Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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**General Information**

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

Set in southern San Diego County, Sweetwater Union High School District spans from the border with Mexico up the Pacific coast to National City and East to the Otay Mountain foothills. As the largest secondary school district in California, we serve our communities, parents, students, and staffs with excellence in teaching and support for our very diverse population of over 38,000 middle and high school students and over 10,000 adult school attendees. Our 2018-19 student enrollment was 39,086. 59% of our students qualify as low income and 19% are identified as English Learners, 63% of our EL students are Long Term English Learners and 615 of our students are Foster Youth or Homeless Youth.

The Sweetwater district has felt the impact of the COVID-19 pandemic as has any other school district in California and beyond. Students, families, and staff have been deeply impacted by the pandemic and these tolls have been demonstrated in the physical, emotional, and academic health of our students and staff. In San Diego County, we are unique in that the zip codes in the Sweetwater district represented 5 of the 6 highest case rates of COVID-19 infections in the County, which has led to increased anxiety and acute sensitivity to inform our decision making process.

Our abrupt closure of schools on March 13, 2020 and rapid transition to Distance Learning in April presented many challenges such as providing connectivity and devices to all families and pertinent staff, and delivering professional development to our 1800 teachers to properly prepare for Distance Learning. During the 2019 -2020 school year, the district had made a determination to halt its 1:1 computer/iPad device initiative because of budgetary constraints. Once the pandemic hit, it was evident that devices and connectivity were going to be two major factors in supporting students’ continuity of learning. Our device procurement and distribution were impacted by the global demand and socio-political environment which delayed our device orders on several occasions. During one incident, we had 3000 devices in the Port of Los Angeles that were being held by Customs and were subsequently returned to China. Issues with the shortage of devices and hotspots compounded the frustration faced by district staff, students, and families during this time. We approached our students and families to return devices if they did not need them at home and this helped secure over 700 devices for students in need. We are still waiting for computer orders that were submitted in April of 2020.
Teachers and students had to transition from in-person instruction to a distance learning model. Over 139 professional development sessions were developed in the spring to provide teachers with the tools to support distance teaching and learning. During April - June of 2020, we maintained a continuity of learning plan that focused on doing no harm to students and providing them with the opportunity to improve their academic grades without penalty. Asynchronous instruction was the main mode of instruction. Students without devices or connectivity received packets of work from each of their teachers. Administrators made copies of these packets for hundreds of students during this time.

We also focused on providing students with socio-emotional learning tools to support students as they experienced trauma caused by the pandemic. The South Bay was deeply affected by COVID-19 and many families experienced life-threatening illnesses, economic distress, isolation, and anxiety due to the state of the country and world. At one point in San Diego County, more than 250,000 people lost their jobs because of the financial effects of the pandemic on the economy. This was notable as meal distributions occurred at the district school sites. Over one million meals were served by June of 2020. Cafeteria staff, custodial staff, campus supervision staff, and administrators provided these meals on a weekly basis to our community as long lines of cars waited. These meal distributions sometimes lasted more than three hours.

Additional trauma occurred in May with the death of George Floyd and other unwarranted attacks on African-Americans. The Sweetwater Union High School District community stood up and made their presence know as participants and leaders in the Black Lives Matter movement. As a diverse community, the acknowledgement of systemic racism and needed changes within our own educational system became the impetus for Board item supporting Black Lives Matter. The item detailed the following:

"The Sweeewater Union High School District’s mission statement is: Located in the heart of an international border community, the Sweetwater Union High School District ensures a safe, inclusive, collaborative culture that empowers each student to actively engage in a meaningful educational experience to pursue personal and academic success. The district prides itself on its diversity, social equity, and nondiscrimination in all district programs and services. During these challenging times in the world, the district would like to recognize and support the Black Lives Matter movement to fight racial injustice. By approving this item, the board and district resolve to do the following:

- Amplify the messages of the Black community so thoughts and ideas are heard in their own voice.
- Express solidarity with the families of all who have had their lives destroyed and communities disrupted by the forces of racial bias and violent abuse.
- Commit to advocate for the change the country needs today and to root out racism and prejudice of any kind as the country strives to make a better America in the future.
- Demonstrate enduring understanding, empathy, and persistent resolve to eradicate bias, violence, racism, social injustice, and prejudice.

As a district that has been at the forefront of the equity movement, we had a five year Comprehensive Equity Plan, a department to fully support the plan, and our Local Control and Accountability Plan Goal 2 addressed elements of the plan. The Sweetwater Union High School District’s “Comprehensive Equity Plan” addresses the essential components and elements for a meaningful and fair delivery of educational supports and services. It strongly conveys our commitment to academic excellence and personal success for each student and staff member. Central to this plan is educational equity, which is dependent on five main factors, those being fairness, access, opportunity, inclusion, and outcomes. These factors imply that characteristics specific to one's personal conditions should not interfere with the potential for academic
and/or employment success. The standards and factors of equity must also be equally applied and are essential for achieving our goal of academic, social, and personal success for each student and staff. In order for the district to achieve educational equity, we must support, recruit, hire, and promote culturally conscious, culturally responsive, and culturally proficient employees at every level across the organization. It is critical that we retain staff who reflect the knowledge, beliefs, skills, attitudes, and practices that facilitate healthy interpersonal relationships and create positive learning environments which support academic achievement and personal development. If each employee is culturally conscious, responsive, and proficient, then all Sweetwater Union High School staff will exhibit the knowledge, attitudes, skills, and practices to interrupt institutional bias and better meet the unique needs of our diverse students, families, and staff. The equity variables (i.e., fairness, access, opportunity, inclusion) are intrinsic rights for each Sweetwater Union High School District student and staff and all educational outcomes (social and academic conclusions) must be based on these critical principles. Inequities occur when biased or unfair policies, programs, and/or practices result in uneven classroom performances, inconsistent academic achievement, and poor social/emotional and educational outcomes. Continued focus must remain on policies and programs which guarantee access (individual students or student groups) as measured by such variables as school attendance, graduation, and postsecondary success for each student. We must also continue to place increased scrutiny on programs or practices which result in comparatively poor performance for certain students and/or student groups on district and state assessments. While it is important to stay mindful of the inherent bias or flaws in the design of some tests, each district student must continue to leave our schools “college and career-ready.” Being aware of the equity variables and their implicit/explicit effect on institutional and individual bias will help mitigate the maintenance of disparities in our schools and eliminate adverse structural and systemic conditions; the following goals of the Comprehensive Equity Plan are being offered as a resource for this purpose.

We highlight the equity challenges and Black Lives Matter in the Learning and Attendance Continuity Plan because although we are in a pandemic and facing incredible trauma and learning loss as a result, social justice issues in our community and world impact our students and staff on a daily basis. We cannot separate the issues. As a district, we are ready to confront racism and educational inequities. It is our responsibility to address these issues through the development of culturally responsive curriculum, training for our staff, and creating community advisory groups to assist in this process.

As the 2020–2021 school year started, in the midst of an economic crisis, health pandemic, and social justice crisis, the students and staff have been on stay home orders from the governor and quarantined since June. The district recently announced that the first semester of this school year will be offered through Distance Learning.

Stakeholder Engagement
Stakeholder feedback has been at the forefront of our district's effort to include as many voices in our planning and our current decisions. Collectively, district leadership and staff began to create and recruit key stakeholders in the community and in our district to develop the plan to reopen for the 2020/2021 school year. Each workgroup included diverse stakeholders throughout the district and local community and educational agencies such as: district leadership, principal representatives, assistant principal representatives, Sweetwater Education Association members, Sweetwater Counseling and Guidance Association members, Paraprofessionals, Office of Technical & Business Services, National Association of Government Employees, Parent representatives from District Parent Advisory Committee and District English Language Advisory Committee, parents and students from various school sites, community representatives, and institutes of Higher Education partners. Parents and community members represented all areas in our district and all meetings were conducted with interpretation services to assure all voices were included in the collection of perspectives. The workgroups were organized by focus areas which targeted our district’s four Local Control Accountability Plan goals:

1. Teaching and Learning
2. Health and Safety
3. Parent, Family, and Community Engagement
4. Coherent Systems

The workgroups generated diverse perspectives resulting in the collection of a wide range of ideas that we used as a guide to create and develop our reopening plans. The LCAP goals assisted each workgroup in aligning our priorities to address the highest needs first under each goal. We also conducted various surveys with our students, parents, and community members which generated the type of feedback we needed to determine student critical needs, family priorities at home, and teacher/staff concerns. Survey feedback was collected and summarized where we found common trends and conclusions which led us to set our priorities in our district's reopening plan.

The Family Survey data, also lead us to discover that many families were lacking wifi connectivity, food insecurities and many had lost their jobs. Immediately, we created communication pathways through social media platforms along with various live YouTube video sessions where the community submitted their questions and comments which critically drove the development of our re-opening plan.

Once the re-opening plan was completed, it was translated, posted and presented to the board, community meetings such as the Eastlake Education Foundation, Filipino Community Forum, Assembly Area 79 Educational Forum, District English Learner Advisory Committee, and District Parent Advisory Committee. In every presentation, there were opportunities for feedback via google forms links, Q/A sessions, zoom breakout rooms, and/or one-on-one phone conversations. There was also informal feedback that was given via our Sweetwater Hotline. This platform was a comfortable way for parents to discuss problems that they were confronting during the opening of school which served as a vehicle to listen and pinpoint where the major issues were happening for their child.

We started our school year on Aug. 3, 2020, and our outreach for stakeholder feedback continued. Below are additional dates where feedback was solicited using Microsoft Teams and Zoom:

September 8, 2020: Cabinet and Principal Representative Feedback
Our district staff has also participated in the Equitable Distance Learning Task Force with the San Diego County Office of Education where numerous organizations gathered to brainstorm and create recommendations to better address the learning and technological disparities for families and students with the most needs. In collaboration with various non-profits and other educational institutions, and with a unified understanding that the Latinx community has been disproportionately affected by COVID19, our district gathered data to better understand the needs of the entire community and braid resources to service our students. This collaboration with other school districts, SDCOE, and various non-profits also contributed to the development of our Re-opening Plan.

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

All stakeholder feedback meetings were conducted remotely, nevertheless, parents and community members logged in at record numbers. One of our YouTube Live Townhalls had over 1000 participants. We believe the wide range of options we offered to remotely access meetings, made it possible for more stakeholders to join public meetings that they might not have had the opportunity to join before. In addition, all meeting were provided with simultaneous interpretation services via FreeConferenceCall.com and through consecutive interpretation. The district created various options to assure our remote meetings were accessible by as many stakeholders as possible. Translation services were provided in Spanish.

Below is a list of options we provided:

1. Board meetings were virtually accessible via the district's live YouTube channel. Community members submit a three-minute written public comment for continuous open feedback.
2. Town Hall Meetings were conducted via YouTube Live and live responses to all questions were submitted and suggestion were collected via the live chat.
3. Google Survey Forms were used in every meeting to capture immediate feedback from participants and in every parent/home communication.
4. Live Chat during YouTube Townhalls enabled stakeholders who preferred to respond in text format to participate in the discussion including those using interpretation services.
5. District website was constantly updated with the latest communication and announcement sent to parents.
6. Infinite Campus or Jupiter Grade messages were sent out to all parents and students via email to solicit feedback using a survey link.
7. Sweetwater Hotline was established to answer direct phone calls, assist parents/students and gather direct input from the community.
8. Staff participated in a forum organized by a nonprofit, Eastlake Educational Foundation, where questions/suggestions were collected.
9. Zoom breakout rooms were used to solicit verbal feedback for those parents who preferred someone transcribe their comments and suggestions.
10. Facebook and Twitter are constantly circulating announcement and information for those who prefer social media as a feedback platform.
11. Instagram is also available as a tool used mostly by students who prefer this type of communication.
NOTE: The district's social media platforms have over 5,000 followers. This large following result in having large participation in our special events, such as the town hall meetings, which are usually associated with a specific hashtag that can be followed across platforms, giving us the ability to follow specific topics and address those topics accordingly.

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

In the past seven months, our district has collected significant stakeholder feedback from various groups. The specific feedback that has been gather in this short period of time, has had a significant influence in the development of our Reopening Plan and our Learning Continuity & Attendance Plan. Below are some of the most critical comments we gathered from each group that lead our planning and development of how to prioritize our planning.

STUDENT GROUPS:
"google classroom is the best and most effective thing to use. teachers should use the same platforms. the platforms they should be using are Jupiter grades and google classroom. canvas and Microsoft teams and one note is hot garbage!"
"graduation should not be canceled"
"All of the above and more, we have a family staying with us I'm the oldest of the kids and their younger son is autistic."
"Caring for grandparents, chores around the house, my own health problems, and mental state."
"I honestly think that I don't need to make my distance learning better because I get everything's in that I need from my teachers and they make this distance learning a great experience for me."
"I get disconned from my classes all the time."
"Do Learning Center students get a computer?"
"I believe every teacher should make videos for students to understand better."
"I feel like if all teachers were to use google classrooms it would make everything easier for the students to get their work done rather than having teachers use different types of media sites."

PARENT/COMMUNITY GROUPS:
"not all parents want their students to return but they have the need to work."
"it is difficult to identify students who are in need and those that are falling through the cracks. I don't want our children returning to school if they can't be safe."
"When will my student get a computer and a hotspot?"
"how will sped. students accommodations be serviced?"
"The children are becoming more depressed and discouraged. They are locked in front of their laptops for 5 hours."
"In-person assistance should be available to special education students and struggling students in a need basis and by appointment but it should not be required that they attend in person classes until second semester once the health department has a better handle of the current situation."
"Is there going to be tutoring afterschool and what is the availability for that? For the initial 10% that will be sent back, will they be testing those students and teachers that will be returning?"
"Teachers need to do an interactive check-in during every class to check on students and their social emotional well being."
"If students don't have a Laptops yet, how will they be able to submit homework"
"It is very difficult to learn the new processes. Is there training available that can be given to teachers and students?"
"inform our kids that counseling staff is available if they need some support that they may not feel they can get at home"
"More sympathetic and empathetic teachers, please."
"What training are you giving teachers to be able to support students in class and distance-learning?"
"Does each school even have enough supplies to clean each room like has to be done?"

TEACHER/STAFF GROUPS
"We are glad to see that sites will be provided funding for Learning Loss Mitigation. This will help with addressing the needs of our students."
"Highlight services for students with disabilities." 
"How will classrooms be disinfect before we return to in-person teaching?"
"Sites need more resources for student with disabilities which would include expansion of credit recovery."
"Will all teachers and staff be tested before returning to school?"
"Is there going to be a basic standard for PPE provided for all teachers across the district?"
"Obviously physical health, mental health and safety of students and staff are priority at this time but also encouraging students and parents that continued learning development in whatever form is extremely important."
"Making connections with students is key to their success..."

"How will you ensure the safety of all (staff, students, etc.)? "
"Classes are vital for student expression and mental health of our students."
"We need to work on balancing covid risks with mental health risks"
"I'm very concerned about in person instruction and health and safety. "

"Thank you for making sure proper measurements are implemented to ensure safety and health are priorities for students and staff."
"As we reopen I am seeing many adults not following any guidelines. How are we going to address the social butterflies in and outside of the classroom of high school students?"

With each public forum that has been held, the input of stakeholders has been a critical component of the work we do. The Reopening Town Hall meeting had over 1,200 participants and we recorded over 600 comments via a Google Form that was created for the event. This included 55% of respondents identifying as parents, 35% as staff, about 5% as students and 5% as other community members. The majority of the input was related to the community's feelings about returning to in-person learning and questions that they had about how that would happen. Specifically, over 60% of respondents had questions about what a physical return to school would look like. The focus from many respondents was on classroom setup (such as social distancing and numbers of students in classrooms) as well as classroom and campus cleaning/disinfecting for students. Another significant area of concerns for all respondents was around extracurricular activities at school and how this issue would be handled amid the school closures.

This input provided by students, parents, community and staff input has continued to serve as a tool in the ongoing discussions over the past few months around all aspects of our organization.
The Learning Continuity Plan was directly influenced by the feedback we received from teachers, parents, students, and community. The most significant influence was the parent and student feedback which guided staff in investing more funding in devices, hotspots, mental health support, teacher preparation, and parent tech support. The feedback we received during our town halls was instrumental in determining academic support services for students. Upon reviewing all stakeholder feedback groups and looking through a lens of our LCAP goals, equity and our neediest students, four common themes clearly emerged as our district critical needs:

PROFESSIONAL DEVELOPMENT: (Teaching & Learning)
* Teachers are using one learning management system at sites. Site choice of Jupiter, Canvas, Microsoft Teams, or Google Classroom as the LMS.
* Professional development was provided in the summer to more than 200 teachers and all teachers participated in nine hours of opening of school PD from July 29 -31, 2020.
* Further developed Professional Development for teacher to increase engagement and strategies for Distance Learning, Integrated English Language Development, and other relevant PD.
* Friday schedule has PLC time for all sites.
* Social Emotional Lesson development to use mitigate the effects COVID19 is having on student's mental health.

DEVICES AND CONNECTIVITY: (Coherent Systems)
* Budget for devices and connectivity was increased to ensure each student had the needed resources.
* Resources for online instruction were updated for parents, students, and teachers.
* Provided funding for school site and district Student Hotline for Academic Supports.

SOCIAL/EMOTIONAL SUPPORTS FOR NEEDIEST POPULATIONS: (Health & Safety)
* Additional instructional resources were created to support English Learners, Students with disabilities, Foster Youth, Homeless Youth, and low-income students.
* Additional supports for students with disabilities were allocated to the school sites to provide specific credit recovery, interventions, and other services directly.
* SUHSD created Block A (periods 1,3, and 5) and Block B days (periods 2,4, and 6) so students would have less classes on each day.
* Increased school site allocations to address Learning Loss and the effects systemic racism in our nation, state, and community is having on the social/emotional health of students.

FAMILY SUPPORT (Parent/Family & Community Engagement)
* Zoom added a video conferencing platform based on SEA input.
* Parent/community technology workshops to support students and teachers
* Translation/Interpretation for needed languages
* Synchronous classes start at 9:00 AM instead of at 7:15 AM. Each block period has a max of 45 minutes of synchronous instruction. Office hours are available on an appointment basis to better connect with families.
* Daily schedules to support families with multiage students in one household.
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.]

In May of 2020, the superintendent created four committees to develop the reopening plan that aligns with the Learning and Attendance Continuity Plan. The work groups consisted of the Teaching and Learning Committee, the Safety and Wellbeing Committee, the Parent and Community Engagement Committee, and the Cohesive Alignment Committee. These aligned to our four LCAP goals and included stakeholders from all our major representative groups of teachers, counselors, classified staff, parents, students, administrators, and community members to prepare for a monumental shift in the approach to instruction. The educational system was asked to pivot its entire structure when the pandemic hit the United States and Californians were placed on a shelter in place mode. Transforming an in-person educational system to a distance learning model in a few weeks or even a few months was a monumental task. Compounded by the delays in receiving computers or devices orders and the lack of supply chain capabilities for the procurement of these. On June 8, 2020, State Superintendent, Tony Thurmond, released the California Department of Education Guidance for reopening schools Stronger Together: A Guidebook for the Safe Reopening of California’s Public School. The state guidance and Senate Bill 98 reinforce that California schools are expected to deliver continuity of instruction this school year. Although in-person instruction is optimal, SUHSD will provide in-person instruction when all key considerations and local context indicators deem it safe to do so. The health and safety of our students and staff is our primary concern.

All final decisions about when and how to reopen schools—as well as decisions about any future closures—will continue to be informed by the most recent local health data in partnership with the San Diego County Emergency Operations Center (EOC), Department of Health, and Human Services (HHS), and San Diego County Office of Education (SDCOE). Distance learning has been a difficult model to implement although our district has made tremendous efforts to secure and provide equipment and resources for our students, teachers, and staff. In-person instruction offers the face to face interface that is essential to the establishment of rapport, connection, safety, and other factors that create a conducive learning environment. Learning loss mitigation is essential for all of our students; however, there are students who are impacted more deeply because of the existing and historical opportunity gaps. The students most impacted by learning loss and regression include: low-income students, Foster Youth, Homeless Youth, English Learners, students with disabilities, and students of color. In June, the district determined that we would re-open schools in a distance learning model based on the local health indicators. Governor Newsom provided an executive order on July 17, 2020, that affirmed our cautionary approach to the opening of school. As one of the first school districts to start school in the summer because of our year-round schedule, we delayed our original start date of July 20, 2020, to align our calendar with the four feeder school districts. SUHSD reopened schools on August 3, 2020, with a Distance Learning instructional program.
This will be utilized through October 12, 2020. Approximately four weeks prior to October 12th, in collaboration with our labor associations, the district leadership team and Board of Trustees will determine if local health conditions permit a transition to in-person instruction. Our school year calendar was already modified in early June. We opted for starting in early August to ensure students completed the first semester prior to the Winter Break. This provides more time for learning before any spring assessments occur. The plan may be modified based on the most current guidelines throughout the school year. Governor Newsom recently changed San Diego County's status and schools are allowed to reopen after September 1, 2020, for in person instruction. However, based on the SUHSD Reopening Plan, we are reevaluating the local health indicators to assure if it's safe to open in the South Bay.

SUHSD identified four principles to guide all planning for school reopening.

1. We will plan for a reinvented sense of normal operations on the first day of classes.
2. We will, in everything that we do, work to ensure the health, safety, and well-being of students, staff, and the community.
3. We will incorporate Local Control Accountability Plan (LCAP) goals into our overall plan.
4. We will think through unintended consequences that may alter our plans, create planning scenarios, and communicate clearly at each step communication (with translations) to all families and staff.

SUHSD will consider the following metrics to determine the course of action:

- Consideration and Metrics for Offering an In-Person Instructional Program
- Considerations and metrics that will be evaluated for offering an in-person instructional program include the following San Diego County Health Department and California Public Health ----

DEPARTMENT GUIDELINES IN ADDITION TO THE FOLLOWING CONSIDERATIONS:

* Social mixing factor because of secondary school schedules.
* Case rates in USA compared to other countries that have reopened have experienced a lower level of infection.
* Teens may be infected and can transmit COVID-19.
* Weekly District updates will be provided on local health context.

METRICS:

* 14 day rolling average of San Diego County positive test rate below 5%.
* 14 day rolling average of new Coronavirus cases in Sweetwater zip codes decreasing over 14 days.
KEY TIMELINES FOR TRANSITION:

September 21, 2020: Determination if the district continues in distance learning after Fall Break. Subject to change based on local health indicators.

November 30, 2020: Determination if the district continues in distance learning in second semester or potentially bringing up to 10% of students based on academic and social indicators. Subject to change based on local health indicators.

March 1, 2021: Determination if the district continues in distance learning for the rest of second semester. Subject to change based on local health indicators.

The district identified stages for the transition to in-person instruction:

Stage I All instruction will be offered in a distance-learning model based on local health indicators.

Stage II Based on local health indicators, up to 10% of students could return to in-person instruction. Students would be selected based on the greatest need.

Stage III Based on local health indicators, up to 20% of students could return to in-person instruction.

Students would attend one day a week in person and 4 days with distance learning. This would meet the limit of 9 students per class based on social distancing guidelines.

Stage IV Based on local health indicators, up to 50% of students would return on a given day. Students would attend in person instruction twice a week, the other three days would be offered in a distance learning model.

Stage V Based on local health indicators, it is safe for all (100%) students to return to school on a daily basis.

Sample Schedule for In-Person Instruction with Social Distancing Schedules:

Schedules for in-person instruction have been created to mitigate the health and safety of students and staff. As it becomes prudent to bring students and staff back to campus based on the local health indicators, this may occur in stages. We have developed different models to ensure the social distancing and health requirements are met.

1. UP TO 10 PERCENT IN-PERSON MODEL:

Q: Who will receive in-person support first?
A: Students will be selected based on those with the greatest need. While there are student groups that traditionally struggle (on average), some of those same students thrive, therefore we will use the structures described in the next section to identify students with the greatest needs to recommend them for the first level of in-person support.

Q: How will we decide which students are served first?

A: Recommendations will be generated from Student Study Teams, School Counselors, and School Psychologists at each school to identify the students who have the greatest need for “in-person” support. We will determine if students need primarily social, psychological, mental health, physical health, or educational support.

SOCIAL, PSYCHOLOGICAL, and MENTAL SUPPORTS: The School Counselor, Student Study Team (SST), and/or School Psychologist will provide assessment of need, small group, and one on one counseling, and access to resources within school and community. The Student Study Team is coordinated by an Assistant Principal and consists of counselors, teachers, resources teachers, case managers, school psychologist, and may involve the parent and student. Each school site has an SST.

PHYSICAL HEALTH SUPPORTS: School nurse or community health partners will provide assessment of problem, referral to outside support as needed, and follow up with student and family.

Academic supports: Student study Team, IEP Team, and/or Core academic teacher teams will provide assessment of need, determination of area of focus, small group instruction, and progress monitoring.

Schedules for in-person instruction have been created to mitigate the health and safety of students and staff. As it becomes prudent to bring students and staff back to campus based on the local health indicators, this may occur in stages. We have developed different models to ensure the social distancing and health requirements are met.

Q: What will that support look like?

A: When safety guidelines and our local context allows, it is recommended that each school select a small number of students to receive in-person support so as to perfect the social distancing, personal protective equipment usage, and clearing protocols with a small number of students and classes, then scaling up as we are able.

Q: What staff will support students in this limited in-person environment?

A: Initially, certificated and classified staff will be selected based on the students who need support, their classroom teachers of record, and support staff who would be assigned to these students in a fully in-person model. Sites will need to develop concrete plans for staffing these support classes using methods such as, but not limited to, buddy teachers (online and in-person teams), volunteers for in-person, simultaneous in-person with live broadcast to distance learning students, etc.

2. 20 PERCENT IN-PERSON MODEL:
One fifth of a school’s students attends in-person once a week.

The social and physical distancing requirements provided by the Centers for Disease Control, state that students should be kept 6 feet away from each other in classrooms. Students would attend school once a week in-person and the rest of the week asynchronous /instruction would be provided. A different cohort would come to school each day.

3. 50 PERCENT IN-PERSON MODEL:

Half of a school’s students attend in-person twice a week. Follow an A/B schedule.

4. 100 PERCENT IN-PERSON MODEL:

In-person instruction is highly dependent on the local context of health and safety indicators and the district will follow all state and local health and safety guidelines. This model requires that all social distancing guidelines and health restrictions are suspended.

INSTRUCTIONAL APPROACHES:

When we transition to an in-person instructional model, as the local health indicators permit, options for students and families will be offered. We have three fully online programs available to our students:

1. The launch Academy (serves middle and high school students)

2. Independent Study Program (serves middle and high school students)

3. Learning Center Programs (offered at three site that serve the entire district: Chula Vista High School, San Ysidro High School, and Sweetwater High School. (This program only serves high school students).

As we prepare for potential changes in instructional approaches for in-person instruction, the district has considered the options referenced above in the ten percent, twenty percent, and fifty percent models. During those models, we may ask teachers to utilize a video conferencing tool (Microsoft Teams, Google Meets, or Zoom) for both in-person and distance learning instruction. This provides families with the option of staying in a distance learning model for their students even as we open for in-person instruction. Students at home would be able to participate in synchronous instruction with their classmates and it would mitigate the continuity of learning for students. Students would be able to collaborate with peers in virtual groups. Teachers can record their lessons so students may watch asynchronously as needed. This also supports the teacher from having to teach the same lesson to five different cohorts and expands the amount of content instruction that can be implemented.

LEARNING STATUS ASSESSMENTS:
Learning loss mitigation is critical during this time. The spring instructional program offered students enrichment and the ability to improve grades, but many students were not 100% engaged in learning due to the outcomes of the pandemic. Trauma, unemployment, inability to access Wifi (connectivity issues), having to take on employment to support the family, illness, and other contributing factors caused a learning loss for many students. As a district, we are attempting to assess this learning loss and mitigate the negative impact. Initial assessments during the first four weeks of school have been focused on teacher-created assessments and monitoring in order to minimize student stress by adding more tests and assessments not directly related to their classroom instruction. In collaboration with the district, SEA did not want to implement any district assessments until Quarter two for the same reason.

Teachers have been providing formative assessments throughout the start of the school year to monitor student progress and opportunity gaps. Using both teacher and PLC generated assessments to discover gaps in instruction provides data to further provide direct intervention or supports in the classroom. Our ELD teachers have been utilizing the Cengage assessments to monitor language acquisition within in course level. ELs also receive integrated and designated ELD instruction on a daily basis. Additional supports are provided through one on one instruction or small group instruction. Student with disabilities are monitored through their teachers and case managers. Each student's IEP describes the supports and intervention to assure student success. Through the use of these formative assessments, the teachers have a strong indication of student learning and learning loss.

The district will be implementing common assessments, such as the district Performance Tasks and End of Course assessments, in conjunction with the SBAC Interim Assessments and the CORE Districts learning Loss Survey. Based on the data, intervention and acceleration supports will be provided to students. These include tutoring, Saturday Academy, Credit Recovery, and Summer School.

**SUMMARY OF STEPS TO ASSESS LEARNING LOSS AND ACCELERATING LEARNING:**

1. Initial assessments - formative, content specific.

2. Interventions - provided individually, in-group setting, or whole class as needed.

3. Progress monitoring and assessment - district and site common assessments to monitor student learning.

4. Measure the effectiveness of support - use analysis of assessment data to provide additional supports or interventions as needed.

**IN-PERSON INSTRUCTION SAFETY CHECKS and SCREENING:**

Screening for Students, Staff and Visitors:

1. All persons entering district/school facilities are required to submit to symptom screening.

   a. Identify an administrator or designee as the site official responsible for supervising screening operations.

   b. Secure entrances to the campus to prevent entry before screening begins.
c. If multiple screening stations are used to expedite student screening, consider organizing by student alpha or similar.

2. Screening shall consist of:
   a. A series of questions to determine if the person experienced any symptoms associated with COVID-19 (update questions based on guidance from local public health). In an effort to minimize touched surfaces and time savings, these questions may be presented on a highly visible poster in multiple languages, and the person being screened may be asked if any apply (update on guidance from local public health).
      i. Do you have a new cough, nasal congestion, or runny nose?
      ii. Are you experiencing shortness of breath or difficulty breathing?
      iii. Are you having new muscle pain or fatigue?
      iv. Do you have a headache (that is not normal for you)?
      v. Do you have a sore throat?
      vi. Are you experiencing a new loss of taste or smell?
      vii. Are you experiencing nausea, vomiting, abdominal pain, or diarrhea?
      viii. Do you have a new rash?
      ix. Have you been exposed to anyone who has been tested positive for COVID-19 in the last 2 weeks?
   b. Temperature check for fever over 100 F (update on guidance from local public health).

3. Require all persons entering school or district facilities:
   a. Wear a face covering (refer to district protocol for Protective Equipment for details on face coverings and face shields).
   b. Apply hand sanitizer.

4. Maintain physical distancing in the screening process:
   a. Provide ample training, signage and supervision to ensure all protocols are followed.
b. If necessary, schedule arrival times to limit the number of people waiting for screening.

c. Post “stand here” signs or markers at 6-foot intervals.

d. Position the waiting area to allow people who are not waiting to maintain physical health distancing when walking past those who are waiting.

e. If necessary, use multiple entry/screening points to allow more people to enter campus while maintaining physical distancing.

5. Minimize opportunities for mixing:

a. Create systems that minimize the need for individuals to enter more rooms than are necessary

i. To avoid having all employees visit the office, develop systems to deliver mail, supplies, and copy orders to classrooms.

ii. For students, use create a “soft-start” arrival period in classrooms to avoid pooling students in common use areas like playgrounds and cafeterias.

6. Managed Release of Students:

The site should develop strategies to manage the release of students by time and location to mitigate the potential for students to gather and/or complicate the ability to maintain social distancing as students move off campus. The site should develop a supervision strategy to help guide this process.

<p>| Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary] |
|---------------------------------------------------------------|-----------------|------------------|
| Description                                                  | Total Funds     | Contributing     |
| Personal Protective Equipment- masks, gloves, face shields (as needed) for students and staff | $3,000,000.00   | No               |
| Disinfectants and Cleaning Materials                          | $575,000.00     | No               |
| Computer Devices and Hotspots- devices for all teachers, counselors, students, and staff | $10,000,000.00  | Yes              |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Screening Materials - thermometers, signs</td>
<td>$20,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Handwashing stations and sanitizer</td>
<td>$100,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Hydration stations</td>
<td>$100,000.00</td>
<td>No</td>
</tr>
<tr>
<td>HVAC and Ventilation Systems</td>
<td>$550,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Physical Distancing Materials- posters, signs, videos</td>
<td>$100,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Credit Recovery and Intervention- the programs will offer students the</td>
<td>$3,000,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>ability to mitigate learning loss and provide recovery of failed course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and acceleration. Funding will be provided directly to school sites.</td>
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<tr>
<td>District Curriculum Specialists- provide distance and in-person instructional</td>
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<td>Yes</td>
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<tr>
<td>strategies, professional development, developed essential standards for</td>
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<td>distance learning, support for teachers regarding technology tools, modify</td>
<td></td>
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<tr>
<td>district Performance Tasks and End of Course assessments to calibrate</td>
<td></td>
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<tr>
<td>Learning Loss measures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday Academy- academic tutorials and instruction provided on Saturdays</td>
<td>$500,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>to accelerate student learning in the areas of ELA, ELD, math, science, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social science. Additional courses may be offered as needed in the other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>content areas.</td>
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</table>
Distance Learning Program

Continuity of Instruction

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

The Distance Learning model for the 2020-2021 school year provides students with three 90-minute instructional periods per day for most school sites (Alta Vista Academy, Chula Vista High School, Options Secondary School, Palomar High School, and Southwest High School will have different schedules). This includes 30-45 minutes synchronous instruction and 45-60 minutes of asynchronous instruction per course Monday – Thursday and 20 minutes synchronous instruction/check-in on Fridays. The Distance Learning block will be a Blended Model of Synchronous and Asynchronous instruction where the expectation is that teachers engage with students daily in a Synchronous (face-to-face) model every block period during a pre-set time scheduled by the teacher within the 90-minute class period. During this asynchronous time, it is expected that students use this time to work independently or in small groups with the support of teachers.

During the summer a team of teacher leaders and Teachers on Special Assignment developed resources for every content area in all courses offered in the Sweetwater Union High School District. These resources were compiled on a Google Site and made accessible to all district teachers. Highlights of these resources include a paired down number of key standards per course to allow teachers the ability to focus on mastery over coverage, instructional supports for our most needy populations such as English Learners, Students with Disabilities, and Foster Homeless Youth. Furthermore, our team developed 60 days of Social-Emotional Learning lessons that were made available to teachers to utilize with Advisory classrooms or as a supplement to content based instruction.

The structures described above alongside the resources that have been developed and made available give us confidence that our teachers can deliver lessons of similar quality and rigor in a distance learning environment despite the challenges that confront our communities. We also have a gradual and detailed plan for the return to in-person learning, if and when that becomes possible. We will bring in small numbers of students and staff, beginning with our students who have the greatest need to mitigate learning loss and close the opportunity gap for students who struggle during distance learning. The plan begins with up to a 10% return, gradually increasing until we are able to include our entire student body back on campus. Each phase includes the necessary safety precautions and protocols to prioritize health and safety.

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.

Although in past years, we had been a 1:1 student device initiative district, in the fall of the 2019-2020, we determined that it was cost prohibitive to continue this initiative. With the sudden onset of the pandemic, it was necessary to ascertain which students and families needed devices and which student would be able to utilize their own devices. The district’s Informational Technology conducted surveys to assess the device and connectivity needs of each student prior to the start of the school year. Based on this information, IT spent distributed laptops and iPads the week before school commenced on August 3, 2020, and continued to provide devices to students. As additional orders of devices arrived at the district, these were configured and distributed to students.
Each student will receive either an iPad or laptop computer for their use at home. Students who prefer to use their own devices may do so. Families who do not have access to connectivity may apply for the Cox Cable connectivity program or may request District hotspots. Additional hotspots are also available at each school site in the parking lots. Wi-Fi is made available in the parking lots for student use while in distance learning. Additionally, the district order hotspots that were distributed to families qualifying for free and reduced lunch status as needed. A process was developed in which families applied for the hotspots, the Office of Equity and Culture contacted each family and conducted interviews. Based on need, families were provided the hotspots.

Because of manufacturing and shipping delays, some students did not receive devices. School sites worked with the families to provide the curriculum and resources for students. Methods for reaching out to the families included phone calls, emails, and pick up and drop off of instructional packets during food distribution sessions. A parent hotline was set up to support parents during the the two weeks before the start of the school year and the first two weeks of instruction to facilitate communication with families that were not connected through other means. In the spring of 2020, sites made photocopies of all teachers lessons for students who did not have device or Wi-Fi access. Two distribution and collection times were established to minimize learning loss and mitigate contamination from delivered packets or returned packets. This operated similar to the learning contracts students follow when taking extended absences (i.e. student contracts for illness, family emergency, etc.).

Teacher devices were another critical component of the distance learning plan. Through site and district surveys, IT collected information regarding the needs of teachers. Additional orders for teacher computers and iPads were initiated at the beginning of the pandemic and we continue to purchase equipment based on feedback from the school sites and direct feedback from teachers. Most of our teachers are using their own Wi-Fi. Options were provide dto teachers who did not have Wi-Fi at home. These included teaching in their own classroom and utilizing district hotspots.

While in distance learning, it is crucial to provide immediate and reliable technology and technology supports. We have systematically reached out to parents and families to ascertain their needs for devices and Internet connectivity. We have purchased additional computers (4,335 student computers and 675 Teacher computers) so that all students and staff will be provided a computer device. We have also implemented an approval process for the deployment of student hotspots to ensure Internet connectivity for all of our students, beginning with the most needy. This process will be overseen by our Equity and Culture Department.

Our Information Technology department has established student and parent technical support through email and phone. They have also developed clear detailed protocols to maintain student and staff safety upon collection and delivery of those devices and hotspots.
Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The Sweetwater Union High School District Distance Learning plan includes a daily schedule with combined synchronous and asynchronous instruction totaling a minimum of 240 instructional minutes each day. Each teacher is responsible for taking attendance in daily live synchronous sessions which are taking place in either Google Meets, Microsoft Teams, or Canvas Big Blue button. Teachers analyze that attendance and input into our Student Information System (Infinite Campus). Besides live interactions teachers calibrate the quality and time value of the work that is done in an asynchronous format as a secondary consideration of attendance for students who are not able to connect for any reason.

Students will also be marked present so long as they are engaged based on completion of any of the following activities:

Logging into live classes
Logging into Learning Platform (Google Classroom, Microsoft Teams, Canvas)
Responding to teacher via email or text
Submitting daily assignments by the prescribed timeline.

Furthermore, multi-tiered re-engagement interventions will be implemented for students who have 3 or more all day absences in one week. The attendance team will review weekly attendance reports on Infinite Campus to determine which students need intervention and create next steps for tiered support. Student Support Services will provide guidance and support for these efforts.

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.]

Professional Development for Distance Teaching:
Teacher professional development is crucial to ensure that all faculty members have the skills, resources, and tools to provide a rigorous and well-rounded instructional program for our students.

The professional development plan for the opening of school for 2020-2021 occurred on Wednesday, July 29, Thursday, July 30, and Friday July 31, 2020. Teachers and schools were placed in cohorts and participated in three major types of professional development. Cohort A included Bonita Vista High, Bonita Vista Middle, Community Day School, Chula Vista Adult School, Eastlake High, East Lake Middle, East Hills Academy, Mar Vista High, Mar Vista Middle, Olympian High, Ota Ranch High, Options Secondary School, Palomar, Ranch del Rey, San Ysidro, and San Ysidro Adult School. Cohort B included: Alta Vista Academy, Castle Park High, Castle Park Middle, Chula Vista High, Chula Vista Middle, Hilltop High, Hilltop Middle, Granger, Independent Study Programs, Montgomery High, Montgomery Middle, National City Middle, National City Adult School, Southwest High, Southwest Middle, and Sweetwater High. The Learning Centers were included with their
school sites at Chula Vista High, San Ysidro High, and Sweetwater High School. During the 3 days of professional development, teachers participated in the following:

1. The District partnered with the University of California, San Diego (UCSD) School of Extended Studies to develop a dynamic and engaging professional learning plan for teachers and students. This professional development focuses on Effective Teaching and Learning Online (Introduction and Overview), Assessment, Technology Tools, and a Hybrid Learning Environments. UCSD Teacher Online Essentials was offered during a two day period. Each school cohort was assigned a day to attend. The morning session was the synchronous training, and in the afternoon teachers had an hour an a half of asynchronous time to explore the resources and collaborate with their colleagues on the information presented. The UCSD training provided teachers with online tools to transitioning to online teaching. The PD supported teachers in determining which parts of a lesson to deliver in live, or synchronous, sessions and which parts to make asynchronous, with students working independently. The training introduced a lesson plan template that starts with the teacher presenting a live module. Students then work partly on their own for several sessions before rejoining the teacher to reflect and share. As part of their training, teachers created and shared a sample online lesson plan using the template.

2. Teachers also had choices to attend optional PD on Achieve 3000, Cengage, AVID Strategies/SEI, Google Platform, Canvas, and Jupiter. Teachers on Special Assignment (TOSAs) from the Curriculum and Instruction also offered PD to review essential standards for core content areas, Instructional guides, curated resources, and to review the synchronous and asynchronous instructional tools. The SEL TOSA, developed sixty SEL lessons for teachers to use during check-ins with students and during the development of relationship with students as they begin their classes, and as they move into the semester. An SEL PD was also part of these resources for teachers to attend. Platform onboarding PD for teachers and students were also available for teachers to attend. Dr. Dough Fisher also provided a Reading training for English 7X and English 8X teachers. Within the three days of PD, teachers also had an opportunity to have a full day of preparation time to review all the resources and plan instruction. Special Services TOSAs also provided PD for Moderate, Moderate/Severe teachers where they explored daily lesson, routines, online tools, and the use of google platform.

3. School sites developed their own opening PD that addressed the schools’ over arching goals and expectations during distance learning.

Currently, TOSAs are available to help school teams and teachers with content specific and online tool supports. Talk with a TOSA are held each month. Content specific teachers attend these talk either on Friday mornings or afternoons. AVID and SEL meet on different dates to allow all content teachers to access the talks. TOSAs have also developed Scope and Sequence documents to support teachers in managing the content being delivered during distance learning. These documents serve as a guide for administrators and teachers when addressing the essential learning of students. In addition, the TOSA team is organizing a Tech Wednesdays calendar where teachers can join and learn specifics on Google Platform, Jupiter, on specific online tools/Apps, and a session just dedicated to "Ask the Tech."

Curriculum and Instruction is collaborating with WestEd to bring Quality Teaching for English Learners (QTEL) to address the learning gap of English Learners. The focus will be in the content areas of ELA and math in the Structured English Immersion (SEI) classes at the high school and middle school levels. Teachers will learn how to design academically rigorous learning experiences for our English Learners while offering them the supports to simultaneously develop language and disciplinary practices. Topics will address in this series: Pedagogy of
Promise for Secondary English Learners; Pedagogical Scaffolding for English Learners; QTEL’s Three Part Lesson Architecture for English Learners; and QTEL’s Principles for Distance Learning with English Learners.

Staff Roles and Responsibilities

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

TEACHERS:

The teacher role has shifted to developing both synchronous and asynchronous lessons. They must be present with each class for a minimum of 30 minute daily synchronous lessons. They also must be available for office hours and communicate their schedule to students and families.

We have brought back essential personnel who have assisted with food, electronic device, and textbook distribution. These personnel have included custodial crew, child nutrition services, and site administration.

The District will continue has allowed employees to work from home where applicable and come in on an as needed basis for duties that cannot be performed at home or where tools are better available at the site.

Instructional Aides, Instructional Health Care Assistants, Student Program Facilitators, Community Relations Facilitators and some other classifications in the Paraprofessional bargaining unit may be asked to help wipe down and disinfect items within the classroom, perform temperature checks on staff and students and provide assistance with the six (6) foot social distancing requirement for students and staff returning to campus. These classifications shall also be utilized in distance learning to assist with student support and communication with students, families and staff.

Office Assistant 1 and II’s classifications can also assist with temperature checks, disinfecting of surfaces in their areas of work and assist with the 6-foot social distancing requirement when students/visitors return to campus.

These staff above may be used to assist with the collection and distribution of text books, computers, instruments and other materials that may need to be collected or distributed to students and their families. Also these staff may be used to call parents and students concerning school related business.

In addition, Bus Drivers and Transportation Attendants may be used to assist the Nutrition Services department in their processing of Free and Reduced Meal Applications. These staff may be used to disinfect tables and provide assistance with the six (6) foot social distancing requirements for students, parents and staff.

PARAPROFESSIONAL:

The following are some examples of work that can be performed remotely:

a. Participation during synchronous and asynchronous teaching lessons.
b. Remote calling to students or parent to help with synchronous and asynchronous lessons and to support communications between the student and teaching staff and assist the learning for students
c. Communications with teaching and support staff.
d. Communications with families to assist in registration and other enrollment and teaching matters

Paraprofessional staff can be used to make copies and gather supports at school sites. This work should be performed with proper PPE and social distancing.

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.]

Diverse Learners include the following students: English Learners, students with disabilities, Homeless and Foster Youth, students in Alternative Programs, students qualified for Free/Reduced Lunch programs, and other students needing additional assistance. During this pandemic, the safety of our students, staff, and community is our top priority. Our most vulnerable students may need one or more of the following services: social, psychological, mental health, medical, and educational services. The connection to school and learning is critical for our students’ success. Many of our most vulnerable students may need access to campus resources, additional supports to access the curriculum, additional learning supports, and mental health supports. School sites may be available to provide distance learning supports on site for students who may not have a home environment conducive to participate in online learning or are not able to access learning due to a disability or displacement. With our most vulnerable students, many are providing care for younger siblings, working to support their families, and face other obstacles. Students’ access to our physical school sites will follow all safety protocols to ensure student and staff safety. Materials developed to connect our students and parents to school take into consideration their cultural and language needs.

Key areas of consideration for the Plan to Support Diverse Learners include:
* Connect students to mental health supports and school and community resources that become available.
* Provide options for child care of siblings through partner agencies.
* Ensure access to multiple modes of communication with students.
* Onboard parents so they have the resources to support their children.

RESOURCES TO SUPPORT DIVERSE LEARNERS:
Wellness support, social emotional learning (SEL) resources and suicide prevention training will be provided. All of our curriculum will embed the three signature practices for SEL (welcoming ritual, engagement strategies, and optimistic closure) and the five SEL competencies (self-awareness, self-management, social awareness, relationship, and responsible decision-making). Professional development for students, staff, and parents on COVID-19 impact, wellness, and suicide prevention will be offered. The California Healthy Kids Survey Learning from Home Module will be implemented to gauge students’ experiences, attitudes, and behavior related to learning, health, and well-being while the school buildings have been closed in response to the novel coronavirus (COVID-19).
ENGLISH LEARNERS (ELs):
English language development instruction with designated and integrated English Language Development courses and supports will be provided to all of our English Learners.

English Learners and students with disabilities may need more chunking, scaffolding and support during peer interactions during the distance learning model to access the assigned curriculum; teachers should provide students with academic sentence frames when facilitating video conferencing, so students may more readily participate. Teachers should link additional resources for these students to research either independently or with support via video conferencing (e.g., during Office Hours). Websites and resources were provided to assist teachers in serving these students.

HOMELESS AND FOSTER YOUTH:
The district has a team of dedicated staff members to provide additional supports and resources for students in homeless situations or foster care. This team consists of a program manager, a counselor on special assignment, mental health therapists, and site liaisons. The district continues to support our students in foster care during the COVID-19 pandemic by contacting students and caregivers to check on their welfare and to provide community resources as needed. In addition, we supported foster youth by connecting them with electronic devices through our IT department. We continued to collaborate with our county liaisons to gather data and support communication for caregivers, site staff, and social workers. For example, we supported social workers with student updates, district transfers, and addressing specific student needs. In addition, we continued to collaborate and consult with site staff to support foster youth as it pertained to graduation and summer school enrollment. We also provided professional development for counselors on supporting students experiencing homelessness and students in foster care through the pandemic.

STUDENTS WITH DISABILITIES:
Providing a Free and Appropriate Public Education includes special education services as well as procedural requirements. Timelines for assessments and IEP’s have not been waived at this time. Service providers will continue to provide and log their services and some IEP meetings will move forward utilizing a virtual/audio format. For assessments and IEP meetings that are not able to be held within the appropriate timeline, timeline extensions will be considered. In making this decision, the District relied on guidance provided by the United States Department of Education, Office for Civil Rights, which states, “If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens.” (OCR Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students, 3/16/20.) Once school reopens, the District will contact student legal guardian to discuss the assessments moving forward and to provide an assessment plan. Distance Learning will not be considered a change in a student’s placement as the district nor the parent initiated the change – the pandemic did. Current IEP’s will remain in place and IEP services will continue to the extent appropriate through distance learning and in alignment with Priority #1 – safety, health and welfare of students, staff, and community. Learning Loss Mitigation funds will be provided directly to school sites to ensure that in addition to the credit recovery and interventions funded through the supplemental and concentration grant funding already allocated to school sites, sites will receive an allocation reserved for students with disabilities to ensure tutoring, credit recovery, one-one and small group interventions are implemented as needed.
Focus on the safety, health and welfare of students and staff members in our community
Teachers, related service providers and school psychologists will continue to check-in calls with families and students to talk about how each student and family are managing in the midst of this pandemic. Resources available through our district as well as those available in our community are discussed to support each family’s unique needs. We are navigating this situation together and want to do so with the utmost empathy, care and compassion. District staff will continue to check-in and connect with families throughout our time in distance learning to support them in any way we can.

Provide a Free and Appropriate Public Education
The focus of priority #2 is to deliver services to as many students as we reasonably in the best way possible. We will determine appropriate services in light of the current circumstances – a pandemic that has resulted in a current stay at home order. We will make a good faith effort to provide appropriate services by engaging families in a discussion about what services may or may not be appropriate at this time. These conversations will include a discussion about the level of student support needed from parents and the level of consultation needed between service providers and parents.

INDIVIDUALS WITH DISABILITIES ACT Individuals (IDEA):

The IDEA federal mandate did not take into account a potential scenario such as the pandemic. All schools and service providers will make a good faith effort to comply with IDEA timelines, IEP meetings, etc., and all procedures related to these and other compliance requirements will continue to be followed to the best of our ability. When thinking about special education compliance during this pandemic, there is one key question we need to ask ourselves: What is the purpose of the procedure and how can we achieve that purpose in light of the current circumstances and each student’s unique individualized needs?

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

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<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<td>Devices and connectivity- provide a laptop for classified staff members (Instructional Assistants and tutors)</td>
<td>3,416,136.00</td>
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<td>Technology - Zoom Contract- support students with closed captioning for ELs and SWD</td>
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<tr>
<td>Professional Development (PD) - provide PD for Teachers and support staff</td>
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Pupil Learning Loss

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

SUHSD will measure learning loss, particularly in the areas of English Language Arts (ELA), English Language Development (ELD), mathematics, and student well being through the use of various assessments, including the CORE Districts Learning Loss Student Survey, SBAC interim assessments, Cengage ELD assessments, and district created performance tasks and End of Course Assessments during the 2020-2021 school year. Teachers will also monitor learning loss and monitor student progress with the implementation of daily formative assessments and teacher or course-alike PLCs developed summative assessments. These will occur during synchronous (live interaction in real time) or asynchronous (not in real time and offline) instructional settings while we are in distance learning. Teachers have been assessing student engagement and learning loss during the first few weeks of school. This will continue throughout the school year so we are able to implement learning acceleration supports for each student. Once in-person instruction commences, it will be easier to provide individualized 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.

SUHSD content teachers organized teacher resources to create a systematically bank of lessons to address supports for all students, including ELs, low income, foster youth, gifted and high achievers. Teachers in turn will utilize evidence based instruction and interventions matched to students needs in academic, behavioral, and social emotional learning. Resources included scaffolds to engage students in the learning. They also prioritized essential learning and skills, and highlighted the knowledge students need to know during distance learning. Teachers use differentiated instruction to address learning loss by providing extended time opportunities for students. These opportunities, provide students with more time to interact with the instructional materials, and to complete assignments. Teachers are reteaching lessons that provide students with the opportunities to use language routines, academic language, and synthesize information through the use of graphic organizers. Teachers also create student surveys to gather data on students’ feelings and content learning. This provides teachers...
with data to offer interventions. In addition, professional development was provided for teachers to focus on lesson planning during synchronous and asynchronous teaching. Teachers utilized the UBD template that focused on the desired outcomes, assessment evidence, learning plan, and reflection. The learning plan focused on the essential skills needed through a variety of online tools that are designated during the synchronous time and the asynchronous times. Teachers also use SEL lessons created especially for teachers to utilize and connect with students.

The instructional materials can be found on the SUHDS website. These resources address the needs of students including Long-Term English Learners (EL), Short-Term English Learners, Students with Disabilities, Homeless/Foster Youth, Students in Alternative Program, Socioeconomically Disadvantaged Students, and Incoming 7th and 9th graders. These resources include AVID strategies, EL Strategies, Universal Design strategies, and scaffolds to use during instruction. Additionally, the resources include strategies to implement small group instruction and models for interventions to meet the needs of all students.

ELs- Teacher engage student in the learning by using Pear Deck to have student respond to a prompt. Teachers have students create a Screencastify where students respond to a series of questions where students are using academic language to responses. Teachers then view these recording and analyze the students' comprehension and understanding of the task, their fluency, and syntax. Teachers then make adjustments to their lessons. These adjustments include, Sentence starters, a cloze activity or a graphic organizer that helps students organize their thoughts.

LOW INCOME - Teachers use Jamboard for students to post their responses and engage students in the learning. With this tool, students post their reactions to their learning through an interactive post-it. Teachers pose a question about how their students are feeling? Teachers can then assess the entire class’ response. The teachers then can touch base with those students who are not having a good day or who are feeling stressed. Teachers also use Jamboard to solicit responses to the content. Again, this is a good way for the teachers to check the temperature of the room and adjust instruction as they go.

FOSTER YOUTH - On Fridays, teachers hold small group instruction to reteach concepts using a variety of graphic organizers, sentence stems, and Kami to annotate their readings. Teachers select students to participate based on the common assessments given during the week. They review the data, and provide an intervention on Fridays. Teachers also hold office hours to be available for all students and those students whose data show that they are not mastering the content. Students have reported that this is a very valuable time for them. They feel it's an opportunity to have a one to one time with their teachers.

Administrators, Counselors, Teachers, and support staff create a continuous system to monitor students progress and address students needs by making personal phone calls, emailing, and texting to ensure students are connecting and engaged in learning. At each of the progress reports dates, counselors will be reviewing data and supporting students who need tier 2 supports. These include extended learning time, reteaching, looking at different accommodations, and referrals to outside partner agencies to support the social emotional needs of students. In addition, credit recovery is also available to students through their school sites, Launch Academy, Learning Center and Alternative ED. Students have an opportunity to make up credits and have the teachers supports to help students complete credits.

Universal Design for Learning
The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

**Tier 1:** All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

**Tier 2:** Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student’s learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

**Tier 3:** Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

Both the small group and individual sessions will take a ‘just in time’ rather than ‘just in case’ approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews.

Teachers create lessons that look at the whole learning experience of distance learning. They plan instructions with their students’ goals in mind. Teachers are intentional of the expectations of their students based on the outcomes established by the content. They recognized that they do not have to move quickly, rather they move steady by addressing students' needs. Teachers use multiple measures to assess students and measure progress. This allows for adjustment as they move within the lessons. When planning, teachers plan for misconceptions and roadblocks, and plan to solve them before the delivery of instruction. Teachers use a variety of strategies to engage students in the learning and front load content. They also provide students some flexibility in the method they use to show evidence of their learning.

### Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

SUHSD will monitor the effectiveness of the strategies, supports, and services implemented to mitigate learning loss. These will be measured through formative assessment during instruction and summative assessments of student progress at the conclusion of each semester. The district created Performance Tasks will be administered once each semester as well as End of Course assessments.

**DISTRICT COMMON ASSESSMENTS:**
The district has developed two types of common assessments: the district Performance Task and End of Course Exams. Per our Distance learning Memorandum of Understanding with the Sweetwater Educators Association, district assessments will not be administered until the second quarter of the first semester. This provides time for teachers to monitor student learning and learning loss through formative and summative teacher-developed assessments. Both the teacher-developed assessments and district assessments provide information on student academic levels and proficiency which in turn provide information on the instructional needs and interventions that may be required to support the student. Their purpose is to inform teaching and learning and to monitor student progress on grade level content. The results should not be confused with students’ capacity to learn.

The following is a suggested timeline for district assessments in the core content areas of English Language Arts/ELD, Mathematics, Science, and Social Science.
November - Performance Tasks  
December - End of Course Exams  
March - Performance Tasks  
May/June - End of Course Exams  

Teacher or PLC created assessments that are ongoing throughout each semester. These assessments help teachers inform instruction. Common formative assessments are used by teachers on a daily basis. Teachers use the chat feature to check for understanding as they present new concepts or graph an equation. Teachers use questioning to ensure students are engaged in the learning and recording their learning. Other examples of formative assessments include response to a text, an exit slip or the written reasoning when computing a mathematical problem. These assessments provide teachers with data that allows them to reflect on their teaching and modify instruction. It also provides teachers with data on how each of their students are doing, and provides teachers with opportunities to reflect on what individual interventions to provide to their neediest students. With this information, teachers can implement interventions intentionally during the lesson by frontloading the information, looping it within the lesson or support student during asynchronous time and/or office hours. Teachers also provide differentiation, reteaching, and/or scaffolds to address the content in a different way. Teachers also use this data to help students who need to be challenged to accelerate. Other assessments may also include Achieve 3000, Cengage assessments for English Language Development, Literably for English Fundamentals, and CPM Assessments.

In content specific classes assessments are evident:

ELA- In the instructional guides, teachers find the essential learnings and student outcomes. Based on the outcomes teachers assess student literacy skill by establishing common formative assessments throughout their lessons. Teachers use Achieve 3000 to identify lexile levels and adapt student reading to their levels. Literably is a tool that teachers use to measure fluency and comprehension. Teachers also provide students with opportunities to write and develop their thinking through writing assessments. Teachers provide students with writing prompts that are relevant and meaningful. Teachers assess students understanding of what they read, what they comprehend, and how they respond to their reading by writing. The use of rubrics to assess writing are used. Teachers also establish assessment check-point through the writing process to address students literacy skills. The information then is used to hold conferences with students to guide students through.

ELD- Cengage provides a robust curriculum that addresses language learning and literacy skills. The focus in Designated ELD is to develop language learning through the use of the ELD standards. The development of vocabulary, reading, speaking, and writing is included in every lesson. Assessments include the reading and annotating of sources. Students work in pairs or a small groups, discuss and respond to the constructed-response questions for Source. The use of Pear Deck to hold a small group, discuss and respond to the constructed-response questions are used. Students use higher level thinking skills by “Synthesizing Evidence” and using evidence from the source provided. There are benchmarks established to assess these skills by administering the Reading Gains Assessment, the Language Gains Assessment, and the SUHSD Writing Benchmarks. Teachers have established dates for the assessments throughout the semester. ELD PLC review data to inform instruction. Integrated ELD in addressed in the content specific Structured English Interaction (SEI) courses. In early 2019, content teachers were provided with professional development (PD) by the California Reading and Literature Project. This PD provided an introduction to the ELD Standards. Teachers were presented with Part I: Interacting in Meaningful Ways and Part II: Learning how English
Works of the ELD Standards. Examples of how to plan a lesson with the ELD Standards in mind and include scaffolds to address the language demands as well as the academic demands of the course. One of the scaffolds modeled was "Save the Last Word for Me." The Districts’ Instructional Guides (IGs) have the ELD Standard embedded in each of the core classes for teachers to access easily. Now during Distance Learning, teachers continue to use the IGs and scaffolds to address the language needs of EL students. As a district, we continue to work on the implementation of Integrated ELD in core classes. We are currently in the initial stages of organizing Professional Development for ELA and Math teachers that addresses the sustainability of a language focus that embeds English Language opportunities with support to English Learners in these content areas.

MATH - The CPM curriculum provides teachers with the online tools to assess students. Teachers use weekly exit slips to assess the weekly expected student outcomes. Teachers review the data and make choices on the delivery of the lesson and the supplemental lesson that support the practice and the mastery of the mathematical practices. The CPM lesson already loop concepts, but teachers can provide differentiation of instruction through guided practice and independent practice. Teachers also provide students with scaffold, and online tools like etool tutorials and Khan Academy. Math teachers have found success by using Desmos to demonstrate concepts and student participation in the lessons.

Districtwide, student surveys have been developed to check on the well being of students. This data is shared with sites. School sites then develop systems to reach out to students with supports. Sites also develop their own surveys to check-in with students. At each progress report, counselors are review grade data. They contact students and parents to provide supports. Counselors use the Student Intervention Log in Infinite Campus to record student contacts and interventions. Counselors also provide supports and guidance on how to reach teachers, how to ask for help, and how to access school interventions.

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

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<tr>
<th>Description</th>
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<tr>
<td>Summer School Program</td>
<td>$1,250,000</td>
<td>Yes</td>
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Summer School Program

Summer School ran from June 8, 2020 - June 26, 2020. It was held at three High Schools: Castle Park High School, Hilltop High School, and San Ysidro High School. Schools across the district were grouped into cohorts to feed into these three summer school sites. The delivery of instruction during summer school was moved to a full distance learning model. Instruction was delivered using one LMS Platform - Google Classroom. The registration process for student enrollment for summer school was revamped to an online process. Students had two windows of opportunity to register. Communication about summer school was disseminated to families through SUHSD website, email, text, and phone calls. As a result over 5,000 students enrolled. Teachers on Special Assignment (TOSA) team, created google classroom shells and moved all of the summer school curriculum resources for teachers to the Distance Learning Summer School website. These resources included content specific units adapted to online instruction. Opportunities for differentiation and scaffolds as well as addressing Social Emotional Learning were included. Teachers began their lessons by
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<td>doing check-ins, reviewing the use of the platform, and then they transitions into the content. Teachers delivered instruction asynchronously and synchronously on a daily basis. Students had an opportunity to select over 30 content courses for credit recovery. Students with special needs, also participated in the summer school comprehensive program and course offerings. Students also had access to the ESY program. Students also had the opportunity to accelerate, by taking Southwestern College Courses at the summer school campuses. Middle school students wanting to advance in math, also had the opportunity to take higher level math courses. This allowed students access to higher level math courses in high school. A total of 4240 credits were earned.</td>
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<td>Credit Recovery Program Credit Recovery Courses are available to all students in all content areas. Students have options to take credit recovery courses at the site level through the APEX program. Each high school has licenses to offer credit recovery. Schools can also offer their own credit recovery session outside of the school day. Sites can schedule their sessions with the hiring of their own staff to offer credit recovery. Learning Centers also offer credit recovery to their students who are behind in credits. Alternative Education, Independent Study offers credit recovery to their students and new courses. Launch Academy, SUHSD full online school, also offers credit recovery courses for their students and from the comprehensive schools. SUHSD students have multiple opportunities and choices to participate in credit recovery.</td>
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<td>Intervention Supports to provide mental health, academic intervention, math/ELA support for ELLs and Sped.</td>
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<td>In content specific courses:</td>
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<td>MATH- Math teachers provide lab time on Fridays. Students use the google chat feature to ask for support with any of the math concepts they have questions with. Other math teachers offer tutoring hours where students get individual support.</td>
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<td>ELA- Teachers are extending the learning on Fridays to work on writing. Teachers support individual students who are having trouble using the text to express their ideas. Teachers support students by using graphic organizers to organize their thoughts. Student have</td>
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<td>$1,500,000</td>
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opportunities to review their sources to develop their claims. Teachers create opportunities for students to use higher level thinking skills and opportunities to synthesize information.

ELs- Through the use of the SEL lessons, scaffolds were developed for each of the lessons with a focus on the development of vocabulary. The graphic organizer provides students with different learning modalities to represent the vocabulary word. In each lesson, the vocabulary scaffolds helps students use their own words to define the vocabulary word, they list the characteristics of the word, they use it in a sentence, and they use a picture to represent it.

SPED - Universal Design is the focus when planning instructions for students. The Case Carriers along with the teacher of record work together to ensure students' needs are met. Lesson chunking, the use of online tools that help students keep engaged in the lesson and beyond the lessons are used.

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### 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.]

The Equity office has been working with families to address the mental health of our students. Surveys are used to check on the well being of our students. This data is gathered and shared with the school sites.

At the district level, our partnerships with South Bay Community Services, San Ysidro Health Centers, Operation Samahan, the MacAllister Center, and other community agencies continue throughout this school year. Our site counselors and school nurses are key resources and are available to provide referrals to these services as appropriate. While we are in distance learning, counselors and nurses may be reached through their school emails. School based mental health services are available for eligible students through our Sweetwater Outpatient Clinic, Wellness Together Initiative, and Youth in Transition program.

At the site level, counselors continue to provide support for all students and second tier supports for those students who may need additional assistance. This plan includes check-ins with students with the greatest level of need as well as students who were not connecting with
teachers. Resources include Wellness Wednesdays, college and financial aid, trauma informed practices, and technology supports. Not only does Wellness Wednesdays is shared with students but it is shared with SUHSD staff. The C & I website also provides staff with mental health services and suggestions to cope with these difficult times.

The SUHSD Daily Schedule was designed with the understanding of building-in an opportunity for student to access interventions within the school day. This schedule was developed in collaboration with the teacher association. Interventions are established on the weekly schedule on Fridays. Friday’s schedule offers 40 minutes of instructional time. Student check-in as requested by teachers, and then they work asynchronously for the rest of the period. During the asynchronous time, teachers work with specific students. Teachers review common formative assessment data to determine who participates in small group instruction. During this time, teachers re-teach, and scaffold concepts that students did not master. Teachers provide a space for students to extend their learning time to complete assignments, and to ask questions.

Mental health and social and emotional well-being are critical elements with the Learning Continuity Plan not only because of the world-wide pandemic and trauma associated with its economic, social, and physical impact, but also because of the issues of race, social inequities, and violence in our society. The isolation caused by this pandemic has exacerbated the number of students feeling anxious and nervous about the situation in the world and in their lives. Mental health and physical health are integral to the system of support we are providing students in addition to nutritious meals provided on a daily basis.

MENTAL HEALTH SERVICES:
Social-Emotional Learning is embedded in each of our curricular areas, but we acknowledge that students may need additional mental health supports during this time. Our partnerships with South Bay Community Services, San Ysidro Health Centers, Operation Samahan, the MacAllister Center, and other community agencies continue throughout this school year. Our site counselors and school nurses are key resources and are available to provide referrals to these services as appropriate. While we are in distance learning, counselors and nurses may be reached through their school emails. School-based mental health services are available for eligible students through our Sweetwater Outpatient Clinic, Wellness Together Initiative, and Youth in Transition program. In addition, General questions can also be directed to the Mental Health Resource Center, 619-628-3694.

HEALTH SERVICES:
Baccalaureate Nurses are available at each school site to strengthen and facilitate the educational process by improving and protecting the status of students. Implementing the nursing process for the promotion of health, prevention of illness, disability, and early detection and correction of health problems. School Nurses are available to answer any concerns, questions or fears during this pandemic and beyond. We are one of the few districts in the state that fully fund school nurses at every one of our school sites.

SCHOOL COUNSELOR SERVICES:
School counselors are available at each school site, including Alternative Education such as Launch Academy, Learning Centers, and Independent Studies programs, to support students with academic, social-emotionally, and college and career counseling. It is crucial that students have access to their school counselors during this unprecedented time. In order to facilitate this, school sites will develop site-specific communication plans to ensure that students have access to their counselors for virtual conferences, individual counseling, and small group sessions. Counselors have also developed Wellness Wednesday which includes an informational campaign for students and
staff focused on emotional and physical well-being. Strategies to address stress, coping skills, motivation, physical and nutritional health, and other salient topics are included in the weekly newsletter.

We are developing surveys and other tools to measure and monitor the mental health and well-being of our students and staff members. The CORE districts offer a survey for students that focuses on the affective domains as well as learning loss. This is one of the tolls that will be implemented in the fall to assess students emotional well-being.

Pupil and Family Engagement and Outreach

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

SUHSD believes that student attendance and engagement are two fundamental factors in providing a foundationally strong academic program with the ultimate goal of students being college and career ready and the attainment of academic and social-emotional well-being. Academic success is based on these two factors. We also believe that parent and family engagement is critical to the success of each student.

SB 98 directs that districts and schools must have a plan to address students who do not engage for 60% or more each week. If a student does not participate for 60% or more of any given week in a single class, teachers will contact the student and/or the student’s family. If a student does not participate for 60% or more of any given week in multiple classes, site administrators and counseling must have a plan to re-engage the student and work collaboratively to get students back to school. A tiered approach for engagement and monitoring supports is provided in detail in the following narrative.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter, and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. SUHSD does not only want students to be present or “logged in,” we want them to be engaged, interacting, thinking and connecting.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures the district identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:
1. Behavioral engagement (Physical Actions)
The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, participating, or watching.

2. Cognitive Engagement (Cognitive Processing)
Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

3. Emotional Engagement (Motivation and Emotional Response)
Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

MONITORING ENGAGEMENT:
The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. Teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students. Our Targeted Support Resource Teachers, Attendance Coordinators, counselors, administrators, and psychologists will be focused on assuring each student is connected and engaged in learning.

Student engagement during distance learning in monitored and supported through several mechanisms at the school sites. We have defined student engagement as students participating in online/distance learning during synchronous instruction and submitting work and responding to teachers during asynchronous instructions. Our schools sites have synchronous instruction for each period on the daily schedule.

Attendance is taken every period and we now have attendance codes that designate whether students were present or submitted work to demonstrate engagement. When students are not participating, the following tiered approaches are implemented to address the concerns:

TIER I Engagement Monitoring and Support: teachers connect with students through email, using the learning management system, and video conferencing. If students are unable to connect because of device or connectivity issues, engagement is measured by the assignments turned in by the student. Teachers call parents and attempt to engage student through the family connections.

TIER II Engagement Monitoring and Support: if teachers are unable to connect with students through Tier I supports, students are referred to the counselor and attendance coordinator to follow up on the student's circumstance and implement supports needed to ensure student is engaged in instruction and learning. Tutoring and interventions may be provided as needed. Some site have additional resources that will provide further assistance to students. Student Study Team may be involved to determine if issue is pervasive and requires specialized supports. Safe home visits may occur to check on the welfare of the student.

TIER III Engagement and Monitoring Support: Student Study team plan is initiated. Attendance coordinator, counselor, psychologist, teachers, and administrator will develop plan jointly with the parent and student to provide assistance and resources.
School sites have bilingual staff that assist with the engagement of parents, families, and students who speak do not speak English. Sites offer Spanish language supports. The district has contracted with the Alliance for African Assistance which provides translation and interpretation services in over 200 languages to ensure that our families do not miss out on instruction because of language issues. Outreach also include our Community and Family Relations and Student Program Facilitators as well as our Targeted Intervention resource Teachers that together focus on parent engagement and outreach. They call parents, send flyers, email them, and meet with them on a monthly basis to inform them of the school programs and services available to students and families. Bilingual Instructional Assistants may also be called upon to support families in languages other than English.

Parent and family engagement is a major contributor to supporting a successful student. The district parent engagement team through the State and Federal Programs Department also hold district-level parent meetings and trainings to provide educational resources and advocacy for our parents.

The district has four Spanish Language translators/interpreters to support our Spanish speaking families with these services. These services are provided to all sites to assure parents have access to materials and meetings in their first language. Also, our website and documents are translated into Spanish. Additionally, we have partnered with the Alliance for African Assistance to offer translation/interpretation services in other languages, particularly, Filipino. These services support the translation of curriculum, supplementary resources, communication documents, and other district documents for parents to assure they have the tools and resources to support their students' education.

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.]

Nutrition Services provided meals for students from the onset of the pandemic and school closures in the spring. With the federal waiver from the United States Department of Agriculture (USDA), our Nutrition Services Department in collaboration with site administrative teams and other classified staff members, distributed more than one million meals through June of 2020. Summer School Seamless Summer nutrition programs were implemented so students would not go hungry during the summer. Meals were provided on a daily or weekly basis in alignment with state and USDA guidelines and requirements. Students were served bulk meals using eligibility designations of Free, Reduced and Paid.

As the new school year commenced, all of our school sites offered meal services. With distance learning currently in place, meal pick up occurs once a week on Tuesday from 11 a.m. - 1:00 p.m at each of our school sites. Physical distance regulations and personal protective equipment guidelines are adhered to at each site. The meal service occurs via a drive through procedure, eliminating person to person contact.
On August 3, 2020, Agriculture Secretary Sonny Perdue, extended the Seamless Summer Feeding Option (SSFO) meal waivers that allowed school districts to continue providing free meals to children 18 and under. Beginning September 15, 2020, Sweetwater Union High School District will provide free meals at all 23 school sites. Meals will be served utilizing a Grab and Go model on Tuesdays between 11:00 am-1:00 pm. This meal service option will continue through December.

Once school resumes in an in-person model, the following principles will be enacted to assure adherence to safety guidelines.

1. Consider strategies to limit physical interaction during meal preparation and meal service (e.g. serving meals in classrooms, increasing meal service access points, staggering cafeteria use).
2. Suspend use of shared tables and self-service buffets for food and condiments.
3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
4. With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
5. If providing meal service in classrooms, plan for cleaning and trash removal.
6. Ensure physical distancing among staff in their work environment to reduce spread of the virus that includes:
   a. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
   b. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.
7. Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.
8. In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.
   a. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.
   b. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces
9. Meals will be served at all 23 school sites.
10. Meals will be provided on a daily or weekly basis in alignment with State and USDA guidelines, and applicable waivers.
11. Students will be served individual and/or bulk meals using eligibility designations of Free.
12. Three food distribution plans have been developed to support multiple learning models.
13. Free and Reduced Lunch applications are available on-line and at school sites.
## Additional Actions to Implement the Learning Continuity Plan

[additional rows and actions may be added as necessary]

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<th>Section</th>
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<td>Distance Learning Program (Continuity of Instruction)</td>
<td>District Parent Hotline- provide a dedicated hotline for parents and families to reach a live person to support enrollment, registration, device and connectivity issues, and respond to general questions during distance learning.</td>
<td>$200,000.00</td>
<td>Yes</td>
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<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>The district's counselors and Teachers on Special Assignment led the development of SEL lessons and professional development to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community.</td>
<td>$1,700,000.00</td>
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<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Nurses will play key roles in the district’s efforts to support families through education and health services during the COVID 19 pandemic. Nurses provide the majority of medical resources and referrals for our students in Title I schools. They are the primary health providers. They lead the district’s efforts to identify medical and mental health needs and provide or connect students and families to the appropriate services and resources.</td>
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<td>Distance Learning Program</td>
<td>Librarians Provide online resources and curation of these resources to support distance learning.</td>
<td>$225,000.00</td>
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<td>Stakeholder Engagement</td>
<td>Additional Interpretation Services Agreement with the Alliance for African Assistance for interpretation services to provide translation services, in languages other than Spanish, that are currently not available through the district’s State and Federal Programs Department.</td>
<td>$20,000.00</td>
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<tr>
<td>Distance Learning Program (Access to Devices and Connectivity)</td>
<td>Technology materials and services for staff to work remotely. Includes computers and other resources to enable staff to support implementation of district programs remotely. Includes various programs for 2020-21 distance learning and remote work.</td>
<td>$32,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Learning Loss</td>
<td>APEX Online Learning Program - to provide A-G courses online for credit recovery and first time enrollment in our online program.</td>
<td>$104,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Learning Loss</td>
<td>Provide teachers with time and resources to develop culturally relevant curriculum to support student’s cultural awareness during this time of trauma.</td>
<td>$500,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Learning Loss</td>
<td>Professional Development for teachers to better support ELL, Students with disabilities, Homeless and Foster Youth, and low-income students -QTEL for teachers of ELs.</td>
<td>$600,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.49%</td>
<td>$54,818,839</td>
</tr>
</tbody>
</table>

Required Descriptions

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

SUHSD has provided the following support to students, but specifically focused on our Foster Youth, English Learners, and Low-Income students:

**FOSTER YOUTH:**
The district has a team of dedicated staff members to provide additional supports and resources for students in homeless situations or foster care. This team consists of a program manager, a counselor on special assignment, mental health therapists, and site liaisons. The district continues to support our students in foster care during the COVID-19 pandemic by contacting students and caregivers to check on their welfare and to provide community resources as needed. In addition, we support foster youth by connecting them with electronic devices through our IT department. We continue to collaborate with our county liaisons to gather data and support communication for caregivers, site staff, and social workers. For example, we support social workers with student updates, district transfers, and addressing specific student needs. In addition, we continue to collaborate and consult with site staff to support foster youth as it pertains to graduation and summer school enrollment. We also provide professional development for counselors so they can support students experiencing homelessness and students in foster care through the pandemic. Our Foster Youth are afforded the opportunity to qualify for graduation based on the California State graduation requirements plan.

**ENGLISH LEARNERS AND LOW-INCOME STUDENTS:**
The district developed a needs assessment survey to ensure that ELs and Low Income students were contacted. Based on the survey result, the district created plans for students to access devices, hotspots, instructional materials, supports for mental health, and nutritional services. School sites created plans to reach out to students and provide services. Teams of administrators, counselors, teachers, and support staff called families, texted, and sent emails. Plans were developed for EL and low-income families to drive-up or walk-up to the school or distribution area to provide students with their needs. We continue to collaborate with all school sites to gather data and ensure that students are contacted and provided with the supports necessary to experience success in their learning, and their social-emotional needs. Teachers curated resources that looked at the essential learnings for ELs and low-income students. These resources give teachers
tools to differentiate instruction for EL and low-income students. They provide scaffolds and opportunities to extend learning based on students' needs.

Additional supports include, but are not limited to:

* APEX- online UC/CSU A-G learning platform for credit recovery, distance learning, independent study, Learning Centers, and the Launch Academy. This provides a continuous online option for our students and parents who do not want their children to be placed at risk during the COVID-19 pandemic.

* CURRICULUM SPECIALIST - Teachers on Special Assignment at the district are focused on the following areas: English Language Arts, English language Development, mathematics, science, social science, AVID, PE/Health, equity/socio-emotional learning, computer science, and foreign language to support our English Language Learners, Homeless, Foster Youth, and Low-income students. Effective first instruction has been the key focus to assist diverse learners. Understanding by Design professional development has been provided to support teachers in lesson design. The TOSAs also created units and instructional guides for the core content areas to focus on the essential standards.

* ELD Curriculum Specialists assigned to each school site to support Short-term English Learners (STELS) and Long-term English Learners (LTELS). These teachers monitor student progress and support with the ELD curriculum at school sites.

* PROFESSIONAL DEVELOPMENT (PD) costs- focused PD for teachers of English Learners will be offered to support integrated and designated ELD in a Distance learning and in-person instructional mode. Prior to opening school, a group of 200 curriculum specialists received specialized PD to support the creation of units of study for all the core content areas. Supports and resources were developed to transition learning in a distance learning instructional mode. This provided teachers with supports for synchronous and asynchronous instruction. Professional development and professional Learning opportunities will be provided throughout the school year.

* NURSES - SUHSD is one of the few school districts that offers a full time nursing program at each school site. In many instances, the school nurses provide primary medical services to our students with limited outside of school health care. The nurses continue to provide physical and mental health, support social-emotional wellbeing of all students, and provide a targeted focus for English Learners, Foster Youth, and Low-income students.

* DISTANCE LEARNING DIGITAL TOOLS - the Curriculum and Instruction Department has vetted several programs to support teacher instruction and student distance learning including Screencastify, Pear Deck, and others. These tools support distance learning and provide accessibility.

* HOTSPOTS- Wi-Fi hotspots were purchased for our students who did not have wireless access points at home. This ensures access to distance learning instruction, curriculum, and content resources.

* ZOOM - district-wide application for Zoom implemented to increase accessibility, translation supports, and teacher classroom controls during distance learning. Also provides closed captioning features.
* FAMILY COMMUNITY SERVICES PROGRAM COORDINATOR and support staff including a Counselor on Special Assignment work with Foster Youth/Homeless Youth Site Liaisons and programs. They coordinate services and provide direct services to students and families to assure students have access to all instructional supports and materials. Additional supports are provided for socio-emotional supports, food, clothing, and transportation.

* COMMUNITY AND FAMILY RESOURCE STAFF provide outreach and engage parents and students in school activities. Provide parent education and supports to ensure the success of their students.

The above actions and services assist foster youth, English Learners, and low-income students in meeting the goals and priorities for instruction and safety. The additional supports and services provide students with either academic resources, health related services, or socio-emotional resources. With the addition of the Family Community Service Program Coordinator and Counselor on Special Assignments, students are provided additional outreach which enables homeless and foster youth to gain access to curriculum, instruction, and support services and helps improve student connectedness. The professional development, distance learning digital tools, and Zoom all provide specific resources and tools for teachers to maximize distance learning’s effectiveness and therefore, ensure each student is able to understand the content and reach mastery in the content standards for each course.

* APEX- online UC/CSU A-G learning platform for credit recovery, distance learning, independent study, Learning Centers, and the Launch Academy. This offers foster youth, English Learners, and low-income students other option to meet the graduation requirements through accelerated learning opportunities and credit recovery.

* CURRICULUM SPECIALIST - Teachers on Special Assignment at the district are focused on the following areas: English Language Arts, English language Development, mathematics, science, social science, AVID, PE/Health, equity/socio-emotional learning, computer science, and foreign language to support our English Language Learners, Homeless, Foster Youth, and Low-income students. Effective first instruction has been the key focus to assist diverse learners. Understanding by Design professional development has been provided to support teachers in lesson design. The TOSAs also created units and instructional guides for the core content areas to focus on the essential standards. The Curriculum Specialist focus on providing training and strategies for teachers of English Learners in particular. This in turn supports teachers in providing high quality engagement and instructional strategies for language development in the content areas as part of the district’s integrated English Language Development program.

* ELD Curriculum Specialists assigned to each school site to support Short-term English Learners (STELs) and Long-term English Learners (LTELS). These teachers monitor student progress and support with the ELD curriculum at school sites. These staff members provided ongoing daily support to teachers of English Learners and to ELs needing additional intervention supports to meet annual progress measures.
* PROFESSIONAL DEVELOPMENT (PD) costs- focused PD for teachers of English Learners will be offered to support integrated and designated ELD in a Distance learning and in-person instructional mode. Prior to opening school, a group of 200 curriculum specialists received specialized PD to support the creation of units of study for all the core content areas. Supports and resources were developed to transition learning in a distance learning instructional mode. This provided teachers with supports for synchronous and asynchronous instruction. Professional development and professional Learning opportunities will be provided throughout the school year. The professional development directly impacts the teachers of ELs to ensure high quality effective first instruction in provided on a daily basis. Distance learning makes language acquisition more difficult. The Pd offers supports for teachers to maximize the tools and strategies to ensure ELs are progressing at expected rates.

* NURSES - SUHSD is one of the few school districts that offers a full time nursing program at each school site. In many instances, the school nurses provide primary medical services to our students with limited outside of school health care. The nurses continue to provide physical and mental health, support social-emotional wellbeing of all students, and provide a targeted focus for English Learners, Foster Youth, and Low-income students. Many of the ELs, FY, and LI students utilize nursing services as their primary health care. These services ensure that students are mentally and physical health so they may attend school and get the medical attention needed. This leads to improved attendance and academic outcomes.

*DISTANCE LEARNING DIGITAL TOOLS - the Curriculum and Instruction Department has vetted several programs to support teacher instruction and student distance learning including Screencastify, Pear Deck, and others. These tools support distance learning and provide accessibility. For our diverse learners, these engagement tools provide additional layers of support to make the curriculum more accessible and increases student engagement.

* HOTSPOTS- Wi-Fi hotspots were purchased for our students who did not have wireless access points at home. This ensures access to distance learning instruction, curriculum, and content resources. Hotspots were only provided to low income students and Foster/Homeless youth. This provides access to instruction, increases engagement, and lays the foundation for academic success.

* ZOOM - The closed caption features which are not available on any of the other video conferencing platforms the district utilizes, assists English Learners and students with disabilities additional supports to access instruction when oral instruction is not as easily accessed. This provides students the ability to participate in instruction, increases comprehension, and assists with reading development and language expression.

* FAMILY COMMUNITY SERVICES PROGRAM COORDINATOR and support staff including a Counselor on Special Assignment work with Foster Youth (FY)/Homeless Youth (HY) Site Liaisons and programs. They coordinate services and provide direct services to students and families to assure students have access to all instructional supports and materials. Additional supports are provided for socio-emotional supports, food, clothing, and transportation. This ensures students have the foundational resources to be successful in school. Having food, shelter, clothing, and personal safety ensures that students are in the right frame of mind to engage in instruction and are able to attend school on a daily basis. These staff members are able to provide wrap around services for FY and HY so students are able to succeed academically and social-emotionally.
**COMMUNITY AND FAMILY RESOURCE STAFF** primarily serve Fy/HY, LI, and EL students and families in the district. They act as liaisons between the school and the families. This ensures parents are informed about the resources available to students and families in need and therefore, increase student access to resources, engagement, instruction, and increased academic and social outcomes.