

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.]

Unsurprisingly, COVID-19 has had a devastating impact on the Yosemite Unified School District and on the mountain-area community that it serves. District schools had to close down completely for in person learning on March 16, 2020. Schools reopened about a month later (April 20, 2020), but only for Distance Learning. During the time of the school closure, the District provided students with review and enrichment materials and also made Chromebooks available to any students who requested one. The District was planning to reopen for some level of in-person instruction for the 2020-21 school year; however, due to the Governor’s emergency order issued on July 17, 2020, the District had to abandon these plans and open for Distance Learning only. Stakeholders, including students, parents, and teachers, have been open with the District about how difficult Distance Learning has been—there are concerns about the quality and quantity of instruction, there are concerns about access (this is a rural community and not all students have access to internet), there are concerns about childcare (how are parents supposed to supervise instruction when they are working?), and there are concerns about the social and emotional well-being of children—children feel isolated and generally disconnected. More broadly, the community is suffering the economic impact of the COVID-19 related recession and high rates of unemployment. Nevertheless, the people our mountain community are resilient. They have been understanding and supportive as the District has had to quickly adjust back-to-school plans to accommodate orders from the Governor, guidance from the public health departments, and compliance mandates from the California Department of Education. This community will not allow us to fail.

Stakeholder Engagement

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

Yosemite Unified solicits stakeholder feedback and engages in rich dialogue with stakeholder groups in a variety of ways. One of the ways that the district consults with parents and other stakeholders is through the Parent Advisory Committee (PAC) and School Site Council (SSC) process. PACs and SSCs are held at least quarterly. A PAC meeting was held September 22, 2020, during which the plan was endorsed by the committee. During these meetings data are reviewed and the team determines which actions and services should be implemented so that our students have strong educational experiences and to help close achievement gaps. Another way that parents and community

members are included is through presentations provided to community clubs and organizations. Superintendent Billington presented a draft of the Districts 2020-21 Reopening Plan to the Rotary Club on August 25, 2020, and a draft of this plan to Tom Wheeler's Town Hall meeting on August 27, 2020. Parents were also surveyed in June of 2020—parents were asked questions about whether or not their children had access to online instruction (devices, internet, etc.) and about what their preferences were for instruction (in-person, online, or a hybrid model; by far the majority of parents preferred in-person instruction). The District also hosted Parent Focus Groups at each school site to present various options for reopening schools to parents and get feedback about preferences. These meetings were held June 24 and June 25, 2020.

In July of 2020, the Yosemite Unified Teachers Union surveyed teachers about their preferences for coming back to work (in-person, online only, or a hybrid; most preferred online only), and shared the results with District administrators. The District also held a series of meetings with teachers and classified union leaders over the course of summer to collaborate on planning to reopen schools. Meetings with the teachers' union were held May 11, May 18, June 1, June 15, July 22, and July 31, 2020 and meetings with classified staff were held March 11, July 7, 2020.

In August of 2020, students were surveyed about their perspectives on Distance Learning. Data showed that 78% of our students preferred synchronous instruction to asynchronous instruction. Data also showed that only about five percent of our students reported having issues accessing instruction.

Furthermore, the District's Reopening School Plan, which included a summary of stakeholder input, was presented during public board meeting on August 3, 2020. This plan was also posted on the District's website and a notification was sent to all families connected to the District that explained how to access it.

The District also made efforts to solicit input from pupils, families, educators, and other stakeholders who do not have internet access, or speak languages other than English. Support staff and administrators at each site have contacted families of students who have missed school to find out what their needs are. In cases where it was reported that the family does not have internet access, hot spots were provided. Also, although YUSD has a very small number of EL students (fewer than 30), the District also reached out to these families by phone.

Feedback from all these stakeholder groups was analyzed and discussed during District Cabinet, Leadership and Educational Services meetings, and through this process, shaped the Learning Continuity and Attendance Plan.

The District has also invested in Remind as a way of enhancing and streamlining communication with parents.

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

Our board meetings held on google Meet with a telephone-in option. Meetings are posted 72 hours in advance, and the public is given the opportunity to email requests to comment prior to the board meeting. Public attendance at our board meeting has increased, likely due to meetings being held remotely. The District is also holding virtual Parent Advisory Committees, District Advisory Committees, and School Site Council Meetings.

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

Feedback from the parent survey that was administered in August of 2020 indicated that approximately 60% of them wanted school to reopen full time, with in-person instruction. Approximately 26% preferred part time instruction, with teachers and students socially distanced,

and the remaining 14% preferring all Distance Learning through either independent study or home school. During parent focus groups, parents shared that students not being able to attend school was having a very negative academic and social-emotional impact of them. Parents also expressed difficulty related to not having access to childcare. Largely in response to this, the District worked to develop a hybrid reopening option that would allow for in-person instruction but allow for staff and students to be socially distanced. Because of the Governor's order, due to increases in COVID cases, the district was unable to open with this model, but still, this is an option that is included in our reopening plan, and depending on COVID cases and what is allowable, the District may open in this manner in order to provide some in-person instruction while allowing for the use of social distancing as a safety precaution.

During focus groups, many parents (although not the majority) expressed safety concerns about plans to bring students back for in-person instruction. Many families were concerned about the health of their students and also the possibility that their students might be exposed to COVID-19 in the school setting and, as a result, infect a high-risk family member. These parents wanted an alternative to bringing students back to school for in-person classes. In response to this, the District expanded its home school program, offered a schedule of informational meetings, and enrolled students believed to be good candidates for the program.

Feedback from students surveyed in August of 2020, indicated that only 5% of students indicated that they were not able to participate in online instruction, and only 5% indicated that they did not have access to curriculum and materials. When asked if they preferred synchronous or asynchronous instruction, 78% of respondents indicated that they preferred synchronous instruction. Results also indicated that students generally felt challenged by distance learning and supported by their teachers. Feedback received on this survey helped to identify students who were having access issues and contributed to the District's Tiered Reengagement Strategies (below).

Feedback from teachers and staff indicated that although everyone felt strongly that they wanted students to return to school as soon as possible, there were still some significant safety concerns. Teachers and staff agreed that they wanted to provide students with as strong an educational program as possible, but most did not feel that it was safe to resume in-person classes. As a result of this collaborative process, one of the specific actions in this plan is that teachers will conduct Distance Learning instruction from within their own classrooms, and another is that classified staff are physically coming into work regularly to help make the sites and classrooms as safe as possible.

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

As summarized in context and with more detail above, the following are aspects of the Learning Continuity and Attendance Plan that have been directly influenced by stakeholder input:

- 1) A School Reopening Plan that includes the possibility of in-person instruction, while allowing for social distancing, in response to feedback from parents who advocated strongly for return to in-person instruction
- 2) An expanded Home School program, allowing parents who provided input stating that they did not feel comfortable having their students back at school to have more choice. The District added satellite Home School classrooms at Rivergold and Coarsegold Elementary sites
- 3) Enhanced health and safety protocols, in response to feedback from parents and teachers who expressed concerns about safety related to being back on campus
- 4) The option for teachers and classified staff members to bring their school-aged children to work, as long as they do not distract from the learning process, in response to concerns voiced about a lack of childcare
- 5) Teachers coming into their classrooms to conduct Distance Learning—this was based on feedback from stakeholders who were concerned about the quality of distance learning and issues related to inferior internet access experienced when some teachers were working from home

- 6) Classified staff are physically coming into work to help make sites and classrooms as safe as possible based on feedback about safety, in response to feedback from stakeholders about safety concerns

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.]

When District schools reopened on August 13, 2020, in-person instruction was not allowable. However, due to updated guidance from the California Department of Public Health (issued August 25, 2020), Districts have the option of providing instruction or intervention support to individual students or to small cohorts of students (16, or fewer, including teaching staff). The District is providing all students with the required minimum daily instructional minutes, with a combination of synchronous and asynchronous instruction. Students learning and competency will be assessed through various formative measures, including assessments built into the curriculum, assessments connected with online programs (ST Math, Freckle), and CAASPP Interim Assessments (as applicable). However, in addition to focusing on student academic competency, teachers will be focused on students' social-emotional well-being. To this end the District recently purchased an Social Emotional Learning Curriculum: Caring School Community, which is being implemented at the K-8 grade levels.

The District plans to offer in-person instruction to the extent possible, to mitigate learning loss suffered during school closures, to high risk students. This will happen in three phases and is subject to labor negotiations.

Phase 1) School-aged children of staff members, who have already been coming to work with parents.

Phase 2) Students requiring one-on-one in-person support, for either assessment purposes or instruction/intervention, will be served bas Students requiring small group in-person support for instruction or intervention will be served in small cohorts by a teacher and a paraprofessional, based on schedule that will be provided to them, and as determined by IEP team.

Phase 3) Students who score within the bottom 5th percentile on formative measures, struggle to make academic progress or demonstrate the need for additional support will be referred to the site's Mutli-Tiered Systems of Support (MTSS) team. The team will review data and determine what supports will be appropriate for the student (organizational support, mental health services, daily virtual Check In/Check Out, tutoring, etc.). One of the options the MTSS team will consider is whether or not the student should be referred for in-person individual or group instructional support to mitigate learning loss or for mental health counseling support. Priority will be given to students who qualify for Section 504 plans and for students who are Foster Youth and/or English Learners. Progress will be tracked for these students and the MTSS team will meet to review progress monthly to determine whether or not intervention should be altered, increased, or faded.

The District will implement all health department recommended health and safety protocols to the extent practicable in order to make in-person instruction and assessment as safe as possible including: keeping students and staff socially distanced, having students and staff wear masks and visors, utilizing plexiglass as a barrier when possible, disinfecting spaces and materials, daily health screenings, and frequent handwashing and sanitization.

Once the District is approved to offer in-person instruction to more than just individuals or small groups, the District has a plan for a blended model, which allows for in-person classes with social distancing, with approximately half of the students attending half of the time (students are on site for two full days and engaging in Distance Learning for three days; this is Stage 3 in the District’s Opening School Plan). Finally, when the students are allowed to come back full time without restrictions for social distancing, the District has a plan for this as well—students will return full time to a normal schedule; this is Stage 4 of the District’s Opening School Plan. Health and safety protocols consistent with current guidance from the Public Health Department will be implemented at each stage.

In order to further enhance the District’s in-person offerings, the district has expanded its purchase of supplemental intervention programs, such as ST Math (for 2020-21 this has been expanded to include licenses for all K-8 students and for some students in our educational options programs), and Freckle (for 20-21 the use of Freckle has about doubled, with the district purchasing licenses for all K-8 students). However, this action also supports the District’s Distance Learning Program, and therefore, will be listed out at as Action more specifically in that section.

Also, in order to support our unduplicated (or more vulnerable student groups), the District will continue to maintain a robust array of alternative education programs that provide an array of alternative education programs that provide an entirely different setting and method of instruction for pupils, including smaller staff-student ratios, intervention supports, and more individualized instruction.

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

Description	Total Funds	Contributing
Purchased materials and supplies to provide PPE to staff and to support the implementation of health and safety protocols: (PPE, thermometers, cleaning machinery and supplies, ventilation system work, health screening App, etc.)	\$125,000	N
Extra personnel costs associated with the implementation of health and safety protocols (custodians, food service staff, etc.)	\$200,000	N
Personnel costs associated with providing instruction/intervention to individual or small groups of students at school sites.	\$140,000	Y
Maintaining a robust array of alternative education programs that provide an array of alternative education programs that provide an entirely different setting and method of instruction for pupils, including smaller staff-student ratios, intervention supports, and more individualized instruction.	\$900,000	Y

Distance Learning Program

Continuity of Instruction

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

The District's plan includes provisions for utilizing federal learning loss mitigation funds to support the continuity of instruction and ensures that students will have access to a full, quality curriculum and instruction regardless of the method of service delivery. One way that the district can ensure continuity of instruction is due to the District's recent purchase of HMH curriculum for all K-12 core subject areas. The District utilized updated HMH curriculum for all core areas for K-8 last year, and this year (2020-21) it is utilizing it for all K-12 core subjects. This was a timely transition for the district, as the curriculum purchased was a hybrid program that includes online access to all of the curriculum through licenses for teachers and students, as well as consumable paper/pencil materials. This allows for a smooth transition between all online and in-person instruction for all involved—curriculum and materials will be the same.

Another way the District is ensuring continuity of instruction is by deciding to capitalize on the training and exposure that staff already had to various online supplemental instructional systems. Approximately half of the district's K-8 teachers had been utilizing ST Math (a strong, research-based online math intervention program) and Freckle (an online supplemental program that provides instruction, intervention, and assessment in all core areas). The district chose to build on this prior experience with these programs and expanded both of them so that for 2020-21 all K-8 teachers have access to these programs. This allows for a much gentler learning curve and for the possibility of experienced teachers helping teachers who are new to these programs with implementation. This also allows for continuity for students, as most of our students have prior experience with ST Math and Freckle.

Another way the District is ensuring continuity of instruction is by building on prior teacher/student experience with Google Classroom, Google Meet, and Zoom. These are the tools that the District is primarily utilizing to provide instruction for students. Teachers have received training in these tools, and many of our students have used them as part of a class pre-COVID.

The District is also providing instruction both synchronously and asynchronously in an effort to maintain continuity and keeping to a regular schedule. This way, even during Distance Learning, students will keep to a routine, receive daily instruction, and have daily interactions with peers.

The District is also developing individualized Distance Learning Plans for all students who receive Special Education services, and also assessing the progress that these students have made on their Individualized Educational Plans (IEPs) to ascertain whether or not students have incurred learning loss due to the COVID school closure. For students for whom IEP teams determine there has been learning loss, plans will be developed and written into IEPs in order to mitigate this learning loss—for example, students may receive additional or more targeted services, above and beyond what is already written into their IEPs. For students who are on Section 504 plans, 504 meetings will be held so that adjustments can be made to accommodate expectations related to distance learning.

The District also expanded its Homeschool Program and purchased an online curriculum to better meet the needs of these students (Pearson).

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.]

The District has and will continue to go to great lengths to ensure access and connectivity for all pupils in order to support distance learning. Prior to the start of the 2020-21 school year, the District worked to make sure that students would have access to online instruction. Every student who needed a device was provided with a Chromebook and the District partnered with our local internet company, Sierra Tel, to make sure that our families had low/no cost internet options, and that these low/no cost options were advertised. The District has continued these efforts for the 2020-21 school year. Utilizing federal learning loss mitigation funds, the District purchased 1124 Chrombooks so all students can access online instruction. The District also purchased 140 Hot Spots so that students for whom internet could not work at their home, could access instruction through a filtered connection. Much of the investment in technology is principally directed to support unduplicated students, as this group tends to struggle more in terms of access. Students who are from lower income households would have more difficulty affording things like devices and internet that would be required to access online instruction. These students also tend to have less support at home—for example, a student with one parent who has a full time job as an essential worker, would not have anyone available at home to help them with learning throughout the day. It is imperative that devices and internet are provided to students who would have limited support at home.

The District is also being very flexible with students who are not able to access instruction via internet or a Hot Spot, by providing paper/pencil versions of instructional materials that are comparable in quality and providing support over the phone.

The District’s reopening plan includes bringing students back for in-person instruction and support either individually or in small groups as soon as possible. Once we are able to do this safely, students who lack the ability to access online instruction will be able to come to school and get support from an instructor or utilize the school’s internet in order to complete work.

The District is closely monitoring the attendance and engagement of every student; students and parents of students who are not engaging are contacted by site-level personnel and asked about any difficulties they have accessing instruction. Then, these issues are investigated and resolved to the best of our ability. In some cases, issues are due to a lack of information—the parent may be unaware of the class schedule or may have missed an email from the teacher explaining how to access their google classroom. Sometimes the issues are more complex—for example, lack of internet access. In these cases, Hot Spots are delivered to the homes and the parents are provided support remotely on how to set them up. If this is unsuccessful, work packets are provided, and support is offered by telephone. But again, as soon as the District is able to have students safely back on campus, students without internet access, and students who are not engaging for other reasons, will be given priority.

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 District is complying with SB98’s attendance and engagement requirements. All students are receiving at least the minimum required instructional minutes (180 for K, 230 for 1-3, 240 for 4-12, 180 for continuation high school) through a combination of synchronous and asynchronous instruction. The elementary distance learning schedule is: Block 1: 8:00 am to 9:30 am, Block 2: 9:50 am to 11:20 am, Block 3:

12:30 pm to 12:30 pm (Monday through Friday). The high school distance learning schedule is: Period 1: 8:00 am to 8:35 am, Period 2: 8:40 am to 9:15 am, Period 3: 9:20 am to 9:55 am, Period 4: 10:15 am to 10:50 am, Period 5: 10:55 am to 11:30 am, Period 6: 12:20 pm to 12:55 pm, and 7th Period: 1:00 pm to 1:35 pm (Monday through Friday). Additionally, all students are offered daily interaction with teachers and peers. The district is utilizing the templates provided by the California Department of Education (CDE) to log attendance and engagement. Attendance and Engagement is logged into AERIES based on these codes: Distance Learning Engaged, Distance Learning Not Engaged, Distance Learning Absent—Excused, Distance Learning Absence—Unexcused, and On Campus—Verified Not Absent. Additionally, teachers are turning in daily/weekly engagement logs that show what instruction is being provided, the time value of student work, whether or not instruction is being provided synchronously or asynchronously (or a combination of both), and that the certificated employee is certifying that the instruction being provided meets the requirements of SB98. Students who miss more than 3 consecutive days or are not engaged for more than 60% of an instructional week will be contacted by attendance personnel, and if legitimate access issues have been ruled out as a contributing factor and issues persist, parents will be sent SARB letters and referred to SARB. The SARB panel will also work to rule out legitimate access issues and try to provide support prior to moving forward with referring any cases to the District Attorney's office.

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.]

Much professional development has been provided to District teachers and support staff in order to enhance the District's Distance Learning program. The District added an optional day of professional development to teachers on August 7, 2020. During this day teacher experts led online instructional sessions for other teachers on tools to support distance learning, with titles such as, Engaging Little Ones, Getting Your Google Classroom Started, Google Classroom Advanced, Introduction to Zoom, Using Screencastify, Stora, etc. These sessions were recorded and have been archived on a webpage so that teachers can access them at any time.

The District also hosted virtual training, one day of training for K-8 teachers, and one day of training for high school teachers, for the new HMH digital curriculum that is being used for all core subject areas, K-12.

The District also partnered with the Madera County Office of Education by having our teachers take advantage of a three-hour Digital Learning Playbook institute that they developed on August 6th. This was optional, but the District paid for teachers' zoomime and more than 40 teachers participated.

The District also shared content from WestEd: Applying High-Leverage Practices in Special Education to Distance Learning with administrators, who then shared it with their staff during their 2020-21 back-to-school meetings. This article provides explicit examples of how to apply strong, research-based practices to students in an online format. Although the focus of this article was on Special Education, the high leverage practices discussed, such as teaching social behaviors, strategies to promote engagement, providing scaffolding and support, apply to all good teaching.

The District also provided virtual training/resources to all teachers in May of 2020 on the ELA/ELD Framework. This training included vignettes that illustrate how teachers might implement CA CCSS for ELA/ELD in their classroom (whether in-person or online) for each grade level.

Also, all District special education teachers received training the week of August 24, 2020 in how to develop Individualized Distance Learning Plans and how to assess and develop plans for Learning Loss Mitigation. IEPs will be held for every Special Education student to review these plans within the next four weeks.

The District has invested in a plethora of resources to support distance learning. In addition to the things already mentioned (a new blended curriculum that is a combination of online access and consumable materials), online instructional/intervention/assessment supports (ST Math and Freckle), and professional development; in response to input from teachers the District has also invested in tools such as: Zoom, Screencastify, Stora, Kami, Kuta, and Insight. As mentioned above, the District has also invested a great deal in technology to support distance learning. The District purchased new laptops for every teacher and large screen televisions for every classroom so they can better see and engage with their students during synchronous instruction. The District has also made repairs and enhancements to increase Wi-Fi capacity at various sites.

Technological support has been provided and is ongoing. The job responsibilities of library technicians at each site have recently been restructured to include receiving and responding to technology requests from site staff, students, or parents. If the library tech is not able to resolve an issue, then it is referred on to our technology team through a Tech Ticket system. Then, our tech team responds based on when an item was submitted and the severity of the issue.

Staff Roles and Responsibilities

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

The District has developed and is implementing enhanced health and safety protocols, and all staff were trained on these health and safety protocols prior to school starting on August 13, 2020. Although teachers and paraprofessionals are working from isolated classrooms, they are providing instruction and support via distance learning. All classrooms, offices, bathrooms, and common areas are disinfected nightly, and staff are provided with clean towels and a bottle of disinfectant to spray down surfaces and materials as the need may arise throughout the day. All staff must complete a health questionnaire every day, and some must take and document their temperature. Anyone who is experiencing symptoms or who has come into contact recently with someone who has been diagnosed as having COVID is not allowed on a campus. Unless isolated in their classrooms, staff must always wear masks. The public is also required to wear a mask or face covering prior to entering any building on campus. Everyone (staff and public) is also required to maintain six feet of social distancing at all times. Good hygiene and health practices (like handwashing and covering sneezes) is also taught and encouraged.

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.]

The District is providing additional supports to student groups who have unique needs to assist with distance learning. As mentioned above, the District is developing individualized Distance Learning Plans for all students who receive Special Education services, and also assessing the progress that these students have made on their Individualized Educational Plan (IEP) goals to ascertain whether or not students have incurred learning loss due to the COVID school closure. For students for whom IEP teams determine there has been learning loss, plans will be developed and written into IEPs in order to mitigate this learning loss—for example, students may receive additional or more targeted

services, above and beyond what is already written into their IEPs. For students who are on Section 504 plans, 504 meetings will be held so that adjustments can be made to accommodate expectations related to distance learning. All District special education teachers received training the week of August 24, 2020 in how to develop Individualized Distance Learning Plans and how to assess and develop plans for Learning Loss Mitigation. IEPs will be held for every Special Education student to review these plans within the next four weeks. Also, as stated elsewhere, District teachers either have already or will shortly receive professional development related to Applying High-Leverage Practices in Special Education to Distance Learning.

Students with disabling conditions who are served by a Section 504 plan will be invited to participate in a 504 meeting during which the team discusses not only the accommodations that are needed in a traditional school environment, but also whether or not any accommodations or supports need to be provided that are specific to distance learning.

English language learners are being provided with both designated and integrated ELD instruction that is sufficient for them to meet their learning goals. Teachers were also provided with professional development on the ELA/ELD Framework in May of 2020. Resources provided at this time included key considerations, grade specific standards, grade specific content and pedagogy, and vignettes illustrating how teachers might go about implementing CA CCSS for ELA/ELD in the classroom (or virtual classroom).

Students who are in foster care or experiencing homelessness are monitored very carefully to ensure that their needs are being met. In addition to training every year that takes place with administrators, registrars, and the site level homeless (H) and foster youth (FY) liaisons, the district liaison participates in monthly H/FY meetings with the county office of education. Information is then relayed to appropriate site level support staff as appropriate. Additionally, eligibility for these programs is reviewed annually; this process includes conversations with parents and students that are documented related to whether or not the students have any needs. Also, at each site, the principal and the H/FY liaison meets monthly to review the H/FY students and determine whether or not a referral should be made to the District’s MTSS team. Finally, District H/FY liaisons are scheduled to participate in the virtual National Association for the Education of Homeless Children and Youth conference, which will take place October 5th through October 9th, 2020.

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

Description	Total Funds	Contributing
Houghton Mifflin Harcourt Hybrid Curriculum (online platform and consumables); K-12,all core subject areas	\$200,000	N
Supplemental Instructional Supports and Digital Tools (ST Math, Freckle, Zoom, Screencastify, Lindamood Bell, Kami, etc.)	\$100,000	Y
Enhance technology (devices and infrastructure to support distance learning)	\$600,000	Y
Professional Development to Support Distance Learning	\$50,000	N
Professional Development to support Distance Learning focused on topics such as differentiation, engagement, EL strategies, trauma informed care, social emotional learning and instructional best practices.	\$10,000	Y
Home School Digital Curriculum (Pearson)	\$40,000	N

Description	Total Funds	Contributing
Social Emotional Learning Curriculum (Caring School Community)	\$5,200	Y
Professional Development specific to best practices to support high needs students (low SES, EL, homeless/foster youth/ students with special needs)	\$5,000	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Students will be assessed with local measures to determine whether it is likely that they have suffered learning loss due to the COVID, which vary depending on site, grade level and subject area. Formative measures included in HMH curriculum and intervention programs such as ST Math and Freckle will be utilized for all students, and determinations about whether or not students need to be referred for a learning loss mitigation plan will be made based on multiple data sources.

Pupil Learning Loss Strategies

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

Students will be assessed with local measures (assessments embedded in curriculum or interventions such as ST Math and Freckle), to determine whether it is likely that they have suffered learning loss due to the COVID, and students in need of services that will mitigate this loss will be referred to the site MTSS team for review and an individualized plan, which may include such supports as: access to instruction/intervention services as an individual or in small groups on site; supplemental assignments, support, and monitoring; access to teachers or paras office hours (remotely or in-person), organizational support, coaching, etc. Throughout this process, MTSS teams will give priority to EL students or students who are Homeless or Foster Youth. Students who are Homeless or Foster Youth receive a higher level of monitoring and support. Principals meet with liaisons monthly to review the progress of these students and refer them to the MTSS team or provide other supports as necessary.

All students who receive special education services will be invited to IEP team meetings, during which the team will develop an individualized Distance Learning Plan and discuss whether the student has lost progress due to the school closure. When it is determined by the team that learning loss has occurred, a Learning Loss Mitigation Plan is developed for the student and implemented. Learning Loss Mitigation Plans may include supports such as additional service minutes, additional consultation, access to office hours, specialized programs, and or appointments for individual or small group instruction/intervention at a school site. The district entered into a contract with a Special Education specialist in order to support this process—she attends IEPs and assists teachers with the development of these plans. Teachers have already been trained in these new procedures and IEPs are already taking place.

District will provide teachers and paras to provide after-hours tutoring support to students who require additional help, as referred by site principal or MTSS team.

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.]

Effectiveness of the services or supports provided will be measured through formative assessments that will vary based on site, grade, and subject area. MTSS teams will determine which assessments are the most appropriate when processing the referral. MTSS team may also implement a Check In—Check Out system for a student if this kind of monitoring is indicated for a student. Hopefully the District will be able to complete CAASPP testing this year, which will provide some information about how are students are fairing compared to other students throughout the country.

Special education students will be monitored through the IEP process, primary based on progress they are making towards their goals, but also through triennial evaluations.

English learners will be monitored closely by site teams and progress will partially be measured by the EL reclassification process and performance on the Summative ELPAC.

Homeless/Foster Youth will be monitored monthly—admin meet with site liaisons to review multiple measures that reflect progress these students are making (grades, attendance, test scores, etc.)

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

Description	Total Funds	Contributing
MTSS meetings to process referrals and develop individualize Learning Loss Mitigation Plans for students in need	\$375,000	Y
Additional staff time to provide after-hours tutoring to students in need	\$20,000	Y
Special Education support person to assist with Distance Learning Plans and Learning Loss Mitigation Plans	\$15,000	N

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.]

YUSD is committed to providing students and staff with resources to support mental wellness and Social-Emotional Learning (SEL). Two Google Sites have been developed by a district School Psychologist to share materials for physical and mental wellness. The first, YUSD Student Wellness (<https://sites.google.com/yosemiteusd.org/studentwellness/home>), includes specific resources for students and families to address the following areas: coping with the impacts of COVID-19, social-emotional learning, physical health, academic support, community health and wellness supports, behavior regulation, and self-care. The second website, YUSD Staff Wellness (<https://sites.google.com/yosemiteusd.org/staffwellness/home?authuser=0>), provides teachers and other instructional staff with resources for coping with the impacts of COVID-19, personal wellness, social-emotional learning, universal and targeted coping strategies, virtual learning supports, and behavior management.

A multi-tiered system of supports (MTSS) is utilized district-wide to ensure appropriate intervention strategies are implemented at the universal, targeted, and intensive levels. Student mental health and social and emotional well-being will be monitored via parent and staff reports, intervention team evaluations, Student Success Team meetings, risk assessments, engagement tracking data, virtual student check-ins, attendance reports, and student SEL surveys. The YUSD intervention staff will provide training and support to all general education and specialized teaching and support staff on how to integrate social and emotional learning into daily lessons and approaches to the universal level of support, and priority will be given to unduplicated students, as these students typically have more life stressors impacting them educationally, requiring more intensive levels of social, emotional, and behavioral support. Therefore, mental health support, including counseling support to be provided by school psychologists, is principally directed towards supporting unduplicated students.

Tier 1: Universal Supports

- Each school site has created engagement teams with site administrators, intervention staff, teachers, and classified staff to reach out to students who have not connected with distance learning. The focus of the team is to identify and remove barriers for students so they can fully engage with their teachers and peers during distance learning. Students who do not attend distance learning or who do not complete work during distance learning are contacted by a member of the team and are offered the necessary support and resources to attend and engage. Social-Emotional Learning (SEL) resources are distributed district-wide via intervention staff and the YUSD Google Wellness sites.
- Positive reinforcement systems are implemented at the K-8 school sites to teach strategies that align with the CASEL framework. Five competencies addressed through CASEL include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
- Linkage to school and community supports

Tier 2: Targeted Intervention

- Small group interventions (coping with stress, social skills, academic support, anger management, grief and loss, anxiety, etc.)
- Short-term individual counseling focused on a targeted goal
- Check-In/Check-Out
- Restorative justice practices

- Linkage to school and community supports

Tier 3: Intensive Intervention

- Individual counseling
- Check-In/Check-Out
- Risk assessment and crisis response
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)
- Linkage to school and community supports

A student wellness survey will be accessible all year via the YUSD Student Wellness Site to provide an open-ended opportunity for students to receive additional support. Topic areas covered are academic planning, connectedness at school, coping with stress, and questions to determine basic needs the student and their family may have. In addition, YUSD School Psychologists will provide telehealth services to ensure continuity of mental health services to students needing targeted or intensive levels of intervention. Certificated staff will participate in a series of trainings including training in suicide awareness and prevention and tiered reengagement strategies, among others. YUSD will continue to reach out to students and staff to develop trainings and services to address mental health and social and emotional well-being.

Pupil and Family Engagement and Outreach

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

The District has developed written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week. These procedures require site administration, teachers, classified staff, and the intervention team to make contact with the pupil's parents or guardians pursuant to the requirements of Education Code Sections 4350(f).

YUSD has also taken measures to provide all students with devices, class materials, and adequate internet access. The district partnered with Sierra Tel to provide no-cost internet to qualifying families. In addition, hotspots have been purchased and distributed to students in need.

At the start of the 2020-21 school year, site staff verified all contact information including telephone numbers, email addresses, and mailing addresses. Teachers will monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site support staff will contact families who have not engaged during a school day to verify the reason for the absence/non-engagement. Each school site hosted back-to-school virtual meetings, during which they shared information with parents about how to support their students during distance learning. These meetings included a general message from the principal as well as messages from each teacher.

To enhance student engagement, support staff will work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. A three-tiered approach was created to reconnect teachers with students for whom they have

not been able to have live daily interaction. These interventions may include phone calls, parent contacts, home visits, and collaborating with county agency partners for support services. In the instance a student continues to be absent or has limited engagement despite receiving intensive interventions, a referral will be made to the Student Attendance Review Board (SARB) for further review and action. The focus of the SARB panel will be first to assess needs and provide support; however, if the District's attempts at intervention and support fail, as appropriate, the panel will move forward with referrals to the District Attorney's office

YUSD Tiered Reengagement Strategies

Tier 1: District-Wide

- Protocol developed for school site personnel to track and communicate student attendance through Aeries
- All teachers trained in the attendance/engagement protocols
- Hot spots purchased by the district
- District partnered with Sierra Tel to offer no cost internet to qualifying families and advertised this program
- District survey sent to families regarding access to internet and devices
- Schoolwide positive reinforcement system
- Automated Aeries phone calls for attendance
- Attendance phone line available for parents to report reason for absence
- Teacher or support staff will contact home if student is absent for one day
- Teachers available during office hours to engage with students and parents
- Parent and teacher resources available through the YUSD Google Wellness Sites to support students' academic, behavioral, and mental health needs

Tier 2: Site Staff

- Parent/guardian outreach in home language if student is absent for more than three consecutive school days or does not engage for more than 60% of instructional week, to determine barriers for learning (i.e. technology, food, alternative education options, etc.)
- Attendance/engagement Letter will be mailed to parent/guardian in home language if student is absent for more than three consecutive school days or does not engage for more than 60% of instructional week, for three weeks. If attendance/engagement does not improve, student will be referred to SARB process. procedures to provide school meals to children while maintaining social distancing practices. First, all staff are given health screenings and their temperatures are taken before being allowed in a school building. All food handlers also wear masks and gloves at all times and maintain a distance of at least 6 feet from others. In order to receive meals, parents drive up, park their car, get out and pick up the meals that have been placed on a table for them, while staff stand back and keep a distance of at least 6 feet from one another. This is done in an orderly fashion, one family at a time. In order to spread people out even more, and to make sure that families with transportation needs were still able to pick up food, a number of meal pick-up locations were added--at this point meals are distributed at 27 locations. Just over the course of April, 2020 the District distributed over 17,800 meals (to put this in perspective, we are a small school district with enrollment of around 1500 students). The District also advertised meal distribution to families in neighboring districts.

- District will work with parent to help resolve tech access issues (helping them apply for free internet, setting up a Hot Spot, providing training and support, etc.). While student is unable to access online instruction, comparable instruction and assignments will be given in alternative format and support will be provided over the phone.
- District will work with parent to resolve other types of issues (organizational support/coaching, mental health support to students, appointments to meet with teachers or support staff individually or in small groups, once approved, etc.).
- Students with disabilities who are not attending/engaging will be scheduled for IEP or 504 meetings so the issue can be addressed by team of individuals and behavioral supports can be developed or referrals to outside agencies can be made if necessary.
- Students who do not have disabilities who are not attending/engaging will be referred to the site MTSS teams. Team will review data and determine if student requires behavioral supports (such as virtual Check-In/Check-Out, behavior intervention plan, counseling, organizational support, etc.), or if student should be referred for a special education evaluation or a referral to an outside agency. Progress will be monitored and reviewed monthly.

Tier 3: Site Staff with District Support

- More intensive levels of troubleshooting and resolving technology access issues, including things like extended home visits to set up Hot Spots and provide training to parents at school sites or in homes (without entering the home, if possible)
- Comparable instruction and schoolwork will continue to be provided to students who do have access issues in alternative format, with support being provided over the phone.
- One-on-one and small group appointments with teachers and/or support staff for high-risk students (pending approval by public health department and governor)
- MTSS team meeting to review individual student cases and determine appropriate Tier 3 supports and services
- Home visits to assess child welfare to identify needs/barriers and provide appropriate referrals and supports. Visiting staff will not enter home, will always wear PPE and remain socially distanced from others. If appropriate, referrals will be made to the sheriff's department, Child Protective Services, County Mental Health Department, etc.
- District will continue with the School Attendance Review Board (SARB) process, which may result in a referral to the District Attorney's Office

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.]

The District has implemented procedures to provide school meals to children while maintaining social distancing practices. First, all staff are given health screenings and their temperatures are taken before being allowed in a school building. All food handlers also wear masks and gloves at all times and maintain a distance of at least 6 feet from others. In order to receive meals, parents drive up, park their car, get out and pick up the meals that have been placed on a table for them, while staff stand back and keep a distance of at least 6 feet from one another. This is done in an orderly fashion, one family at a time. In order to spread people out even more, and to make sure that families with transportation needs were still able to pick up food, a number of meal pick-up locations were added—In the Spring of 2020, meals were

distributed at 27 locations. Just over the course of April, 2020 the District distributed over 17,800 meals (to put this in perspective, we are a small school district with enrollment of around 1500 students). The District also advertised meal distribution to families in neighboring districts.

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

Section	Description	Total Funds	Contributing
Mental Health (including counseling support)	School Psychologists will support the emotional well-being of students, staff, and families.	\$200,000	Y
Pupil and Family Engagement	District will develop and implement tiered reengagement procedures	\$450,000	N

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
9.69%	\$1,333,600

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.]

The District is implementing several actions and services that are principally directed towards meeting the needs of unduplicated pupils (students who are low SES, EL, or homes/foster youth).

First, the District has developed and has been implementing an MTSS process; this process is overseen by an Intervention Specialist at each site, that is funded out of Title 1. Unduplicated pupils are more likely to have academic, behavioral, and social/emotional issues that require a level of intervention and support that is not offered to all students as part of a district's Tier 1 strategies. Through this process, students who are demonstrating needs are referred to the MTSS team. The MTSS team reviews relevant data and then develops and individualized intervention plan; the plan includes the process for monitoring progress, and teams meet every month to review progress and

determine whether or not intervention should be increased, decreased, or altered. When the MTSS team meets to review data for a student who has been reviewed, one of the pieces of information that is considered is whether or not the student is EL or H/FY; these students are given priority if interventions are limited.

Another action/service principally directed towards unduplicated students is professional development that is provided to teachers and staff that targets issues that tend to occur more often with these students; this PD will focus on topics such as differentiation, engagement, EL strategies, trauma-informed care, social-emotional learning, and instructional best practices (including best practices for Distance Learning).

Also, because unduplicated students often need greater levels of support, or more structure than can be provided in a comprehensive school setting, the District maintains a robust array of alternative education programs that provide an entirely different setting and method of instruction for pupils, including smaller staff--student ratios, intervention supports, and more individualized instruction.

Also, because unduplicated students tend to have more social/emotional issues due to having to cope with additional life stressors, they often benefit from counseling support. Therefore, the District provides access to counseling services to students in need through District school psychologists.

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

LCFF supplemental grant funding is principally directed towards meeting the needs of unduplicated students. In order to meet the needs of these students, the District is committed to increasing and/or improving services in the following ways: maintaining small class sizes (as small as possible), encouraging a positive school climate/culture (new SEL curriculum), fostering strong intervention systems (MTSS), and having solid systems in place for attendance and engagement (including Tiered Reengagement Strategies detailed above). Another way that the District will improve services to unduplicated students include providing professional development and coaching to teachers in best practices (distance learning, engagement, culturally responsible instructional practices, differentiation, state standards, technology). One way that the District is increasing services to unduplicated students is by dedicating school psychologist time to provide counseling to students in need. Other ways that we are increasing services include the purchase of a new social-emotional learning curriculum that is being implemented at the K-8 sites this year, and paying teachers and paraprofessional extra time to provide after-hours tutoring to students who need more support than they are able to get during the school day. Also, the District has made a tremendous investment in technology this year—at this point every student in need of a Chromebook has been provided with one. And, the District will continue to provide a range of high quality alternative options for students who are not successful in a comprehensive setting, one that offers a smaller student—staff ratio, which allows for increased services for these students.