

# 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.]

Jefferson Union High School District serves the community of Bayshore, Brisbane, Broadmoor, Daly City, and Pacifica just a few miles south of San Francisco. The District consists of 3 traditional high schools, 1 alternative school, 1 continuation school, and 1 adult programs that comprise of Adult Transition and Adult School. In addition, the District offers specialized services and programs that includes, Therapeutic Day School and Independent Study. The District also is in close partnership with Daly City Youth Health Center which provides year-round health and youth development programming.

Of the District's 4,342 students, 31% are Hispanic/Latino, 31% Filipino, 14% White, 14% Asian, 7% two or more ethnicity 1.3% African-American, 1% Native Hawaiian/Other Pacific Islanders, and 0.3% American Indian/Alaskan native. 668 are identified as Students Learning English (EL) students (15%), 434 students with disabilities (10%), and 1,597 unduplicated Foster Youth, English Learner and low income students, which makes up approximately 35% of JUHSD's total enrollment.

The COVID-19 pandemic resulted in the closure of all schools starting March 16, 2020 and will continue until at least the Fall Semester of 2020. All instruction is delivered remotely, in which students participated in activities at home, receiving instruction primarily through digital means. Staff worked diligently to maintain connection with students, but the engagement varied as students, families, and staff faced many different challenges to try to cope with the situation. For instance, some students became responsible for taking care on younger siblings while some had to find a job to assist with family's lost income from the COVID-19 pandemic. Students and staff reported high levels of stress due to the uncertainties and constant changes from the health department and the state government.

This pandemic shed light and magnified various equity and systemic issues in the areas of academic, social-emotional, and basic services. The impact was more severe for disadvantaged students who may not have had access to internet, devices, and other materials needed to be successful in distance learning. Teaching and learning took a back seat in the Spring 2020 semester as our district prioritized the safety and mental health of our students, staff, and families.

To help mitigate the challenges brought forth by the COVID-19 pandemic, Jefferson Union High School District, through an equity lens, will be focusing on the key areas listed below:

1. Increase mental health supports
2. Access to quality instruction for all students
3. Monitor the quality of instruction
4. Increase professional development opportunities and collaboration to meet the demands of distance learning
5. Targeted supports for students learning English and students with IEP
6. Regular communication and feedback loop with students, families, and staff

## Stakeholder Engagement

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

To solicit and promote stakeholder feedback, a group of staff, students, and parents met starting in the summer of 2020 to plan and gather input on what return to school would look like safely. Surveys were sent to stakeholders and topics were discussed at the school site level. Because we recognize that some parents do not have internet access, the district and the schools made attempts to ensure that students have access so devices and hotspots were offered to all students in the district. In addition, phone dialers and text messages were sent to inform them of the survey and the plan posted on the website. They may also give the district a call to complete the survey or they may ask us questions about the plan. In addition, phone calls from bilingual staff were made to solicit feedback from our families new to the country. Documents sent were also translated in multiple languages. Below are the dates for the stakeholder engagements:

May - June - Surveys to staff, students, and families about Return to School

May 6, 27, June 8,10,17- Return to School Committee Meetings to Plan for Return to School (certificated staff, classified staff, parents, students, administrators and AFT President)

June - July - Return to School subcommittee meetings (certificated staff, classified staff, parents, students, administrators and AFT President)

September 2- Return to School Committee Meeting to review draft of the Learning Continuity and Attendance Plan (certificated staff, classified staff, parents, students, administrators and AFT President)

September 7- Send survey to parents and staff for feedback (multiple languages)

September 7-11 - Feedback gathering through Google Form

September 10 - District English Language Advisory Committee and District Advisory Committee

September 14 - Student Trustee and Student Advisory Board meeting to gather feedback

September 15 - Public Hearing - Board presentation – Regular Board meeting

September 29 - Board Adoption

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

Beginning March 16, 2020, Board meetings have been held via Zoom and are open to the public. The board agenda is posted on the website and is emailed along with a link to a Google Form to fill out if they wish to make a public comment. Stakeholders who filled out the form received the link to the Board Meeting and becomes an attendee of the meeting. They are then called to speak, either through the computer or via phone during the public comment section of the board meeting. An email with comments may also be sent to the Board of Trustees and the message is read during the meeting. All board meetings are live streamed via YouTube and Facebook.

A Public Hearing was scheduled on September 15 for the Learning Continuity and Attendance Plan, and notification was posted in multiple public locations throughout the community.

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

Below are highlights of feedback from each stakeholder groups:

Students:

- Consistent schedule and routines are essential
- Interaction with teachers was inconsistent in the spring, but improved in the fall
- Keeping up with work is a challenge
- Keep in mind the different stressors at home (taking care of younger siblings, no quiet space to work, spotty internet access)
- Need more opportunities to voice concerns
- Tech training/how-to videos are useful
- Need for an increased in interaction with teachers
- Be intentional when cohorting students during in-person instruction. Balance in enrollment is crucial for safety reasons
  
- On tiered support:
- Not much outreach to students that appear to be struggling
- Would like more info on SAT - Student Assistance Teams. Do not see that in place right now

- Breakout rooms are still taking a lot of time to set up. When you are in breakout room there is at times a lack of activity of in the room. Students stay silent.
- Office hours have been very helpful and a great tool. As not been taken fully advantage of by students. Can be a bit intimidating to meet teacher 1:1. Don't want to waste the teachers time.

#### On mental Health

- Would like to see services increased and more money spent to increase number of counselors. Especially during this period. However there is understanding regarding budget constraints.
- How will resources be communicated to everyone?

#### Parent/Guardian:

- Safety should be the priority
- Concerns about students not following safety protocols if students return on campus
- Some would like to return in-person while some would like to remain in distance learning
- Concerns about athletics and band practices
- More frequent live interaction with students
- Change start time to a later time
- Need more synchronous time
- Need less asynchronous time

#### Staff:

- Due to health and safety of students and staff, distance learning is ideal
- Training needs on distance learning model
- Personal Protective Equipment needed when students and staff return on campus
- Curated site for distance learning resources

#### Administrators:

- Need support in integrating new technologies with the Student Information System

#### District Advisory Committee and District English Language Advisory Committee (Parent Committee)

- Increase promotion of mental health services to parents and students
- Integrate mindfulness and stress reduction techniques in curriculum
- Encourage students to turn on camera to build community

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

Each stakeholder group influenced parts of the Learning Continuity and Attendance Plan:

- Develop a plan through an equity lens where the needs of students who are most vulnerable and at risk of learning loss are prioritized.
- Convene a Student Engagement Team at the school sites to assist in engaging students with school and assist in calling families to ensure that all students have access to devices and/or the internet.
- Develop clear expectations of monitoring attendance and daily participation
- Increase in contact time with teachers during Distance Learning, but allow for some independent time to work on assignments
- Develop a Distance Learning website for teachers
- Add funds for additional supplies for visual and performing arts

## 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.]

During the Fall of 2020, all instruction is to be conducted remotely. After the fall semester, when safe to do so, providing in-person instruction is a priority especially for our newcomer students learning English, students with disabilities, and other students who have been disproportionately impacted by COVID-19 and are at a greater risk of experiencing learning loss. If the District were to adopt a hybrid model of in-person and remote learning, students will be transitioned on to campus in small groups starting with the students learning English, students with IEP, and 9th graders. The size of cohorts on campus will be discussed so that there is as much balance in class enrollment as practicable. The decision to bring back students will be based on state, county, local data, and orders from the Governor, the Health Department and our Board of Trustees.

When students are allowed to return to school, temperatures will be checked before entering the classrooms. Hand sanitizer stations are located throughout the campus for use. There will be a designated restroom in each area on campus. Areas with increased traffic areas are cleaned throughout the day. Face coverings will be required for all students and staff and areas will be marked to streamline the flow of traffic. Social distance requirements will be enforced and desks in the classroom will be as close to 6 feet apart as possible. Medical grade filters are installed in all ventilation systems at all sites and proper disinfection procedures set forth by the public health guidance will be followed. Plexiglass dividers are installed in offices as well. Common areas will be closed to avoid large group gatherings. There will be a designated pick up and drop off area and signage will be visible to limit contacts as much as possible. Staff will be asked to take their temperature and self-screen before entering the campus.

To identify students who have experienced significant learning loss due to the school closures in 2019-20, the District will be administering the readiness exams from the “Mathematics Diagnostic Testing Project” for math and Actively Learn for English Language Arts. The assessments will be administered in the beginning, middle, and end of the year to assess student progress. Formative assessments administered throughout the year will also provide additional indicators to determine which students need more of a targeted support. Multiple data measures for each student will be used to determine the types of intervention, such as after school tutorials or additional intervention classes, to support and help accelerate learning for students. Office Hours and Flex-Time are available to students during the school day, allows them to access teachers and support for additional help.

**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, face shields/gowns (if appropriate), gloves and thermometers	\$15,000	No
Cleaning equipment and supplies (hand sanitizers, electrostatic machine)	\$65,000	No
Other sanitation needs including plexiglass	\$40,000	No
Medical grade air filters	\$20,000	No

**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.]

To ensure that students have access to a full curriculum, students are enrolled in courses needed to meet graduation requirements, and to the extent possible, A-G requirements. Students receive 240 minutes each of both synchronous and asynchronous lessons on Mondays,

Tuesday, Thursdays, and Fridays. On Wednesdays, some students may be asked to report to teacher office hours, but most will be participating in asynchronous learning. Office hours are also available to any students who may need assistance. The lesson design for each course will vary depending on the lesson's objectives.

All core content shall be aligned to grade level standards as evident in the scope and sequence posted on the Distance Learning website. To meet daily live interaction, as approved by the Board of Trustees, students are expected to do work everyday; students must attend at least one synchronous lesson or attend office hours and participate in asynchronous lessons, or communicate via email/Remind App, etc. and students who are unable to attend their assigned cohort day, may attend the other cohort's synchronous lesson, with prior teacher's approval.

All teachers are expected to utilize Google Classroom as the Learning Management System to post assignments and announcements. Zoom will be the video conferencing platform to deliver synchronous lessons. For consistency in the technology platforms used, the District has curated approved tech tools on it's Distance Learning website. Some of the approved tools are Nearpod, Remind, Gizmos, Actively Learn, Ed Puzzle, Padlet, Flip Grid, Conjuguemos, Kahoot, and Quizlet. Other technology tools are approved specific to content areas. These tools will be utilized throughout the year even when the District transitions from distance to in-person learning.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To ensure access to devices and connectivity for all students, the District sent out a survey to all families on who needed a device and/or internet access. A phone dialer was also sent to families and a dedicated voicemail was set up for families to leave a message if a device and/or hot spot is needed. A follow up survey was also sent from the school site and staff also reached out to families. School Engagement Teams made individual phone calls to families that responded to the survey stating that they needed devices, but had not picked up their devices. Parent responses are then entered into the Student Information System (Synergy) and parents/guardians who have not responded were contacted by school staff via personal phone calls to ensure that all students have access to a device and/or the internet.

The District's Information Technology Department set up a help desk ticketing system to support families. Technicians are available at the District level, and Site Techs, specializing in Educational Technology are also available to support students and families, virtually, or in-person, if needed, following social distance requirements. Due to the demands of technology support and integration, the district will be hiring an employee to meet the new back-end technology demands of distance learning.

## **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.]

Students are required to meet 240 minutes of instruction daily through a combination of synchronous and asynchronous learning. This will be monitored through a combination of the bell schedule, class schedule, assignments posted in Google classroom, grades and/or feedback in Google classroom and Synergy grade book.

Teachers will assign time value for asynchronous work assigned to students. Participation of asynchronous days will be monitored using a Google form, by period. Each day, each period. Attendance will also be taken in the Student Information System and will be used to track student progress.

## 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.]

Teachers participated in staff development/collaboration meetings for six days at the beginning of the school year. In addition, some staff participated in professional development in the summer to enhance distance learning pedagogy. Training and collaboration will be provided throughout the year through sessions offered by the county office and instructional coaches and site Ed Techs. Below are some examples of professional development to support distance learning:

- San Mateo County Office of Education and San Mateo County Community College Distance Learning (2- week training June - July)
- San Mateo County Office of Education Distance Learning Training (5 days/fall)
- Engaging students through Distance Learning by DSD Professional Development
- Zoom and Google Classroom Tips and Tricks by DSD Professional Development
- Site tech office hours for differentiated support
- Training on Remind, Nearpod, “Actively Learn”, Ed Puzzle, and other tech tools adopted by the District
- Self-paced distance learning modules
- Universal Design Learning

Ongoing collaboration is expected at all school sites throughout the year. In addition, substitute teachers will be provided so that teachers can observe instructional practices of other teachers including instructional coaches. A Distance Learning website was developed to curate resources for teachers during remote learning.

## Staff Roles and Responsibilities

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

Certificated staff continues to provide similar and somewhat modified services as prior to distance learning. The District has adapted the roles and responsibilities of classified employees that have necessarily changed as a result of COVID-19 such as, but not limited to:

**Van/Bus Drivers:** May be asked to assist in the District's emergency child care program. They may also be asked to conduct home visits to homes of students to help re-engage students back to schools. They may be asked to take temperatures of students prior to entering the vans/buses when students are back on campus. They also deliver food and tech and learning materials to students with special needs.

**Paraprofessionals:** May be asked to make phone calls to follow up on students who have been disengaged with school. Involved in Student Engagement Team and monitors attendance closely.



Health Aides: When back on campus, health aides may be asked to monitor the temperature of students.

Campus Supervisors: May be asked to make phone calls to follow up on students who have been disengaged with school. Help with textbook and tech distribution. Ensure that visitors follow all Covid-19 protocols when on campus as they must stay 6 ft apart with convenient markings throughout the campus.

Substitute Teachers: May be asked to provide additional monitoring/teaching in breakout rooms

Receptionist: May be asked to make phone calls to follow up on students who have been disengaged with school. Schedule enrollment intake appointments.

## 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.]

Below are additional supports for group of students during distance learning:

### English learners

- Oral language development - teachers will be regularly using Flipgrid, Screencasts, Breakout sessions in Zoom
- Outreach for technology will be made in multiple languages; video tutorials for students available in multiple languages
- To monitor progress, Ellevation Software will be used
- A bilingual paraprofessional for WHS and JHS for content EL courses
- Town halls for families and community members will be held
- Parent Liaison & Social Worker will help coordinate services for students and families
- Students exiting ELD classes and who are completing a 5th year are assigned a Monarch mentor who checks in with them and their teachers bimonthly
- Students engage in small group meetings with school counselors, wellness counselors, and/or social worker on topics related to adapting to a new environment
- Wellness Counselors and Social Worker meet with students to do group therapy in home Students and teachers can schedule sessions to ask questions, review material, or other tier two interventions

### Pupils with exceptional needs served across the full continuum of placements

- Case managers will consult with all service providers for their pupils and develop Distance Learning Plans (DLPs) that contain the pupil's IEP goals and address the mode and method of service delivery
- Paraprofessional support in breakout rooms

- Subscription to IXL and Newsela
- Personal Protective Equipment for in-person assessment, if needed
- Providing assessment through: Zoom interview, virtual interest inventories, digital questionnaire
- Facilitating parent feedback through digital surveys (Spanish and English versions)
- Providing synchronous support to students individually/in group
- Paraprofessionals and support service providers, pushing-in to Adult Transition and Study Skills/Tutorial classes
- Continuing student relationships with job coaches through synchronous group activities
- Developing student self-paced activities for: job exploration, pre-employment skills, and self advocacy skill development through distance learning
- Synchronous after school credit recovery class

**Pupils in foster care**

- Counselors will be checking in with students on a regular basis
- Coordination and collaboration of services with the county office
- Monitor engagement
- Conduct needs assessment
- A request for materials form is available for all counselors, administrators, and other support staff to fill out
- School supplies provided to students at promise. Paper, backpacks and targeted phone calls to ensure access to wifi and chromebook. Also, Wellness Counselor services offered.

**Pupils who are experiencing homelessness**

- Counselors will be checking in with students on a regular basis
- Coordination and collaboration of services with the county office
- Monitor engagement
- Conduct needs assessment
- A request for materials form is available for all counselors, administrators, and other support staff to fill out
- Food service lunch and virtual library and tutoring available

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

Description	Total Funds	Contributing
Bilingual paraprofessionals to support English learners	130,000	Yes
Educational Technology software for Special Education (IXL, Unique/N2Y, Docusign)	\$5,905	Yes

Description	Total Funds	Contributing
Professional Development for Distance Learning Instructional Model <ul style="list-style-type: none"> <li>• SMCOE - Distance Learning Training (Summer)</li> <li>• SMCOE - Distance Learning Training (Fall)</li> <li>• DSD - Blended Learning</li> <li>• Universal Design Learning</li> </ul>	\$225,879	Yes
Educational Technology software for all students <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Smart Music</li> <li>• APEX licenses (Course + Tutorial)</li> <li>• Padlet Pro</li> <li>• Conjuguemos (Spanish)</li> <li>• Gizmos (All Science) - OHS and TNHS</li> <li>• Ed Puzzle</li> <li>• Sapling (Physics and Chemistry) - WHS</li> <li>• Linewize/Classwize</li> <li>• Zoom licenses + Zoom integration with SIS</li> <li>• Little SIS</li> </ul>	\$203,298	Yes
Technology - equipment/hardware/infrastructure <ul style="list-style-type: none"> <li>• Chromebooks (300)</li> <li>• Hot spots (430)</li> <li>• Swvl (video observation tool)</li> <li>• Laptop for Administrators</li> <li>• Reimbursement for tech tools/equipment purchased by staff</li> <li>• Laptops for certificated staff</li> </ul>	\$876,810	Yes
Technology Personnel Support <ul style="list-style-type: none"> <li>• Site Technologists for educational technology stipend</li> <li>• Data processing personnel to assist in integration of tech tools</li> </ul>	\$90,000	No

Description	Total Funds	Contributing
Hire substitute teachers to allow teachers to observe instructional practices of other teachers	\$80,000	Yes
Instructional materials/supplies for Visual & Performing Arts kits	\$20,000	Yes

## 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.]

JUHSD will measure learning status by administering assessments for each area three times a year. Once in October, January, and May. Below are the tools to measure learning loss and status:

- English language arts - Actively Learn assessments
- English language development (ELD) - IXL assessments
- Mathematics - Math Diagnostic Testing Project Assessments

## Pupil Learning Loss Strategies

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

Generally, learning loss will be addressed in tiered systems.

- Tier 1 support: all students will receive standards aligned curriculum and differentiated instruction, as needed.
- Tier 2 support: students will use breakout rooms for small group targeted instruction. Student Assistance Teams (SAT) will be held to determine appropriate supports and accommodations to put in place for students that are struggling.
- Tier 3 support: students will receive one-on-one support during teacher office hours and/or flex time

For English Learners; Low-income pupils; Foster youth; Pupils with exceptional needs; Pupils who are experiencing homelessness:

- Paraprofessionals will assist in breakout sessions as needed
- Tutoring will be offered
- Regularly schedule collaboration meeting with staff and service providers to discuss needs and support system
- Synchronous credit recovery program
- Distance Learning goals for students with exceptional needs

### 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.]

Student progress will be tracked and monitored through the Google classroom, grade book and/or assessment platforms. The results will be tracked and aggregated to see if students are progressing. Benchmark assessments will be administered three times during the year to provide data on how students are progressing on grade level standards. This data will be disaggregated by subgroups and teachers will analyze student data and create intervention or enrichment plans for students.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>• Actively Learn software for ELA</li> <li>• MDTP (free assessment)</li> <li>• IXL Learning</li> </ul>	\$40,905	Yes
After school synchronous credit recovery program for students with IEP	\$44,000	Yes

## 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.]

JUHSD has prioritized mental health and safety of students and staff. The District's Wellness Coordinator monitors the implementation of mental health support for our students and staff. Below are some of the actions that have taken place and will continue to take place in 2020-2021 to support the mental health and social/emotional well-being of students:

Services to support students:

- Access to Wellness Counselors, Wellness Interns, Clinical Psychology Interns for: One on one sessions and Group therapy
- Wellness Counselor use of Universal Screener to identify students (Spring 2021)
- Extensive resource list on website, school websites, etc..
- Mindfulness/Stress Reduction Group offered by StarVista
- New Social Emotional Learning Curricula: Connect with Kids; Project Wayfinder
- Care Solace access, a mental healthcare coordination service for students and staff
- Atlas App access for self-care and stress management
- Access to Daly City Youth Health Center for mental health and reproductive health concerns

Services to support parents/guardians:

- Access to Wellness Counselors, Wellness Interns, Clinical Psychology Interns for: One on one sessions and Group therapy
- Suicide Prevention night offered in conjunction with StarVista and Jeffreson Elementary School District
- Extensive resource list on website, school websites, etc. including live links covering a range of issues: housing, food, immigration services, unemployment, parenting during COVID, stress, mental health, LGBTQQI resources,
- Care Solace access
- PD will be offered by Wellness Staff and Interns

Services to support staff:

- Daily drop-in staff mindfulness sessions
- Care Solace access
- Employee Assistance Program
- District-wide Trauma 101 training; more extensive training offered to smaller group from each school site
- District-wide equity committee
- Various PDs will be offered by Wellness Staff and Interns
- Wellness staff will be trained in The Community Resiliency Model® (CRM) Teacher Training program. Small cohort groups from each school will participate in a yearlong trauma informed practices training to address school climate and integrate Social Emotional Learning (SEL)
- Staff training for 9th grade teachers who will implement Project Wayfinder SEL and for all teachers for Connect With Kids

Overall Mental Health Staffing and Structure:

## Wellness Counselors

- Each school has one-two Wellness Counselors depending on student numbers. Schools with fewer than 1,000 have one (Oceana, Terra Nova and Thornton), Schools with over 1,000 have two (Westmoor and Jefferson).
- Wellness Counselors, among other duties, essentially work as Tier 1 mental health support for the entire student population in the following areas: crisis and short-term counseling, safety assessments, referrals to mental health services outside of school, psycho-education for the student body and parent/guardian community, professional development for staff, participate in student support and study team meetings, consultation and collaboration with teachers and administrators to support students, clinical supervision and teaching for Wellness Counseling interns, etc...

Two schools have an additional mental health position called School Social Worker

- The mental health professionals in these positions do extensive case management and mental health services for students who have the highest need and lowest school engagement

There is one District Wellness Coordinator (Wellness Counselor on Special Assignment)

- The Wellness Coordinator, among other things, oversees the Wellness program, implements district-wide wellness programs, conducts staff PD, helps with community psycho-educational events, collaborates with community partners and agencies, conducts clinical supervision for Wellness Counselors and interns, works with the County Department of Education for training and to implement State mandates, collects safety assessment data for the County and District, collaborates with District and school administrators regarding staff training, student safety protocols and wellness programs, etc...
- All Wellness Counselors, the Coordinator and School Social Workers have Master's degrees in Counseling, Social Work or Marriage Family Therapy.
- All have PPS Credentials
- Six of the ten are licensed (LCSW, LMFT, LPCC), and 3 are working towards licensure and are very close to completing their hours

Wellness Interns: many Wellness Counselors and the Wellness Coordinator supervise Master's level mental health interns (MSW, MFT and PCC) at the school sites.

- The Wellness Interns provide one on one and group therapy for students during the school day. They also help with psycho-educational events and participate in student support meetings and collaboration with teachers and administrators.

Integrated Mental Health Support Program:

- The District Clinical Supervisor runs a comprehensive Clinical Psychology Intern Program
- Generally, there is a 4th or 5th year PsyD Intern at each school site (some years one intern splits two sites) 4-5 days a week.
- These high level interns provide Tier two and three level services in several important areas: they conduct one on one therapy or Educationally Related Mental Health Services (ERMHS) for students with IEPs, provide one on one therapy for general education

students, provide group therapy for students who are in the Student Study Team process, conduct psycho-educational events, and participate in student support meetings and collaboration with teachers and administrators.

## Pupil and Family Engagement and Outreach

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

Re-engagement strategies are developed in a tiered system. There will be staff available to translate to the primary language of students, if needed. If no internal staff is available, the District will be using a third party service, such as Language Line to help translate.

Tier 1. Promote welcoming culture that values community engagement and attendance.

- Superintendent's, Principal's and Teacher's welcome message
- Back to School Night message
- Celebration/recognition
- Verify parent/guardian contact information
- Teachers reach out to absent or disengaged students and log in Student Contact in Synergy
- Regular school updates and reminders of various school resources. Convenient access to staff via email or zoom calls. Front desk staff trained to direct families to appropriate staff members for support.

Tier 2. Identification of Attendance Issues (3 or more days of absence)

- Attention 2 Attendance letters
- Student/Parent/Guardian meetings/check-ins with counselors & Dean/Administrators
- Student Assistance Team

Tier 3. Intensive Intervention (6 or more days of absence)

- Attention 2 Attendance Letters
- Student Study Team Meeting
- Referral to health/social services
- Home visits



# 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.]

Jefferson Union High School District Nutrition Services offered food to-go at four district campuses. Families pick up meals between 1 p.m. and 3 p.m. to avoid conflicting with synchronous learning time. To reduce the number of times people need to visit campus, we consolidated meals making pick-ups twice a week. One day the meal packet includes two breakfasts and two lunches and on the other day of the week the meal packet includes three breakfasts and three lunches.

For convenience for our families, they may visit any school site, and food is distributed for any district student. Pick up is not limited to a specific school based on the child's attendance.

Designate food distribution areas have been designated at each distribution site so that no one needs to leave their car:

JEFFERSON HIGH SCHOOL - circle drive at the front of campus

OCEANA HIGH SCHOOL – loading zone in the parking lot off of Paloma

TERRA NOVA HIGH SCHOOL - front of campus, near the flagpole

WESTMOOR HIGH SCHOOL - loading zone (white lane) on Edgemont, near the pool

The following safety notice was posted and publicized:

Amid the COVID-19 outbreak, there are some rules designed to keep our staff and our families safe when coming on campus to receive the meals:

- Congregating in groups is not allowed, please practice social distancing
- People arriving by car do not need to leave the vehicle and may drive up to a designated place on each campus
- Anyone walking on to campus should go to the designated lunch distribution area only
- Staff will be on hand to give a meal package for each child enrolled at a JUHSD school
- Distributed food will need to be consumed or refrigerated by 5 p.m.
- This program will be solely for the pick-up of meals and meals will not be consumed on site.
- We encourage families to continue to be proactive in reducing the risk of COVID-19 by immediately leaving the school site and returning home once meals have been distributed

Outreach to families has been widespread. Information was shared in back-to-school packets, and continues to be shared through the district and school websites, through email and through phone messages, in multiple languages. Additionally, the District partnered with Second Harvest Food Bank which distributes food to the entire community on the 2nd and 4th Saturday of each month. Prior to the start of school, the distribution happened every Tuesday and Saturday.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Care Solace, mental health referral services Summer school wellness hours Wellness counselor support after summer school Trauma Resource Institute - Train the Trainers CRM Trauma Informed PD Racial/Equity Training	\$110,765	Yes
School Nutrition	Breakfast and lunch	\$630,000	Yes

## 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
7.55%	2,967,626

## 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.]

### Staff Professional Development on Distance Learning model

- Ongoing professional development will create a highly effective in-person and virtual learning community, ensuring the highest levels of achievement for all students, especially our unduplicated students. The PD offerings are intentional and tailored to help address the learning needs of our foster youth, English learners, and low income students. Actions to support and improve teacher quality and practice are improvements that are high impact strategies to support the growth of our unduplicated students who have not yet met academic standards.

### Educational Technology software to enhance remote learning

- Software purchased for distance learning were vetted to ensure accessibility to our students in the unduplicated group. It is important that

### Devices and internet access for students

- Distribution of devices and hot spots is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need, but the targeted outreach was towards students learning English, foster youth, and low income students

### Assessment tools to assess learning loss

- Unduplicated students have been disproportionately impacted by learning tools. These tools will be utilized to measure progress of students mastering grade level content standards.

### Mental Health Services (curricula, personnel, training)

- These services, although available for all students, would benefit our most vulnerable students have been as have been hardest by these disruptions due to minimal resources at home.

#### Technology Staff Support

- Additional staffing in supporting technology will increase support towards our students in the unduplicated category. With extra staffing families and students will be able to receive a more personal support.

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

- Bilingual paraprofessionals to support students learning English will assist teachers in implementing targeted support plans, and supplemental intensive language development.
- Social worker to coordinate services for English learners will assist ensuring that students learning English, especially the ones who are recent immigrants will get the support and services needed to be successful in school.
- Designated ELD professional development through EL Achieve