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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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>San Diego Unified School District</td>
<td>Cindy Marten</td>
<td><a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a></td>
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<tr>
<td></td>
<td>Superintendent of Public Education</td>
<td>619-725-5506</td>
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General Information

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

On March 13, 2020 San Diego Unified announced the temporary closure of schools to slow the spread of the Covid-19 disease. Following the announcement, the district worked to safely close 177 schools comprising 120 elementary schools, including K-8, 23 middle schools, 24 high schools, 8 alternative schools, and 2 atypical schools.

San Diego Unified is the second largest school district in California and serves 101,984 students. The district’s student populations is 44.0% Latino, 24.2% White, 9.6% Asian / Indo-Chinese, 9.2% Multi-Racial, 7.2% African-American, 5.1% Filipino, 0.4% Pacific Islander, 0.3% Native American. This diversity includes 19.0% English Learners, 56.4% eligible for free or reduced price meals, 14,044 students with Individual Education Plans, 8,015 students from military families, 17,910 students designated for the Gifted and Talented Education (GATE) program, 425 foster youth enrolled, 7,628 homeless students enrolled. The annual operating budget is $1.6 billion.

Immediately following the announcement of the March closure, the district was focused on serving students and families by providing necessary resources, including meals, health and safety information as well as providing educational resources and connectivity for each student.

Beginning on March 16, the first day of the shut down for San Diego Unified, three-weeks’ worth of resources and instructional curriculum were immediately made available for families and students.

The District developed a Family Outreach process for ensuring all students were connected to distance learning. This process aligned Central Office supports, including student services personnel and family engagement staff on outreach efforts. The goal of this work was: ensuring access for all students, minimizing any barriers for learning, ensuring students had access to devices, access to connectivity, access to basic needs, food and shelter. The District developed a coordinated Community Engagement process that engaged community partners in outreach efforts for all students, especially foster youth and students experiencing homelessness. Community partnerships were organized based on the needs of the community, the realities of individual families, the complexities of accessing distance learning and the
best possible ways to reach out to families in a Culturally Responsive approach that was Trauma and Resilience Informed.

The need for student connectivity both with at-home device distribution and access to free Internet for families in need is a top priority. For the remainder of the 2019-20 school year, existing electronic devices were harvested from school sites, cleaned, sanitized, and prepared for distribution. The District provided over 53,000 devices and connected families to free Internet when needed and opened a dedicated family support technology help line to remotely assist and troubleshoot all connectivity issues and other technological needs. Students who did not previously pick up a device and new and incoming students will have opportunities to collect a device as well as retain access to internet connectivity as needed. The official launch of San Diego Unified’s distance learning program was April 27, 2020, for traditional calendar students and May 11, 2020, for year-round students. Through the work of the distribution teams, principals, educators, and families, the District recorded 98% of students having engaged in distance learning. Currently, there are approximately 75,000 students who have picked up devices and distribution continues.

The District hosted a welcome week for our students, staff, and families. Within this welcome week educators received at least 10 hours of Professional Development from a choice of 138 different sessions. This equipped educators and leaders with the knowledge, skills, tools and strategies necessary to successfully launch the new school year in online learning. Educators included Teachers PreK-12, School Counselors, School Nurses, School Psychologists, and Speech Language Pathologists. A parent learning menu consisting of 21 different lessons translated into six languages was also provided to parents during this welcome week and will be available for the entire school year.

The District created a library of resources for families seeking additional assistance and materials to enrich their distance learning experience such as, day in the life videos shining spotlight on educators within the district delivering quality distance learning to students broken out by grade level, instructional resources.

The priority areas at San Diego Unified remain the same. The district continues to be focused on:
- Equity - Educating all children.
- Efficacy - Educating the whole child with the focus social emotional learning, developing student agency and fostering student empowerment.
- Quality - Quality schools in every neighborhood for families and students.

The first day of school for San Diego Unified was August 31, 2020 and in preparation for the upcoming 2020-21 school year, the district has sent a new Back to School Guide filled with information for parents, students and educators. The guide can also be found on the district website at, https://www.sandiegounified.org/back_to_school_guide_2020-21
San Diego Unified’s Reopening/Continuity of Learning Plan is grounded in the following six core beliefs:

1. Equitable access to rigorous standards based instruction
2. Quality teaching and learning experiences
3. Customized approach geared toward the unique circumstances of families and school communities
4. Wellness for all, as the district navigates unprecedented and uncertain times
5. Attending to the whole child as the district relentlessly strives toward the academic and social emotional well being of our learners.
6. Parents and community as partners as we continue to leverage our collaboration on behalf of our students and families.

Before developing the Learning Continuity Plan, district leadership studied local, national and international practices and plans for reopening schools. Additionally, the SDUSD team launched a comprehensive stakeholder engagement process to ensure that we were listening to the voices of our staff members, students and families as we planned for reopening. The stories and suggestions we received from our input sessions were at the center of our plan, specifically because purposefully asked questions related to the experiences of staff, students and families as it relates to our first attempt at distance learning during the emergency school closures in March 2020. Our comprehensive engagement process consisted of:


2. Focus Group Meetings - 28 meetings with 151 participants. Focus group meetings were conducted with principals, vice-principals, teachers, paraeducators, non-classroom educators, school site office staff, classified supervisors, classified employees, paraeducators and high school students. The focus groups covered aspects of reopening and addressed the following guiding questions and topics: Describe the ideal state of the student experience in virtual learning. What might be the ideal state for educators and families? What do you anticipate will be the biggest technical challenges to reopening? What innovative ways might we consider as we accelerate student learning? How will we be able to support our most vulnerable learners? What might professional development look like in our new context? What might educator preparation and planning time look like in our new context? School Community Safety and Well-being.
3. Cluster Input Sessions - 1,968 participants. Area Superintendents led conversations with families and community members in all 16 Clusters throughout the district.

4. Labor Group Input Sessions - The SDUSD team met with each local bargaining unit, San Diego Education Association (SDEA), Administrators Association San Diego (AASD), California Schools Employee Association (CSEA) and San Diego Police Officers’ Association (POA), to receive input and inform the learning continuity plan.

5. Family Survey - 70,461 families completed the survey. All families were invited to complete a Parent Learning Options and Reopening Survey to identify their learning option preferences and possible considerations for reopening. The survey was offered in multiple languages to ensure families who speak languages other than English were able to participate.

6. District staff and SDEA Leadership met with a panel of UCSD Health Experts to consult around health and safety guidelines necessary to ensure a safe reopening of school for students, staff, families and communities.

7. Parents and Community as Partners Series - A series of three sessions focused on Distance Learning, Family Support, Student Life Skills, and Wellness were designed for parents and families. These sessions were held on May 20, May 27, and June 3. Morning and evening sessions were provided and included interpretation in Spanish, Somali, Swahili, Arabic, Karen, Vietnamese, and Tagalog to ensure families who speak languages other than English were able to participate.

8. Board Workshop - A board workshop outlining the district’s draft reopening plan was held on June 16, 2020. The Learning Continuity Plan was presented to the San Diego Unified Board on September 8, 2020.

9. Advisory Group Input Sessions - The draft of the Learning Continuity Plan was presented to the following advisory groups:
   - Community Advisory Committee for Special Education (CAC) Executive Committee, August 27
   - Local Control Accountability Plan (LCAP) Parent Group, August 28
   - District Advisory Council (DAC) Executive Committee, September 1
   - Hoover Wellness Council, September 1
   - CAC General, September 10
   - District English Learner Advisory Committee (DELAC) General, September 3 and September 15
   - DAC General, September 16
   - Gifted and Talented Education (GATE) General, September 21

The early draft of the Learning Continuity and Attendance Plan was made available for public review on August 27 via the district website and all stakeholders are invited to submit feedback and comments via survey or email lcap@sandi.net. In addition, a dedicated phone line was established for stakeholders to provide feedback via telephone, 619-260-5430.

The district team used the input and feedback patterns and trends gathered from this comprehensive engagement process to develop and finalized the reopening plan.
The district will continue stakeholder engagement efforts and the Parents as Partners series will continue throughout the school year.

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

The complete Learning Continuity Plan will be submitted to the San Diego Unified Board of Education for first reading and public hearing on September 8, 2020, and second reading and adoption on September 22, 2020.

Both public meetings have several options for remote participation. Participants will be able to view the submitted documents 72 hours in advance and submit public comments to, publictestimony@sandi.net. Board Meetings are available for viewing via YouTube, and also locally on channel 16 for families without access to the internet.

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

Following responses to focus groups, think tanks, surveys, labor input sessions, and cluster meetings, staff noted the following trends:

Health and Safety:
- It was evident in all focus groups consisting of staff, students, school communities, and bargaining units that the utmost importance was student and staff health and safety.
- Focus groups suggested the district provide clear guidelines and assurances of the measures we are taking to ensure safety for all.

Connection With Teachers:
- Trending in various focus groups perhaps from students the most, is the need for connection; connections with peers, connection with their teachers through synchronous and asynchronous learning, and overall connection as a virtual community.

Options:
- Families shared that they are looking for both in-school and out of school options with the flexibility of a customized approach.
- Flexibility is imperative as the district considers the perspectives of families, students and teachers within the plan moving forward.

Equitable Access:
- Stakeholders voiced the need for Equity:
- Equitable access to engaging and standards based curriculum and equitable access to rigorous instruction within and across all classrooms, every day for all learners.

Common Learning Platforms:
- Families and both of the student focus groups underscored the importance of the use of common learning platforms.
Common platforms would streamline workload and improve efficiency for students and families in the learning partnership.

Small Group Instruction:
- Educators, families, and students all agreed on the value of small group, differentiated instruction as a highly effective teaching approach to ensure we are meeting students at their point of need.
- Daily small group instruction is vital as student learning is accelerated.

Feedback:
- Frequent feedback is necessary, valued and should be consistently elicited and utilized.
- Feedback from teachers to families and teachers to students on student’s academic and social-emotional progress.

Additional Supports:
- Additional support for Students with Disabilities, English Learners, and students participating in Language Immersion programs was another area of need as distance learning moves forward.

Childcare:
- The trend that transpired from the field is that parents and educators are concerned about childcare.
- They would appreciate a learning model that would allow families to return to work full time.

Adequate Staffing:
- Need adequate staffing to ensure a safe re-opening of the school year for students, staff, and families.

Students Social-Emotional Mental Health:
- Staff, students, and families shared the need around social emotional wellbeing.
- The district will continue to be mindful of wellness and will plan for responding to students’ overall wellbeing, physical and emotional supports, including mental health needs as they return to school.

Family Support and Wellbeing:
- Increased challenges COVID 19 has placed on families access to basic needs, including food and shelter.
- Families and colleagues spoke to the importance of assessing and planning to respond to increased needs found in families and communities.
- Focus groups expressed the challenges families were experiencing given school closures and the need to pay attention to family’s well being, both physical and instructional.

Following the presentation on September 15, the District’s DELAC had the following comments and questions:
1. How will teachers support language acquisition in the content area?
2. Are there supports for ELs?

3. How can we monitor the plan?

4. Parent voice is an essential part of the success of the plan.

5. What is training to the teaching staff?

6. What are the Reclassification steps?

7. Phase 1: what is the determining factor?

Following the presentation on September 16, the District’s DAC had the following comments and questions:

1. Is there a consequence for students who don’t turn on their camera during class time?

2. Have we made a decision regarding assessments? For example, Spec. Ed Assessments for students needing an IEP assessment.

3. Is there anything for GATE designated students? For example, a Category specified in the LCP for students who are GATE identified.

4. Are we able to see how much progress has been made towards the preparations for on-site learning?

5. Is outdoor class work/time also being considered? Are we going back to onsite?

6. What is meant by “appointment”? i.e. 40 minutes on X day of week? or is it daily onsite access to curriculum?

7. Riley for appointment based learning/needs--how will this be handled when the school site is far from the home and students are usually bussed.

8. How are we identifying kids who are being underserved. GATE kids are among the groups that fall into this category especially they’re twice identified.

9. Will Elementary Schools be administering the FAST Testing?

10. How will new students’ Language development be assessed?

11. Will the district consider allowing TK and K start on-site sooner?
12. As the safety preparations are well defined, is there an estimated timeline for re-opening? When will we be informed of an updated timeline?

13. The survey does not include any questions about parent engagement, which is one of my feedback areas.
   - Stakeholders engagement more parent engagement in online learning in LCP, best practices, what’s working well, needs to be incorporated
   - Need adequate time to view and provide feedback for the LCP
   - Parent engagement needs to be more detailed

CAC provided the following input for Learning Continuity Plan:

1. Accountability has been taken out. Why?

2. Why is it the same name LCAP confusion for parents?

3. Need to include instructional materials access at home

4. Need access to general education materials--Textbooks

5. Explain online learning for students with disabilities please be more specific

6. Need family training specially for families of students with disabilities

7. What does not meet IEP’s goal mean? Could it be one goal? What if the goal is not able to be address in online learning?

8. Do parents get a voice in the criteria for onsite opportunities?

9. 4 year old separate needs to be considered TK for the onsite opportunities

10. Use language that parents can understand in Loss of Learning for Exceptional Learners

11. Attendance for students with Exceptional Learners needs to be flexible

12. There needs to be flexibility in the online learning times, type of learning, etc.

13. How are students with disabilities being graded with standards based grading. Parents want training about how this will work.
The district utilized the feedback and themes received from advisory groups, focus groups, think tanks, bargaining units, school communities/cluster meetings, surveys, UCSD panel of experts and parents as partners to develop this Learning Continuity Plan.

The questions posed by the advisory committees listed in the Summary of Feedback by Specific Stakeholder Groups were utilized to strengthen existing areas within the plan and include specific information that was not included in the initial draft.

Language has been added that addresses supports for underperforming students who do not receive targeted funding within the Supports for Pupils with Unique Needs section. Language has been added to address questions about students not utilizing their cameras during virtual class time. Information regarding Phase 1 planning is included in the plan addressing the question about TK and K starting sooner. (DAC)

In response to the need for further stakeholder engagement, the plan now includes the continuation of the Parents as Partners series to maintain continuous stakeholder engagement with families and partners. (DAC and DELAC)

Additional language has been included throughout listing which training teachers have attended and which trainings are available. Determining factors of phase one are located within the Pupil Learning Loss section of this plan. (DELAC)

Specificity has been added regarding online learning for students with disabilities, families having access to general education instructional material at home, flexibility regarding online learning schedules to best meet the needs for students and families. (CAC)

In response to the general theme of feedback received, SDUSD is taking the following four steps to ensure continuity of learning:

1) Keep students enrolled in their school of attendance.

2) Avoid shifts in class assignments by ensuring that all students are members of a stable classroom/learning community. We have anticipated unexpected school closures once onsite learning resumes and have developed systems, structures and class/course assignments that will facilitate a seamless transition between onsite and online learning.

3) Developed a guaranteed, viable curriculum and culturally sustaining and responsive instructional strategies to ensure students have access to equitable and rigorous learning throughout the school year.

4) Developed sample schedules schools can use to customize site schedules to meet student needs.

SDUSD will ensure that all educators are prepared to incorporate the following essential components into daily instruction whether instruction is taking place in classrooms or at home.

- Connection and Belonging - Creating safe spaces for children that promote a sense of belonging and connection with peers, educators, and their learning community.
• Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

• Culturally Responsive Curriculum and Instruction - Providing standards-based curriculum and instruction that is intentionally sequenced, inclusive and designed to support and accelerate learning.

• Engagement and Collaboration - Inspiring and encouraging student engagement through inquiry and collaboration.

• Meaningful Assessment and Feedback - Including students in the design of assessments, setting of learning goals, and reflection of growth through detailed feedback.

• Standards-Based Grading - Focusing on the mastery of priority standards and offering opportunities for reteaching, revision, and reassessment.

• Supports for Students with Disabilities - Identifying points of need with targeted supports to promote student agency and independence.

• Designated and Integrated ELD - Increasing language proficiency through small group instruction and the integration of language standards into core content curriculum.

• Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

• Parents and Community as Partners - Collaborating with caretakers to ensure families and educators are equipped with the tools they needed to support the whole child.
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 health and safety of students, staff, families, and the entire San Diego community is paramount to San Diego Unified School District (SDUSD). Therefore, SDUSD will launch the 2020-2021 school year in online learning for all students based on the recommendations of state and local health and safety professionals. Additionally, the district is well prepared to implement a tiered approach as a transition to on-site learning occurs when it is deemed safe to do so.

SDUSD has taken the following actions in preparation for classroom-based instruction:

1) Obtained all necessary personal protective equipment to ensure that all educators, staff members and students have access to gloves, masks and face shields when onsite learning resumes. As teachers may desire to conduct online learning from their classroom, in advance of the teachers arrival, each school site is equipped with the necessary equipment and PPE for the teachers to safely access the school site and their classroom. This includes no-contact thermometers for health screening, face shields, disposable masks, disposable gloves, and disinfectant/disinfectant wipes.
2) Schools will be equipped with desk shields for front office areas to ensure safety and service to the community.
3) Developed protocols for daily disinfection of areas used by students and staff with a focus on high-touch and horizontal surfaces. Disinfection will occur between uses by multiple student or staff groups.
4) Developed a plan to maximize ventilation to promote outdoor air circulation. The district’s Physical Plant Operations department is reviewing the ventilation systems at every site to ensure that there is adequate fresh air in every classroom. This is an effort that is unique to each classroom and the district will use a combination of the existing mechanical systems, natural ventilation, and air purifiers, depending on the room’s configuration, to meet the fresh air needs of the classroom.
5) Developed guidelines which limit campus access to ONLY staff and students. Parents, community members, volunteers or other visitors will be prohibited from entering the school grounds unless it is an emergency.
6) Developed health and safety protocols which include daily screening for staff and students and temperature screening for all staff upon arrival to school sites. Identified a designated location on every campus for any student or staff members with COVID like symptoms.
7) Developed protocols for physical distancing in classrooms, offices and any room that will have open space.
8) Developed protocols for clear and consistent hygiene practices that include the use of hand washing/hand sanitizer upon entering any classroom, office or other indoor rooms. Hand washing sinks and hand sanitizer will be available throughout the campus including providing portable sinks and stand mounted hand sanitizers in common areas. All sinks and hand sanitizer dispensers will be monitored by custodial staff for adequate supplies.
9) Developed protocols for the safe transport of students to and from school. All transportation buses will be disinfected before and after use. Additionally, protocols for boarding and disembarking have been established which includes symptom checking and requirements for all riders to wear masks. Physical distancing will be closely supervised while on the bus and at bus stops.
10) Developed structures for providing meals to students. Meals will be distributed for students to eat in classrooms, in the cafeteria or the lunch court, while maintaining physical distancing. Grab and Go lunches will be provided to high school students on early release schedules.

11) Continue to collaborate with San Diego County and the Public Health Agency for the most current guidelines on health and safety measures and contact tracing.

SDUSD’s onsite learning option when it is safe to do so offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. An effort to take advantage of San Diego’s ideal weather, schools are also currently assessing their campuses in order to identify outdoor learning spaces when a return to onsite instruction occurs. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. Educators will receive professional development focused on engaging students in relevant, hands-on learning experiences through inquiry and collaboration, providing meaningful feedback to students through checks for understanding and small group instruction and providing multiple opportunities for students to demonstrate their mastery of content and standards. Educators will engage students through rigorous standards-based curriculum that is intentionally sequenced toward a culminating task and designed to support and accelerate learning.

As the District continues to navigate unprecedented and uncertain times in the world and in schools, the primary focus is for students to be safe both emotionally and physically. The district’s theory of action as it relates to Social Emotional Learning is that it is most successfully taught when integrated into the core curriculum. Educators will embed social emotional learning and wellness lessons into everyday instruction. Principals will implement a district wide Call to Action which will foster safe, inclusive and collaborative schools and classroom environments.

Plans for ensuring the social and emotional wellness include the following steps:

1) Ensure that all interventions are trauma and resilience informed
2) Implement measures to identify students and families in need of mental health supports
3) Connect students and families to needed supports and services as early as possible
4) Prioritize district and community resources and services for communities with the highest level of need
5) Continue to cultivate wellness across the district for employees

As San Diego Unified reopens schools, equity based funding models will redirect resources to the schools with the greatest need to address barriers and intentionally provide support based on each school’s context.

The curriculum includes opportunities for assessment and feedback to students and a variety of instructional materials, projects, and enrichment activities. Educators understand that the power of assessment doesn’t come from the assessment itself but how it is used to provide feedback to students and inform teacher practice. Educators will engage students in fair, valid, and reliable formative and summative assessments to inform instruction and to provide regular and timely feedback. Students have many opportunities and multiple ways to demonstrate their understanding. Additionally self-assessments and peer feedback are valuable assessment strategies to advancing student learning.
In preparation for offering both online and onsite learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. SDUSD will NOT implement retention or remediation as strategies to address learning loss but rather ground the approach in research focused on acceleration. In a recent article “When Students Go Back to School, Too Many Will Start the Year Behind. Here’s How to Catch Them Up - In Real Time” Steiner and Weisberg cite research that has shown that retention doesn’t work and that remediation is ineffective in enabling students to catch up and may exacerbate opportunity and achievement gaps. As a result of this research, SDUSD will focus on accelerating learning for students who have fallen behind. One example of acceleration is to provide students with specific and targeted interventions, before the whole class encounters grade level content. This “just in time” strategy provides students who have fallen behind pre-work, in preparation for accessing grade-level materials at the same time as their peers. Educators will receive training on how to use high-quality diagnostic assessments to determine what students have learned and what they haven’t in an effort to design and sequence learning to include “just in time” support for students who are behind.

To complement the comprehensive assessment plans at the school level and to monitor the effectiveness of the “just in time” supports, the district will also administer district wide assessments. These assessments will be used to measure and to monitor growth across our system in the areas of reading, language development and math. In the area of reading a universal screener will be used, administered three times per year (pre-, mid-, post) to allow staff to identify students who are most in need of support and to ensure that the students with the most needs are being provided with the maximum level of support. The screening assessment will be used in conjunction with the data generated from school-based assessments, such as the DRA to provide a clear and accurate picture of the learning needs of students. In the area of math we will administer a districtwide math benchmark assessment 3 times per year (pre-, mid-, post). This benchmark, designed in collaboration with math consultant Patrick Callahan, examines students' ability to not only accurately complete the mathematics, but also explain the process and the context for the problem. For language development we will administer the ELPAC to students. This assessment combined with the school-level data will be used to guide how we direct resources and supports to students who need them the most.

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

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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<td>Health &amp; Safety - The district will ensure sites and workstations are equipped with proper sanitization materials, personal protective equipment (PPE), desk shields for front office administrative staff, and strategies to be prepared for disinfection when returning to in-person is deemed appropriate to do so.</td>
<td>$30,135,465</td>
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### Health & Safety

The district has developed health and safety protocols which include daily screening with thermometers and established protocols to follow if symptoms are detected.

**Total Funds:** $9,618,141

**Contributing:** No

### Transportation

The District will develop protocols for the safe transportation of students to and from school following health guidelines.

**Total Funds:** $3,500,000

**Contributing:** Yes

### Social and Emotional

Principals will implement a district wide Call to Action which will foster safe, inclusive and collaborative schools and classroom environment.

**Total Funds:** $5,760,809

**Contributing:** Yes

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**Distance Learning Program**

### Continuity of Instruction

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

SDUSD will launch the 2020-2021 school year in online learning for all students based on the recommendations of state and local health and safety professionals. Additionally, the district is well-prepared to implement a tiered approach as we transition to on-site learning when it is deemed safe to do so.

The California Common Core standards drive the district's online curriculum. A range of online resources will be provided to students to ensure they are making progress toward meeting grade-level standards. All printed and online curricular resources have been purposefully sequenced by teams of educators or publishers. Students and teachers have access to a variety of digital tools which are compatible with SeeSaw, Google Classroom or Canvas and can be used flexibly regardless of the method of delivery allowing for a seamless transition between in-person and online learning.

Key features of the district core curriculum and instruction initiatives include:

- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Supports for student social-emotional growth, development and well-being
- Professional development for educators
- Training for parents and other caregivers

For the 2020-2021 school year, the school day will include a minimum of three-hundred and sixty (360) minutes of synchronous and asynchronous learning for students as follows:
- 240 minutes that will be a combination of both synchronous and asynchronous learning and independent work for students:
  - 180 minutes of teaching and shall include live online whole group and small group instruction daily. The division of instructional time between whole group and small group instruction shall be determined based on the needs of students. Educators shall build daily whole group instruction into their schedules.
  - 60 minutes of teaching will be dedicated to mitigating any learning loss through additional time for small group instruction, conferring with students, and/or teacher-initiated office hours, while the remainder of students complete independent work. Conferring with students for the purpose of providing feedback may include phone calls to students, commenting digitally on student work, and video conferencing.
- 120 minutes of asynchronous learning for students while teachers participate in preparation and planning time which may include, but is not limited to, the following activities:
  - Planning instruction and/or services for synchronous and asynchronous learning
  - Co-planning and collaboration amongst colleagues
  - Monitoring student activity
  - Gathering formative and summative assessments
  - Grading
  - Coordination of enrichment activities
  - Participating in professional development and staff meetings
  - Participating in Individual Education Plans (IEP), SST, and 504 meetings

Structures for daily student collaboration shall be intentionally planned for by educators. These student interactions shall be designed to maximize students engagement in meaningful relevant topics that will ignite extended conversations. The intentional academic conversations shall build on the concepts of Jeff Zwiers Constructive Conversation Skills as well as the district’s Quality Teaching Interactions and Quality Teaching Practices. Student collaboration will be tailored to the delivery model and will leverage the power of digital collaboration tools such as video conferencing and shared documents. Students are not required to use video during class time. Educators will consider the circumstances under which they are requesting that all students show their video and explain to students why it is helpful for instructional purposes. Student/teacher relationships are important for student success. If teachers find that students are reluctant to use their video option, the teacher may want to talk to the student, and possibly the parent, privately and see if there is something that is needed to support the student.
Grouping structures for students will be planned by educators based on the needs of students and will include; whole group, small group, and individualized instruction. Educators will leverage opportunities for synchronous and asynchronous learning to provide students the time necessary to master grade level standards and to explore content in greater depth.

On-going assessment and feedback from teachers is a critical component to support student learning. Educators will use a broad range of tools, both digital and traditional, to assess and provide feedback to students. Digital tools include opportunities for observation during videoconferences and annotations that can be done in real time while students are composing work online.

Professional Development for educators is key to successful learning continuity. SDUSD in collaboration with local bargaining units have determined a way for our educators to take advantage of a weeklong series of professional development opportunities that will enable leaders and educators to successfully launch the new school year in online learning. This professional development series will provide educators with the knowledge, skills, tools and strategies necessary for quality teaching and learning. Professional development workshops will include the following areas: Quality Learning Interactions, Quality Teaching Practices, Technology Strategies, English Language Development, Implementation of the Integrated Model, Social Emotional Learning and Restorative Justice Practices, Culturally Responsive-Sustaining Practices and Ethnic Studies, Standards-Based Grading and Feedback, Curriculum Based Professional Development, New TK-4 Year Old Classrooms, Implementation of Individual Education Plans (IEP) Services in Online Learning Setting, and PowerSchool IEP Management System. Educators will participate in both required workshops and workshops they select. School leaders will work with their educators to ensure they are taking advantage of the workshops which are aligned and most relevant to their assignment. School leaders will also attend workshops alongside their educators.

During the first five days of school, SDUSD will provide students and families with a Welcome Week of virtual lessons that will ensure that they are ready to participate in online learning. Our Welcome Week will orient students and families to everything they will need to know in preparation for online learning. Additionally, each day that week, teachers will connect with students in a face-to-face, synchronous session in order to get to know their students, for students to meet their classmates and to establish the class community.

- Elementary students will then be presented with a learning menu (Choice Board) with district designed independent self-paced learning modules. Learning modules will include topics such as: How to Use Learning Management Systems, Digital Citizenship, and Core Content Areas to include and not limited to Social Emotional Learning (SEL), English Language Arts (ELA), English Language Development (ELD), Mathematics, History/Social Science, Visual and Performing Arts (VAPA), and Physical Education (PE).

- Secondary students will be presented with a welcome video from one of our district students. Students will then engage in a digital journal activity with open-ended prompts to elicit written responses. Students will also engage in content learning modules provided in a drag and drop format. These learning activities will include topics such as but not limited to: SEL, ELA, ELD/ALD, Mathematics, History/Social Science, VAPA, PE, Career Technical Education (CTE), World Language.

Parents and caregivers will have opportunities to receive training and support as they take on new responsibilities and roles in their children’s education. An orientation will provide families, parents, and guardians with self-paced training. Families will have access to topics such as
Health and Safety Requirements, How to Use Learning Management Systems, Social Emotional Learning, and Family Resources. The parents and family training topics were influenced by input and feedback received directly from SDUSD families.

Gifted and Talented (GATE) students will continue to be placed in classes based on district policy. Teachers will provide accelerated opportunities to students in core subject areas and will work with students in small groups to facilitate learning in order to provide differentiated learning. Site administrators will be provided with information regarding ways they can support GATE students via online learning.

**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.]

SDUSD is committed to ensuring each and every student has access to a device for online learning. In 2019-20, SDUSD distributed over 54,000 devices to students for Distance Learning. Mass messaging, targeted communications, and principal outreach were used to notify all families of district options to provide devices or connectivity when needed and will continue for the upcoming school year. This mass messaging and targeted communication was able to assist in reaching families who may not have picked up a device in the spring. Returning students have kept their devices over the summer for use next school year. For the 2020-21 school year, all schools have been provided with devices for checkout to students needing a Chromebook for online learning and the remainder of the school year. Currently, there are approximately 75,000 students who have picked up devices and distribution continues.

SDUSD has inventory for every student to be issued a device and has set up dedicated family support through both web-based resources and phone support to provide assistance with technology needs. Physical support centers will also be set up in multiple locations to allow families to exchange student devices when technical phone support is unable to resolve the issue and their school is not open nor able to provide a replacement device.

Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. Approximately 1,600 internet connections consisting of both a partnership with a local Internet Service Provider (ISP) and hotspots have been established and funded by the district since Distance Learning started in the spring and will continue for 2020-21. (98% of students participated in Spring 2020 online learning and the largest number of those not participating were TK-K). Principals are able to arrange for providing their students needing an Internet connection and the District established a dedicated family support line to assist families with navigating the different Internet options available to them. To mitigate families experiencing long wait times, additional support has been added to assist with the phone line for the Family Internet Helpline.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
The SDUSD team will continue to implement a multi-tiered approach for ensuring daily participation and attendance especially designed for students who did not demonstrate active, consistent participation during Distance Learning during the spring and into the new school year. The tiers are as follows:

- **Tier 1** - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day’s learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

- **Tier 2** - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

- **Tier 3** - The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

In addition to providing devices to students, the district has developed several training opportunities for families on how to navigate the different platforms the district will be using during distance learning such as:

- Chromebooks, support for signing-in and using the device
- Communication, support for communication tools, Zoom, Google Meets, and email
- PowerSchool, parent access to the attendance and grading portal
- How to use the Online Learning Platforms - Seesaw, Google Classroom, and Canvas
- Clever, SDUSD digital portal for online tools

These trainings are available in multiple languages and may be accessed at any time throughout the year.

**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.]

Online instruction will provide daily live interaction for the purposes of instruction, progress monitoring, and maintaining school connectedness. Educators will deliver daily live instruction via video conferencing. To ensure student learning is monitored, educators will provide guidance, support, and check for understanding throughout the lesson and may provide opportunities for students to practice their learning independently.

For the 2020-2021 school year, the school day will include a minimum of three-hundred and sixty (360) minutes of synchronous and asynchronous learning for students as follows:

240 minutes that will be a combination of both synchronous and asynchronous learning and independent work for students.
180 minutes of teaching and shall include live online whole group and small group instruction daily. The division of instructional time between whole group and small group instruction shall be determined based on the needs of students. Educators shall build daily whole group instruction into their schedules.

60 minutes of teaching will be dedicated to additional small group instruction, conferring with students, and/or teacher-initiated office hours, while the remainder of students complete independent work. Conferring with students for the purpose of providing feedback may include phone calls to students, commenting digitally on student work, and video conferencing.

120 minutes of asynchronous learning for students while teachers participate in “Flex Time” and preparation time. Flex time and preparation time may include, but is not limited to, the following activities:

- Planning instruction and/or services for synchronous and asynchronous learning
- Co-planning and collaboration amongst colleagues
- Monitoring student activity
- Gathering formative and summative assessments
- Grading
- Coordination of enrichment activities
- Participating in professional development and staff meetings
- Participating in Individual Education Plans (IEP), SST, and 504 meetings

In accordance with Senate Bill 98, SDUSD will document daily participation for each student on each school day, in whole or in part, for which online or onsite learning is provided. A pupil who does not participate in online or onsite learning on a school day shall be documented as absent for that school day.

All teachers will take daily attendance for all classes they are assigned to teach each day. Daily attendance will be tracked in the PowerSchool SIS with students assigned to individual teachers and courses through a structured bell schedule. Students will be considered “present” if they participate in any of the following activities for that day:

- Participation in online activities OR
- Completion of regular assignments for that particular day

For online learning, students who complete assignments later in the day, over the weekend, or after the indicated due date should be recorded as PRESENT on the day when the assignment was assigned plus subsequent days leading up to the date the assignment was due. Adjustments will be made to the attendance mark by the teacher for up to 5 days after the original attendance entry in order to accurately reflect student participation. After the 5 day window, attendance marks will no longer be adjusted, however, students can still make up work for grading purposes. Students will NOT be marked tardy during Online Learning.

SDUSD will ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments.
A student who does not participate daily in either onsite instruction or online learning shall be deemed absent for purposes of reporting absenteeism rates in the district LCAP.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The district is committed to supporting educators every step of the way by providing relevant and innovative professional development to ensure all learners thrive in both online learning and onsite learning. At the launch the school year, SDUSD will be offering a week-long series of learning to support educators in the following areas:

- Quality Online Learning: Instructional Strategies/Technology Strategies
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Implementation of the Integrated Model
- Social-Emotional Learning and Restorative Justice Practices
- Culturally Responsive-Sustaining Practices and Ethnic Studies
- Standards-Based Grading
- Benchmark and Amplify Curriculums
- TK-4 Classrooms
- Implementation of IEP Services in Online Learning Setting
- PowerSchool IEP Management System

Additionally, SDUSD will implement a comprehensive capacity building model that leverages access to virtual tools, such as Zoom, to span learning opportunities across classrooms, schools and the district. The capacity building model is coherent and aligns the key levers for quality teaching and learnings for leaders, educators, para educators and parents. Additionally, the model will also be adjusted and improved throughout the year based on educator and student needs.

Professional learning for educators will be ongoing and embedded in practice. Professional learning will be differentiated to include opportunities for teachers to analyze their own practice, apply new learning, and engage with content. During virtual professional development, educators will collaborate with leaders and colleagues in a variety of ways, such as frequent discussion/question breaks, polling, break out rooms, back channel chats, and engagement with open content, including digital white boards. Professional development opportunities will always be collaborative with an emphasis on shared accountability, addressing the strain of isolation by providing opportunities for video conferencing, digital environments for educators to stay in touch with each other, and ensuring teachers have agency in determining the focus of learning, common planning, peer observation, and receiving support.

To compliment professional learning offered both at the district level and the site level, educators will also have access to ongoing support to refine their practice and deepen their content expertise throughout the following online differentiated supports:

- Coaching Cycles
• Mini-Workshops
• Access to Videos of Best Practices through SDUSD Video Library
• District Provided Learning Opportunities-Virtual and Pre-Recorded Sessions
• Book Clubs

Administrators and teachers will build a shared understanding of what quality online learning looks like and what the system needs in order to achieve it. Instructional leaders support teachers in building confidence in the online environment by providing opportunities to learn and experiment with tools and resources. Leadership professional learning will be grounded in ensuring all students are moving into the sphere of success and all educators are equipped to design equitable classroom conditions and experiences for all students. Leaders will engage in collective learning focused on building anti-racist and restorative school communities where we collectively eliminate inequities, barriers and disproportionalities that prevent students from receiving equitable access, experiences and outcomes.

As part of leadership professional development series focused on culturally sustaining and relevant teaching, SDUSD has invited keynote speakers:
• Dr. Bettina Love, author of We Want to do More Than Survive
• Dr. Doug Fisher, author of Distance Learning Playbook
• Zaretta Hammond, author of Culturally Responsive Teaching and the Brain
• Hamish Brewer, author of Relentless

Leaders will have ongoing opportunities to refine their instructional expertise as they support both online and onsite teaching and learning through the following professional learning structures:
• Principal Institutes: where all leaders engage in collective learning and build shared understanding of our district initiatives
• Leadership Labs: where leaders learn from one another and share best practices which are making an impact on student outcomes
• Triads: where leaders apply their learning with trusted colleagues within the context of their schools
• Area Superintendent walkthroughs: where school leaders and the site’s area superintendent observe instruction together and collaborate to identify strengths and areas for growth in the site’s instructional program. During online learning, these virtual observations will be complimented by virtual coaching sessions as a means of supporting leaders in improving teaching and learning.

Staff Roles and Responsibilities

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

The District’s reopening plan is focused on meeting the academic and social emotional needs of students while ensuring the health and safety of staff and students. Adaptations for roles and responsibilities include:
• Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.
• Classified supervision and security employees will be supporting the continued distribution of technology and meals to students (Noon Duty Assistants, Campus Security Assistants and School Police).
• Transportation employees, classified and management employees will be assigned to work in roles to enroll students, clean and sanitize school sites and other tasks related to returning students to on campus instruction.
• Central Office Resource teachers have shifted their role and responsibilities to focus on writing on-line lessons for students and online modules to support families in their role as educational partners. Additionally Resource teachers are providing online professional development sessions to over 6,000 educators.
• Classroom teachers will engage in more than forty hours of professional development to learn new skills necessary to deliver online learning.
• Nurses & Health Professionals will continue to work in close collaboration in order to identify the health and wellness needs of students and families at each school site. Health professionals will continue to provide a rapid health response to eliminate any health barriers to distance learning. Health Professionals will continue to ensure students are up-to-date with vaccines, have appropriate health supports needed to meet Individualized Health Plans (when needed), and provide resources and assistance to school communities on health/safety District protocols, hygiene education, COVID-19 prevention spread, and other preventative information that supports the wellness of students, families, staff and schools.
• Para Educators will engage in professional development to learn new skills necessary to partner with teachers to support online learning. They will work in collaboration with general education and education specialists to support student learning in both whole groups and small groups online.

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.]

English Learners

In an effort to assist English learners with equitable access, address achievement gaps, and assist in overcoming language barriers, the district will provide students with targeted small group support through a push-in integrated model. The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development. The integrated team approach involves participation from various educators who work with English learners such as and not limited to: classroom teachers, para educators, central office resource teachers, education specialists, counselors, and administrators. Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner. Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses. The integrated model is designed to enhance instruction with specific attention on planning and implementing language strategies, scaffolds, equitable practices and formative assessment. Online professional development modules with iELD (integrated English Language Development) strategies will be provided for all educators at the launch of the school year as part of the week long professional development series. The Office of Language Acquisition will also host office hours in order for educators who may need specific guidance with ELD.
The integrated coaching team will consistently analyze site D and F data along with formative data to determine action steps needed to support Long Term English Learners (LTELs), students At-Risk of becoming Long Term English Learners (ARELs), as well as Fluent English Proficient students who are struggling academically. The district will provide professional development to teach research-based intervention strategies and the Quality Learning Interactions and Quality Teaching Practices as they relate to language development.

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education), in the country less than three years, who have little to no English proficiency. These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support. Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition. Formative assessment data will be collected, analyzed and feedback given to students. Professional development will also be offered to teachers across the district serving this English Learner group.

Strategies for equitable access practices will incorporate strategies from the English Learner Toolkit of Strategies, The CA ELA/ELD Framework, The CA Practitioner's Guide for Educating English Learners with Disabilities and the Principles from the CA English Learner Roadmap. These source documents will provide educators with guidance on instruction, assessment, and the utilization of standards. These tools and resources coupled with SDUSD’s Quality Teaching Interactions and Quality Teaching Practices will be used in conjunction with the SDUSD Critical Concepts to guide planning for student learning.

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families. This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise. District summary information regarding small group coaching will also be shared with DELAC (District English Learner Advisory Committee).

Youth in Transition (Foster and homeless)

In order to ensure equitable access for students experiencing transitional living and those in foster care, the District will continue to provide robust outreach and student engagement efforts. Outreach efforts will include: identification of student populations, identification of students’ needs and assessment of resources needed including technology in order to access online/onsite learning successfully. Outreach efforts will also include identification of community resources, parent engagement supports and student advocacy. Data on student enrollment, attendance and performance will be collected in order to maximize outreach and support efforts for all students. This data will help identify student populations most impacted by living in foster care or those experiencing transitional living.

Staff will continue to partner with families and provide them with important information related to enrollment, school attendance, instruction and resources available for student success. The instructional program will be designed to support these students through current district wide efforts focused on providing culturally sustaining and responsive learning opportunities and services to our most vulnerable learners.

Students will have access to resources readily available in their communities, including instructional supports, social services and food distribution locations. The district will continue robust community agency partnerships in order to maximize services available to families and students. Student engagement efforts will continue to be sensitive to intersectionalities found within our youth in transition population.
Trauma-Informed training will be provided as staff continue to understand the complexities and challenges that exist within our communities. The district will also provide Resilience Training and support to schools to highlight the various forms of capital, strengths and assets students have and leverage those to better serve/learn from youth in transition. Student engagement efforts will also include identification of student educational plans and continuous access to instructional strategies that meet students’ needs along with their college and career aspirations. Partnership efforts with Colleges and University partners will continue in efforts to ensure students have access to Post-Secondary resources that can assist them in fulfilling their College and Career goals.

Students with Disabilities

Pupils with exceptional needs served across the full continuum of placements: All IEP direct services will be delivered live via video conferencing. This will occur in whole group, small group and/or through office hours. The services will be delivered as outlined in the students IEP’s. Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). There will be flexibility in how this will be delivered and the schedule to best meet the needs of the families. All students with IEP’s have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes. School sites will provide general education instructional materials for use at home as needed.

The district will provide professional learning for all educators regarding how to work with students with disabilities online. The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators. All staff will be working as a team to support all students to accelerate their learning. The district will also provide professional learning in how to implement IEP services online district-wide to all educators. This will help the integrated teams understand co-teaching online to ensure that all students with disabilities have access to the general education curriculum with their accommodations and modifications.

The district is also implementing a new IEP system to better support the IEP process for educators, students and families. All staff are being trained on the new system. This system lends itself to an integrated approach to the IEP process for all educators.

Schools can get support from the district through office hours, group meetings or one-on-one meetings to ensure all our students with disabilities IEP’s are being implemented and the students are improving their outcomes. The district will also be meeting with families monthly at the CAC meeting to answer any questions and provide updates.

Supports for Underperforming Students (who are not supported with other targeted funding)

There are students across the district who are underperforming and who are not supported by targeted funding.

SDUSD will support these students with a block grant and provide direct services to students in the following ways:

- Teachers and counselors will work with students to develop Academic, Behavioral and College and Career Readiness goals.
- Support Students as they complete Community Based Action Projects also known as Passion Projects.
- Provide opportunities for peer mentoring in which students receive mentoring and mentor other students.
SDUSD will provide leaders and educators professional development/learning in:
- Culturally Responsive and Sustaining Practices
- Integrating Supports for students through inclusive solution seeking process
- Building student leadership and goal development
- Positive Youth Development and Restorative Justice Principles

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Continuity of Instruction - The district will ensure all students are receiving continuity of instruction by providing appropriate digital tools for teaching in an online format.</td>
<td>$5,727,374</td>
<td>No</td>
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<tr>
<td>Continuity of Instruction - A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</td>
<td>$5,079,812</td>
<td>No</td>
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<td>Continuity of Instruction - Professional development will be provided for all district educators with a focus on our most vulnerable learners including dual identified English learners, students with disabilities and learners needing targeted support.</td>
<td>$9,810,641</td>
<td>Yes</td>
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<tr>
<td>Access to Devices and Connectivity - All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</td>
<td>$13,965,259</td>
<td>No</td>
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<tr>
<td>Access to Devices and Connectivity - Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning and ensuring a special delivery process to obtain access to a district device for students and families with unique circumstances such as challenges related to transportation, housing, or other factors.</td>
<td>$4,295,641</td>
<td>Yes</td>
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<td>Supports with Pupils with Unique Needs - Additional support will be provided to English Learners, Foster Youth, Homeless, and Students with Disabilities.</td>
<td>$7,258,217</td>
<td>Yes</td>
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</tbody>
</table>
### Description

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Access to Devices and Connectivity - The district will utilize an Online Learning Technical Support/help desk available to students and families in need of assistance during distance learning. Physical support centers will be set up in multiple locations to exchange student devices when technical phone support is unable to support.</td>
<td>$3,928,000</td>
<td>No</td>
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<td>Continuity of Instruction - Planning, preparation and support to ensure continuity of instruction in both a synchronous and an asynchronous environment.</td>
<td>$24,432,752</td>
<td>No</td>
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<td>Pupil Participation and Progress - Online instruction will provide daily live interaction for the purposes of instruction, progress monitoring, and maintaining school connectedness.</td>
<td>$12,979,060</td>
<td>No</td>
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### 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.]

SDUSD understands that educators and parents will be worried about learning loss caused by the emergency closure of schools. SDUSD is also concerned about learning loss due to COVID-19 and will implement research-based strategies to accelerate student learning. As stated in a previous section, SDUSD will NOT implement retention or remediation as strategies to address learning loss but rather ground the approach in research focused on acceleration. In a recent article “When Students Go Back to School, Too Many Will Start the Year Behind. Here’s How to Catch Them Up - In Real Time” Steiner and Weisberg cite research that has shown that retention is not an effective strategy in moving students closely to grade level proficiency. Similarly, remediation is ineffective in enabling students to catch up and may exacerbate opportunity and achievement gaps.

As a result of these research findings, SDUSD will focus on accelerating learning for students who have fallen behind. One example of acceleration is to provide students with specific and targeted interventions, before the whole class encounters grade level content. This “just in time” front-loading strategy provides students who have fallen behind pre-work, in preparation for accessing grade-level materials at the same time as their peers. Educators will receive training on how to use high-quality diagnostic assessments to determine what students have learned and what they haven’t in an effort to design and sequence learning to include “just in time” support for students who are behind.
The district will focus our acceleration efforts in English, English Language Development, and math instruction. Online and onsite schedules provide ample time for teacher planning which will be required in designing lessons which accelerate learning. Additionally, schedules include additional time for small group instruction, conferring with students and teacher initiated office hours.

Prior to COVID-19, SDUSD principals, in collaboration with teachers and district leaders, developed site-based assessments plans that outlined the assessments in English language arts, English language development, and mathematics that would be used to monitor student progress and identify students in need of additional support or acceleration. Schools sites will continue to implement the assessments called for in their site-based plans to measure current learning status of students and to provide targeted instruction and support to students who need it most. With the exception of the ELPAC, which is mandated by the state, and the district math benchmark, which is mandated by the district, schools may select assessments for their site-based plans from the options provided below:

English Language Development

ELPAC--Assessment for English Language Proficiency (Required in all schools per state requirements.)

English

DRA--Developmental reading assessment for grades K-5
FAST: aReading--A universal screener for grades 2-11 that is aligned with the requirements of AB1369 (online)
FAST: Early Reading--Reading assessments for grades K-2 (administered one-on-one, results recorded online)
FAST: CBM--Assessment for grades 3-8 used for monitoring progress in reading. (online)
Smarter Balanced Interim Assessment Blocks (IABs)--Assessment for grades 3-11 used for monitoring progress toward ELA CCSS (online)
INSPECT Checkpoints--Quick, focused assessment to evaluate student performance on a cluster of standards. (online)
INSPECT Early Literacy--Assessment designed to identify students who are having difficulty with foundational literacy skills. Includes one-on-one as well as observational assessments that could be administered in a video-conferencing format.

Math

FAST: aMath--A universal screener for grades 2-8. (online)
Districtwide Benchmark--Benchmark assessment in math for grades 6-12 designed to assess math skills in context (online)
MDTP: Math Diagnostic Testing Project--Assessment used at grade 9 to determine readiness for high school level math courses (online)
Smarter Balanced Interim Assessment Blocks (IABs)--Assessment for grades 3-11 used for monitoring progress toward Math CCSS (online)
INSPECT Checkpoints--Quick, focused assessment to evaluate student performance on a cluster of standards. (online)
INSPECT Early Numeracy--Assessment designed to identify students who are having difficulty with foundational numeracy skills. Includes one-on-one as well as observational assessments that could be administered in a video-conferencing format. (online)
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.

Learning Loss for All Students

The district will address learning loss for students by providing instruction to students that is planned using prioritized, grade-level standards. Teachers will conduct on-going, authentic assessments of student learning throughout the lesson and will provide just-in-time support for students who require additional assistance. Just-in-time supports include small group and individualized instruction as well as supplemental curriculum supports. To prepare educators, the district will provide professional development for all educators in best practices for on-line authentic assessments, strategies for providing students with frequent feedback for their learning, and also strategies for individual and small group instruction.

STMath, a supplemental online mathematics program that supports conceptual understanding of mathematics regardless of skill or language abilities, has been purchased to provide access for all students in grades TK-8. STMath can be used during asynchronous time to provide students with opportunities for additional practice and learning opportunities that can help mitigate learning loss and accelerate learning. These supplemental resources take advantage of the power of computer-adaptive technology to provide students with increased support or challenge based on their performance in the lesson.

Read&Write, is assistive technology software that supports students with reading comprehension and writing. This tool is available to students in grades 3-12 who require additional support to comprehend large amounts of text or to produce written documents. This is a flexible tool that allows students to use text-to-speech and speech-to-text features as well as word and picture dictionaries across a broad range of text sources including online reading materials, Google documents, and other classroom reading and writing materials.

Additionally, in an effort to mitigate learning loss and provide targeted instruction for TK-5 students who need the most support, our elementary schools will provide opportunities for onsite appointment-based learning. Targeted instruction will be considered for the following groups of students:

1) students who are performing below standard as measured by an average academic mark of a 1 or 2 in English Language Arts strands or an average academic mark of a 1 or 2 in Math strands on the Spring 2020 report card.

2) students who do not have a Spring 2020 report card (such as incoming TK, K, or new students to the district) and who are not making progress toward grade level standards.

3) students who have an IEP and: 1. Are not meeting their IEP goals; or 2. Have intense support needs.

4) students who have been recommended for an initial assessment or require a triennial assessment, and require standardized assessment that cannot be completed online for eligibility.
Site leaders and educators will collaboratively develop and implement the plan and identify students. Elementary classroom teachers will review students’ progress towards individual goals and grade-level proficiency by analyzing formative assessments, observations, and information gathered from families, in order to propose students who need modifications to online support and/or need onsite appointment based learning opportunities and/or assessments. An integrated school team which may include a counselor, psychologist, nurse, education specialists, related services providers, and/or English Learner coordinator will collaboratively develop and implement a plan using existing staff and resources to provide support to students identified through this process. The number of students who will receive appointment based onsite learning will be contingent upon available site staff and resources, and may include the recommending educator. Administrators will coordinate with site and central office personnel once students are identified to receive appointment based on-site learning, to make arrangements for transportation, meals, health and safety protocols, and coordination of classroom access, preparedness, and sanitation. Students identified through the above process will continue to receive online learning, in addition to appointment based on-site learning. Onsite appointments with students shall be limited to groups of no more than six (6) students in grades TK-3 and eight (8) students in grades 4-5, and in accordance with the health and safety guidelines. Appointment based onsite learning will occur within the 180 minutes of whole/small group instruction and/or the 60 minutes of additional small group instruction, conferring, and office hours established for classroom teachers in the July 30, 2020 Agreement between the parties.

Low Income, Homeless and Foster Youth

The district will continue to address equity gaps for low income, homeless and foster youth by ongoing implementation of needs assessments, development of goals based on identified needs and by providing social services, wellness strategies, social, emotional and academic supports. SDUSD will continue to collaborate with community agencies in order to better understand and support the lived realities of students and enhance services offered within schools. In addition, the district will continue to develop systems of support to understand and address the social, emotional and academic needs of students and families. Outcomes for homeless and foster youth will continue to be monitored by identifying data in attendance, behavior supports and academic performance. Data analysis will facilitate early interventions and support services to students as the district meets their individual needs. The district will ensure leaders, counselors and educators are equipped with tools and resources to understand law protections for homeless and foster youth in order to inform school site practices. Collaboration with families will continue in order to identify and remove any barriers to instructional access and/or learning. Counselors and other service providers will continue to connect with families and will ensure students receive timely and effective interventions at the earliest point. Trauma informed and resilience-based training will be provided for leaders, educators, counselors, and other service providers, in order to continue to build capacity in understanding our youth in transition and tailoring our supports to meet students’ unique needs.

English Learners

In an effort to address learning loss and accelerate learning for English learners (ELs), the district will provide students with targeted small group support through a push-in integrated model. The Integrated Model approach builds the capacity of educators who support ELs with effective practices that support specific learning and language intervention strategies to build meaning, comprehension, and English language. The integrated team approach involves participation from various educators who work with English learners such as and not limited to: classroom teachers, paraeducators, central office resource teachers, education specialists, counselors, and site leaders. This job embedded coaching will support the classroom educators to develop instructional practices and interactions to meet the needs of each
language learner. This additional classroom support will be provided through a co-teaching model. The integrated model is designed to enhance instruction with specific attention on planning and implementing daily language objectives, language development strategies, scaffolds, equitable practices and formative assessments. Students will receive additional language development support through small group instruction. The small group will incorporate opportunities for students to practice language and learning strategies, such as repeated reading (to build comprehension and vocabulary), guided language academic conversation, and strategic scaffolding strategies targeted in one or more of the domains of listening, speaking, reading, and writing.

Student progress shall be monitored through formative assessments; to include measures gathered from observed oral interactions, written work, exit slips, and conferring. Educators may also measure student progress through district assessments such as FAST CBMs, DRA, end of unit/course assessment or State Summative Assessments. Educators will use data from formative assessments to provide students feedback and also to reflect on the effectiveness of the lesson or unit, then adjust instruction accordingly. When students are not making adequate progress with the interventions suggested, the school team may consult with the Office of Language Acquisition (OLA) for consultation to suggest other interventions and or strategies. The CA ELD/ELD Framework and the CA ELD Standards can be used to provide educators support with specific grade level expectations for language learners.

Strategies for interventions shall come primarily from the English Learner Toolkit of Strategies, The CA ELA/ELD Framework, The CA Practitioner's Guide for Educating English Learners with Disabilities. These source documents will provide educators with guidance on instruction, assessment, and teaching to grade-level standards. These tools and resources coupled with the San Diego Unified School District Quality Teaching Interactions and Quality Teaching Practices---district wide instructional expectations, will be used in conjunction with the SDUSD Critical Concepts to guide designing units of study and lessons.

The English Language Instructional Resource Teacher (ELIRT) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families. This information may be presented to school staff, ELAC, or SSC in order for parents to consult, provide feedback or advise. District summary information regarding small group coaching will also be shared at DELAC meetings.

Pupils with Exceptional Needs

As mentioned above, the district will ensure access to strategies with prioritizing the general education standards or alternative standards that are essential for students. Integrated team (IEP providers, general education teachers, education specialists, and related service providers) will work together to ensure access to general education while received additional supports for pre-teaching and re-teaching skills as needed. The district will be monitoring progress through progress on goals and sharing this information with parents. Students with exceptional needs will also have additional supports through their IEP for small group instruction, pre-teaching and reteaching. The district will continue to offer a continuum of placement options for families including collaboration with our non-public schools. IEP meetings will be conducted virtually as needed during online learning.
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.]

SDUSD will continue to measure the effectiveness of services and supports using an on-going cycle of monitoring student progress that consists of (1) identifying a clear purpose for learning; (2) assessing mastery; (3) implementing supports; (4) assessing for impact; and (5) collaborating with other educators when students are not progressing.

Educators will purposefully plan opportunities for assessing students using a broad range of assessment tools and strategies that provide multiple opportunities for students to demonstrate mastery including analyzing student work, observing students during instructional time, and analyzing data from districtwide and site-based assessments. SDUSD educators have access to a variety of publisher assessments and tools for building their own standards-based assessments.

Measure of effectiveness will be based on student mastery of grade level standards as well as educators implementation of assessments. Student master of standards will be measured by multiple assessments that will include classroom-based formative assessments, diagnostic assessments, and universal screeners. Educators will receive training on how to administer high-quality assessments and how to analyze and use the data generated from the assessments to determine what students have learned and what they have not. From the analysis of data, educators will identify students who need additional support and will continue to collect assessment data in order to monitor student progress.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>Low Income, Homeless and Foster Youth - The district will continue to address equity gaps for low income, homeless and foster youth by ongoing implementation of needs assessments, development of goals based on identified needs and by providing social services, wellness strategies, social, emotional and academic supports.</td>
<td>$3,000,000</td>
<td>Yes</td>
</tr>
<tr>
<td>English learner - In an effort to address learning loss and accelerate learning for English learners (ELs), the district will provide students with targeted small group support through a push-in integrated model.</td>
<td>$3,893,690</td>
<td>Yes</td>
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<tr>
<td>Students with exceptional needs will also have additional supports through their IEP for small group instruction, pre-teaching and reteaching.</td>
<td>$3,900,007</td>
<td>No</td>
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</table>
Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

COVID-19 pandemic has affected San Diego Unified’s educational community in unprecedented ways. The District team continues to be committed to supporting the mental health and wellness of students, families, educators and staff. In order to meet the needs of the educational community, the district will ensure schools have access to universal preventative efforts that include community engagement, staff wellness, and classroom practices. Social and Emotional Learning (SEL) will be integrated through instruction and ongoing assessment of students’ needs. In Classrooms, teachers will administer the Social Emotional Universal screener CORE SEL Survey in the Fall and Spring. Educators will also integrate Social, Emotional and Academic Competencies within instructional lessons. Educators will receive ongoing Professional Development to Build Alliances with Students and Develop Social, Emotional and Academic Competencies based on SDUSD Graduate Profile. Graduate profile includes skills and competencies in the areas of: social interpersonal, cognition and executive functioning, understanding of self/others, fostering advocacy/youth action and the development of attitudes, beliefs and mindsets. In addition to SEL summary assessments, selected schools will also provide formative assessments of students on Graduate Profile competencies in order to measure Social, Emotional and Academic Integration efforts for students throughout the year.

The District will continue to use data summary trend data from CAL-SCHLS survey, including California Healthy Kids Survey (CHKS) will be used to identify risk factors observed within school communities. CHKS data will be used to assess school-wide interventions needed to foster positive school cultures at all schools as this data identifies trends in youth risk factors, including student safety, engagement and risk behaviors. The implementation of the SEL survey will provide critical data to school counselors and other mental health professionals at each school. Data from the survey will be used as a starting point to assess level of mental health supports and/or interventions needed for students. School counselors and other mental health providers will assess students’ mental health needs based on students' behavioral, social, emotional and/or academic progress.

The District will continue to implement the Youth Risk Behavior Surveillance System Survey (YRBSS) to identify health related metrics that affect youth’s health. YRBSS includes youth risk measurement in categories of violence, sexually transmitted diseases, alcohol/drug use, tobacco use, unhealthy dietary behaviors and physical activity. The data from this survey will also guide our preventative efforts and wellness District initiatives for students.

Educators will receive training beginning in August on SEL foundations including guidelines on restorative practices that build positive school communities among students and educators. These trainings will also support educators in understanding clear strategies to create highly engaging classrooms through the implementation of High Quality Learning Interactions and Teaching Practices, consistently taught and supported throughout the District.
The district understands the critical nature of supporting students’ mental health as they navigate the current pandemic and student’s unique situations at home. When students are in need of mental health and/or counseling support, teachers will collaborate with school counselors, mental health professionals, school psychologists and site administrators to determine a plan to support and provide timely and appropriate intervention for students. The District will continue to work in close collaboration with the refugee and immigrant communities to determine the level of support needed for students. All schools currently have counselors, mental health professionals and/or school psychologists that will work together to support the ongoing needs of students. The District will continue to provide Trauma Informed/Resilience Training for educators, as well as Psychological First Aid Training for mental health professionals, staff and counselors in our schools.

SEL formative assessments will provide valuable information on students’ wellness. In addition, the ongoing collaboration of integrated teams at each school site will support identification of students in need of supports. Integrated teams at school sites will work together to assess overall wellness of students, early identification of students with most needs, implementation of preventative supports and/or provision of integrated services.

The District will continue to assess the overall health of our school communities, including students, staff and family wellness by the ongoing assessment of School Wellness Survey. The District will follow the Whole School, Whole Community, Whole Child model to guide wellness efforts. Through this model, each school will assess the wellbeing of each school community based on 9 components including: physical education, nutrition, health education, SEL, physical environment, health services, counseling and psychological services, employee wellness, community and family engagement. Data from these assessments will guide Wellness efforts and the development of goals at each school site. Goals will be identified in 3 areas within school communities, wellness goals for students, families and staff.

In addition, the District will continue comprehensive efforts to support the wellbeing of our educators by continued partnership with wellness partners, including VEBA Resource Center, Alliance for Healthier Generation and Kaiser Permanent. These partnerships will continue to enhance provision of wellness resources, wellness classes and critical resources that are available to educators, families and students. The District has also partnered with these organizations to increase the availability of wellness information for staff, students and families. These resources include wellness resources in the areas of physical health, mindful living, mental health, movement, stress reduction, nutrition and healthy eating. Alongside VEBA, we will continue to increase employee’s awareness of VEBA wellness programs and the importance of maintaining healthy routines and the development of personalized wellness plans via nurse navigator visits.

Educators will continue to have access to the following COVID-19 resources: 1) Technology Access, including instructional supports on how to support students logging in, online platforms, student engagement online, powerschool access and instructional communication tools, 2) Social & Emotional Resources, including websites that promote student coping strategies, such as breathing, mindfulness, healthy eating and physical activity, 3) Health & Safety Information, including appropriate sanitation procedures, education on wearing masks, handwashing practices, health education resources for students and families, and 4) Family Resources, including communication information on language development and overall wellness for students, staff and families.

Navigating these unprecedented times can be difficult not just for students and staff but for families as well. Due to this, the District is also supplying families with training on SEL, Wellness, Health and Safety. These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety
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.]

Keeping students and families consistently engaged in learning is the District’s top priority. A shared responsibility between school sites and district departments will engage in a tiered outreach effort to re-engage students, families, and communities to their school. District interpretation and translation services are accessible for schools to communicate with families who speak languages other than English.

Level 1: LEVERAGE STUDENT CONNECTION WITH TEACHERS. Classroom teachers will call/email every student that has not connected to Online Learning to determine student needs. Teachers will use the emergency contacts to locate students or families that can not be reached with primary phone numbers. Additionally, teachers will leverage students to find their friends.

Level 2: LEVERAGE CONNECTIONS WITH ADMINISTRATORS & STUDENT SERVICES PERSONNEL. Administrators, nurses, school counselors, school psychologists, education specialists, related services personnel will collaborate to connect with students that educators have not been able to contact. Support staff will develop a plan to conduct Home Visits for students not participating in order to identify levels of support needed. Upon making contact with families, the site team will provide the family with a site directory with names and phone numbers of staff members to contact in case further questions may arise. The site team will leverage school community organizations and/or central office resources to reach students, as needed, by initiating Tier 3 supports, sharing strategies for successful connections.

Level 3: DISTRICT PROVIDES SUPPORT FROM AN SCHOOL CONNECTION TEAM. All Central Office Instructional Coordinators and Resources Teachers will be assigned to schools to assist in connecting with students who have not logged into online learning. These coordinators and resource teachers will help sites by reviewing reports, making phone calls home, assisting with home visits, and initiating Tier 4 supports.

Level 4: DISTRICT PROVIDES MORE INTENSIVE SUPPORT FROM THE FAMILY ENGAGEMENT TEAM. Site Administrator submits the names of students who have not logged on and/or made connections with any staff member during online learning for more than 10 consecutive days. Site Administrator collaborates with district staff to activate the need for additional support. District personnel develop a personalized strategy to follow up on each student that continues to be absent. Personalized strategies may include: Family Outreach team
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.]

SDUSD Food and Nutrition Services is committed to providing healthy school meals in order to support student academic success and promote healthful eating habits that lead to lifelong positive nutrition practices. The department has developed, and will adhere to, the following measures to ensure the overall health and safety of students who rely on San Diego Unified meal service. As the district resumes onsite instruction, Food and Nutrition staff will follow safety guidelines set forth by the California Department of Public Health for hand washing, proper sanitation of work stations, physical distancing, and face coverings.

Since the closure of schools in March, the district has served more than 4 million meals to students via the 26 curbside grab n’ go meal pick-up locations.

Beginning August 31, for the start of school, the district will be expanding the 26 existing drive-thru/walk-up style meal distribution to 82 school sites. Hours of operation are Monday - Friday, 12:00 pm - 2:00 pm. All 81 serving sites are Community Eligibility Provision (CEP) schools, providing convenient access to school meals for our neediest learners. All students, regardless of their meal eligibility, can go to their pre-designated serving location to pick-up a nutritious breakfast and lunch Monday through Friday. Health and safety protocols, including hand hygiene, physical distancing, wearing face coverings and gloves will be adhered to.

In addition to the expansion of grab n’ go meal distribution locations, the district has also been able to expand the availability of No Cost meals to students in need by including an additional 36 schools in the Community Eligibility Provision for the 2020-21 school year. This allows all students at these schools to pick up meals at no cost without having to complete any free or reduced-price application.

As students return to campus for onsite learning, meal service will expand to serve onsite students while the grab n’ go process will continue for the students that remain in online learning. Onsite service will be modified as needed, with things like individually packaged salads replacing salad bars and meals, and meal distribution points on campus being rearranged. Students will be consuming meals differently on campus, while maintaining physical distancing. Meals are likely to be consumed by some students in the classroom behind desktop barriers, or distanced throughout the campus outdoors, depending on the operation of the particular campus.
For updated meal locations, nutrition information, special diet order form and hours of operation, please refer to the Food and Nutrition website.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>School Nutrition</td>
<td>Meals will be provided to all students to ensure those who would otherwise receive a meal for free or reduced on campus have access to nutrition services.</td>
<td>$5,150,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Social, emotional and academic development strategies will be part of the instructional core.</td>
<td>$4,229,742</td>
<td>Yes</td>
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<tr>
<td>Pupil Engagement and Outreach</td>
<td>The district will engage in a tiered outreach effort to re-engage students and families who are not connecting to their school.</td>
<td>$1,948,222</td>
<td>Yes</td>
</tr>
</tbody>
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.42%</td>
<td>$120,478,802</td>
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</tbody>
</table>

**Required Descriptions**

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

**Foster Youth/Homeless ($5,897,270):**

The Division of Integrated Youth Services in collaboration with the Children and Youth in Transition Office will continue to identify students that are experiencing homelessness and youth living in foster care. Schools sites will continue to implement targeted strategies that support our youth in transition, the challenges they experience in everyday life and students’ strengths. Our schools will continue to be provided with best practices to better understand the expressed, perceived and/or determined needs of our students. Our District will continue to build school site capacity by providing timely data on student demographics, attendance data, academic performance data and/or other expressed supports needed by our students or families. Our District will continue to collaborate with community shelters, County programs, foster homes, group homes, public health officials and community agencies to provide preventative programs and or early interventions for students. These collaborative opportunities seek to maximize school and community efforts in serving students and families by providing the resources and supports needed to ensure students’ access to Online Learning successfully.

The District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. We will continue to identify Black and Latinx students within these populations that need additional levels of support. Each school site will continue to emphasize the importance of cultivating caring school environments that help foster quality relationships between students and educators. The District will continue to emphasize effective instructional/engaging strategies, best practices to expand College/Career access for students and increase collaboration with community stakeholders that remove any barriers for students and families.

**Low Income ($18,101,188):**

It is the District’s mission to provide equitable educational opportunities for students that have been identified as having low income and/or qualify for Free and Reduced Lunch Program. Meeting the needs of this student population has been and will continue to be our highest priority. Early identification of this student populations will continue to be made in order to minimize student barriers for learning, as well as providing students with technology and basic needs needed to continue their engagement in school. Our District will continue to provide schools with student data regarding low-income families to school site teams as they identify the various needs of this student population and put in place necessary supports to minimize barriers for learning. The Division of Integrated Youth Services will continue to work in
collaboration with a variety of District departments to provide students with access to technology, access to resources to meet students' basic needs such as food and shelter and access to instructional learning materials needed for learning. Our District will also continue to collaborate with school sites, educators, families and community partners to ensure students have continuous access to daily school experiences that support their growth socio-emotionally and academically. We will continue to ensure our students feel and know their schools are safe places where they could not only receive the education they deserve, but also continue to emphasize the importance of building connections that keep our students engaged in Distance Learning and/or onsite learning. As a District, we will continue to emphasize the importance of building connections with students, provide high quality learning interactions and teaching practices that are responsive of students' needs and emphasize the critical importance of socio-emotional supports needed to successfully access instructional content.

Integrated Youth Services will continue to maintain a close relationship with schools, educators, parent, student and community leaders to identify District populations that need the most support in order to develop strategies that will facilitate student growth during Distance Learning and when appropriate Onsite Learning.

English Learners ($8,254,637):
The Office of Language Acquisition (OLA) will support schools with high numbers of Under-schooled English learners through small group coaching. Under-schooled students have little to no English language proficiency and schooling in their native country may have been disrupted or inadequate. At these schools, Central Office English Language Development (ELD) coaches, provide additional content support and or foundational literacy skills. They also plan with classroom educators, co-teach, and support students through small group instruction. The Office of Language Acquisition will purchase online reading support such as System 44. An hourly counselor or OLA staff member will assist with a student intake process as a way to connect, assess student wellness, and to determine any social-emotional supports need to be provided.

OLA will maintain a collaborative relationship with parent groups such as the Hoover Cluster Wellness Council and community partners such as Say San Diego to gather data from English learner families, and low-income groups, to determine targeted needs of the student within the community in order to improve academics, attendance, and suspension.

Professional Development ($9,810,641):
The district provided three days of professional development over the summer (June 24, 25, and 26, 2020) to provide district educators with a focus on our most vulnerable learners including dual identified English learners, students with disabilities and learners needing targeted support. The professional development supported educators with strategies and instructional practices from the UDL (Universal Design for Learning) Framework and the CA Practitioners’ Guide for Educating English Learners with Disabilities, Keynote Speakers on Equity, Access, and Language (Dr. Richard Villa, Dr. Jaquie Thousand, and Dr. Eugenia Mora-Flores), embedded were ideas that instruction is responsive to the diversity of students; aspects from Principle 1 (Assets Oriented and Needs Responsive) from the CA English Learner Roadmap.

Access to Devices and Connectivity ($4,295,641):
For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Pupil Engagement and Outreach ($2,487,585):
The District developed a Family Outreach process for ensuring all students with an emphasis on the neediest students were connected to distance learning. This process aligned Central Office supports, including student services personnel and family engagement staff on outreach efforts. The goal of this work was: ensuring access for all students, minimizing any barriers for learning, ensuring students had access to devices, access to connectivity, access to basic needs, food and shelter. The District developed a coordinated Community Engagement process that engaged community partners in outreach efforts for all students, especially foster youth and students experiencing homelessness. Community partnerships were maintained to be informed of the needs of the community, the realities of families, the complexities of accessing distance learning and the best possible ways to reach out to families through a Culturally Responsive approach that is Trauma and Resilience Informed.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students outside of the Learning Continuity and Attendance Plan ($71,631,840):

San Diego Unified School District continues to dedicate resources that are principally directed toward and effective in meeting the needs of our unduplicated students beyond what is detailed in the Learning Continuity and Attendance Plan by $71,631,840. The following additional actions and services are principally directed toward and effective in meeting the district’s goals for unduplicated students.

The Early Childhood Education program is principally directed toward and effective in meeting the district’s goals for low income students by creating equitable and affordable access to preschool and early childhood development by ensuring students enter kindergarten prepared with the critical foundational skills, strategies, and experiences that promote success in school and beyond.

Counseling and guidance services support teaching and learning by ensuring all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. This is critically important and principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access to resources and services and ensuring continuous education without disruption. At the elementary level, counseling and guidance services, including IMTSS pilot schools and A2, focus on students by identifying the need for social and emotional support in early learning. Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.
Additional teachers are principally directed toward and effective in meeting the district’s goals for unduplicated students by allowing for more focus on classroom preparation and planning, identification and support of high risk students creating a wraparound service environment, and lowering class size. Unduplicated students often have other undue influences, peer pressure, and responsibilities outside of school that cause stress and anxiety and additional teachers provide a more focused and supportive learning environment. At the secondary level, additional allocations for teachers allow for broader access through classes like AVID, intervention courses, and lower class size etc.

Due to the extreme and varying demographic within the City of San Diego and the district, each school has unique needs based on student population. To supplement district wide strategies, intervention funds are allocated to schools to assist in addressing specific needs in relation to and for the principal benefit of unduplicated students. The board has approved three categories for use: classroom support, interventions and professional development.

Extended and alternative learning opportunities are principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access and options for credit recovery, graduation, summer school, varying pathways to learning and broader student access to curriculum and wraparound services. For example, unduplicated students tend to have a lower rate of attendance and Saturday School allows for more educational opportunity. Unduplicated students tend to have higher dropout rates. Extended and online learning principally benefit unduplicated students by providing access to different course offerings, alternative school options and opportunities for credit recovery, and flexibility. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands outside of the school setting.

Student communication skills are essential to student success, and unduplicated students in particular, who may not have access to outside services and who the data over identified for Special Education. Centralized Supports such as speech and language services are geared toward response to intervention and identification of student needs through a multi-tiered system of support.

Unduplicated students receiving special education services face a double barrier in education. Additional teachers provide smaller caseloads for the support of unduplicated students through focused intervention and support provided in the general education setting.

The Office of Language Acquisition (OLA) is dedicated to serving the needs of English Learners (EL). OLA encourages and supports school communities to innovate teaching and learning, to inspire English Learner (EL) and multilingual students to imagine and realize their full personal, social, and academic potential. OLA supports the district in providing ELs with the full range of learning opportunities equivalent to those provided to native speakers of English. OLA is also committed to providing English Learners (EL) access to high quality educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade level standards for academic achievement. Additional speech and language services specifically for English Learners (EL) ensure wraparound services for the whole child and address double barriers to education.

The Family Engagement Team offers support to families, staff, and community partners in engaging in highly effective practices that bring everyone together in support of the “whole child.” Services are principally directed toward meeting the needs of unduplicated students by bridging the relationship between student, family, community, and school through eliminating any potential communication or engagement roadblocks. For instance, services may include meals, transportation, translation, interpretation, and/or child care services for school
meetings or events. The district continues to bring equity to Advanced Placement (AP) and International Baccalaureate (IB) courses ensuring unduplicated students have access and support districtwide by creating advanced education and global platforms for disadvantaged students and improving graduation rates. Positive

Nursing and Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services, creating an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, Nursing and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being.

Children and Youth in Transition supports the continuity of education of students in transition including Foster Youth (FY), homeless students, military dependents, and refugees. The program’s goal is to ensure that students receive a quality education during school transitions by providing access to resources like bus tokens, food, shelters and emergency housing, and other needed services.

The Youth Advocacy Team provides a student-centered core focus that is principally directed toward meeting the needs of unduplicated students by ensuring that all schools are safe and inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute.

Bilingual staff promote effective engagement and communications for English Learners (EL), their parents, and families to support student and family communication and district customer service and resources for English learners and their families.

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement.

Athletics offered in the school setting creates access to sports programs for all students by eliminating fees which prevent many disadvantaged students from being able to participate. Athletics is important in the social, emotional well-being and development of students. It provides a healthy regimen both mentally and physically to keep students focused in school and on their education. Athletic participation incentivizes students to maintain a minimum grade point average and citizenship, increases attendance rates, and keeps students focused in the classroom and engaged in their learning.

College, Career and Technical Education (CCTE) provides high quality, college and career-themed programs that enrich and engage students with state-of-the-art, dynamic and challenging courses. These courses integrate core standards and industry competencies with real-world applications that prepare students for success. These programs serve as pathways to strengthen k-12 program alignment (i.e. the launch of k-12 STEAM pathway in the Kearny/Clairemont Clusters). The CCTE program is principally directed toward meeting the needs of unduplicated students because it offers accelerated and flexible learning modalities; as well as a variety of non-traditional educational platforms to keep the neediest students engaged and on a path to success whether that path is post-secondary education, or career development. CCTE provides the necessary skills for all students to move forward in life to the next stage of development which is especially important for high-risk students.
The Junior Reserve Officers' Training Corps (JROTC) program provides at-risk students with needed resources and access to adult mentorship, leadership development, life skills, career development and academic achievement.

Lincoln High School is one of the most diverse campuses in the district, with a high English Learner (EL) and Low Income (LI) student population. Additional funding is principally directed toward unduplicated students by providing services such as a vice principal for counseling and Grade 11, a college counselor to support all students in college classes, two resource teachers to support English Language Arts (ELA) and Math college classes, one pupil advocate to provide restorative support to all Grade 9 students, and a Springboard coach to work with all ELA teachers.

The district is committed to providing students with opportunity, access and exposure to arts education. Additional resources for Visual and Performing Arts (VAPA) (i.e. staffing, instruments and uniforms) in education is principally directed toward unduplicated students who would otherwise not receive similar services outside of the classroom. VAPA promotes artistic literacy, innovation, creativity, and excellence by providing high quality, sequential, TK-12 arts experience for students. Arts education promotes self-directed learning, improves school attendance and sharpens critical and creative skills.

Program allocations support Advanced Placement (AP), International Baccalaureate (IB), Gifted and Talented Education (GATE) or Dual Language programs. Additional resources are allocated to support the programs and are for the principal benefit of unduplicated students by creating equitable access and opportunity to advanced education and global platforms.

Library services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access to learning tools, resources, materials, and technology. Providing library services on campus allows unduplicated students an equitable opportunity to succeed educationally through access to computers, laptops, books, reference materials and educational software.

Additional certificated administrative resources are provided to ensure the needs of unduplicated students are being met at schools sites. Teacher recruitment and retention is focused on schools with high numbers of unduplicated students.

Mental health services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access for all students who may not have access outside of the school environment due to lack of insurance, lack of funding, lack of transportation or accessibility; as well as lack of knowledge and understanding of mental health conditions. Psychologists and other mental health and behavior services strive to facilitate the educational and emotional development of students, identifying needs using data-based decisions to promote mental health, welfare and education of students.