly influenced our district's plan for instruction and more resources for parents/guardians to support their students' learning.

In addition, YCJUSD's Employee Injury and Illness Prevention Plan (IIPP) Infectious Disease Plan was developed by incorporating the feedback from the Operations Task Force regarding personal protection equipment (PPEs), physical distancing, sanitation, and employee screening. This plan was approved by the San Bernardino Public Health Department, California Schools Joint Power Authority (JPA) and the Yucaipa-Calimesa Joint Unified School District Board of Education on July 3, 2020.

Overall, YCJUSD's distance learning program, in-person instructional offerings plan, pupil participation and progress plan, distance learning professional development, supports for pupils with unique needs, pupil learning loss strategies, actions to address pupil learning loss, and mental health and social and emotional well-being were influenced and developed in response to stakeholder feedback.

Our stakeholder input has influenced the following aspects of the Learning Continuity and Attendance Plan:

Development of access to daily, live instruction. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. Our district has also included lessons, which will be recorded to provide students the option of participating in recorded instruction later. Our district has also included lessons, which can be recorded to provide students the option of participating in watching the recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as as support for those students who may not be able to attend specific lessons.

Communication with parents/guardians. To support parents and caregivers in supporting their own students' learning, the distance learning plan includes communication from our district staff, school administrators and teachers to students and families. Communication is intended to provide parents/guardians some of the key information and tools they need to support students in

meeting goals. Teachers are available to students and family members outside of instructional time. This includes maintaining open communication and identifying supports available, such as resources on our district's website, parent tutorials, and our HELP desk phone number for technology and connectivity support.

Staff training. Our Learning Continuity and Attendance Plan has been influenced by input with the component cohesion in learning and delivery of instruction in our district learning plan and professional development plan.

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.]

The Operations and Instruction Task Force teams provided recommendations for a classroom-based instructional model. The schedule for in-person learning includes safety protocols based on recommendations provided by the Center for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), and the San Bernardino COVID-19 Response Guidance for K-12 Schools.

YCJUSD's classroom-based instructional schedule model includes cohorts of students returning to campus. The plan includes synchronous and asynchronous learning as well as additional time for students who need extra support in their classes. Support for students is available when students participate in-person learning or distance learning.

Upon returning to work for the 2020-2021 school year, every district employee was trained on YCJUSD's Employee Injury and Illness Prevention and Prevention Program (IIPP) Infectious Disease Plan.

Through mid-July, our district was moving forward with reopening plans. However, on July 17, 2020, Governor Newsom provided guidance to open the school year in full distance learning. This guidance details the conditions under which schools will be allowed to re-open, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance learning model after re-opening.

While current health conditions do not permit an in-person instructional model, our district is continuing planning for hybrid learning models, so we will be prepared to bring students back once it is safe to do so. YCJUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom.

YCJUSD's current thinking regarding instructional models, including scheduling and delivery methods is tentative and will continue to be responsive to state and county guidance and our district's own monitoring of community conditions and needs. Tentative planning includes:

Hygiene Practices

When returning to work for the 2020-2021 school year, every district employee completed a Target Solutions online training entitled "Coronavirus 101 - *What you Need to Know.*" The training is an interactive online course that features critical information about how COVID-19 spreads, how to recognize its symptoms, how to prevent and treat the virus, and what to do if you become sick with the virus. Also, YCJUSD provided custodial training for regular and substitute custodians on COVID-19 cleaning and disinfecting protocols on July 7, 2020 and ongoing.

YCJUSD employee training consisted of hand washing protocols, face coverings protocols, personal protective equipment (PPEs), and posted signage.

Sanitizing dispensers were placed in common areas at work locations throughout the district.

Employee Screening

For individual control measures and screening, YCJUSD is incorporating passive screening protocols. When employees arrive at work each day, they complete a self-screening assessment through our district's website that requires daily acknowledgement of health status, including acknowledgment of daily temperature less than 100.4 degrees fahrenheit; no frequent cough; no shortness of breath; no sore throat, diarrhea, or vomiting; no muscle aches that staff can attribute to other health conditions.

Physical Distancing

Physical distancing guidelines mirror recommendations from the California Department of Health (CDPH), the Division of Occupational Safety and Health (DOSH), and the San Bernardino County Department of Public Health (SBCDPH). Guidance includes closing or restricting common areas, avoiding grouping of staff together for training or staff staff development, rearranging work spaces to

incorporate a minimum of 6 feet between employees, physical barriers or sneeze guards in public receptions areas, and reducing occupancy and rearranging furniture to allow for at least 6 feet of social distancing.

Personal Protective Equipment

Guidelines include general information regarding personal protective equipment, eye and face protection, hand protection, body protection, and respiratory protection.

Considerations for Campus Access

Visitors, contractors, and vendors are required to wear face covering while on district property. Also, the public will have limited access to district offices.

Cleaning and Disinfecting of School Facilities and Vehicles

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases, including influenza (flu), Novel Coronavirus SARS-CoV-2 (the cause of COVID-19), Norovirus, and other viruses and bacteria in schools.

Custodians are responsible to clean facilities, grounds, and classrooms for the purpose of maintaining a safe and sanitary environment. Teachers or other staff may clean and disinfect areas as needed. Custodians are knowledgeable on cleaning and disinfecting procedures regarding high touch areas, hard surface areas, soft surfaces, and using personal protective equipment (PPE) for conditions and cleaning and disinfecting products. Classrooms will be disinfected with electrostatic sprayers after each cohort of students.

Development of Enhanced Social and Emotional Learning (SEL) Supports

Our district developed procedures for our students' social-emotional and behavior supports, for example, an e-Wellness referral and teacher questionnaire as part of our referral process with our district's social-emotional behavioral counselors. Our behavioral health counselors developed a guide for teachers for a SEL Tier 1 Toolkit. The purpose of this Toolkit was to provide an accessible resource for our teachers to incorporate SEL into their lessons and online sessions. The vision was that all students will need some level of SEL support as they reconnect to school. One key takeaway from this toolkit was encouraging teachers to focus on building connections with their students in the first weeks of school. Also, our district explored SEL curriculum, such as *Second Step*. *Second Step* is an evidence-based, highly successful SEL curriculum meant for students in grades K-8. There are multiple grade level, topic-based modules that teachers can deliver as mini-lessons. Also, our district explored SEL options for grades 6-12. *CharacterStrong* is another

evidence-based, successful SEL curriculum meant for students in grades K-12, but primarily for grades 6-12. There are multiple topic-based modules that teachers can deliver as mini-lessons.

Models of Instruction:

- To meet health, safety, and learning needs, different learning models will be offered for families to choose from. These will include a 100% distance learning model and a hybrid learning model, which is part in-person and part distance. Students engaging in the hybrid learning model would receive part of their instruction each week at their school.
- Our district is preparing for potential shifts in the instructional model as determined by public health conditions and student need. One strategy under consideration is the continued use of Seesaw and Google Classroom in both in-person and distance learning. This model of delivery would maintain continuity of instruction in distance learning or hybrid models.
- Lessons occurring in the classroom may be recorded. This will provide a support of direct instruction and explanations of the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance learning model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports may include office hours for students and families, small group, and individual support for students, collaboration with colleagues, and professional learning with colleagues.

Cohorts

- Arrival/departure plans, recess plans, and breakfast and lunch plans will be developed at each school to minimize blending of student groups.
- Site-based safety plans will include passing period safety measures.
- Cohorts of students, participating in in-person instruction, will be at schools on designated days and times.
- Classroom activities may, wherever possible, provide for virtual peer collaboration - using Google or Zoom breakout rooms to group students.
- Cohort sizes will maintain necessary physical distancing. Current analyses of our district's physical space and classrooms have determined that most schools have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

Secondary School Scheduling

- Secondary schools will continue to schedule students into six courses.
- Periods 1, 2, and 3 and periods 4, 5, and 6 will be held on alternating days.

Assessments

In looking at students' academic performance levels, our plan involves initial assessments using the STAR Early Literacy, STAR English Language Arts and STAR Math to measure students' performance levels in English Language Arts, English language development and math to guide instruction and support. In addition, students may receive tiered intervention support for extra support. While the STAR assessments are used as a diagnostic assessment in the beginning of the year and mid-year, a summative assessment at the end of the school year to measure students' reading comprehension.

We are in the process of aligning formative assessments with the essential standards' identification at different grade levels started during the summer. Our work with essential standards' prioritization is continuing throughout the school year. Our goal is to develop formative assessments that correlate to distance learning and in-person learning models to measure students' mastery of standards and content skills. Consistent and effective formative assessment practices during synchronous instructional minutes and live contacts will enable staff to best use these times to meet collective and individual student needs. The use of these practices during daily instruction provides teachers real time assessments of students' understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson and/or unit. It also allows for identification of specific student needs and supports differentiation of instruction.

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

Description	Total Funds	Contributing
1. Personal Protective Equipment (PPE) and Face Coverings Description: YCJUSD will provide PPEs as needed for employees based on specific job duties. In addition, students and staff will be provided face coverings and/or face shields as one strategy to help prevent the spread of COVID-19. (*Learning Loss Mitigation Funds*)	$ 150,000.00	N

2. General Health and Safety Measures Description: YCJUSD will implement general health and safety measures to help prevent the spread of COVID-19. Safety measures include, but are not limited to, supplies to sanitize and clean the facilities, physical barriers, screening devices, signs, hand sanitizer supplies, wipes, gowns, and other related needs. (*Learning Loss Mitigation Funds*)	$ 925,000.00	N
3. Additional Academic Services Description: Provide additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning. Provide integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning. (*Learning Loss Mitigation Funds*)	$ 1,000,000.00	N

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.]

Curriculum and technology supports in our plan are based on input through our Instruction Task Force Team, including the online learning and instruction/accountability focus groups. Our online learning focus group created online curriculum criteria in order to align to grade-level standards and The National Standards for Quality Online Programs, and that will seamlessly transfer from distance to in-person learning. The online learning focus group then branched out into grade-level leads for grades TK-2, 3-5, 6-8, and 9-12

(comprehensive and alternative education). To provide students access to the full curriculum in both distance and in-person learning, grade-level groups identified essential standards for grades K-5 and by content areas for secondary grades.

The purpose of the grade-level teams' and content area teams' outcomes were to identify priority standards upon which to focus lesson planning and guide them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which our district is striving to minimize the variation in fidelity of implementation of district programs across and within schools. In selecting priority standards on which to focus on depth of instruction and commit to grade-level content that is rigorous and prioritizes key content and learning. This standards prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded, while also introducing new content.

The grade-level leads held meetings with teachers from all schools at the particular grade levels to ensure a global view and comprehensive representation from schools. These groups evaluated digital platforms, online curriculum and supports, and we took our teams' recommendations to our Board of Education for approval in July 2020. The task force outcomes resulted in curriculum and instructional supports that move easily from a distance learning instructional model to a hybrid instructional model.

YCJUSD implemented Alludo to provide essential and self-chosen professional development for our certificated and classified staff as well.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. YCJUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians in front of a screen all day long. Our district's distance learning model is flexible and includes breaks, with balance of synchronous and asynchronous learning and between whole class and small group support.

Based on stakeholder feedback from our staff and parents/guardians, improvements were needed on the distance learning model that was implemented from March-June 2020. District staff, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area of improvement in the spring, with asynchronous learning being the primary model. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, YCJUSD will be offering consistent, daily, live instruction for every student with the option for teachers to provide recorded lessons for students to view recorded instruction later. In addition to whole class supports, English Language Development (ELD) and additional differentiated supports will be provided synchronously.

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 planning for the fall, the district has prepared sufficient devices to supply all those in need. In order to collect accurate data regarding our students' needs for distance learning, our schools and district technology department sent parent surveys. Schools helped to contact families where messages were undelivered to ensure participation and feedback. Based on the data that was collected by each school, Chromebooks were purchased for students and staff, and hot spots were purchased for students to have internet access at home.

Our technology teacher-on-assignment, computer resource assistants, computer system analyst, data control technician, and technology support specialist assists our teachers and staff at the district office and schools with technology assistance. YCJUSD implemented a schedule where our computer resource assistants rotate amongst our schools and HELP desk for students, parents/guardians, and staff to provide technology support. Our bilingual parent engagement specialist and bilingual liaison, and district receptionist help to support our Spanish-speaking families to have access to devices and connectivity to support distance learning. In addition, school administrators and staff performed home visits for families with unique needs to provide support due to transportation issues, connectivity issues in homes, etc.

We will continue to provide independent study for students on a voluntary basis. A primary consideration for placement in independent study will be the parent expressing that daily live interaction with the school is not feasible due to family circumstances. Students in independent study will be scheduled for live interaction on a weekly basis. Students making adequate progress in their independent study courses based on program metrics will be scheduled for live interaction on a bi-weekly basis unless the student or parent requests that weekly live interaction continues. Live tutoring sessions will be available to students at least weekly on a volunteer basis, and will be required of students not making adequate progress based on program metrics.

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.]

The purpose of taking daily attendance, in addition to meeting the requirements set forth in EC 43504, is to collect data to be used for intervening with students who are disengaging from school. We take attendance to know who we need to check in with, provide a measure of accountability for families, stay connected, and let them know we care.

Attendance is to be recorded daily at the elementary level, and daily for each period offered during a given school day at the secondary level.

Synchronous instructional minutes delivered during distance learning will be scheduled to include whole-class instruction, small-group instruction, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual needs. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or re-teaching is needed before moving forward with a lesson. It also allows for specific students' needs and supports differentiation of instruction.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records in the learning management systems, Seesaw or Google Classroom, and other online applications used by the teachers, submission of assignments to teachers, and other forms of contact/interaction with the teacher to be determined by the teacher.

Teachers will document attendance/engagement for each student in the Student Information System (AERIES) every day. For distance learning instruction, teachers will keep a weekly record documenting each student's synchronous and asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based on ongoing assessment of individual and collective student needs.

ATTENDANCE RATE	AERIES CODE	EXPLANATION OF CODE
Present >80% of the day (elementary) or class period (secondary).	No Mark	Students are considered present if they are live and visible in the video conferencing session for at least 80% of the day/period. Attendance is not dependent on whether a student is turning in work or engaging. Present indicates that the student was there for the majority of the school day or period and did not just check in at some point to get credit for attendance, then leave.

	*Alternative schools mark 'P'	
Present <80% of the day (elementary) or period (secondary)	M	Students are considered (M) if they checked in for just part of the school day or period, then disappeared. This code is designed to identify students who are not present/visible for the majority of the school day or period.
Absent	A	Students are considered (A) if they were not present/visible in the video conference at any part of the lesson, nor did they complete any of the online lessons.
Not present but engaged	G	Students are considered (G) if they were not present in the video conference, but did complete or attempt to complete the lesson on the given day. *This code would be used to modify an original A code entry.

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.]

Our Learning Continuity and Attendance Plan has been influenced by input with the component cohesion in learning and delivery of instruction in our district learning plan and professional development plan. All educators will be provided professional development on the strategies and supports needed to deliver high-quality instruction and on the district's learning management system (Seesaw and Google Classroom) to provide students access to learning grounded in the essential standards. Participants are required to submit evidence of their learning, and our certificated and classified staff receives feedback on their work as well.

Based on the outcomes from our Instruction Task Force, our staff development focus group recommended utilizing the Alludo platform to provide self-paced, online, choice-driven professional development for certificated and classified staff. During the summer and before the launch of distance learning, certificated and classified educators were provided the opportunity to complete phases of professional development. The first phase included modules for our district's learning management systems (Seesaw and Google Classroom) and distance learning pedagogy. The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction

In order to provide staff professional development on district-adopted curriculum and online curriculum supports, YCJUSD teachers, counselors, psychologists, instructional aides, English Learner tutors, speech and language pathologists, and substitute teachers are provided professional development through the Alludo platform. Additionally, substitute teachers have the opportunity to complete the first phase of Alludo trainings in order to be prepared to support in a virtual learning environment.

Staff members are providing feedback for future Alludo staff development offerings that YCJUSD will build for support.

Our technology teacher-on-assignment, computer resource assistants, computer system analyst, data control technician, and technology support specialist assists our teachers and staff at the district office and schools with technology assistance. YCJUSD implemented a schedule where our computer resource assistants rotate amongst our schools and HELP desk for students, parents/guardians, and staff to provide technology support.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined and will continue to evolve as the district prepares to re-open for in-person instruction.

Prior to the start of the 2020-2021 school year, our instructional aides, library technicians, yard duty aides, and campus monitors helped to distribute Chromebooks, textbooks, and instructional materials to parents/guardians and students throughout the district.

Several classified classifications, e.g. yard duty aides, library media technicians, and campus monitors are able to help with instructional support during live teacher instruction in the virtual classrooms. Also, several campus monitors provided customer service for our families by assisting in school offices by contacting disengaged students as part of our re-engagement team, inventorying and restocking emergency supplies, and assisting with custodial teams with deep cleaning.

Other classified employees are providing support by making phone calls to families of students with absences as part of our Tier I attendance support; these classifications include the previously identified job titles, as well as child nutrition service workers, health technicians, health assistants and physical education aides. Yard duty aides and campus monitors also provide support at our district's weekly meal distributions for families.

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.]

In YCJUSD's distance learning instructional schedule model, there is designated time each day for additional student support provided by our teachers, instructional aides, and English Learner tutors.

Students with disabilities are provided with more individualized, online instructional sessions, conducted by teachers and instructional aides. This manner better addresses the difficulties students with disabilities have with engagement and attention span in an online environment.

Students with disabilities will be provided with customized and individualized learning tasks that match, content-wise, with what their non-disabled peers are doing, but the learning opportunities will more robustly and more consistently contain the accommodations that students have listed on their Individualized Education Programs (IEPs), as well as other accommodations that specifically align with an online learning environment.

For our homeless youth, special education, foster care, and English learner students, distance learning supports include contacting parents/guardians to determine if they have special or unmet needs for accessing distance learning and address their technology and/or connectivity needs. Also, our district will coordinate with parents/guardians as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies. Supports will include monitoring of attendance and engagement and communication with teachers and administrators when needed; additional curriculum supports if needed; additional small group intervention in addition to core instruction if needed; and referrals to district and community agencies for additional supports and resources as needed.

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

Description	Total Funds	Contributing
1. Presence Learning ***(Preschool)*** Description: Presence Learning is a digital platform that provides resources and online assessments for our teachers, speech-language pathologists, and school psychologists to support our distance learning needs for our Early Childhood Education Center (ECEC) students. *(Learning Loss Mitigation Funds)*	$ 9,600.00	N
2. Seesaw ***(Preschool-Grade 5)*** Description: Seesaw is a digital platform that builds family connections by engaging parents/guardians with their students' learning. This platform helps our teachers gain insight where our students' learning	$ 17,113.53	N

is as a checking for understanding or assessment tool where students can show learning. *(Learning Loss Mitigation Funds)*		
3. Opening the World of Learning (OWL) ***(TK)*** Description: OWL curriculum helps students develop a foundation for success in Kindergarten with units based in science and social studies content. *(Learning Loss Mitigation Funds)*	$ 42,000.00	N
4. Zearn ***(K-Grade 5)*** Description: Zearn allows online access to our district-adopted K-5 math curriculum for our students. *(Learning Loss Mitigation Funds)*	$ 17,500.00	N
5. Literacy Footprints/Pioneer Valley Books ***(K-Grade 5)*** Description: Literacy Footprints is a digital library for guided reading instruction that includes research-based phonics instruction to foster small reading groups. *(Learning Loss Mitigation Funds)*	$ 17,325.00	N
6. Freckle/Renaissance ***(TK-Grade 5)*** *- costs included in Renaissance Learning* Description: Freckle is being utilized as our elementary supplemental online curriculum support for English Language Arts, science, and social studies. It is a differentiated digital platform for students. *(Learning Loss Mitigation Funds)*	*refer to Renaissance*	N
7. Renaissance Learning ***(TK-Grade 12)*** Description: Renaissance provides STAR Early Literacy, Reading, and Math assessments to measure literacy acquisition and math achievement. Also, STAR in Spanish provides assessments in early literacy, reading, and math assessments in Spanish to help support students at the beginning and developing levels of English language development. *(Learning Loss Mitigation Funds)*	$ 208,063.81	N
8. Edgenuity ***(Grades 6-12)*** Description: Edgenuity online curriculum provides support through distance learning for our high school programs and independent study programs. *(Learning Loss Mitigation Funds)*	$ 147,465.00	N

9. CommonLit ***(Grades 6-8)*** Description: CommonLit is a digital library that allows teachers and students access to various texts, virtual text annotation tools, and interim assessments. *(Learning Loss Mitigation Funds)*	$ 1,500.00	N
10. Students of History ***(Grades 6-12)*** Description: Students of History is being utilized as a secondary supplemental online curriculum support that includes texts, assessments, and the capability to be added to teachers' Google classrooms. *(Learning Loss Mitigation Funds)*	$ 11,025.00	N
11. ExploreLearning Gizmos ***(Grades 6-12)*** Description: Gizmos provides online learning simulations as a secondary science supplemental online curriculum support. *(Learning Loss Mitigation Funds)*	$ 23,332.50	N
12. Music First ***(Grades 6-12)*** Description: Music First is a learning management system for music education that allows teachers to monitor students progress and create assignments, and allows students access to musical encyclopedias and digital portfolios. *(Learning Loss Mitigation Funds)*	$ 6,697.00	N
13. Nearpod ***(TK-Grade 12)*** Description: Nearpod is a platform that allows teachers to create computer-based, interactive lessons. It also has the capability to include discussion boards, surveys, students reflections, quizzes, and 3D exploration. *(Learning Loss Mitigation Funds)*	$ 40,000.00	N
14. Padlet ***(TK-Grade 12)*** Description: Padlet is a virtual bulletin board that allows for student collaborative note taking, poster presentations, and research gathering. Also, Padlet's sticky notes can have images, links, and videos. *(Learning Loss Mitigation Funds)*	$ 10,000.00	N
15. Screencastify ***(TK-Grade 12)*** Description: Screencastify allows teachers to record, edit, and share videos. *(Learning Loss Mitigation Funds)*	$ 11,250.00	N

16. Flipgrid ***(TK-Grade 12)*** Description: Flipgrid is a platform for teachers to record and share feedback with students through social learning. *(Learning Loss Mitigation Funds)*	No charge	N
17. GoNoodle ***(TK-Grade 5)*** Description: GoNoodle provides movement and mindfulness videos that can be used by teachers to increase student engagement and wellness. *(Learning Loss Mitigation Funds)*	$ 8,925.00	N
18. EdPuzzle ***(Grades 6-8)*** Description: EdPuzzle is a tool to help teachers deliver their video lessons in their instruction for students. *(Learning Loss Mitigation Funds)*	$ 9,991.80	N
19. Rocket Lit/InnerOrbit ***(Grades 6-8)*** Description: RocketLit provides science and history social science based reading articles that are leveled at each student's level. InnerOrbit is an inquiry-based science platform for students to interact with phenomenon and helps teachers create standards-aligned assessments. *(Learning Loss Mitigation Funds)*	$ 15,688.00	N
20. Brain Pop ***(Grades 6-8)*** Description: Brain Pop is a tool that provides instrumental videos with short quizzes to support student engagement. *(Learning Loss Mitigation Funds)*	$ 6,365.50	N
21. Kahoot ***(Grades 6-8)*** Description: Kahoot is a game-based online platform that allows teachers to create quizzes and learning challenges as assessments. *(Learning Loss Mitigation Funds)*	$ 5,016.00	N
22. TurnItIn ***(Grades 9-12)*** Description: TurnItIn is a tool that checks for student plagiarism and reviews citations. *(Learning Loss Mitigation Funds)*	$ 11,223.00	N

23. Perusall ***(Grades 9-12)*** Description: Perusall is a social learning platform for students for reading and annotation. *(Learning Loss Mitigation Funds)*	No charge	N
24. Alludo Description: Alludo is an online platform that provides professional development for staff. Content can be designed to meet individual needs. Staff interacts with the content and provides evidence of learning. *(Learning Loss Mitigation Funds)*	$ 23,000.00	N

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.]

Assessments during learning and throughout the school year will evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

Special education case carriers and service providers will more closely monitor progress on IEP goals through a monthly peer-review process. Students with disabilities not making suitable progress will have their distance learning plan re-examined to be sure it is being properly implemented, or the plan may be amended.

In looking at students' academic performance levels, our plan involves initial assessments using the STAR Early Literacy, STAR English Language Arts and STAR Math to measure students' performance levels in English Language Arts, English language development, and math to guide instruction and support. In addition, students may receive tiered intervention support for extra support. While the STAR assessments are used as a diagnostic assessment in the beginning of the year and mid-year, and a summative assessment at the end of the school year to measure students' reading comprehension.

We are in the process of aligning formative assessments with the essential standards' identification at different grade levels started during the summer. Our work with essential standards' prioritization is continuing throughout the school year. Our goal is to develop

formative assessments that correlate to distance learning and in-person learning models to measure students' mastery of standards and content skills.

The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each students' individual learning needs.

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 primary means of addressing learning loss and accelerating learning for students will be tiered instruction delivered through synchronous instructional time. Tier 1, all students receive standards-aligned instruction focused primarily on essential standards. This will allow for depth of instructional focus on key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports have been provided primarily through synchronous, small-group instruction that is targeted to identified students' needs. As teachers assess learning loss and their students' individual and collective needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided one-on-one or small group instruction. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than the broad reviews of information for the whole class.

Students with disabilities will be provided weekly case carrier check-ins, time when the student and the educator can discuss difficulties the student may be having, what barriers are impeding learning, and ways to mitigate those difficulties and barriers. These check-ins will include parents/guardians whenever possible.

The foster youth and homeless youth liaison will ensure all foster youth pupils experiencing homelessness have access to internet connectivity and a device during distance learning. Additional school supplies will be available upon request. Foster youth and students experiencing homelessness will remain enrolled in their schools of origin, as appropriate, regardless of their residency status. Foster youth and students experiencing homelessness, who transfer schools after the start of their 11th grade year and are credit deficient, will be provided the opportunity to graduate with the state minimum required number of credits and/or attend high school for a fifth year. YCJUSD will continue to employ a community liaison to support students' transition to post-secondary education. Supports provided by the community liaison include career awareness events, assistance for students and parents/guardians in completing the Free

Application for Federal Student Aid (FAFSA), and connecting students with opportunities in the military. These services are provided in both the English and Spanish languages.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. Staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff, such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with additional staff to coordinate services for the student and family, including other tutoring that has been made available. Additional support may be provided to any and all of the named student groups as school and district staff collaborate to support synchronous and asynchronous instruction during the school day.

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.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include reviewing students' academic performance levels, our plan involves using the STAR Early Literacy, STAR English Language Arts and STAR Math as one indicator of student progress to measure students' performance levels in English Language Arts, English language development, and math to guide instruction and support. In addition, students may receive tiered intervention support for extra support. While the STAR assessments are used as a diagnostic assessment in the beginning of the year and mid-year, and a summative assessment at the end of the school year to measure students' reading comprehension.

We are in the process of aligning formative assessments with the essential standards' identification at different grade levels started during the summer. Our work with essential standards' prioritization is continuing throughout the school year. Our goal is to develop formative assessments that correlate to distance learning and in-person learning models to measure students' mastery of standards and content skills.

The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each students' individual learning needs.

Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Each principal will verify with the foster youth and homeless youth liaison that every student in the school identified as foster youth or a student experiencing homelessness has access to internet connectivity and a device. The homeless and foster youth liaison will verify the online attendance of all identified foster youth and students experiencing homelessness and attempt to make contact with any who are not attending distance learning. High school counselors will identify any foster youth or students experiencing homelessness who are eligible to graduate with the state minimum credit requirements and report those students to the foster youth and homeless youth liaison, who will facilitate a meeting with the student, parent/guardian, counselor, and social worker (if applicable) to determine eligibility.

Special education case carriers and service providers will provide specific progress on goals reports at least every grading period, and more often as needed.

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

Description	Total Funds	Contributing
1. Chromebooks/CDW Description: Chromebooks were purchased to provide students and staff devices to access distance learning. *(Learning Loss Mitigation Funds)*	$ 2,307,532.40	Y
2. Technology Lab Workstations (including monitors) Description: Precision 3440 Small Form Factor workstations were purchased to provide students with devices to access distance learning. *(Learning Loss Mitigation Funds)*	$ 296,880.71	Y
3. Google Enterprise/Amplified IT *(Preschool-Grade 12)* Description: Google Enterprise is an online tool that allows teachers to set up break out rooms in Google Meet, attendance taking functions in Google Meet, live streaming capabilities, and recording capabilities for their meeting and adding to their Google Drives.*(Learning Loss Mitigation Funds)*	$ 16,368.00	N

4. Google Voice/Amplified IT Description: Google Voice is a telephone service that provides the ability to use phone numbers that are not tied to a device so calls can be placed and received from any device, anywhere without using personal phone numbers. *(Learning Loss Mitigation Funds)*	$ 92,742.00	N
5. Kajeet (HotSpots) Description: Kajeet provides mobile hot spots for student connectivity for distance learning. *(Learning Loss Mitigation Funds)*	$ 353,478.00	Y
6. TMobile (HotSpots) Description: TMobile provides mobile hot spots for student connectivity for distance learning. *(Learning Loss Mitigation Funds)*	$ 120,000.00	Y
7. Destiny Textbook and Resource Manager Description: Destiny Textbook and Resource Manager provides circulation management of textbooks and technology during distance learning. *(Learning Loss Mitigation Funds)*	$ 5,994.00	N
8. High School Summer School Description: Our high school summer school program includes credit recovery at our comprehensive high school and community day school, and priority is provided to seniors. *(Supplemental Concentration Grant Funds)*	$ 120,000.00	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.]

YCJUSD staff members have been trained to provide virtual *Youth Mental Health First Aid* training to any YCJUSD staff, and will provide these trainings at least four times during the 2020-2021 school year. *Youth Mental Health First Aid* teaches adults to recognize the signs and symptoms of youth experiencing mental health challenges. Much like with traditional medical first aid, *Youth Mental*

Health First Aid trains participants to offer immediate support for a person experiencing a crisis, and connect the person with professional help as appropriate.

YCJUSD's district's mental health support team has written and will provide a Social-Emotional Learning (SEL) Tier I Toolkit to support teachers as they engage with their students online. This toolkit will provide strategies on how to deal with anxiety, depression, anger, fear, and other emotions that students are feeling as a result of the COVID-19 crisis.

Our district's Social-Emotional & Behavioral (SEB) team will provide ongoing Tier II and Tier III counseling support for students, via online check-ins and therapy sessions. The SEB team will also work with families to be sure they are accessing appropriate community resources that can help the family unit cope with the effects of the COVID-19 crisis.

The Social-Emotional & Behavioral (SEB) team will create and distribute a monthly "Wellness Tip of the Month" to all district staff members, which will include strategies and resources to deal with the effects of the COVID-19 crisis. Staff will also receive information about their insurance-based Employee Assistance Program (EAP) and the community-wide CareSolace network, both of which can help mitigate any mental health challenges that may develop among staff and their families.

Also, our district explored SEL curriculum , such as *Second Step*. *Second Step* is an evidence-based, highly successful SEL curriculum meant for students in grades K-8. There are multiple grade level, topic-based modules that teachers can deliver as mini-lessons. Also, our district explored SEL options for grades 6-12. *CharacterStrong* is another evidence-based, successful SEL curriculum meant for students in grades K-12, but primarily for grades 6-12. There are multiple topic-based modules that teachers can deliver as mini-lessons.

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.]

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, YCJUSD learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to our district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of our district's definition of student engagement and monitoring methods.

Tiered Attendance and Re-Engagement Strategies

Tier 1 Strategies

- Daily dialer for all "A" codes.
- At least one phone call attempt from one of the student's assigned teachers after the 3rd consecutive day of absence or if the student misses 60% of the school days in a given week.
- Weekly attendance data analysis by counselors and/or administrators
- Additional considerations to strengthen Tier 1 supports:
    - Utilizing additional support staff to regularly check in with students
    - Outreach using text messaging and/or social media
    - Site-based attendance incentive and recognition programs

Referral from Tier 1 to Tier 2

Students who have all 'A' attendance codes for three consecutive days or 60% of a given week will be referred to Tier 2 following at least one phone call attempt from one of the student's assigned teachers. Administrators may admit additional students into Tier 2 on a case-by-case basis provided that the Tier 2 caseload does not exceed 15% of the school's enrollment. The procedure for referral from Tier 1 to Tier 2 will be a site-based decision.

Tier 2 Strategies

Students in Tier 2 will continue to receive Tier 1 supports, and:

- At least three phone call attempts from a counselor, administrator, and/or other member of a school site Tier 2 intervention team
    - Ensure students have proper materials and resources (device, connectivity, etc.) and health resources (mental and physical)
    - Identify any additional barriers to engaging in distance learning
    - Make referrals as appropriate
- Truancy letters at the 3rd and 9th days of unexcused absence.
- Student Engagement and Care Team (or similar)
    - This type of intervention at the Tier 2 level is highly encouraged. The team consists of school employees who mobilize into the community by doing home visits and/or setting up booths in accessible public areas to provide resources and information. Team members are expected to operate in groups of at least 2 people for safety reasons. Utilization of law enforcement is not an appropriate measure for this type of team.

Documenting Tier 2 Interventions in Aeries

In the “Interventions” screen, input the following information:

- Grade level
- Code: Attendance
- Disposition: Distance Learning Reengagement
- Level: Tier 2
- Comments: Description of intervention. For example, “left voicemail for parents/guardians and additional contacts”

Referral from Tier 2 to Tier 3

Students should stay in Tier 2 as long as there is evidence that the interventions are resulting in improved attendance and/or engagement. Referrals to Tier 3 will be made by each school’s Tier 2 team using Google Forms.

The form will require the referring school to list interventions and outcomes from Tiers 1 and 2, as well as other pertinent information, such as homeless or foster youth identification, special education considerations, etc.

Tier 3 Strategies

YCJUSD’s School Attendance Review Board (SARB) will function as the Tier 3 Intervention Team. The team consists of school and district administrators, school resource officer, behavioral health counselor, and community liaison. Interventions may include, but not be limited to:

- Home visits
- Collaboration with outside agencies (counseling, probation, etc.)
- Attendance contracts

Our bilingual parent engagement specialist, bilingual liaison, and district receptionist help to support our Spanish-speaking families when reaching out to re-engage our students in distance learning, support with technology and connectivity issues, and provide resources for families.

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.]

Distance Learning Meals

YCJUSD Child Nutrition Services will provide school meals to all enrolled students using curbside meal pack distribution. A household letter was mailed to each student's parent/guardian describing the curbside meal pack pick up instructions along with their student's identification (ID) card with a barcode prior to the school year. Distribution school sites are: Calimesa Elementary School, Valley Elementary School, and Park View Middle School. These school sites were selected based on the ease of curbside distribution for safety and location in the district. Distribution hours are 3:00 pm – 5:30 pm, so they will not interfere with the education schedule and be available to working parents/guardians. The entire week of meals will be distributed on Wednesdays to make it convenient for parents/guardians and lower the COVID-19 exposure to staff and public alike. Students do not need to be present for the parent to pick up the meal packs. This action will do the following: 1) identify the card is from an active YCJUSD student; 2) it will account for the meals by eligibility (free, reduced-price or paid); and 3) it will note if the student has already received the meal pack for that week. All free, reduced-price students and students who attend a Community Eligibility Provision school will receive their meals free. Paid student's cafeteria accounts will be charged for the meals. Once the students' ID card is scanned and verified, they will proceed through the line to receive the meal pack(s). For walk-ups, cards will be scanned in similar fashion and meals provided. Gloves and masks will be worn by district staff, and masks will be required to receive the meal packs.

In-Person Instruction Meals

Elementary schools will provide breakfast prior to the school start time. Students will maintain a 6-foot distance by following standing markers on the floor and proceed into the cafeteria. Students will be able to pick up one of two breakfast meal selections. For Community Eligibility Provision (CEP) schools, the child nutrition worker will ensure the meal is complete and count the meal as served. For non CEP schools, the child nutrition worker will ensure the meal is complete and the students will verbally give their cafeteria number. The students then will proceed to sit at a designated location, which may include their classroom. Lunch will be provided in similar fashion with students observing the 6-foot physical distance when entering the cafeteria. Whether the student is eating on campus or receiving a Grab-n-Go bag to take home, the meal counting procedures are the same. CEP students will be counted as they leave the service room, and non CEP students will obtain their Student ID cards and give their card to the child nutrition worker when

they pick up their lunch meal. For both processes, the meal counts will be entered into the POS program by cafeteria staff. The student ID cards will be sanitized and returned to the designated location for the next lunch service.

At secondary education levels selected service lines and Grab-n-Go carts will be utilized for both breakfast and lunch meals. Multiple carts and staggered meal service will be implemented to promote physical distancing and to reduce the number of students in one area. Floor markers will provide guidance for students to stand 6-feet from each other while in line. Students will be required to have their student ID card, and they will be scanned into the POS program with the use of a hand held scanner by the child nutrition worker. Service lines and carts will have see-through barriers for both parties' protection. At all school sites, all common areas and items will be cleaned and sanitized after each meal service. Child nutrition staff will wear gloves during meal service and meal preparation and masks at all times while on campus.

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

Section	Description	Total Funds	Contributing
Mental Health and Emotional and Social Well Being	(4) Elementary School Counselors Description: Elementary school counselors provide academic, social, emotional, and behavioral support for students. *(Supplemental Concentration Grant Funds)*	$ 577,064.00	Y
Mental Health and Emotional and Social Well Being	(2) Middle School Counselors Description: Middle school counselors provide academic, social, emotional, and behavioral support for students. *(Supplemental Concentration Grant Funds)*	$ 314,901.00	Y

Mental Health and Emotional and Social Well Being	OVEC Counselor Description: The community day school counselor provides academic, social, emotional, and behavioral support for students. *(Supplemental Concentration Grant Funds)*	$ 138,118.00	Y
Mental Health and Emotional and Social Well Being	Care Solace Description: Care Solace is an organization that provides support with mental healthcare coordination to support behavioral and mental healthcare referrals for students, families and staff members. Care Solace equips school districts with a web-based tool that makes it easier for students, families and staff to connect with mental healthcare resources and providers in their communities. *(Supplemental Concentration Grant Funds)*	$ 8,500.00	Y
Pupil and Family Engagement and Outreach	Community Liaison Description: Our community liaison supports our schools by increasing community engagement, connects students and families with community resources, creates post-secondary plans with students, connects students with regional vocational programs and job training opportunities, conducts career-readiness workshops, provides financial aid application workshops, conducts community college application workshops, and provides work-based learning opportunities for students. *(Supplemental Concentration Grant Funds)*	$ 50,386.00	Y
Pupil and Family Engagement and Outreach	(1) Bilingual Parent Engagement Specialist & (1) Bilingual Homeless/Foster Liaison Clerk Description: The Bilingual Parent Engagement Specialist coordinates communication, parent-involvement activities, and parent resources to support their students' learning with teachers, parents/guardians, school administrators, and community members. The Bilingual Homeless/Foster Liaison Clerk is a communication link between our schools and community and supports our schools with translation services to increase communication and involvement. *(Supplemental Concentration Grant Funds)*	$ 113,280.00	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
12.32%	$8,296,372

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.]

There are several actions that are contributing to increased/improved requirements that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closures and distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. Our district purchased and distributed Chromebooks to any student in need and will continue to distribute devices to students who still need a device. Targeted outreach is occurring through our Educational Services department and Child Welfare, Attendance, and Accountability Director and our schools' Re-Engagement Teams to make contact with unreachable, unengaged students and determine technology needs. On a case-by-case basis, hot spots are being provided as well.

Our technology teacher-on-assignment, computer resource assistants, computer system analyst, data control technician, and technology support specialist assists our teachers and staff at the district office and schools with technology assistance. YCJUSD implemented a schedule where our computer resource assistants rotate amongst our schools and HELP desk for students, parents/guardians, and staff to provide technology support. Our bilingual parent engagement specialist and bilingual liaison, and district receptionist help to support our Spanish-speaking families to have access to devices and connectivity to support distance learning. In

addition, school administrators and staff performed home visits for families with unique needs to provide support due to transportation issues, connectivity issues in homes, etc.

Instructional Focus

To provide students access to the full curriculum in both distance and in-person learning, grade-level groups identified essential standards for grades K-5 and by content areas for secondary grades. The purpose of the grade-level teams' and content area teams' outcomes were to identify priority standards upon which to focus lesson planning and guide them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which our district is striving to minimize the variation in fidelity of implementation of district programs across and within schools. In selecting priority standards on which to focus on depth of instruction and commit to grade-level content that is rigorous and prioritizes key content and learning. This standards prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded, while also introducing new content.

Equity for our foster youth, English learners, and low-income students is the main consideration. These equity pieces ensure the monitoring and follow up that is needed in order to maintain consistency. Student monitoring is done through synchronous and asynchronous instruction. In addition, scaffolding for these students is provided via strategies, differentiation based on needs, as well as regular monitoring of participation and engagement.

Foster youth, low income and those experiencing homelessness, who transfer schools after the start of their 11th grade year and are credit deficient, will be provided the opportunity to graduate with the state minimum required number of credits and/or attend high school for a fifth year. YCJUSD will continue to employ a community liaison to support students' transition to post-secondary education. Support provided by the community liaison includes career awareness events, assistance for students and parents/guardians in completing the Free Application for Federal Student Aid (FAFSA), and connecting students with opportunities in the military. These services are provided in both the English and Spanish languages supporting our English Learners. YCJUSD sent out a survey to all households to gauge the needed devices and connectivity for each student. In addition, YCJUSD added math and reading Spanish curriculum through Freckle supplemental online curriculum support, Renaissance Learning STAR Early Literacy assessments, STAR Math assessments, and STAR Reading assessments.

Presence Learning (Preschool) - Description: Presence Learning is a digital platform that provides resources and online assessments for our teachers, speech-language pathologists, and school psychologists to support our distance learning needs for our Early Childhood Education Center (ECEC) students.

Seesaw (Preschool-Grade 5) - Description: Seesaw is a digital platform that builds family connections by engaging parents/guardians with their students' learning. This platform helps our teachers gain insight where our students' learning is as a checking for understanding or assessment tool where students can show learning.

Opening the World of Learning (OWL) (TK) - Description: OWL curriculum helps students develop a foundation for success in Kindergarten with units based in science and social studies content.

Zearn (K-Grade 5) - Description: Zearn allows online access to our district-adopted K-5 math curriculum for our students.

Literacy Footprints/Pioneer Valley Books (K-Grade 5) - Description: Literacy Footprints is a digital library for guided reading instruction that includes research-based phonics instruction to foster small reading groups.

Freckle/Renaissance (TK-Grade 5) - costs included in Renaissance Learning - Description: Freckle is being utilized as our elementary supplemental online curriculum support for English Language Arts, science, and social studies. It is a differentiated digital platform for students.

Renaissance Learning (TK-Grade 12) - Description: Renaissance provides STAR Early Literacy, Reading, and Math assessments to measure literacy acquisition and math achievement. Also, STAR in Spanish provides assessments in early literacy, reading, and math assessments in Spanish to help support students at the beginning and developing levels of English language development.

Edgenuity (Grades 6-12) - Description: Edgenuity online curriculum provides support through distance learning for our high school programs and independent study programs.

CommonLit (Grades 6-8) - Description: CommonLit is a digital library that allows teachers and students access to various texts, virtual text annotation tools, and interim assessments.

Students of History (Grades 6-12) - Description: Students of History is being utilized as a secondary supplemental online curriculum support that includes texts, assessments, and the capability to be added to teachers' Google classrooms.

ExploreLearning Gizmos (Grades 6-12) - Description: Gizmos provides online learning simulations as a secondary science supplemental online curriculum support.

Music First (Grades 6-12) - Description: Music First is a learning management system for music education that allows teachers to monitor students progress and create assignments, and allows students access to musical encyclopedias and digital portfolios.

Nearpod (TK-Grade 12) - Description: Nearpod is a platform that allows teachers to create computer-based, interactive lessons. It also has the capability to include discussion boards, surveys, students reflections, quizzes, and 3D exploration.

Padlet (TK-Grade 12) - Description: Padlet is a virtual bulletin board that allows for student collaborative note taking, poster presentations, and research gathering. Also, Padlet's sticky notes can have images, links, and videos.

Screencastify (TK-Grade 12) - Description: Screencastify allows teachers to record, edit, and share videos.

Flipgrid (TK-Grade 12) - Description: Flipgrid is a platform for teachers to record and share feedback with students through social learning.

GoNoodle (TK-Grade 5) - Description: GoNoodle provides movement and mindfulness videos that can be used by teachers to increase student engagement and wellness.

EdPuzzle (Grades 6-8) - Description: EdPuzzle is a tool to help teachers deliver their video lessons in their instruction for students.

Rocket Lit/InnerOrbit (Grades 6-8) - Description: RocketLit provides science and history social science based reading articles that are leveled at each student's level. InnerOrbit is an inquiry-based science platform for students to interact with phenomenon and helps teachers create standards-aligned assessments.

Brain Pop (Grades 6-8) - Description: Brain Pop is a tool that provides instrumental videos with short quizzes to support student engagement.

Kahoot (Grades 6-8) - Description: Kahoot is a game-based online platform that allows teachers to create quizzes and learning challenges as assessments.

TurnItIn (Grades 9-12) - Description: TurnItIn is a tool that checks for student plagiarism and reviews citations.

Perusall (Grades 9-12) - Description: Perusall is a social learning platform for students for reading and annotation.

Alludo - Description: Alludo is an online platform that provides professional development for staff. Content can be designed to meet individual needs. Staff interacts with the content and provides evidence of learning.

Chromebooks/CDW - Description: Chromebooks were purchased to provide students and staff devices to access distance learning.

Technology Lab Workstations (including monitors) - Description: Precision 3440 Small Form Factor workstations were purchased to provide students with devices to access distance learning.

Google Enterprise/Amplified IT (Preschool-Grade 12) - Description: Google Enterprise is an online tool that allows teachers to set up break out rooms in Google Meet, attendance taking functions in Google Meet, live streaming capabilities, and recording capabilities for their meeting and adding to their Google Drives.

Google Voice/Amplified IT - Description: Google Voice is a telephone service that provides the ability to use phone numbers that are not tied to a device so calls can be placed and received from any device, anywhere without using personal phone numbers.

Kajeet (HotSpots) - Description: Kajeet provides mobile hotspots for student connectivity for distance learning.

TMobile (HotSpots) - Description: TMobile provides mobile hotspots for student connectivity for distance learning.

Destiny Textbook and Resource Manager - Description: Destiny Textbook and Resource Manager provides circulation management of textbooks and technology during distance learning.

High School Summer School - Description: Our high school summer school program includes credit recovery at our comprehensive high school and community day school, and priority is provided to seniors.

Additional Academic Services - Description: Provide additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning. Provide integrated pupil supports to address other

barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

School Counselors, Behavioral Health Counselors, and Care Solace

Providing robust and predictable academic and social-emotional counseling supports is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation through high school and the path to college and career. For students, many of whom are unduplicated students, consistent access to counseling is a critical support for their success.

YCJUSD's district's mental health support team has written and will provide a Social-Emotional Learning (SEL) Tier I Toolkit to support teachers as they engage with their students online. This toolkit will provide strategies on how to deal with anxiety, depression, anger, fear, and other emotions that students are feeling as a result of the COVID-19 crisis.

Care Solace is an organization that provides support with mental healthcare coordination to support behavioral and mental healthcare referrals for students, families and staff members. Care Solace equips school districts with a web-based tool that makes it easier for students, families and staff to connect with mental healthcare resources and providers in their communities.

Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning

These actions are jointly focused on providing both students and staff the training and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups, who have historically and continue to, experience disproportionate discipline and other impacts of a negative school climate and culture. Foster youth and homeless youth in particular experience higher rates of discipline and lower attendance. English learners and low-income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning.

Our district's Social-Emotional & Behavioral (SEB) team will provide ongoing Tier II and Tier III counseling support for students, via online check-ins and therapy sessions. The SEB team will also work with families to be sure they are accessing appropriate community resources that can help the family unit cope with the effects of the COVID-19 crisis.

(4) Elementary School Counselors - Description: Elementary school counselors provide academic, social, emotional, and behavioral support for students.

(2) Middle School Counselors - Description: Middle school counselors provide academic, social, emotional, and behavioral support for students.

OVEC Counselor - Description: The community day school counselor provides academic, social, emotional, and behavioral support for students.

Care Solace - Description: Care Solace is an organization that provides support with mental healthcare coordination to support behavioral and mental healthcare referrals for students, families and staff members. Care Solace equips school districts with a web-based tool that makes it easier for students, families and staff to connect with mental healthcare resources and providers in their communities.

Community Liaison - Description: Our community liaison supports our schools by increasing community engagement, connects students and families with community resources, creates post-secondary plans with students, connects students with regional vocational programs and job training opportunities, conducts career-readiness workshops, provides financial aid application workshops, conducts community college application workshops, and provides work-based learning opportunities for students.

(1) Bilingual Parent Engagement Specialist & (1) Bilingual Homeless/Foster Liaison Clerk - Description: The Bilingual Parent Engagement Specialist coordinates communication, parent-involvement activities, and parent resources to support their students' learning with teachers, parents/guardians, school administrators, and community members. The Bilingual Homeless/Foster Liaison Clerk is a communication link between our schools and community and supports our schools with translation services to increase communication and involvement.

Student Re-Engagement Teams

During the spring school closures, YCJUSD learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to our district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of our district's definition of student engagement and monitoring methods. Our Student Engagement and Care Team is a Tier 2 level. The team consists of school employees who mobilize into the community by doing home visits and/or setting up booths in accessible public areas to provide resources and information. YCJUSD's School Attendance Review Board (SARB) will function as the Tier 3 Intervention Team. The team consists of school and district administrators, school resource officer, behavioral health counselor,

and community liaison. Interventions may include, but not be limited to, home visits, collaboration with outside agencies (counseling, probation, etc.), and attendance contracts.

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

The following services were principally directed to unduplicated pupils and are increased by at least by 12.32% as compared to services provided for all students. The actions described in this plan are implemented districtwide with the intent to principally benefit unduplicated students.

Foster youth or students experiencing homelessness, and English Learners have access to internet connectivity and a device during distance learning. Also, our district's curriculum online supports provide support for our foster youth, English learners, and low-income students. YCJUSD staff has been doing home visits for our families who need additional support with devices, internet connectivity, and resources as well.

Our bilingual parent engagement specialist, bilingual liaison, and district receptionist help to support our Spanish-speaking families when reaching out to re-engage our students in distance learning, support with technology and connectivity issues, and provide resources for families. Also, our bilingual parent engagement specialist provides classes for parents/guardians with topics based on parent feedback, and parent tutorials are posted on our district website that are available in English and Spanish for families.

The homeless and foster youth liaison will verify the online attendance of all identified foster youth and students experiencing homelessness and attempt to make contact with any who are not engaged in distance learning. English learners will be monitored on a daily basis through attendance and teacher conferencing to ensure they are receiving the necessary materials and support. In addition, high school counselors will identify any foster youth or students experiencing homelessness who are eligible to graduate with the state minimum credit requirements and report those students to the foster youth and homeless youth liaison, who will facilitate a meeting with the student, parent/guardian, counselor, and social worker (if applicable) to determine eligibility.

Students who require more intensive (Tier 3) support will be provided one-on-one instruction through individual sessions. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than the broad reviews of information for the whole class.

The foster youth and homeless youth liaison will ensure all foster youth pupils experiencing homelessness have access to internet connectivity and a device during distance learning. Additional school supplies will be available upon request. Foster youth and students

experiencing homelessness will remain enrolled in their schools of origin, as appropriate, regardless of their residency status. Foster youth and students experiencing homelessness, who transfer schools after the start of their 11th grade year and are credit deficient, will be provided the opportunity to graduate with the state minimum required number of credits and/or attend high school for a fifth year. YCJUSD will continue to employ a community liaison to support students' transition to post-secondary education. Supports provided by the community liaison include career awareness events, assistance for students and parents/guardians in completing the Free Application for Federal Student Aid (FAFSA), and connecting students with opportunities in the military. These services are provided in both the English and Spanish languages.