

SPECIAL MEETING
September 15, 2020

APPENDIX D
LEARNING CONTINUITY
PLAN UPDATE

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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Santa Maria Joint Union High School District (SMJUHS) Learning Continuity and Attendance Plan encompasses the services provided to our students, teachers, support staff, administrators, parents/guardians, and community. Our traditional school setting shifted to a distance learning model on March 16, 2020, following the declaration of a national emergency due to COVID-19. Prior to the school closures, most of our student population attended in-person classes with a small percentage being serviced through alternative programs such as Independent Study, Home School, or Home & Hospital. The sudden adjustment summoned district leadership, site administrators, County of Education representatives, and neighboring school districts to work together quickly to ensure students, staff, parents/guardians, and community members stayed connected and well informed with the latest updates. Our students' academic and overall well-being along with our staff and community is the District's top priority. The three guiding principles adopted early on that continue to shape our planning are:

- Safety of students and staff
- Student learning and well-being
- Equitable access to a quality educational programs

Prior to the school closures, the SMJUHS already provided a one-to-one laptop device to every student. Canvas, a learning management system, was also a staple in the classrooms facilitating communication between teachers and their students. Now, with over 9,000 students in a distance learning format, the laptop devices, and Canvas program have become an integral tool for students, staff, and parents/guardians.

Providing academic learning and emotional support to our students and families remain a top priority. Certificated and classified support staff continue to reach out to students and families to assess their needs during these trying times. Through personal phone calls, ParentSquare communication, email, Zoom sessions, and in some instances, home visits, we are staying engaged with our students and families. Community Liaisons are helping families with valuable school and community resources for food, housing, and essential supplies. Our student meal distribution has been uninterrupted with our Food Services Department working diligently through the regular school year and into the summer. At the same time, our Technology Department continues to provide technical support to students and staff.

Professional Development has been incorporated in our current planning so our staff may have the necessary skills for virtual teaching and management.

In order to keep our parents/guardians and community informed, the school district is making sure to disseminate all information in our primary languages of English, Spanish, and Mixteco.

Parent/guardian information and online educational resources are available on the District and school websites. Link to all school closure resources is <http://www.smjuhsd.k12.ca.us/>.

Stakeholder Engagement

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

The Santa Maria Joint Union High School District (SMJUHS) stakeholder engagement process included both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of the format. Following California's Distance Learning Standards that require daily "live interaction" between students and staff along with input from our own educators and students, adjustments were made to our distance learning model. Teachers are to connect daily with their students via online resources or by phone. As remote learning continued to be our only academic setting, the District afforded all stakeholders extra time to engage in professional development and the opportunity to provide feedback in what may be needed in this new mode.

SMJUHS staff participated in weekly video conferences. This staff forum allowed educators, support staff, and administrators to share best practices/strategies and request resources that may help them in their virtual teaching. Teacher interaction with students provided useful feedback on the use of technology, internet-based lessons, and counseling services. Using the Learning Continuity and Attendance Plan as a guiding template, District staff collaborated with colleagues to address teacher/student needs, explored methods to engage the distance learner, and discussed the continuity of learning regardless of the delivery model.

District engagement with students and family partners included electronic and telephonic surveys. Electronic survey links were sent out to parents/guardians via email, text, Facebook, and provided via the District and school site webpages. Telephonic surveys were provided for Mixteco families, as there is no written language for Mixteco and families without internet access. Our Mixteco language interpreter surveyed Mixteco families to provide feedback and guidance of services. The Learning Continuity and Attendance Plan was shared with the SMJUHS Parent Advisory Committee (PAC) and the SMJUHS Parent Advisory English Learner Committee (PAELC) to receive input on the quality of the school program and support services put in place for student academic success. In addition, a Student Wellness Survey remained accessible until July 31, 2020 in order to gather student input.

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

Remote participation for public meetings and public hearings has varied. Public meetings have primarily been held through a videoconference format. Depending on the type of meeting, open chats are available for participants to share their comments. For our Spanish and Mixteco speakers, a phone number or open chat is provided so they may contribute input or provide feedback.

The SMJUHS Board meetings are held through videoconference and streamed live via YouTube. Three language options are offered in English, Spanish, and Mixteco. The public is encouraged to participate and address the Board of Trustees by using the following options:

- In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment
- By phone: If the public would like to make a comment by phone, they are to call the Superintendent’s Executive Assistant and state their name and phone number. A phone call will be returned and their public comment will be taken over the phone.

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

The SMJUHS used several methods to obtain feedback from various stakeholder groups.

Surveys:

The District administered a survey to students, teachers, and parents/guardians through Panorama Educational that was available through the end of July. Students and staff participated in a Distance Learning and Well-Being/SEL survey. We received 1,248 student responses and 205 teacher responses. Parents/guardians participated in a family/community needs survey that yielded 877 responses. By providing various input opportunities, we were able to receive a broader stakeholder opinion.

Key findings from the Student Distance Learning and Well-Being/SEL survey included:

- 78% of students responded positively regarding social support. There were a total of eleven questions concerning help from a friend, adult, or teacher, be yourself around a friend, adult, or teacher, Sadness – helping a friend feel better, does it upset you, or do you know why your friend is sad.
- 59% of students responded positively regarding their needs with distance learning. This finding indicated there was a low positive response from students concerned about their family, while a high positive response student is indicating that they ate less because they did not have enough food.
- 54% of students responded positively to well-being: positive feelings. There was a low positive response in the area of excited, happy, loved, safe, kind, optimistic, and hopeful. At the same time, there was a high positive response to being helpful, grateful, and curious.
- 52% of students responded positively regarding daily habits. The low positive response was in the area of spending time on technology that was not school-related and slightly higher watching television and spending time with a friend.
- 40% of students responded positively to well-being: negative feelings. Students had a low positive response to sometimes, frequently, almost always in the area of mad, bored, lonely, stressed, worried, or frustrated. At the same time, there was a high positive response to almost never or once in a while in the area of sad or afraid.
- 38% of students responded positively to the distance learning environment. Students had a low positive response to sometimes, once in a while, almost never in the area of focus schoolwork, complete assignments, challenging schoolwork, the adult support to complete assignments, talk to classmates, and effort to classwork. There was a 50% split on distance learning tools and a high positive response on access to schoolwork online.

Key findings from the Staff Distance Learning and Well-Being/SEL survey included:

- 72% of staff responded positively to student support. In the area of staff responding to student access to reliable internet and reliable access to a meal the majority responded they were not sure. While there was a positive response of almost no students or a few students that do not have reliable access to technology.
- 54% of staff responded positively to professional needs with distant learning. There was a high positive response from teachers to having internet access, access to technology, confidence with technology provided by District, professional development, and confidence in helping academic advance students. There was a low positive response distance learning leadership, distant learning rigorous instruction, confidence in student completed work, and academic support for learning.
- 53% of staff responded positively to well-being and SEL. There was a low positive response from teachers concerned with there social-emotional well-being, physical well-being, supporting people in your life, and job security that had responded somewhat, quite, or extremely concerned. There was a high positive response for someone to support them at school or outside of school, with the majority responding yes.
- 45% of staff responded positively to collaboration with distance learning. In this part of the survey, there was a close 50% split on attitudes of staff and interaction with colleagues, while there was a low feeling of being connected to the staff.
- 35% of staff responded positively to family communication. There was a low positive response from teachers regarding communication with families and having a challenge communicating with families.
- 9% of staff responded positively with student engagement with distant learning. There was a low positive response from teachers regarding teacher communication with students, student participation during distant learning, and monitoring of student work by an adult in the home.

Key findings from the Family/Community Needs survey included:

- 73% of parents and guardians responded positively to the family food situation.
- 83% of parents and guardians responded positively to the family housing situation.
- 59% of parents and guardians responded positively to their student social-emotional well-being.
- 87% of parents and guardians responded positively to their childcare situation.
- 30% of parents and guardians responded positively to the concern with learning during the time schools were closed.
- 95% of parents and guardians responded positively to having a tablet, laptop, or computer at home.
- 63% of parents and guardians responded positively to having internet access.

Findings from these various surveys reinforce the importance of the SMJUHS Learning Continuity and Attendance Plan implementation. Respondents have expressed distance learning instruction is an area necessitating improvement and support. There is a need for increased coherence and consistency in the District's implementation of daily, synchronous, live instruction. The survey results also point out the need for specific strategies that can increase student and family sense of connection/belonging. This includes the facilitation of student connections

with peers and staff. Parents/guardians and teachers have indicated it is a priority to have additional resources to support student engagement and student learning.

Parent/Guardian Meetings:

Along with the surveys, the Parent Advisory Committee (PAC) and the Parent Advisory English Learner Committee (PAELC) met a total of four times in August and one time in September to review the Learning Continuity Plan. Parents/guardians have been informed that PAC/PAELC meetings will continue throughout the year as a stakeholder group. These engaging parent/guardian meetings have contributed valuable feedback. For example, parents/guardians inquired about synchronous teaching and learning time for students during student engagement for 80 minutes. The concept of the 80-minute period was explained; teachers are to give a 30-minute lesson and 50 minutes of engaged learning with teacher support. Parents/guardians would like to continue educational and technical support resources to support student learning and progress. The Canvas program and the AERIES parent portal have played a critical role in informing parents/guardians of their student's progress. An inquiry was also made about the need to expand mental health services for students.

CTA and CSEA Meetings:

The District met with the California Teachers Association (CTA) and California State Employees Association (CSEA) to review the Learning Continuity and Attendance Plan.

CTA:

- Would like to see the assistance provided to students on the use of technology and educational resources.
- They would like to continue the open dialogue on the school schedule.
- Continued support for teacher professional development in a format that includes hands-on experience in a small group format.

Other Certificated staff:

The District also met with other Certificated staff members that consisted of TOSA's (teachers on special assignment), department chairs, and teachers involved in leading professional development plans. Discussion points included addressing technology needs and resources, learning loss and assessment procedures. There was dialogue around the calculation of learning loss due to the pandemic. The use of Renaissance Learning assessments will support the calculation of learning loss using multiple years from prior fall data compared to 2020 fall data. Teachers were supportive of continued professional development but were concerned with the current schedule that would make it difficult to be away from student instruction.

CSEA:

Clarification was provided on the difference between the Learning Continuity and Attendance Plan and the District's LCAP. The dialogue continued to staff roles and responsibilities in regard to the changes that may take place based on the current need. CSEA would like to ensure job duties are not over extended and where possible, additional support may be provided.

District Directors:

The Directors' dialogue consisted of continued equitable services to students from the perspective of each of the areas they oversee such as Student Services, Special Education, and Technology. District leaders also met with support service staff from Fighting Back Santa Maria Valley. At this time, they will continue to support our foster youth from all school sites.

Site Administrators:

Site Administrators would like student, staff, and parent/guardian surveys frequently administered throughout the year. Site technology assistance for students and staff, interpretation support services for teachers to contact parents/guardians regarding student progress and consistent use of homeless services in the District are among the needs expressed by Administrators.

Counselors:

The dialogue included continued support for counselor professional development and addressing mental health services. Counselors discussed their role during distance learning. They came up with creative ways to articulate and collaborate in order to continue and inform students regarding college and career activities, expectations, requirements, scholarships, financial aid, and their social well-being.

Superintendents Council:

Superintendent's Council met several times to discuss the feedback received from all stakeholders. Ideas of how to better serve our students, parents/guardians, teachers and support staff in the area of technology, professional development, emotional well-being and in some cases, structures of the organization, were among the top priorities discussed.

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

The declaration of a national emergency and our Governor's Executive Orders were the catalyst in creating the District's Reopening Plan, Instructional Guidelines and Expectations Plan, and the COVID-19 Safety Plan.

The SMJUHSD's Learning Continuity and Attendance Plan has been significantly influenced by the stakeholder input we have received the past several months. The culmination of stakeholder group meetings along with other informative consultations, has rendered a unifying continuity framework that continues to be our guide in the betterment of our school culture and organization.

The key takeaways from all feedback provided signals the need to facilitate:

- (a) synchronous and asynchronous instruction for students daily
- (b) increase in social-emotional resources to bring staff, student, and peers to a culture of belonging, and
- (c) technology resources for students, teachers, and parents/guardians supporting student learning.

The development of synchronous and asynchronous learning involves the ongoing process of improving our effectiveness through the growth of student learning. Parents/guardians recognize the importance of creating a reasonable new learning environment for their student. They have requested the District supply student headsets to help improve quiet time and focus while working remotely.

Facilitating communication between parents/guardians, students, and staff in their primary language is a concern brought forth through our stakeholder dialogue. The District is exploring the best way to address this need. An Instructional Guideline and Expectation document has been created for teachers to reference as they navigate their new teaching methods.

Development and implementation of social-emotional learning and support is a focus for all stakeholders. This includes helping support feelings of connectedness, belonging, safety, and security. The District will continue its professional development with restorative practices with the implementation of healing circles through distance learning.

Implementation of new technology resources have influenced the pedagogy of our teachers. The District has purchased various technology items such as extra laptops, document cameras, and headsets to follow the new school setting. The need for new technology resources have provided an informative lens in the restructure of educational software implementation and staffing within our Information Technology Department. Additional computer technicians have been hired to support student and staff technology requests. More than ever, the emphasis on educational technology has become very evident. To assist in this area, the District organized three-days of professional development that focused on technology practices and resources.

The Learning Continuity and Attendance Plan has taken shape with the assistance and input of various stakeholders. The District will continue to collaborate with our stakeholder groups to discuss and implement the best way to continue serving our students, parent/guardians, staff, and community as we enter the 2020/21 school year and develop the 2021/22 plan.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Santa Maria Joint Union High School District (SMJUHSD) continues to follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and State and Local health agencies to plan for in-person scenarios if health conditions in Santa Barbara County permit the return to in-person instruction during the 2020/2021 school year. SMJUHSD has begun the planning process and continues to refine its modality options with the input from its stakeholders. SMJUHSD understands when in-person instruction resumes, many parents/guardians may choose to keep their student home out of caution. Accommodations will be considered for students/parent/guardians wishing to remain in a distance learning setting.

The District recognizes the need for additional student support to recover from learning loss and unfinished learning. The SMJUHSD has a two-phase implementation plan for the return to in-person instruction. Phase one would be at a 25% student capacity and phase two at a 50% capacity. The return to in-person instruction will begin with a phase one or phase two cohorts of students, contingent upon student safety, classroom size and space availability. Depending on the number of classrooms at each site, class schedule organization will prevent large groups of students entering or exiting classrooms and campus at the same time. The priority will be for the student who have significant learning loss based on assessments, grades/curricular progress, and social well-being. Student-support interventions will be provided for students who have been identified with learning loss that are the unduplicated students and other students with unique needs in the area of

English and math that will benefit and improve their academic growth. Social emotional well-being support will continue through restorative practices and counseling services.

Starting in-person instruction with small cohorts of students will enable teachers, paraeducators, tutors, counselors, and additional support staff to provide targeted, individualized academic and mental health support. Addressing mental health and well being for students, counselors and teachers collaborate classroom-based lessons focusing on social-emotional behavior and growth-mindset. When possible, these services will provide one-on-one services while observing all safety policies and procedures. This personalized approach will support students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge.

Supplemental support programs, such as the individualized tutoring provided by Title I (College-Aged Tutoring through Allan Hancock CALSOAP program) and Title III, now operate in a distance learning support model. This will provide students with additional educational guidance outside of class time. Virtual tutoring rooms will be available in a regular set schedule to provide targeted assistance to identified students. Teachers are encouraged to refer students to these tutoring services. Office hours will give students access to additional help during scheduled school hours. Bilingual Instructional Assistants (BIA) will offer an extra layer of support for English Learners by supporting instruction, assisting teachers, and contacting parents/guardians when need be.

Our focus and commitment to providing a quality education while following all safety measures is a top priority. Transitioning in-person instruction will be put forth with the following restrictions in mind:

Campus and Classroom

- Face coverings are MANDATORY for students, staff, and visitors.
- Students, staff, and visitors must sanitize their hands as they enter campuses and individual classrooms. Touchless thermometers have been provided to all school sites.
- Students and staff with 100.4 degrees Fahrenheit temperature will not be allowed on campus.
- Students and staff exhibiting COVID-19 like symptoms will be assessed.

➤ Students and staff with COVID-19 like symptoms will be asked to stay home for a minimum of 24 hours post symptoms or until cleared to return by a physician.

- Students will be informed on how to properly cough, sneeze, wash hands, and the importance of physical-distancing. Physical distancing implemented on campuses includes the gated areas around the school. Signage and floor markers will be placed around campus to direct traffic and reinforce physical distancing. Staff will also monitor physical distancing during the passing and lunch periods. One-way traffic on campus will be set in place wherever feasible.
- Doors and windows will be kept open (where applicable). Outdoor instruction will be allowed when weather permits.
- There will be no communal supplies; paper passing and collecting will be limited.
- Communal areas, such as the library and computer lab, will not be utilized.
- Breakfast and lunch distribution will be coordinated and served throughout the campus at various distribution points as "grab and go."
- There will be no shared food for celebrations nor school-wide events or assemblies.
- If possible, parent/guardian meetings should be conducted virtually. Other groups such as School Site Council, English Learner Advisory, and Booster meetings are to be held virtually.
- Parents/guardians, volunteers, and visitors must observe posted guidelines on campus. Volunteers and visitors may be limited.

- Field trips and guest speakers will be hosted virtually.
- All policies and procedures will be adhered to in accordance with the Center for Disease Control (CDC) and the California Department of Public Health (CDPH) guidelines.
- Classroom-based instruction will be built on the results of Star assessments to provide immediate insights into what skills students mastered before schools closed and during distance learning, yielding a baseline for what they are ready to learn in the classroom. We will concentrate instruction and intervention on focus skills – those which are fundamental to each student’s development at each grade level, are the most essential in closing learning gaps and serve as strong prerequisites for new skills. Throughout the school year, we will use Star assessments for universal screening, progress monitoring, and goal setting. Student engagement and motivation maintained via joint teacher-student planning and real-time feedback.

Facilities

- Upon return from the full distance model, classrooms will be filled at approximately 25% or 50% capacity based on the hybrid schedule being utilized.
- Classrooms, common spaces, and office surface areas will be disinfected daily.
- Staff will be provided Personal Protective Equipment (PPE) (face mask, shields, hand sanitizer, gloves, sneeze shield/barrier) and supplies for additional cleaning throughout the day.
- HVAC - Increase outside airflow in enclosed spaces to increase ventilation. Doors and windows will be opened as weather permits.
- Classrooms or other spaces will need to be identified for temporary use in the event of a positive Covid-19 case to allow for required disinfecting.

Transportation

- Depending on the hybrid model that may be in place, buses will be loaded at 25% or 50% capacity, which will have one student per seat.
- Face coverings will be required at all bus stops and are to remain on while onboard the bus.
- Students will be screened by district personnel before boarding the bus and will disinfect hands with hand sanitizer upon entry.
- Buses will be cleaned daily after the morning and afternoon routes.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks, face shields) to ensure that students, staff, and the public entering the school sites are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$7,961.26	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet in all areas of District, school administration offices, and classrooms.	\$ 17,548	N

Description	Total Funds	Contributing
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as this has been past practice.	\$3,000.00	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between individuals, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$3,992.36	N
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$50,000.00	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$51,429.42	N
Health Materials: Additional thermometers to screen student and staff temperature along with additional supplies to respond to students who display any signs of illness.	\$2718.75	N
Custodians/Plant Managers: Maintain proper staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$466,960	N
Additional funding for English, math, and special education to either co-teach or teach a support intervention class in core content courses.	\$2,000,000.00	Y

Distance Learning Program

Continuity of Instruction

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

SMJUHSD is committed to providing quality instruction to students no matter the delivery method - in-person, distance learning, or a blended learning environment. Input from teachers, students, families, staff, and community members have influenced the development of a comprehensive plan which address the necessary components of a multi-dimensional school program.

As comprehensive high school educational program, SMJUHSD schools are well-positioned to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. The academic, social-emotional, and wraparound services provided to students regularly are essential elements of SMJUHSD's distance and in-person learning plans that will allow students to maintain a network of support.

In the area of curriculum, Teachers on Special Assignment (TOSAs - English, Math, and Science) and EL staff modified the core curriculum in English-Language Arts, Math, Science, and designated ELD to a distance learning methodology. Departments such as Social Science,

Visual Performing Arts, International Language, and Counseling may not have TOSA's but have created a professional development plan where the focus is geared toward serving student learning.

Our school district's transition to a distance learning model was eased as the District had already invested in Canvas and one-to-one devices for all students prior to the pandemic. Canvas is a learning management system where teachers are able to upload assignments and students are able to submit work. The one-to-one student devices already put in place, facilitated the student's familiarity with technology thus making the materials both flexible and appropriate for in-person, distance, or blended learning instructional programs. Throughout the District, teachers were providing instruction through courses from our adopted District curriculum. Additionally, having all of the core courses on Canvas eased the implementation from the teacher and student perspective. A paper/pencil version, aligned to the District curriculum, was created for students of special needs for whom online coursework was not feasible.

Support for the Canvas online learning management system is offered to both teachers and students. District Technology TOSA's have provided support for students not familiar with Canvas. Introductory videos are available to help them navigate the platform and the content delivered in training modules through resource links. Teachers were provided Canvas training through a module training program that explains how to use the system effectively across varying grade levels.

Establishing an effective school program while providing ongoing support, guidance, and resources to our educators to engage with students, regardless of the delivery method, is a continuous priority at the district and school site level. Our teachers, support staff, and paraprofessionals were provided three days of professional development before the school year started to support continuous instruction and best interaction practices with students. Tech TOSA's are also available to provide one-to-one or group instructional tutorials on all resources. Both teachers and students have access to a variety of resources and programs applicable to in-person and remote settings. This includes: Edmentum PLATO, Reading Plus, XELLO, NoRedInk, TurnItIn, IXL, Unique Learning Systems, KAMI, UC Scout, Khan Academy, College Board, and Newsela.

Parent/guardian roles have taken on a new and more critical role during distance learning. We will continue to provide support for our parent/guardians by informing them of school expectations, district plans, or technology assistance through various methods such as phone calls, texts, emails, and social media. The SMJUHSD's Re-Opening Plan is currently available in English, Spanish, and Mixteco. This plan outlines our 2020/21 school year in detail from school schedules, student/staff expectations, services available, and the potential in-person models. SMJUHSD will use the ParentSquare communication platform to provide introductory parent/guardian videos such as pairing Canvas parent/guardian accounts.

Special Education

As stated in the Office of Special Education and Rehabilitative Services/Office for Civil Rights (OSERS/OCR) guidance, the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction that is provided virtually, online, or telephonically. Many disability-related modifications may be effectively delivered online, such as extensions of time for assignments, videos with captioning or embedded sign language interpreting, accessible reading materials, or speech/language services through video conferencing.

Distance Learning Hybrid Model: Instruction should include check-in time with the teacher; it may consist of the use of print materials, instructional videos, and other learning experiences that rely on computer or communications technology (cdc.gov). Students with Disabilities instructional time could include increased time for synchronous instruction and explicit expectations for greater consistency. Students should receive accommodations and modifications as per their IEP and maximize participation in distance learning to the greatest extent possible as

measured through multiple means. IEP teams and consideration should determine the amount of special education service a student receives. Instruction should be designed to ensure the Least Restrictive Environment (LRE) as required by their IEP. Collaboration between general education and Special Education teachers will ensure all students' needs are being met.

In the area of curriculum, teachers in the Special Education schools are currently using Unique Learning System (ULS) and IXL as the standards-based program specifically designed for students with special needs to access the general education curriculum. ULS and IXL are both a cloud-based platform, which allows educators to deliver differentiated, standards-aligned instruction to students with complex learning needs. The use of a cloud-based curriculum system allows for students to have consistent access to high-quality instruction in a motivating and interactive learning environment via in-person and distance learning models. A paper/pencil option has also been created, aligned to ULS and IXL lessons, for students who require that option. Teachers will also utilize ULS and IXL as an assessment and data collection tool, in conjunction with the annual student assessments. Supplemental instruction and assessment materials will be used as appropriate to reach each student's individual needs.

Teachers and related service providers will follow the district workday expectations including minimum instructional minutes, synchronous /asynchronous instruction, office hours (including School Psychologist, Speech and Language Pathologist, Mental Health Specialist, Orthopedic Therapist, Vision and Orientation Specialist, Deaf and Hard of Hearing Specialist and Behavioral Specialist), frequent communication with students/parents/guardians, teacher and/or teacher team prep/planning, professional learning participation and ensuring that all students, including English Learners, students with disabilities, McKinney-Vento, and foster youth receive tiered supports as needed. Teachers and related service providers keep a record of student/family contact, collaboration/consultation, and services provided for each student they serve, and document student progress. IEP teams must collaborate with community agencies, including SBCEO support staff, and include them in the IEP process.

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.]

When the pandemic hit public schools in March 2020, and nationwide concerns for public health made it necessary for schools to transition to a distance learning model. SMJUHSD administrators and teachers immediately began assessing the functionality of District issued one-to-one tablets and students connectivity needs. In some instances, families indicated their student would be using either a personal electronic device or a District issued device along with their home internet account. However, other families expressed the need for resources such as internet access. Therefore, in collaboration with the Information Technology (IT) division, additional devices and hotspots were purchased and delivered to SMJUHSD school offices for distribution to students. Families were contacted to arrange safe-practice pick-up procedures at locations convenient to them. For homeless and foster youth students, the District's Homeless Liaison delivered devices to the students. Teachers were then able to remotely monitor student participation in online learning, gauge the student's familiarity with the tools and software, and provide additional support where needed.

To follow up on device use and hotspot distribution, in July, Mixteco families were asked during a telephone survey if their child had the technology necessary to participate effectively in distance learning. If parents/guardians indicated their child was having issues with a device/hotspot, or if the personal equipment they were using became unavailable, this information was passed to the school administrator to arrange for a device and hotspot to be assigned. The District took all opportunities available to communicate with parents/guardians and ask if there were any technology needs. The District MMEP staff created Spanish and Mixteco videos for parents/guardians on how to set-up Zoom conferencing and the use of student email accounts.

Today, the IT department has a supply of several hundred new devices programmed and ready to be deployed to incoming 9th graders, and new enrollees, or replacement of malfunctioning devices. To avoid delays in student learning, device distribution was coordinated before school began at each of the comprehensive school sites. IT is also continually evaluating the connectivity capabilities of the existing hotspots in terms of bandwidth available versus bandwidth used. This helps determine if new hotspots should be provided.

When in-person learning resumes, IT is ensuring the teachers have a full classroom set of devices to allow students to keep their assigned devices at home. As we have seen, the need to shift to distance learning can be sudden, and SMJUHSD does not want students to be without devices because they accidentally left the device assigned to them at school. Devices will be returned to students promptly to provide the coverage necessary and safeguard the continuity of learning for students.

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.]

Instructional Guidelines and Expectations:

Structure of Class Time-

Time Guidelines

- Students must receive a minimum of four hours of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned. This means on a six-period day, a typical student would need a minimum of 20 hours of instruction per week. Eight hours are provided via synchronous instruction and 12 hours via asynchronous instruction. Working outside of the Zoom environment in a given week amounts to approximately 2 hours per class for students.

Instruction will follow two modalities:

- **Synchronous Instructional Time**

(8 total hours per week for a 6-period student)

Synchronous instruction refers in most basic terms to mean the 80 minutes of per-period instructional time. That 80-minute unit of time can be divided up via a couple of different instructional delivery methods.

1. Direct teacher-led instruction (think 'lecture' or 'teacher demonstration' forms of delivery). We suggest an approximate limit of no more than 30 minutes for this type of delivery. This suggestion is based on teacher and student limits with respect to energy level and screen attention time that will vary greatly for both teachers and students depending on variables that include student age, maturity, grade level, time of day, and familiarity/skill working in this format. Instructional minutes for students attending a four period day are 320 minutes and for a three-period day 240 minutes. Measuring participation and time value of student work, teachers are utilizing methods such as daily attendance, frequent questioning, breakout room participation, quizzes, entrance and exit tickets, live chat

features, work completion, and student-led activities. Additionally, teachers and other support staff have the ability to view student documents through Canvas while working in groups or independently to determine if more or less time is needed to complete an assignment. Viewing student work history allows teachers to see if students did their work and how long they spent constructing their products. Several digital platforms have a built-in accountability measurement monitoring the time students spend engaged in the activity. Work completion, student collaboration tasks, and assessing student learning throughout each unit provides teachers with a measurement of participation and student progress.

2. This method involves other activities that might include small group (cooperative) tasks, breakout sessions, Q & A, reading, writing, videos, independent practice, etc. There are no set 'maximums' with respect to either #1 or #2 above. Teachers will need to use their best judgment here with terms of 'how much' time and content students can manage in a synchronous format. This may vary in CTE, Performing Arts, and other Lab/Shop classes that are predominately project-driven.

- **Asynchronous Instructional Time**

(12 total hours per week for a 6-period student, 2 hours per class)

Asynchronous might be thought of (in the traditional sense) as homework, projects, or any type of additional work that needs to be conducted outside the scheduled 80-minute period. This includes independent practice, intervention, tutoring, test preparation, essay writing, reading, study time, research, projects, etc. This includes Monday Flex days which are a total of 280 minutes of asynchronous instruction and days where students Alpha is not in synchronous instruction, they have 240 minutes of instruction.

Monday Flex-Day:

- Monday is a day for staff to collaborate with peers, post assignments, provide feedback, measure engagement, reach out to students as needed, and create lesson plans for the week ahead. Teachers that wish to conduct some form of live instruction or scheduled intervention for some students on Mondays may do so during their scheduled time. Teachers do provide students on Mondays with a 40-minute assignment for a total of 280 minutes of asynchronous instruction.

Attendance Taking:

- Regular attendance will be taken Monday-Friday for every period on the teacher's schedule. Attendance will be documented by either leaving attendance blank to indicate the student was present during the 80-minute period or marking a code, "A," to indicate the student was absent. This is typical negative attendance, so teachers only need to mark "A" if a student was not present. The Monday Flex day will be where teachers document "Engagement." Documentation of attendance will be through the District's student information system, AERIES, as well as the engagement of student work through AERIES grade book and the District's learning management system Canvas.

Student Engagement:

- Monday Flex day is the day teachers will document “engagement.” If work was completed, the student was engaged, and no mark needs to be made. If no work was completed, the student was not engaged and should be marked a “U”. The first Monday of the 2020-21 school year will be the exception, as no prior work has been completed; therefore, there will be no document of engagement. We are asking ALL students to Zoom in on that first Monday to meet their teachers and check-in.

Unengaged Students:

- Any student who is not engaged for **more than three days** must be contacted. Teachers should initiate this outreach by email or phone call. If the teacher cannot make contact and re-engage the student, then a referral to the counselor should be completed for additional outreach such as a parent/guardian/student conference, possible home-visit, or one-on-one counseling to identify the needs of the student to reengage in school. The District/school sites continue to run attendance data reports base on three or more days of absent as well as teacher monitoring of daily attendance.

Office Hours:

- Teachers will be available during office hours via Zoom. It is suggested that a set meeting room that doesn’t change (e.g., the same Zoom meeting room ID and password each day/week) be established so students can easily reach teachers. Teachers may assign struggling students to engage during office hours for intervention/additional practice. Please be mindful that some students may receive multiple assigned interventions during office hours from multiple teachers, so communication and flexibility will be key in working through these potential conflicts as they arise.

Communication:

- Every effort should be made to return email and phone calls within 48 hours, Monday-Friday. Teachers shall be present and available during work hours. Teachers shall be available for parent/guardian meetings or calls during office hours. Grades should be updated at minimum every two weeks.

Canvas Expectations:

- Teachers must have a Canvas homepage for each subject taught. Assignments for the week ahead should be posted each Monday morning and should include a sequential progression of lessons and instructions, so students know what is required of them throughout the week.

Grading Guidelines:

- The credit/no-credit hold harmless policy established for the Spring school closure in 2020 is no longer applicable starting the fall of 2020.
- Grading will follow the normal SMJUHSD board approved A-F format (e.g., 90-100=A) (AR 5121 & BP 5121).

- It is imperative that teachers recognize the unprecedented times we are in. Technical difficulties and hardships in the home will require us to be more patient and flexible with due dates, deadlines, participation, and assessments. It is suggested that teachers minimize the weight of quizzes and assessments as a component of the overall grade.
- It is also strongly suggested that teachers work within their subject area PLC's to minimize the scope of content to only the most essential core standards. It is probably unrealistic for most subject areas to expect to cover the same breadth of content as would be done in a normal/traditional environment. It is better to provide quality coverage of essential standards than to provide less depth but more quantity. Individual feedback shall be provided when appropriate or requested and for all grades below a C-. *This might be commenting on the document, email, invitation to intervention during office hours to discuss assignments, etc.*
- Multiple opportunities to succeed shall be provided.
- Due dates should be flexible and take into account current hardships that many students will encounter at home.

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.]

SMJUHSD is committed to providing ongoing professional development, support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. The week before classes started, three days of extensive professional development were provided to allow an open forum of needs and resources. Enhancing teachers' skills through in-depth training in the use of the Canvas learning management system (LMS) was included and continues to be facilitated on a as needed basis. Canvas affords teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas offers a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching, and learning opportunities.

Support for the Canvas tool is offered to both teachers and students to maximize the effectiveness of this great resource. For students who are new to Canvas, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. The District is working toward implementing single sign-on resources for students to access as part of their learning tools. Teachers likewise are trained on the use of Canvas through training videos that explain how to use the system across grade levels effectively.

Teachers are supported through a variety of educational resources, both globally and department specific. Global resources include TurnItIn, NoRedInk, SchoolCity, STAR Reading, STAR Math, and others. Department-specific resources include Read 180, TCI, PLATO, Kami, Newsela, Go Formative, and others. Training opportunities for teachers and support staff take place via asynchronous and synchronous webinars. The District instructional model incorporates many research-based and highly effective instructional strategies. They focus on an integrated approach aimed at supporting language acquisition and proficiency in grade-level content standards for English learners, Special Education, Homeless, Foster Youth, and low-income students. All students, particularly those developing language skills, benefit from the high-level thinking, academic language and cross-cultural strategies teachers learn during training.

SMJUHSD's Counseling team of professionals and related service providers continue to offer support services by working remotely with students during this challenging time. The staffs social-emotional training has contributed to enhanced practical skills. Professional development and ongoing preparation on the use of technology has prepared our team to meet the challenges. They are able to communicate

via the telephone, use virtual group chats, videoconferencing or e-mail to connect with students. SMJUHSD is currently exploring the option of expanding mental health services as site-based services for students.

Staff Roles and Responsibilities

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

The impact of COVID-19 on our instructional programs has prompted changes to staff roles and responsibilities. This includes ensuring the continuity of learning for students as well as providing a safe environment for students and staff. The impact has been across the organization from the classrooms to administrative offices.

Teachers and instructional support staff have transitioned to distance learning. This encompasses the use of the learning management system Canvas to assist in the delivery of instruction while relying on alternative methods such as Zoom video conferencing tools to connect with students while also receiving training on the use of these systems. Instructional staff is spending a substantial amount of time reaching out to students to engage them in distance learning. They are making themselves available outside of their professional workday to respond to students. When deemed appropriate and in-person instruction is allowed, instructional staff will also assume responsibility in taking students' temperatures and implementing site safety protocols related to COVID-19.

SMJUHSD already used Canvas as its learning management system for some of the instructional delivery. However, COVID-19 prompted an immediate expansion of this delivery model, which required additional technical support for both staff and students. Certificated staff created curriculum content for the LMS along with tutorials for students, teachers, and parents/guardians. The tutorials demonstrated how to access LMS curriculum and communication methods that could be used, such as video conferencing tools. The Information Technology Department and Site Tech TOSA's collaborated on how to provide support for both the student and the teacher. Services were expanded to provide additional tech helpline services for students supported by both classified and certificated employees. Training and troubleshooting support provided to staff and students alleviated the stressors that could have caused an overwhelming feeling to our District. SMJUHSD's Informational Technology Department continued to meet the demand in the student and staff technology rollout, all while providing the additional technical support needed.

To address the social-emotional needs of students, the district has added one counselor to the Counseling team. School Counselors are working to support the social and emotional well-being of students through one-on-one services as well as creating lessons for students through videos and in-class co-teaching. School Nurses are providing support to students and families with COVID-19 student tracking and resources. All of these groups individually monitor the different needs of the students while reporting feedback and necessary information.

The District will continue to work with both classified and certificated bargaining units on the modification of staff roles and responsibilities as the academic year progresses and the need for particular services.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Santa Maria Joint Union High School District is committed to supporting the needs of English Learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness during distance learning.

English Learners:

Designated and Integrated ELD support for all English Learners will continue to be provided through the District's distance learning model. Bilingual Instructional Assistants (BIAs) will support students in the core by aligning appropriate teaching strategies to content objectives to support students' mastery of the English language. BIA's will provide students with virtual after school small group and one-on-one tutoring for students who need additional language support beyond the school day. BIA's will have access to courses in Canvas so that they may familiarize themselves with the course content and teacher expectations to best support students through distance learning. BIA's will be trained on EL strategies in addition to the use of Zoom and Canvas. Newcomer students will be provided with small group instruction on how to access the technology before the start of school.

Long-Term English Learners (LTELs) will be provided with a designated English Language Development (D-ELD) grade level Advanced Lab course. These courses are aligned with grade-level core and with English Language Arts / English Language Development standards. Students will be provided with lessons to help prepare for the *English Language Proficiency Assessments for California (ELPAC)* test. Lessons will include structured practice on task types in each of the ELPAC domains, as well as academic vocabulary. Lessons are designed to address gaps in student learning due to learning losses. Special projects will provide students with engaging activities with an emphasis on reading and writing that may be completed in a distance learning environment. Common formative assessments and Ren Learn will be used for progress monitoring to measure achievement growth throughout the year.

Virtual afterschool English and Math Supplemental Instructional Academies will be provided for 9th and 10th grade EL Migrant students who scored below standard or near standard on their last CAASSP English Language Arts/Mathematics test. Instruction will be aligned to CCSS ELA/Math and ELD standards. Students who are not making adequate annual progress towards language proficiency on their last ELPAC test will be identified and provided with supplemental reading and writing instruction. Supplemental math instruction will focus on teaching concepts and procedures, as well as modeling data for students who scored below standard on either Claim 1 or Claim 2. Pre and post assessments and student writing portfolios will be used to measure progress. Supplemental activities in the ELA Academy will emphasize College & Career Readiness, and a variety of online platforms that will support student practice through distance learning. The Math Academy will include an emphasis on science & technology. Parents/guardians and students will be provided with two math nights during the school year to review math standards, instructional strategies to best support students during distance learning, and study skills to reinforce learning at home.

Special Education:

Students with exceptional needs in our Special Education programs range from students identified with mild to significant disabilities to students identified as medically fragile. Whether their academic setting is distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional, and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children.

SMJUHSD Case Managers and SPED Coordinators will continue to contact families to determine their needs, their ability to access services, and arrange services to meet those needs.

- Case Managers and SPED Coordinators will work to organize multiple ways and times for families to connect with teaching staff and service providers.

- Site-related service personnel will contact families to assist with the use of assistive technology devices.
- Families are to be informed on the short and long-term plans

Case managers and SPED Coordinators will deliver services to students in the most efficient way possible, with a focus on the safety, health, and welfare of school staff, students, and families in the community. Each provider, in collaboration with parents/guardians and other team members, will determine what is appropriate based on the need and circumstance of each student, family, and provider. These individualized and collaborative plans are to be approached with compassion and realistic expectations. Case Managers, SPED Coordinators, and school staff will ensure they are equipping students and families with the necessary tools and knowledge to be successful in distance learning format.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students have with the team of educators. For students with mild to moderate disabilities, service teams meet monthly in site PLC's to monitor progress and discuss any changes to the student's circumstances and identify additional needs. Special education service providers maintain frequent contact with students and families via phone, text, email, and video conferencing. Special Education teachers also have ongoing contact with a student's general education teachers and service providers. IEP teams consist of a General Education Teacher, School Counselor, Case Manager, SPED Coordinator, and Administrator. One or more of the general education teachers attend the monthly PLC meetings. Case Managers and SPED coordinators contact parents/guardians to determine progress and address gaps in learning, technology, or motivation. When gaps are identified, the team will address each student's unique needs through both formal and informal means in a collaborative team process.

Foster Youth:

The Fighting Back Santa Maria Valley Program Specialists connect with each school team to ensure our foster youth have what they need to be successful during distance learning. This includes connecting them to devices and hotspots as needed. In addition, the Santa Barbara County Foster Youth Services Coordinating Program (FYSCP) assists with school work coordination in partnership with various LEA's, the Social Services Agency, and Probation Department to ensure that Santa Barbara County foster youth students have access to their distance learning and school-based support services. The Program Specialist continues to provide support between school teams and collaborative partners. They assist our foster youth with the coordination of services and continuity of educational programming including school transitions to minimize enrollment disruptions. Program Specialists contact each foster youth to inquire about what resources they may need during distance learning. When in-person instruction is allowed, Program Specialists will also assist in the foster youth's return to school. Per our Program Specialists, students have shared their needs and have been referred to the appropriate support staff to help them with their requests.

Students Experiencing Homelessness:

Similarly, students who are experiencing homelessness are provided with any support they may need during distance learning. The District's Homeless Liaison coordinates with site teams made up of counselors, community liaisons, guidance technicians, and administrators to assist in the identification of students. Once the students are identified, they are contacted and provided with necessary information and resources. These staff members also conduct needs assessments with all families experiencing homelessness within a week of enrollment. They are referred to school and community-based support systems through a referral process. Our schools have increased outreach to specifically connect them with resources needed through distance learning, such as low-cost internet services, online tutorials for distance learning tools, and basic needs. School staff also provide bilingual interpretation and translation to facilitate communication with teachers and help understand online classroom assignments and expectations. The District will also continue to collaborate with the Santa Barbara County Food Bank to plan and assist families regarding meal distribution.

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

Description	Total Funds	Contributing
Devices: Additional student tablets for any students who need a working device to access distance learning at home.	\$477,600	Y
Additional Technology to Support Distance Learning: Wi-Fi hotspots, headsets, and laptops/devices for staff.	\$1,582,218	Y
Professional development will be provided for English/English Development (ELD) teachers/administrators to continue restructuring efforts on all EL Pathway courses. Curriculum maps, course/sequence, syllabi and course descriptions will be developed for all courses and aligned to English/English Language Development Standards. Supplemental lessons and units which may be adapted to the distance learning model will be developed. Lesson aligned to each task type will be developed to better prepare students for the <i>English Language Proficiency Assessments for California (ELPAC)</i> test. Research will also be conducted on effective instructional modules for newcomers.	\$ 26,000 Title III	Y
Professional development summer hours were provided to teachers to participate in EL Pathway restructuring efforts and supplemental curriculum development to adapt instructional units lessons to the distance learning model. Lessons will be aligned to English Language Arts and English Language Development standards.	\$ 21,000 Title III \$ 8,280 LCAP	Y
Professional Development for general education and special education teachers in the area of collaborative teaching in the in-person and distance learning model will continue, along with other needs that may support student learning.	\$71,134	Y

Description	Total Funds	Contributing
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, and professional development for staff, particularly during any transitions between living situations.	\$60,000	Y
MMEP Department: Maintain staffing and supports that specifically address English Learner needs, including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	\$156,023	Y
Foster Youth Services: Maintain existing staffing and supports specific to Foster Youth. Expand efforts to provide access to devices and connectivity, and professional development for staff, particularly during any transitions between living situations. Continue support for the foster Youth Summit (virtual)	\$275,000	Y
Distance Learning and Credit Recovery: Maintain staffing and supports to provide core and supplemental services to students. Maintain staffing and funds to implement equity-driven staffing processes and course scheduling, provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in the transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns, and students may have different proportions of in-person learning.	\$187,486	Y
Professional development for teachers with support in teaching the foundations of reading and writing for newcomer students and how to address these areas due to learning losses. Training to include: phonological awareness; phonics/word recognition (relationship between sounds and letters, using parts of the word to identify others - prefix, suffix); vocabulary (tiers I, II, III; vocabulary in listening, speaking, reading, writing); academic vocabulary; comprehension (purpose, structure, summary, prior knowledge); and fluency (reading with prosody, goal setting, understanding sources); and strategies to best teach these skills using distance learning.	\$13,600 Title III	Y
The district's Bilingual Instructional Assistants will be provided with professional development with ELD Standards, formative assessment, aligning appropriate teaching strategies to content objectives to support students' mastery of English language within the required curriculum, and how to best support students in a virtual environment using online platforms.	\$ 3,600.00 Title III	Y
The district will purchase additional supplemental materials e-books, online resources, and site licenses to better support students through distance learning. Online resources include but are not limited to No Red Ink, Quizlet, Scholastic, Typing.com and NewsEla.	\$ 42,167 Title III	Y

Description	Total Funds	Contributing
Virtual afterschool supplemental instructional intervention program for 9th & 10th grade Migrant students scoring below standard in English Language Arts (ELA) and Mathematics with learning losses. Funds will cover two teachers in the fall for ELA intervention program and two teachers in the spring for math. Teachers will be provided with 70 hours to include 30 hours of direct instruction with additional hours for make-ups, training and curriculum development. Funding may be modified based on student need/enrollment.	\$10,020	Y

Pupil Learning Loss

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

SMJUHSD recognizes pupil learning loss as a crucial result due to the March 2020 school closures. To address the learning loss, the District’s school programs are committed to offering enhanced assessments and interventions in the critical areas of reading and mathematics, which in turn will support accelerated learning across all subject areas.

The plan to address learning loss will include the expansion and standardization of the Renaissance Learning program which provides STAR Math and STAR Reading. This program was first implemented in 2008. The Renaissance Learning program is an adaptive comprehensive assessment and intervention program that includes data that empowers teachers with a more in-depth knowledge of each student’s needs in the area of math and reading. The adaptive assessment tool is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, Renaissance Learning is accessible whether students are receiving in-person, distance learning, or blended instruction. SMJUHSD has also invested in the expansion of Schoolzilla to support administrators and teachers with in-depth knowledge of student data. After the student has taken the online assessment, intervention lessons based on the diagnostic results target the individual student's need for academic growth and provides additional resources for teachers to address academic growth and close the learning gap loss.

The benefit of using an advanced diagnostic tool means data from the student assessment transformed into meaningful and actionable insight that makes differentiating instruction a reality for teachers. A suite of intuitive reports provides a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of the Renaissance Learning and Schoolzilla reports, teachers can pinpoint students’ strengths and knowledge gaps at the sub-skill level, deliver individualized learning paths, offer targeted instructional recommendations, spot trends across student groups, and send valuable reports to parents/guardians to increase engagement.

The 2020-21 school year’s expansion of Renaissance Learning and Schoolzilla will include a standardized assessment time frame, thus increasing the percentage of students who are administered Renaissance Learning and provided interventions per their results. Assessment results will then be entered into District’s learning management system to offer teachers and administrators even greater access to individual and aggregate data for academic goal setting and will help in the allocation of funds to support student learning needs.

Special Education teachers and support staff will participate in data planning and discuss data related to a student's progress in academics, behavior, mental and physical health. Students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. To address this loss, educational team members will review data, progress, goals/objectives, and services regularly. IEP team meetings will be held to discuss any identified learning loss and determine necessary accommodations, supports, and services required to address the student's needs.

English Language learners will be assessed during the first few weeks of school to determine Lexile levels and to evaluate pupil learning loss resulting from the school closure. English Language Development (ELD) teachers will receive the *English Language Proficiency Assessments for California (ELPAC)* data results within the first few weeks of school for analysis and lesson planning. ELPAC chats will be conducted with each student to review data and achievement gaps. A learning plan will be developed for each student that will address learning goals and strategies. Lessons will be scaffolded to address the learning needs of students with an emphasis on each task types and a focus on reading and writing. The Ren Learn and Reading Inventory tests will be given to students throughout the school year to measure learning status and achievement growth. After school supplemental tutoring will be provided for students with significant learning losses.

Pupil Learning Loss Strategies

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

The SMJUHSD support for learning loss strategies for English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness will be provided opportunities for accelerated learning.

English Learners:

For English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. Designated ELD curriculum is being provided through the District's digital platform, Canvas. Additional tutoring sessions with Bilingual Instructional Assistants (BIA) are scheduled to ensure students are progressing in their coursework and practicing their language skills.

Curriculum maps and syllabi have been developed for each English Language Development (ELD) class. The curriculum maps have been aligned to English/English Language Development Standards and include performance assessments for all domains (listening, speaking, reading & writing). Teachers will adjust lessons and task times to address student learning losses. Online reading programs, e-books, and other virtual resources are used to supplement and provide additional practice for students with greater significant learning losses. Virtual supplemental English and Math Instructional Academies will be provided to 9th and 10th grade at-risk EL Migrant students who demonstrate greater significant learning losses to help them accelerate learning. Instructional academies will provide students with 30 hours of instruction beyond the regular school day by a certificated teacher in a small group setting. Paraprofessionals will provide small group and one-on-one in-person tutoring. Virtual tutoring options will be offered for additional support as needed.

Low Income Students:

Low-income students may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provide an opportunity to assess the family needs and help determine appropriate resources. Often, lack of food resources in the home can contribute to a decline in a student's academic performance. In this case, families are provided information on food resource that include food distribution events occurring throughout the county.

Program Specialists will continue to communicate with our foster youth to monitor academic growth and provide guidance. Program Specialists work collaboratively with support staff and teachers to ensure that foster youth complete Renaissance Learning assessments. The Program Specialist collaborates with Santa Barbara County Foster Youth Services Coordinating Program and SMJUHSD to support the academic needs through college-age tutoring. They also identify and connect foster youth with residing group homes who are tied to assistance agencies.

Students with Disabilities:

Students with disabilities can experience regression if the instruction is not consistent and comprehensive. During this recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of certain skills. To address this learning loss, general and special education teams work collaboratively to ensure learning gaps are identified, addressed, and IEP goals are monitored.

General education and special education staff have collaborated through PLC meetings using attendance, behavior, and progress toward credits to evaluate students. If any of these indicators are lagging or not meeting the teams adequate progress expectations, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors, receive additional contact via phone, text, email, or possibly a safe home visit. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to a tutoring group. Depending on the level of support needed, students with mental health concerns can receive telehealth services by a mental health clinician, school counselor, or school psychologist. Academic concerns may be addressed using various online remedial programs for essential reading or comprehension issues.

Students experiencing homelessness:

Students experiencing homelessness are at a greater risk and may have higher rates of learning loss during distance learning than those of their peers who are permanently housed. Irregular attendance, communication barriers, and lack of internet access are amongst a few contributing factors of learning loss for this group of pupils. To address these issues, Title I college-age tutors and paraeducators work closely with teachers to identify, reach out to, and support any student who is not attending remote learning sessions or submitting assignments regularly. Identified students participate in semi-weekly tutoring sessions conducted via videoconference. Under the direction of teachers, tutorial staff assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss. As these services are taking place, the District Homeless Liaison is also communicating the student's needs to each school site team.

In addition, SMJUHSD continued with its summer school program that extended learning and provided accelerated learning opportunities for English learners, low-income students, foster youth, and homeless students. Ninth and tenth grade migrant students were provided direct

supplemental math and English instruction program while Cyber High was available for both EL and migrant students. Extended school year services for special education pupils were also offered.

SMJUHSD will implement the use of Schoolzilla to capture a complete performance analysis across all our metrics and indicators. Schoolzilla will enable us to disaggregate data by subgroups. This will allow us to make appropriate data-informed instructional decisions to address learning loss and accelerate student learning for English learners, students from low-income families, students in foster care, students with exceptional needs, and students experiencing homelessness. It will allow us to view data longitudinally to see demographic trends and student performance over time and plan instruction accordingly.

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.]

SMJUHSD's implementation of learning loss assessment strategies is a necessary and important component in addressing the needs of our students. Having a prescriptive and consistent system to measure effectiveness will help us better serve our students' needs. Our district is committed to the following protocol and processes:

1. The District's established plan continues with three standardized assessment windows during the school year for all 9th, 10th and 11th grade students who are administered the Renaissance Learning assessment software. Students identified in the area of strategic intervention will be assessed every six weeks through strategic intervention progress monitoring.
2. Increased teacher and administrator accessibility to student results via STAR English and STAR Math assessments will provide both individual and collective outcome data.
3. Professional time will be set aside to review, assess, and plan, using the Renaissance Learning data available from Schoolzilla reports.
4. Comparison of student levels and growth in Renaissance Learning based upon data from previous years (for returning students).

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and course completion, will provide evidence that any learning loss a student may have experienced has been or is being addressed. Seeking individualized and group strategy approaches to instruction is the foundation of SMJUHSD's educational programs. They are designed to support student completion of high school requirements, leading to a successful transition to college and career while having the necessary academic content knowledge and skills.

Although learning loss is a primary area of concern for parents/guardians, teachers, administrators, and the community in the area of academic achievement, other equally important aspects of learning loss will be monitored. The social/emotional, behavioral, and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with their student and the daily communication that takes place, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss that has to do with motivation, engagement or participation. They can monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students may request interventions for a student they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent/guardian conference, or a more formal Student Success Team (SST) meeting. Once these interventions are identified and set up, the SST process will monitor the effectiveness of the intervention via data collection. Student support can include help from tutors, the school counselor, school nurse, program specialist, or administrators. Supports will be tailored to meet the students individual needs.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss, and the effectiveness of the intervention provided. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

The effectiveness of services and supports will be measured by benchmark/common formative assessments and ongoing progress monitoring using Renaissance Learning assessments and Schoolzilla. Benchmark assessments will be used to measure the effectiveness of Supplemental English and Math Instructional Academics. Data results will be reviewed during teacher Professional Learning Committee (PLC) meetings.

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

Description	Total Funds	Contributing
Maintain intervention support courses, ELD advance, co-teaching (SPED/GE) in support to academic growth and learning.	\$1,177,616	Y
Maintain on track credit recovery and other programs keeping students engaged and on track toward graduation. Priority support for students needing credit recovery include homeless, foster youth, English learners, special education, and low-income students.	\$187,486	Y
Software data systems: Maintain Renaissance Learning, Edmentum, Panorama Education, and SchoolCity data systems to support implementation of District’s assessment system and survey data.	\$418,164	N

Mental Health and Social and Emotional Well-Being

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

SMJUHSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness - Identifying emotions, recognizing strengths and needs, and developing a growth mindset
- Self-management - Managing emotions, controlling impulses, and setting goals.
- Social awareness - The ability to see perspectives from others, showing empathy, and appreciating diversity.
- Relationship skills - Communication, cooperation, and conflict resolution.
- Responsible decision-making - Understanding and thinking about the consequences of personal behavior.

Social and emotional well-being will be supported through a multi-tiered system of support. Our school counseling teams will provide training to our teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the tier-one level of support.

Social-Emotional Considerations

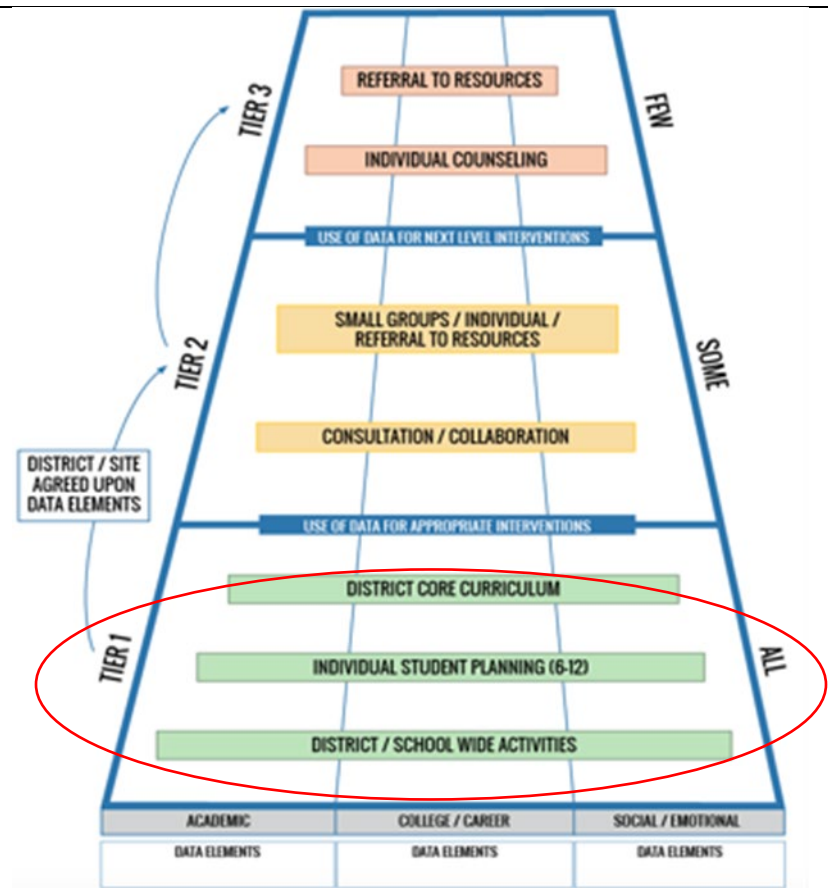
Monday Flex Days, provided in the distance learning schedule, are an opportunity to engage in social-emotional connections and support. School counselors, psychologists, guidance technicians, and outreach staff will actively provide ongoing services.

A wide range of social-emotional lessons and activities will be created. These will be available via the District and school site web pages, Canvas program, social media, email, Zoom, office hours in the schedule, or Remind APP. For example: "What's up Mondays" may be utilized to pre-schedule check-in time with students. Remaining current and present for students is our Counseling Departments priority.

Programs and agencies such as Fighting Back Santa Maria Valley (FBSMV), Por Vida, and Early Academic Outreach Program will provide our students with additional support.

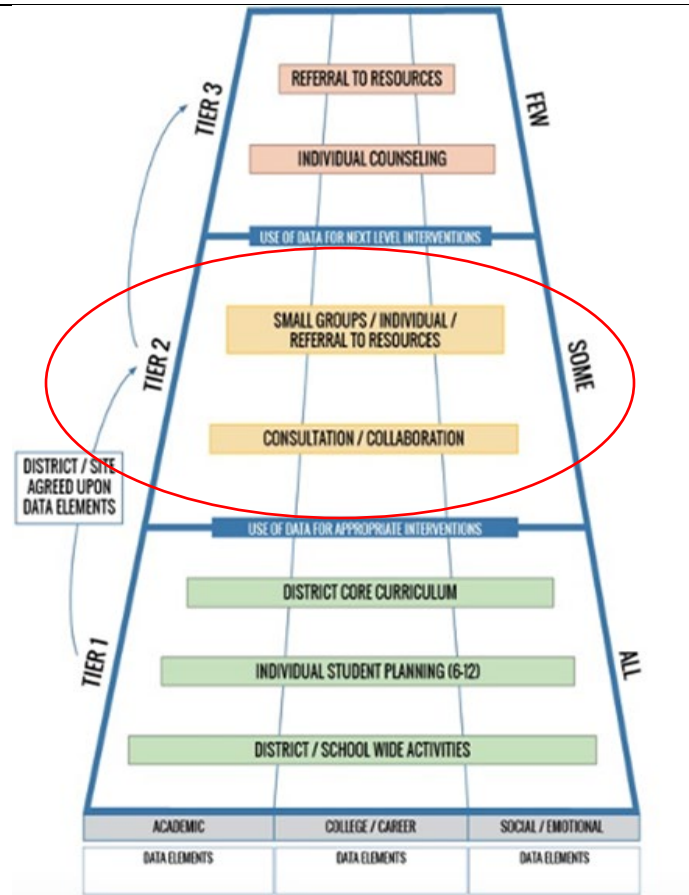
Tier 1: Virtual Distance Counseling Services

- Live or pre-recorded mini-lessons available on the website, Canvas, Google Classroom, social media, etc.
- Mini-lessons for classroom lessons
- Students may join teacher's classroom zoom meetings
- Virtual college/career fairs
- Virtual orientation to high school
- Well-being check-in surveys (students, families, and staff)
- Pop-up videos
- Outreach to students and families
- Office hours for students and families



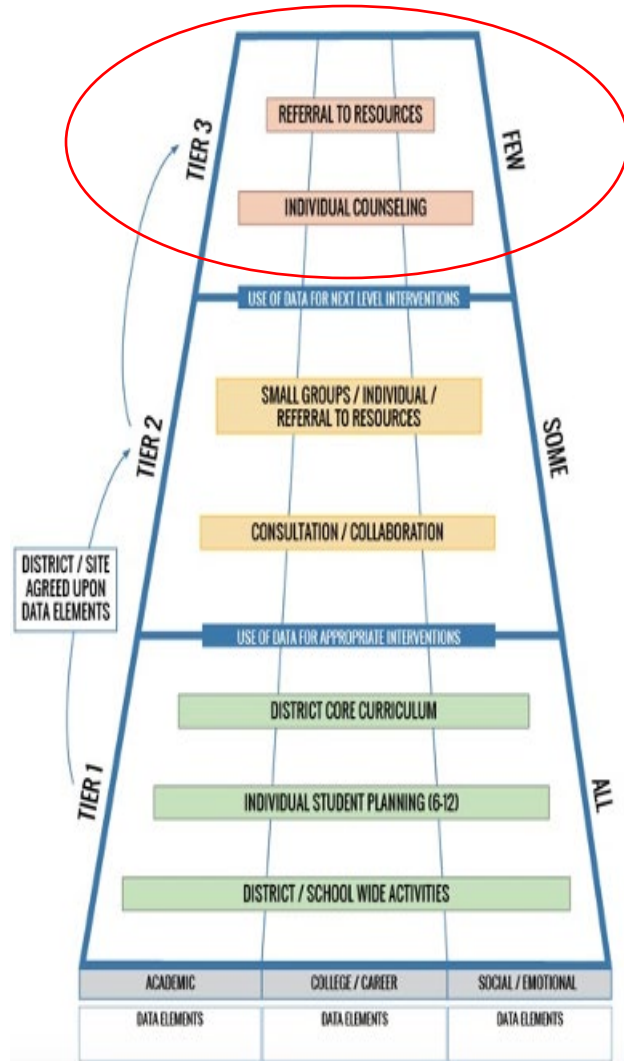
Tier 2: Virtual Distance Counseling Services

- Students who were struggling academically or were struggling academically prior to COVID-19.
- Students who have not attended any or few distance learning opportunities.
- Students who have technology needs
- Students lacking basic needs such as food, shelter, safety, etc.
- Students who are considered “high achievers.”
- Students with post-secondary plans that are disrupted



Tier 3: Virtual Distance Counseling Services

- Communication and collaboration with on-site and off-site resources.
- Provide contact information for community resources via multiple methods (i.e., website, social media, newsletters, emails)
- Provide informational resources in regard to self-harm, suicidal ideations, depression, etc.
- Create a step-by-step guide in responding to emergencies.



The SMJUHSD administered a Wellness Survey to students, parents/guardians, and teachers/staff that was available through July 31, 2020. Topic areas covered in the survey included: daily student habits, distance learning environment, need with distance learning, social support, well-being: negative feelings, well-being: positive feelings, family communication, professional needs with distance learning, community needs, amongst others. The following responses were received:

- 1,248 student responses out of the 8,200 students enrolled
- 205 teachers of the 435 teachers in the District
- 877 parent/guardian responses

These totals yielded significant data that will be shared with teachers and support staff through District and site meetings. It will also be available on the District website. Parents/guardians will have the opportunity to provide input based on this data through the District's Parent Advisory Committee and the Parent Advisory English Learner Committee. The District will continue the use of well-being surveys and will coordinate its next survey in October 2020. Data will be analyzed three times a year - September, January, and June.

SMJUHSD will continue to address the social-emotional needs of students and staff by developing training and offering services. We hope that through these various modes' students may thrive academically and teachers professionally. Support for staff is provided by site and District administrators through individual check-ins, staff, or group meetings and safety prevention measures for COVID. Social-emotional professional development will continue as staff are attending virtual conferences and site provided professional development such as District professional development days.

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/guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

SMJUHSD's Reopening Plan affirms the importance of attendance and engagement in school. The Reopening Plan provides pertinent information to guide staff, students, parents/guardians and the community through the multiple elements of reopening the 2020-21 school year. Although this plan is certainly not all-encompassing and some things will change as our circumstances continue to evolve, we believe it provides the necessary foundation to be successful. Throughout the planning process, the Santa Maria Joint Union High School District work has been conducted through the lens of three critical principles:

1. Safety of students and staff
2. Student learning and well-being
3. Equitable access to a quality educational program

The District's Reopening Plan takes into consideration all recommendations and guidance from federal, state, and County Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Following Governor Newsom's guidelines for reopening school campuses to students, SMJUHSD began instruction via distance learning on August 17, 2020.

During this pandemic, distance learning enables us to provide a quality learning environment while adhering to the public healthy safety guidelines. The District has created a plan to monitor student attendance and engagement that also provides student, parent/guardian, and school site support. The District's Instructional Guidelines and Expectations outline student engagement and attendance:

Attendance Taking:

- Regular attendance will be taken Tues-Fri for every period on the teacher's schedule. Attendance will be documented by either leaving attendance blank to indicate the student was present during the 80-minute period or marking a code, "A," to indicate the student was absent. This is typical negative attendance, so teachers only need to mark "A" if a student was not present. The Monday Flex day will be where teachers document "Engagement."

Student Engagement:

- Monday Flex day is the day teachers will document "engagement." If work was completed, the student was engaged, and no mark needs to be made. If no work was completed, the student was not engaged and should be marked a "U". The first Monday of the 2020-21 school year will be the exception, as no prior work has been completed, therefore there will be no document of engagement. We are asking ALL students to Zoom in on that first Monday to meet their teachers and check-in.

Unengaged Students:

- Any student who is not engaged for **more than three days** must be contacted. Teachers should initiate this outreach by email or phone call. If the teacher cannot make contact and re-engage the student, then a referral to the counselor should be completed for additional outreach such as a parent/guardian/student conference, possible home-visit, or one-on-one counseling to identify the needs of the student to reengage in school. The District/school sites continue to run attendance data reports base on three or more days of absence as well as teacher monitoring of daily attendance.

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Monday Flex Day:

- Monday is a day for staff to collaborate with peers, post assignments, provide feedback, measure engagement, reach out to students as needed, and create lesson plans for the week ahead. Teachers that wish to conduct some form of live instruction or scheduled intervention for some students on Mondays may do so during their scheduled time.

Office Hours:

- Teachers will be available during office hours via Zoom. It is suggested that a set meeting room that doesn't change (e.g., the same Zoom meeting room ID and password each day/week) be established so students can easily reach teachers. Teachers may assign struggling students to engage during office hours for intervention/additional practice. Please be mindful that some students may receive multiple assigned interventions during office hours from multiple teachers, so communication and flexibility will be key in working through these potential conflicts as they arise.

Communication:

- Every effort should be made to return email and phone calls within 48 hours, Monday-Friday. Teachers shall be present and available during work hours. Teachers shall be available for parent/guardian meetings or calls during office hours. Grades should be updated at minimum every two weeks. Language interpretation is provided for teachers both in Spanish and Mixteco.

Canvas Expectations:

- Teachers must have a Canvas homepage for each subject taught. Assignments for the week ahead should be posted each Monday morning and should include a sequential progression of lessons and instructions, so students know what is required of them throughout the week.

Grading Guidelines:

- The credit/no-credit hold harmless policy established for the Spring school closure in 2020 is no longer applicable starting the fall of 2020.
- Grading will follow the normal SMJUHSD board approved A-F format (e.g., 90-100=A) (AR 5121 & BP 5121).
- It is imperative that teachers recognize the unprecedented times we are in. Technical difficulties and hardships in the home will require us to be more patient and flexible with due dates, deadlines, participation, and assessments. It is suggested that teachers minimize the weight of quizzes and assessments as a component of the overall grade.
- It is also strongly suggested that teachers work within their subject area PLC's to minimize the scope of content to only the most essential core standards. It is probably unrealistic for most subject areas to expect to cover the same breadth of content as would be done in a normal/traditional environment. It is better to provide quality coverage of essential standards than to provide less depth but more quantity. Individual feedback shall be provided when appropriate or requested and for all grades below a C-. *This might be commenting on the document, email, invitation to intervention during office hours to discuss assignments, etc.*
- Multiple opportunities to succeed shall be provided.
- Due dates should be flexible and consider current hardships that many students will encounter at home.

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.]

Along with academic changes for our students this year, the pandemic has had a great impact on the economy. The SMJUHSD recognizes this has triggered a great loss of employment nationwide and has altered our students' home lives. Our District is utilizing the Community Liaisons to reevaluate students' eligibility for free or reduced-priced meals by reaching out to the families to ensure all qualifying students served have access to proper meals and nutrition.

During the spring school closures, nutrition services were deemed an essential operation. Nutrition services that followed state and county health orders continued uninterrupted through the summer months. Use of a drive-thru and curbside pick-up process, staff personal protective equipment (PPE) wear, and clear signage at all distribution points helped reinforce the recommended 6-10 feet of physical distancing.

SMJUHSD's Food Service Program has done an exceptional job of providing meals to Santa Maria Valley students. During the first month of distance learning, **August 17, 2020 – August 31, 2020**, the Food Service Department provided walk-up and drive thru pick-up breakfast and lunch meal services at the student's nearest comprehensive high school in addition to various community locations. In order to receive student meals, the student and/or designated pick-up person provided the high school student's school ID card or 6-digit identification number. Beginning **September 1, 2020** through **December 31, 2020**, the USDA approved a waiver for meal service flexibility that allows all students 0-18 years of age to eat free of charge, regardless of eligibility or enrollment in school. Besides the comprehensive schools sites, meal services will continue to be provided at various locations throughout the community.

When SMJUHSD transitions to a different learning format, the Food Services Department will provide breakfast and lunch to students who attend in person and/or participate in distance learning. All physical distancing requirement are to be adhered. Students will pick up meals in the cafeteria at multiple campus locations at secondary schools, including outdoors. All students will either consume meals in the classroom or outdoors. The Food Services Department will offer multiple meal curbside pick-ups on the days' students participate in distance learning.

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

Section	Description	Total Funds	Contributing
School Nutrition	Maintain Food Services Department materials and supplies: Materials needed to provide meals during school closures and in-	\$ 1,252,242.74	N

	person in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment (PPE).		
Mental Health and Social and Emotional Well-Being	School Psychologist: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$ 1,038,950.20	Y
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement District programs and support District initiatives. Professional learning toward social emotional and mental health for both counselors and teachers in the area of connectedness and trauma within the remote context.	\$50,000.00	Y
Pupil and Family Engagement and Outreach	Translation and Interpretation: Maintain existing staffing and supports to provide interpretation and translation services in languages other than English.	\$300,970.14	Y
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports to support District-wide parent/guardian engagement, including home visits and other outreach to make contact with “unreachable” students.	\$157,520.85	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.05%	\$20,434,880

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.]

SMJUHSD continues to serve some of the most vulnerable student populations in the Santa Maria Valley. This includes English learners, homeless pupils, foster youth, students with disabilities and juvenile youth recently incarcerated who are returning to the District. SMJUHSD

must prioritize these at-risk student groups when evaluating the entirety of our school programs to ensure our instructional/social-emotional models support their academic continuity and educational process. In doing so, we will be able to identify and address their needs where warranted.

Qualitative and quantitative evaluation data allows SMJUHSD to monitor its school programs in areas of support services that are provided to foster youth, English learners, and low-income students. In March 2020, when schools suddenly shifted to a distance learning format, SMJUHSD immediately assessed school program status' in order to determine staff and student needs.

Our priorities included making sure all students had access to working tablets, wi-fi connectivity, meals, quality curriculum, and emotional support during the quick transition. Our at-risk students have a higher probability of not being successful due to varying factors. The District's outreach support staff was on deck to guide and check in on this group of vulnerable students. How to access low-cost Wi-Fi services and where to pick up meals were amongst the widely spread information to try and mollify the sudden events.

To better identify student needs, a distance learning and technology survey was administered in July. For students and parent/guardians faced with a language barrier, the survey was administered telephonically.

School staff provided our at-risk students with essential school supplies so they may engage in academic, artistic, or kinesthetic activities they might not otherwise be able to experience.

Training and workshops to support teachers' instructional skills were offered to all teachers. However, the benefits of these professional development opportunities were felt the most by our large population of EL students as they required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom.

Accessible trainings and support are offered to any staff member that work closely with our foster youth, English learners, or low-income students as it would be of value to their academic progress and wellbeing. Mental health services are prioritized are coordinated between our own staff, community partners, and outreach agencies.

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

SMJUHSD's transition to distance learning provided a unique and unexpected opportunity to re-examine services, resources, and frameworks. In doing so, student perspective and mindset were a strong factor in figuring out how to maintain the quality of the school program and find ways to increase and improve services for foster youth, English learners, and low-income students.

SMJUHSD pulled together to create and operate a fully functional distance learning program that offers accessible quality curriculum. During our traditional school setting, classrooms had extra sets of internet-capable devices for students to use in the school. When distance learning began, SMJUHSD purchased additional devices and hotspots for any student that does not have internet access at home. This will alleviate the cost of a device or monthly internet fees while students are distance learning. Students will be able to keep their assigned hotspots when in person class resumes to ensure their technology access is uninterrupted or to support them during a hybrid educational model.

Communication with our students and parent/guardians remains a priority. During these unprecedented times, the District has relied on the virtual platform Zoom, for school meetings. This has facilitated greater participation from our foster youth, low-income, and EL families who were not able to physically join meetings due to lack of childcare, language barrier, or work priorities. Parents/guardians can now join meetings from a location convenient to them provide input in a way that was not practiced before.

Prior to distance learning, tutoring services were scheduled on-site so the student and tutor or BIA can meet in person. Our new virtual tutoring rooms are allowing foster youth, low-income and EL students greater access to tutors and Bilingual Instructional Assistants (BIA) who provide targeted, individualized academic assistance. Tutors and BIA's are no longer restricted by geography. Time spent driving to sites can now be dedicated to working with students remotely. Our unduplicated pupils are also no longer hindered by geography when seeking tutoring services because the virtual tutoring rooms are accessible from any location with internet capabilities, including the student's cell phone.

The District's Canvas learning management system has also resulted in a marked improvement for SMJUHSD's distance learning environment, specifically for low-income students and English learners. In addition to the traditional paper/pencil assignments, teachers were able to use Canvas course lessons for online learning when in-person attendance was stopped in March 2020. Through the exemplary work of curriculum teams and counselors, the core curriculum in English language arts, math, history-social science, designated ELD, and the newly adopted NGSS Science curriculum were quickly transitioned to the Canvas platform to be offered in the fall. Progress monitoring of students continues through the District's Renaissance Learning assessments of math and English three times a year.

Canvas provides a wealth of lessons and assignment options which benefit low-incomes students, English learners, and foster youth by increasing their access to online learning using a rigorous state-adopted curriculum. Online assignments offer these student groups an increase in significant opportunities to complete online coursework using digital tools and online resources. Canvas lessons also respond to student needs and send student participation data directly to the teachers. This is particularly beneficial for English learners who's daily monitoring is essential to maintain their progress toward language acquisition. Before distance learning, the Canvas platform was used by about 40% of our staff. Since then, implementation has accelerated as teachers began educating students remotely, making this a valuable tool overall.

Districtwide services are primarily directed at providing services to unduplicated students. Districtwide interventions provided for our most at-risk students have proven to keep students on track to graduate through the completion of course work and support. Increased direct services may include supplemental instructional materials, support staff, technology, contracted services, parent engagement activities and support services, professional development, AVID strategies across all schools, increased counseling, credit recovery, and summer academic enrichment. The targeted services toward our unduplicated students provide access that goes above and beyond. Services provided on a District-wide basis include the following:

- 1) The District will continue to support Common Core State Standards, and other State Adopted Standards toward student proficiency. Teacher professional learning will continue with support in the areas of English, math, science and social studies.. Science will continue with professional development, Next Generation Science Standard (NGSS) rollouts, and leadership meetings. Social Studies will be supported with professional development, framework rollouts, and leadership meetings. Paraeducator training will continue with professional educational development toward student learning, special needs students, and instructional practices. Progress monitoring of academic success will continue through common formative assessments and benchmark assessments in common core.
- 2) The District will continue to support a culture of respect through the support of positive relationships. Interpretation and translation services continue to engage and inform parents. Parent engagement has shown results with much feedback towards continued actions/services. Parents continue to play a role in improving services for students. School Climate Surveys will be conducted to guide services for parents, students, and teachers. Ethnic and Gender Studies continues to provide support for a District and community culture of respect. Through the training and implementation of cultural proficiency, a culture of respect builds a community of caring for others.
- 3) The District will continue to expand its Career Technical Education Pathways program. Courses will receive support to continue student hands-on learning with the purchase of equipment to help experience real applications of industries. Regional Occupational Program (ROP)

will continue services in student certifications of industry sectors. Counseling professional development continues with counselors' learning pathway sectors to help inform student's individual academic plan.

4) The District will continue to develop and implement its student support systems and practices toward student learning. Counseling services will continue to monitor student achievement toward graduation, A-G completion, and crisis intervention services related to drug, alcohol, and relationship intervention. Articulation of services support student achievement through AVID, EAOP, TES, and Turnitin revision writing assistance. Continued services to expand student engagement and academic achievement will carry on in the areas of extracurricular programs, fine arts, and student activities. College and Career Readiness Surveys will continue to provide the District with student data regarding interest and future development programs to support student needs. Continued services for parenting and expecting parents for academic support, parenting skills, graduation, and postsecondary education. The District will continue its support for a Purchasing Technician toward educational expedited services for student learning.

5) The District will continue technology services toward student engagement and learning. The District will continue its services of support and training of staff that works directly with student technology. Teachers on special assignment will continue to develop in-class student technology training and individual support. An in-house technician will continue to provide support solely to student devices. One-to-one devices for incoming first-year students and newly enrolled students will receive laptops. The district technology committee will monitor the progress and use of laptops compared to past use of tablets. The District will continue implementing a learning management system (LMS) that gives student's single sign-on to all software programs provided by the District. The LMS will allow for teachers to access grade pass back capabilities and digital assignments for students to experience 21st Century learning.

6) The District will continue its support of a safe, secure, and healthy environment for all students and staff. Restorative Approaches implementation at all three comprehensive sites with training and progress monitored.