



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
Sequoia Union High School District	Bonnie Hansen Assistant Superintendent - Educational Services	bhansen@seq.org (650) 369-1411

General Information

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

On Friday, March 13th, 2020, Sequoia Union High School District was open for instruction. By Tuesday, March 17th, we had shifted to a complete distance learning model. With much goodwill, many stumbles, and numerous unknowns, we finished the 2020 school year with higher A-G pass rates than in the past three spring semesters. We also finished the year knowing we still had much to learn about high-quality distance instruction, how to support students' social and emotional needs in new ways, and with a need to continue to close the equity gap spotlighted by the pandemic. Summer school gave us the opportunity to try some new instructional strategies and improve our technology bandwidth for our students. We are now in the early days of first-quarter distance learning. We have learned much about how to do this better, and we have much still to learn. We look forward to a day when it is safe to return to school and in the interim are committed to continued growth in this new educational frontier.

Stakeholder Engagement

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

From unprecedented Board meeting attendance, to the high percentage of stakeholders responding to surveys, the district's efforts to solicit stakeholder feedback was successful. Multiple Spring board meetings filled to capacity, and even when the District expanded the Zoom participant capacity, attendees swelled to over 1,000. To accommodate this active interest a Facebook link was added for overspill viewing.

One major stakeholder initiative launched by the Sequoia Union High School District was the Academic Operations Task Force (AOTF). This important stakeholder group was charged with the goal of developing recommendations for creating flexible operational structures and an academic learning model that supports high quality teaching and learning for the 2020-21 school year.

The 107 members of AOTF represented the following stakeholder groups: students, parents, Board of Trustees, classified staff, teachers, administrators, SDTA members, counselors, dependent and independent charter school staff, San Mateo County Office of Education staff, and WestEd staff. The members of the AOTF were divided into ten working groups that focused on the following areas: Learning Environment, Health and Safety, Operational, Supports, Curriculum, Instruction, Assessment, Grading, Special Needs Groups, Student Services, Staff Supports.

The AOTF members participated in six, two-hour remote meetings during May and June. During these meetings, members gave input in a variety of ways. The focus of the AOTF in early May was to develop questions centered on how the district should proceed with the reopening of school in the fall. During later meetings, stakeholders refined these drafted questions to essential questions, and then used the essential questions to derive recommendations. Draft recommendations were reviewed during a public board meeting in early June, and then at a later public board meeting the completed AOTF report was presented.

In addition, over the course of the past six months, the District has gathered input via the following surveys:

March 25 - April 8: Thought Exchange Survey for families in English and Spanish regarding how distance learning was going. (945 participants)

March 25 - April 1: Thought Exchange Survey for teachers regarding needed supports for staff and students in the continued implementation of distance learning. (507 participants)

April 9 - 13: Thought Exchange survey for students, teachers and parents (in Spanish and English for parents) about moving to Pass/No Pass (7,467 participants)

June 1 - 7: Panorama Surveys for students, teachers and parents (in Spanish and English for parents). Feedback about distance learning, community and social emotional well being needs (2,785 participants)

July 10 - 20: Google Forms survey to families (in Spanish and English for parents) regarding fall learning preferences: hybrid, distance, or not attending a SUHSD school. (5,843 participants)

September

In addition to giving input that impacted the contents of the LCAP, to further seek input, a draft of the LCAP itself was shared with a variety of stakeholder groups :

August 24: Sequoia District Teachers Association Consult

August ____ : Sequoia District American Federation of State, County and Municipal Employees Consult

August 31: Superintendent's Parent Advisory Council
September __: Carlmont High School's English Learner's Advisory Committee
September __: Carlmont High School's Shared Decision Making and Site Council
September 1: Menlo-Atherton High School's English Learner's Advisory Committee
September 2: Sequoia Union High School District English Learner's Advisory Committee
September 3: Menlo-Atherton High School's Shared Decision Making and Site Council
September 3: Woodside High School's English Learner's Advisory Committee
September 3: Redwood High School's English Learner's Advisory Committee
September __: Redwood High School's Shared Decision Making and Site Council
September 3: Sequoia High School's English Learner's Advisory Committee
September __: Sequoia High School's Shared Decision Making and Site Council
September __: TIDE Academy's English Learner's Advisory Committee
September __: TIDE Academy's Shared Decision Making and Site Council
September 14: Woodside High School's Shared Decision Making and Site Council

The LCAP will also be posted on the District website for questions and input, as well as being presented for public comment at the September 2nd Board Meeting.

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

Remote participation was provided through Zoom links available on on District Website for all Board meetings and all agendas were included in the BoardDocs app that is connected to the website. Board meetings were also livestreamed on Facebook and YouTube. In addition, to these internet based options, the public had an opportunity to participate via audio through the phone and send in public comments via email ahead of the meeting. Public comments were read aloud at the meeting. Links to the AOTF Reopening plan were shared with all of the stakeholders involved in the workgroup sessions and discussed at two board meetings. Interpreting in Spanish was provided at all Board meetings. In addition, surveys were sent out via email in English and Spanish.

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

The Academic Operations Task Force (AOTF) was a diverse stakeholder group that provided formal feedback to the district. The feedback came in the form of essential questions and recommendations developed by ten working groups. The work of this task force was extremely ambitious, given the circumstances of Spring of 2020. During the final six weeks of the school year it is remarkable that the AOTF members were so committed that each meeting had an incredibly high attendance rate. It is also remarkable that this group of thoughtful and hardworking task force members created a 74 page report focusing on recommendations that span transitional and transformational change.

However, the success of the Academic Operations Task Force was uneven, especially with regards to getting feedback to and from the working groups. During the first two meetings in May, the final 30 minutes were devoted to giving the work groups time to share their ideas with the overall task force. The intention was that this process would continue, however the reality was that the work groups were in need of more time and the feedback loop was discontinued. A written form for giving feedback to other groups was distributed during week five, but work groups did not universally take the time to give each other feedback. The intention of the 7th meeting was to have each work group share their recommendations with the overall task force. At the last minute, this meeting was cancelled and the AOTF Report went to the board before being reviewed by all of the members. In essence each work group's best thinking was presented to the board, but the report as a whole was not approved by the overall task force.

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

The Bell Schedule variations, opportunity to work remotely, negotiated agreements with SDTA and each of the workgroup recommendations described in the Academic Operations Task Force Reopening Plan (<https://docs.google.com/document/d/1umaqi21sld1T1vPGaCHdeAbHwnIXiNQr0Do2IfYlwY/edit?usp=sharing>) all impacted the making of this Learning Continuity and Attendance 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.]

For the duration of the first quarter, all instruction is happening via distance learning. Much of the spring and summer were spent devising various hybrid models for students at large and some of the District's most at risk students in particular. Because of the scheduling complexities of students at the high school level, none of the in-person instruction models developed allowed for students to access the full range of courses needed while following County Health guidelines. As the fall progresses and more instructions come down from the state and county level, the District will follow them.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Because we began the year in distance learning, the District has been able to ensure pupils had access to the full curriculum. Since we did not have to create stable cohorts that would have minimized what students could take, all students were able to take the classes registered for in the spring. In addition, District administrators and teachers worked together to develop student schedules, norms for daily synchronous instruction, attendance taking, Zoom protocols, Wednesday teacher schedules, and daily office hours. Students will keep their devices for the duration of the year to ensure continuity of instruction whether in person or distance 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.]

A device will be provided to any student with a need. Several connectivity options are available to ensure students can connect. Hotspots by different providers to ensure ability to log on regardless of location have been secured and will be issued to students with need. The district has secured a Comcast Essential partnership for qualifying students so internet access can be installed within the students home. The district has partnered with the County Of San Mateo WiFi project for antennas to be placed in areas where clusters of students do not have access. All school sites have been equipped with WiFi antenna to maximize connectivity throughout the campuses.

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 in the district are required to participate in synchronous instruction four days a week (Monday, Tuesday, Thursday, and Friday) and asynchronous instruction one day per week (Wednesday). Student attendance encompasses student's presence in class for synchronous instruction as well as student participation and engagement. The District has established a designated "Zoom room" for each teacher and teachers will submit daily attendance and weekly engagement data for every student. Classes begin at a scheduled time in a live format for

the purpose of lesson introduction and attendance recording. Participation of students for asynchronous lessons on Wednesdays is based on criteria established by the teacher and reflects daily participation as defined by the Education Code to include any combination of: evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff and students or parents/guardians.

Each Wednesday, in addition to taking Wednesday's regular attendance, teachers will assess students' overall participation/engagement for the previous full week. If a student does not participate fully for the week, the student will be referred to the Tiered Reengagement Plan. Based on the level of individual student engagement reported by teachers, the district will provide the appropriate tiered interventions and supports. As a first point of contact for intervention of absent students, teachers are encouraged to make contact with absent students and parents/guardians to ensure they have what they need to access learning. Automated attendance calls, emails, texts, etc. will be sent to parents and guardians for those students who teachers have marked as not participating in either synchronous or asynchronous instruction and the school site will follow the designated protocols for addressing attendance issues.

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.]

A robust set of optional and required professional development for distance learning will be offered in the 2020-21 school year. Prior to the contractual return to school, teachers had the opportunity to attend optional, paid PD during Teacher Orientation Week. Fifty sessions, related to a variety of topics that include pedagogy in distance instruction and technological support, were offered with 1504 session attendances confirmed. This week also included orientation for new teachers enrolled in the District's induction program, TIPS, as well as sessions geared towards new veteran staff. The first contractual week of school included professional development for teachers and classroom staff. Mandatory PD was centered around four areas of distance instruction practice: planning and organizing for access; engaging a class community; authentic assessment and assignments; and Anti-racism and equity. For each topic, several differentiated sessions were offered to meet individual teacher need and interest. In addition to the mandatory sessions, optional sessions focused on technology tools were offered. These included support for functionality in the district-adopted LMS, Canvas, Zoom, and several education applications including: Edgenuity, EdPuzzle, Flipgrid, Gizmos, Peardeck, BrainPop, and LoomPro. The combination of the mandatory and optional professional development series allowed for teachers to receive support with both how to use technology tools and when and why they are most effective instructionally. Following the first four days of the week, support was provided in a small group and individual coaching format which allowed participants to practice software functionality. A total of 72 sessions were offered over the course of the week with 2974 confirmed attendances.

The weekly distance learning schedule for the first nine weeks of the 2020-21 school year (at minimum) includes a day each week on which students complete asynchronous work. Teachers are available on this day to participate in some professional development, curricular team collaboration, prep, and data reporting. Instructional coaches will offer ongoing PD and small-group practice on these days to support the use of instructional technology tools and pedagogy for distance learning. Additionally, existing curricular and instructional initiatives will

continue to move forward. These include training for integrated ELD strategies and a broad-scale math initiative which aims to shift instruction towards balanced mathematical rigor.

In addition to Wednesday support, instructional coaches will be available to teachers for individual office hours and for "push-in" support throughout the period of distance learning.

Staff Roles and Responsibilities

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

During the Spring 2020, the district transitioned to a 100% distance learning model with very little preparation time. In preparation for the start of the 2020 - 2021 school year, extensive professional development was conducted as well as focused planning by the school sites to ensure that teachers had the support necessary to transition to an effective model of 100% distance instruction. During the planning process, the district adopted policies and procedures to ensure that all staff members who would be working remotely had the resources necessary to do so effectively. Student Services reframed the delivery of mental support services to accommodate both students and staff working remotely and began the development of a social emotional learning framework that can be delivered in the current distance learning design. The district also identified specific classified positions that include essential duties that could not be done remotely and designed and implemented appropriate health and safety protocols to ensure the highest level of safety for employees working on site. Several classified positions, such as paraprofessionals and clerical support, transitioned to other duties such as conducting ongoing outreach to parents and students, when they began working remotely from their homes. Food Services redesigned its schedule and protocols to maximize the effectiveness of the distribution of food to students in need.

Supports for Pupils with Unique Needs

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

The District in collaboration with school sites, social services, ed rights holders, and county foster youth liaisons, will coordinate an effort of securing 1-to-1 personal computing devices and internet connectivity hotspot devices for all Foster Youth students in the district. As new students are identified, Chromebooks, hotspots with unlimited data, textbooks, school supplies, and school swag are issued at the student's home school site or delivered to the student's residence. This allows all students to be fully prepared for distance learning. Ensuring that student technology and internet access is secured, the district completes an audit to assure that 100% of foster students have access to internet and computing devices.

On a weekly basis, the Student Welfare and Attendance Coordinator (SWA) will run weekly attendance/engagement reports to ensure student participation/engagement during distance learning. The SWA will collaborate with sites to provide interventions based upon student need. Site Intervention teams will develop outreach plans to personalize the engagement process with Foster Youth students. This will provide flexibility to do home visits (based on local and state guidelines), connect with students at their jobs, and connect to community/school resources. The student services department will support and collaborate with site Intervention Teams and community partners/agencies.

English Learners, low-income students, and pupils who are experiencing homelessness without a computer/internet access have been issued a Chromebook and hotspots with unlimited data. With the start of the Fall Semester 2020, the focus to support these students has extended to ensure they have access to Canvas and know how to manage the tools needed to complete assignments, communicate with their teachers, and track their academic progress. For English Learners, the EL Coordinator will continue to collaborate with Bilingual Resource Teachers, Bilingual Parent Liaisons and ELD teachers to provide as much instructional support as needed.

In the spring semester, the district learned that all these students needed explicit information about how to manage assignments on Canvas, submit work, or manage the various external tools their teachers were using. To meet distance learning students' needs, the district and site staff created videos in both English and Spanish (student website-link) to access additional resources. This continues to be an invaluable resource for these students, teachers, and all staff working with students to support engagement with distance learning.

Furthermore, to track English Learners' academic progress and bridge communication, each site's Bilingual Resource Teacher and site teams have established weekly engagement logs. Bilingual Instructional Associates are assigned to ELD teachers or a cohort of students to track their progress and extend individual academic support. The EL Coordinator will collaborate with all site Bilingual Parent Liaisons to share additional community resources.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

SUHSD recognizes that pupil learning loss as a result of the COVID-19 is possible. As a result SUHSD plans to measure learning status within the first 6 weeks for our students at the greatest risk of falling behind (e.g. Freshmen in Algebra and below in Math, students enrolled in intervention ELA and support classes and English Learners, as well as students with special needs). In addition, all students will be assessed to measure learning progress in an Interim Comprehensive Assessment in November, which mirrors last year's testing window. Below is a description of how we will assess students' progress in Math, ELA and ELD, in particular.

Math -

In math, we have begun a strong initiative to provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration. As part of this initiative, we began using an Interim Comprehensive Assessment (ICA) designed in partnership with the Silicon Valley Math Initiative (SVMI) and Callahan Consulting and district certificated staff. This test was designed to be predictive of SBAC scores and yield actionable information to impact instruction. The ICA was administered to all students in SUHSD during the 2019-2020 school year.

In addition to the ICA, SUHSD began to implement a Pre & Post Algebra 1 assessment to measure student learning growth in Algebra 1. The assessment was designed to measure student progress in procedural skills, application, problem solving, and written communication. These students in Algebra 1 are considered most at-risk and measuring their learning growth from last year and over the course of the current school year is paramount. Therefore, we plan to replicate this assessment process and use the information to measure learning loss, inform instruction, and flag students for intensive intervention and in need of additional support.

- September 2020 (pre-test in Algebra), Use the September 2019 Algebra cohort performance as a proxy for expected performance in September 2020.
- September 2020 (build a new pre-test in Geometry) - Analyze same student cohort data to compare students from last year to this year on similar standards related to Geometry but that require Algebra skills and knowledge. Also can compare to performance in April 2020, which was administered as a post-test in Algebra during the shutdown.
- November 2020 (Interim Comprehensive Assessment - ICA) - administer the to all 9th-12th graders and use last year's grade level average as a proxy for expected performance at the same time frame. We can also analyze student individual growth and compare to expected growth based on average from last year's class.

The ICA connects to 8 mathematical practices. Algebra and Geometry are course specific. The assessments will be hand scored and results will be shared for classroom adjustments as soon as possible in order for teachers to modify their instruction. Students will be flagged early and identified for intervention if significant learning loss is evident.

ELA -

Similar to our approach in Math, SUHSD has been piloting, administering and revising a common Interim Comprehensive Assessment (ICA) in English Language Arts in the last two years to measure learning status, provide data to inform instruction, identify students in need of intervention and support and provide a clear set of standards to focus on during instruction. In its second iteration the ICA in ELA was focused on the Common Core literacy standards for history and social science, science and technical subjects, and ELA. As it was administered last year between late October and late November, 2019, we plan to mirror this same testing window in 2020 and give the ICA to all 9th through 12th grade students. We will measure the student progress against last year's performance individually and against the grade level average as a proxy for anticipated student growth. Any student demonstrating significant learning loss will be identified and targeted for intensive remediation and intervention.

In addition, students who are already identified in need of support and/or intervention at the beginning of the year based on their class placements (i.e., students most at risk and already performing below grade level) will be assessed using a reading inventory assessment

chosen by the school site to monitor student progress several times a year. We will be able to measure their progress and see early in the school year if there is any significant learning loss to provide key support for their learning in ELA.

ELD -

For our English Learners, time away from the daily classroom interactions and direct instruction has likely impacted the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, the district will continue the use of the IPT by Ballard and Tighe to measure reading and writing in English for our English Learners. This IPT assessment will help is designed to evaluate the reading and writing skills of English language learners in basic school settings; to test language for initial identification; to provide placement information for instructional programs; To monitor progress and growth in English language development, and to provide diagnostic information for program planning. This assessment has been used twice before by our ELD teachers and we will support the implementation and the evaluation of student's performance results. The prior results will provide some baseline data to measure some students for individual growth. Since this is a norm referenced test, we can anticipate the expected growth compared to actual growth for each child with baseline data.

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.]

Math - Teachers have been trained in math language routines ("math talks"), formative assessment lessons, problems of the month, re-engagements strategies and will identify students early in need of intervention. Teachers will use formative assessment data from MARS/MAC assessments, ICA and the benchmark to address student learning needs in real time. Teachers have office hours five times a week and are able to schedule one-on-one meetings with students to support them and help address any learning loss. In addition, we also have lead Algebra and Geometry teachers to support students who are not performing at grade level or meeting content standards. For our EL students in math classes, we are using EL integrated learning strategies and supporting students and we signed onto a grant with Q-TEL (Quality Teaching for English Learners) and we are looking at how we can integrate their work in the support of our EL students. In addition, we have migrant students who received additional tutoring and support through the migrant program in Math and English. Many of our first generation students participate in AVID and have additional supports in place to accelerate their learning. Students with exceptional needs have individualized learning plans (IEPs) and a case manager who ensures their academic success. In addition to support received for any other subgroup in which they belong, foster youth and students experiencing homelessness are tracked by specific site and district staff and given additional academic and socio-emotional support, as needed.

ELA - Similarly in ELA, teachers will use the reading inventory for the most vulnerable students at the beginning of the year to address any learning loss by identifying key standards which students struggle and support them in their learning. Likewise, the ICA in November will provide another time point in the year to identify students in need and to support students who are experiencing any learning loss. The strategies described above to meet pupils with exceptional needs will also apply in ELA in terms of supporting students through coaching,

case managers to ensure academic success and staff designated to provide outreach and support to foster youth and students experiencing homelessness.

ELD - School teams supporting English learners will develop communication that addresses academic, mental health, and attendance goals, and connect them to the appropriate site and district resources as needed. Additional tutoring sessions with Bilingual Instructional Associates will be scheduled as needed to support students in work completion and in the use of Canvas. Bilingual Resource Teachers will monitor students' academic progress by communicating with teachers and counselors, and connecting students' families with the appropriate support services as needed to ensure they're successfully participating in the school program.

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.]

As we continue to measure progress from last year, to be used as a proxy for baseline data, we will continue to monitor the number of students in need of additional support. As the number of students in need of support continues to shrink through immediate intervention and our approach to address learning loss, we will be able to identify if our efforts are working. For example, when we administer the pre-test in September to our most vulnerable students close to the opening of school (within four weeks) and when learning loss might be more obvious, we will be able to engage at team of staff to support students suffering from learning loss. In addition, the ICA will provide another data point in November to see if our intervention services have been effective. For example, if ninth graders performed at a certain level in November last year, we would expect this year's ninth graders to score similarly within a reasonable range. So, we will be able to identify if there is significant loss. As students are identified for support throughout our process and we rectify this situation, we will be able to identify the number of students receiving additional support and services. As this number decreases and students are "back on track" we should see some evidence to support that our efforts are working.

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

Description	Total Funds	Contributing
Callahan Consulting for support in math test design, administration, scoring, reporting, and teacher professional development and coaching.		
Support monies for sites (e.g., coaches, release periods for Algebra and Geometry teachers, smaller class sizes, etc.)		
Kelly Smith Consulting for support in English test design, administration, scoring, reporting and teacher professional development and coaching.		

Description	Total Funds	Contributing
Math Instructional Coach at the District Office		
English Instructional Coach for ELA/Reading at the District Office		
Coordinator for English Learners and Literacy at the District Office		
Contract with School City, Inc. for support in test design, administration, scoring and reporting.		

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.]

Through effective monitoring, proactive outreach, and a wide range of support program offerings, our students, staff, and school communities will continue to have resources to positively impact their mental health, social and emotional well being, and ability to address trauma and other impacts of COVID-19.

To monitor student needs, teachers, administrators, and intervention and support staff will collaborate and communicate through established and refined systems structures. MTSS Intervention teams are implementing an MTSS Data Tracking early warning system for student Mental Health intervention needs. Data of relevant risk factors, like attendance and engagement, will be included to identify students and families that may need additional support and teams will increase monitoring of special populations that may need increased support such as Foster, Homeless and students with intervention plans (504, SITs). Teachers also monitor student engagement and needs through their virtual classroom interactions and schools have established referral processes to ensure any student identified by teachers receives follow up support. Surveys of students, staff, and families will also provide additional need identification, as well as analysis of record keeping in our Student Information Management System showing trends of students' mental health needs and other ways that COVID-19 have impacted their social and emotional well-being.

To support these needs, our robust mental health services programs in our schools adapt to include a wide range of prevention and intervention opportunities and communicate these to students and families. These include online drop in hours for students where mental health staff and partners promote times they are available for students to “drop in” as they would if campus was open. Groups are also offered at a variety of times and for a range of topics to create greater connection with peers and a sense of community and belonging. These groups lead by our own staff and/or contracted partner agencies can provide tools and support for positive relationships, dealing with stress, alcohol and substance use prevention, handling grief, mindfulness, and other topics that may be identified utilizing aforementioned data. While some groups are open for any student to join, others are specific targeted supports for students already identified as at risk or needing support. Individual and group school-based counseling supports also continue to be effective and these are accessed virtually through phone or video conferencing; once allowed to be in person, health protocols will be followed to ensure safety. Students may be referred by staff, parents, or a self referral process.

Additionally, a plethora of resources are curated and available online on the district and school websites, including access to partner resources or programs and Atlas Mental Health App the district secured through a partnership. We have adapted our Parent Education Series to provide webinars related to current needs of families and support strategies that will benefit our students; these are recorded and continue to be available after the webinar time and an increase of offerings in Spanish are becoming available. The district is also working toward integrating Tier I SEL lessons into the times that students have for additional support. An SEL framework has been developed for delivery and includes skills building for students in the CASEL Core Competencies: Self Awareness, Self Management, Social Awareness, Relationship Skills, Responsible Decision-Making. Subtopics supported in social emotional learning will include: Self-Efficacy, Grit, Self-Management, Emotional Regulation, Social Awareness, Sense of Belonging, Diversity, Student Interpersonal Skills, Engagement, Growth Mindset, Rigorous Expectations, Attendance and Achievement, Bullying and Violence Prevention, College and Career Readiness, Culturally Responsive Education, Character and Life Skills, Drug and Alcohol Prevention, Digital Citizenship, and Health and Wellness. Targeted groups needing additional support will be identified through the SEL Tier 1 interventions and supports. SEL sessions will also have direct parent links to materials regarding social/emotional learning and targeted parent groups will be developed based on parent participation and demonstrated needs that arise related to those competency areas.

Staff are also provided online resources, our Employee Assistance Program for live counseling, and more wellness opportunities with partners and peers. For example, collaborating with our County Office of Education and other Mental Health collaboratives, we offer virtual Wellness Wednesday opportunities and also created a shared document for all district staff to see other social-emotional resources and events available to them, linked on our website. Our own staff also created and shared wellness opportunities, ranging from just connecting and creating community around common interests like trivia nights, cooking, or zumba, to specific mental health tools like mindfulness, self care strategies, and peer support. Our training for staff includes trauma informed practices, SEL, restorative practices, diversity and equity, addressing COVID-19 specific issues, suicide risk recognition and prevention and many webinars about strategies for creating safe and positive virtual learning environments.

Pupil 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.]

Each school site within the district has enlisted additional support and services from staff members in order to make outreach to engage families. This work will continue to occur in an ongoing capacity, as students enter school sites' Tiered Reengagement Plans. While the Education Code notes outreach is required for students missing 3 school days or 60% of school per week, the district made a decision to include any student that may need intervention(s) in the Tiered Reengagement Plan. Therefore, all students will be supported and provided interventions, not just students meeting the state's attendance minimum. The district is also adding additional ways to communicate with parents during Distance Learning for the 2020-2021 school year. This includes additional written letters, available in student home languages, as well as SMS (text) messaging via the district's attendance monitoring system (Attention2Attendance).

Teachers will be completing student attendance during Distance Learning as normal. In addition, teachers will also assess weekly engagement for every student. In consultation with teachers, school site and district staff, student attendance in the district's Student Information System (SIS) now represents attendance, participation, and engagement. In the Attendance module of the SIS, teachers will mark the checkbox for Participated (present) for students attending live sessions, and leave the checkbox empty/blank (absent) for any students that did not attend. Weekly, teachers will also submit participation/engagement information based upon daily participation as defined to include any combination of: evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff and students/parents. Teachers will make every effort to have student attendance submitted daily by 5pm in order for automated attendance calls. Additionally, teachers are encouraged to make contact with students and parents/guardians to ensure they have what they need to access learning. In order for teachers to have flexibility with monitoring student attendance and engagement, they will be able to modify attendance for up to 3 calendar days.

Teacher weekly engagement submissions will be utilized to provide tiered interventions and supports to students. If students are not engaged, this triggers intervention response(s). This Additional teacher-submitted data will also be utilized for: automated attendance calls, emails, texts, etc., for the generation of reengagement letters via attendance-monitoring system, weekly engagement records, and ultimately the strategies of the school site's Tiered Reengagement Plan:

Tiered Reengagement Plan

TIER / LEVEL I

Reengagement Data

- Data In one week:

*0-6 Period absences

*0-3 Period NP marks for Engagement

- Progress/Quarter:

*2.5-3.0 GPA

Data Sources

- Teacher Referral
- Infinite Campus Attendance
- Attention2Attendance
- Weekly Engagement Reports
- Progress/Grade Reports

Student Supports

- Culturally relevant and responsive instruction
- Advisory/mentor program
- PBL - highly engaged curriculum
- Teacher differentiation
- Social Emotional Learning Activities
- Mental Health and Wellness
- Community-Based Organization involvement

Student Interventions

- District (in student's home language):

*Mail A2A "No Contact" letter on 9/1 for all students that have 0-10% attendance rate

*If threshold is met:

- Mail A2A "DL Unexc/Exc Letter1/2/3"
- Mail A2A "Truancy/Exc Letter 1/2/3"
- Mail A2A "Conference"
- School Site:

*Intervention/Attendance team staff member(s) (or other as assigned) to verify current parent/guardian contact information for each student

- Cell phone, email, message number, home address, emergency contacts, etc.

*Determine student needs:

- Is synchronous instruction not working for student (or student cannot access)?

*Provide information for distance learning resources, to include technology support (equipment, connectivity, etc.)

*Engagement supports (connecting families with school, teachers, community resources)

- Social Services
- County Resources

*Food, Housing, etc.

*Provide intervention(s) based upon student need(s)

*Note intervention(s) in the Intervention Tab

TIER / LEVEL II

Reengagement Data

- In one week:

*7-18 Period absences

*3-6 Period NP marks for Engagement

- Progress/Quarter:

*2.00 - 2.49 GPA

Data Source

- Teacher Referral
- Infinite Campus Attendance
- Attention2Attendance
- Weekly Engagement Reports
- Progress/Grade Reports

Student Supports

- Explore Tier/Level I supports

- Site-based Academic supports: specific course changes, intervention groups, etc.
- Student Study Team referral

Student Interventions

- District (in student's home language):

*If threshold is met:

- Mail A2A "DL Unexc/Exc Letter1/2/3"
- Mail A2A "Truancy/Exc Letter 1/2/3"
- Mail A2A "Conference"

- School Site:

*All Tier/Level I interventions

*Ongoing determination of student needs

- Mental Health support / Telehealth

*Family support (social services)

*Educational Supports and Interventions

*Utilize A2A for two-way SMS communication regarding attendance, in student's home language

*Possible welfare check from local law enforcement

*Note intervention(s) in the Intervention Tab

TIER / LEVEL III

Reengagement Data

- Across multiple weeks:

*18+ Period absences

*6+ Period NP marks for Engagement

- Progress/Quarter:

*< 1.99 GPA

- Specific Student Subgroups:

*IEPs

*504s

*English Learners

Data Source

- Infinite Campus Attendance
- Attention2Attendance
- Weekly Engagement Reports
- Progress/Grade Reports

Student Supports

- Tier/Level I/II Supports
- Modified Learning Environment - explore what supports may be needed

Student Interventions

- District (in student's home language):

*If threshold is met:

- Mail A2A "DL Unexc/Exc Letter 1/2/3"
- Mail A2A "Truancy/Exc Letter 1/2/3"
- Mail A2A "Conference"

*Potential SARB referral for additional/higher level intervention

- School Site:

*All Level I and II interventions

*SST Referral, if not yet held

*Home Visits

- Under specific local/state health guidelines

*Student may be required to attend courses on-campus

*Explore final site-based interventions

*Referral to Independent Studies, if appropriate

*Reduced academic schedule

*Utilize A2A for two-way SMS communication regarding attendance, in student's home language

*Potential referral to Welfare & Attendance Office for SARB interventions

- Note: under SB-98, LEA's cannot refer students/families to Juvenile Court, but can still utilize the intervention structure of SARB

*Note intervention(s) in IC

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.]

Food Services will provide meals to SUHSD students in a Distance Learning format according to the 2020-21 school year calendar. Prepackaged breakfast and lunch meals containing the required meal components will be available for pick up by students or parents at the designated serving locations. Students do not have to pick up at their home school site. Multiple-day meals will be available for pick up on Mondays and Thursdays during extended serving hours. Extended serving hours will be offered in both distance learning and in-person instruction. Meals will be provided to any SUHSD student regardless of eligibility status. Meals served will be recorded utilizing the Food Service POS (Point-Of-Service) system and claimed for reimbursement by student's current eligibility status. Free and reduced students will be served with prior year eligibility for the first 30 days of the school year or current year Direct Certification or approved current year meal applications.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
50%	50000

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.]

Due to the impact of COVID-19 on Foster Youth, English Learners, Low Income Students, and Students experiencing homelessness, the district will offer individualized tutoring to any student identified as disengaged or partially engaged by site intervention teams. The district

and sites will collaborate to hire certificated teachers or instructional aides willing to provide distance learning tutoring via zoom, google hangouts, google meet, depending on student and staff technology comfort.

District and site intervention teams will review weekly attendance/engagement reports to assess student levels of engagement. Site intervention teams are composed of identified liaisons for each of these student groups that will intervene, assess, and communicate student progress and needs to appropriate school personnel.

Site leadership will establish protocols and tracking methods for clear and regular communication between BRTs, parent coordinators, case managers, intervention counselors, mental health counselors, guidance counselors, campus supervisors, and teachers.

Additionally, in collaboration with site intervention teams, liaisons at each site will continue to gather information about community organizations working with families providing financial support for rent, access to food, check on families' well-being, and making all information accessible. Sites will continue to hold parent meetings, develop new parent workshops with distance learning needs in mind to empower parents to be active agents in their students' education.

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

Learning supports specific to Foster Youth will include:

1. Case management to support all eligible foster youth
2. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail identified as disengaged or partially engaged
3. Monitoring of attendance/engagement and communication with teachers and administrators as necessary
4. Referrals to both district and community agencies for additional support/resources as warranted
5. Online tutoring services will be offered to eligible foster youth
6. Collaboration with student hearing and placement, and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner

Distance Learning supports specific to Low-Income and/or Homeless Youth will include:

1. Coordination & communication with shelters to engage students in distance learning
2. Coordination & communication with homeless agencies to make them aware of SUHSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including the provision of Wi-Fi hotspots on a case-by-case basis
4. District communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified

Distance Learning supports specific to English Learners will include:

1. Online Individualized support during and after school hours
2. Accessibility to the curriculum and extensive online training will be available
3. Use of BrainPOP-ELL as an external tool for supplemental support for all ELD teachers and students
4. Integrated ELD continues to be offered across all subject areas with the use of Constructing Meaning
5. BRTs and school support staff will use remote access student database, Infinite Campus, and Canvas
6. Monitor and track the academic progress of ELs and provide support prior to students disengagement
7. DELAC meetings will shift to a virtual platform to continue supporting the families of EL students by informing them of resources available for their children
8. Identified site EL liaisons will hold virtual parent meetings to support families with technology usage, share school information, and offer additional assistance for parents with their English language development while at home.
9. Each school site will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses.
10. Video tutorial for students in Spanish to become more familiar with Canvas and other tech tools
11. Embedded systems for students to have opportunities to interact with peers and practice basic interpersonal communication skills (e.g chats, comments on assignments, virtual meetings, group activities, flipgrid)