

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Shandon Joint Unified School District, after an emergency board meeting, closed school campuses on March 13, 2020 in response to COVID-19. Starting March 19, 2020 students began distance learning a combination of paper packets and online assignments. All staff and parent meetings immediately switched to an online platform utilizing Zoom and Google Meet. Training on Zoom, Google Meet, Google Classroom and Seesaw was provided in order to make the transition to online learning. The district worked to find internet solutions for our socioeconomically disadvantaged community and staff has worked closely with parents to set up this service and assure that their students can access online assignments. The district utilized all calls, text messages, emails, and Remind to make sure that important information was communicated in multiple formats and accessible to all families.

These changes have been met with support from families and stakeholders but implementation challenges continue. Many of our parents are still working in the farm labor industry, leaving students to work on school work alone or with assistance of older siblings. Some parents have expressed feeling frustrated in being able to access the assignments and feeling unsuccessful in being able to assist their children in meeting the academic demands. Daily contact with families and frequent staff meetings are essential in monitoring the physical and mental well-being of our community and adjusting instructional delivery to meet the academic needs of the students.

Staff struggle with their concerns about health and safety and their desire to meet with their students face to face. Many have expressed feeling overwhelmed by the sudden shift to distance learning and being able to provide a quality educational program delivered through technology. In addition, finding creative ways to motivate students to log on and participate in instruction continues to be a challenge.

Students are also frustrated with distance learning. Many have had to go to work to help support the financial needs of their family and the synchronous instruction is difficult to manage with work responsibilities. Health and safety continue to be concerns for students as well.

The district has been responsive in increasing, providing, and implementing safety protocols including face coverings, temperature checks, plexiglass barriers, and social distancing procedures. Hand sanitizing and water filling stations are also being installed. Instructional minutes have been established along with expectations for Synchronous and Asynchronous instruction. Attendance and participation tracking are being monitored.

Stakeholder Engagement

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

Throughout the district's transition to distance learning, stakeholders were informed of legal and state requirements. Stakeholder input was solicited and considered as a valuable contribution in strengthening and improving on the safety, academic delivery and effectiveness of our reopening and Learning Continuity Plans. Feedback from parents, community members, students and staff was gathered through surveys, discussion groups, parent advisory meetings, emails, written notices, and drive through information nights. All information was provided in the primary language of the participants and was available in written, verbal and electronic formats.

March 19, 2020 – Parent Survey regarding School Climate

March 23, 2020 – Certificated Staff survey regarding School Climate

March 30, 2020 - Classified Staff survey regarding School Climate

April 25, 2020 - Student survey regarding School Climate

June 4, 2020 - Parent input survey regarding distance learning and to set preferences on the fall learning model

June 7, 2020 – Certificated and Classified Staff survey regarding returning to work and distance learning

July 21, 2020 – School Board Meeting public discussion regarding reopening plans A, B, and C

August 4, 2020 – School Board Meeting public discussion regarding the elementary reopening waiver application, Hybrid Model Plan B, student safety

August 5, 2020- Consultation with Certificated and Classified Staff regarding Hybrid Model Plan B and Distance Learning Plan C, student and staff safety

August 6, 2020 – Parent Drive through Town Hall Meeting regarding elementary reopening waiver application, Reopening Plan C, student safety, childcare, academic and technology support/access

August 28, 2020 – DELAC/SSC parent meeting to discuss and approve the Learning Continuity Plan

September 1, 2020 - Public Hearing for the Learning Continuity Plan

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

All stakeholder meetings and surveys were available in English and Spanish and paper and electronic formats. All Meetings are conducted via Zoom and the meeting notices and Zoom links are posted on the district website. Parent notifications are sent out through our all-call system.

Stakeholders are encouraged to write letters to the Shandon Board of Trustees and administrators regarding COVID -19 issues, questions and concerns.

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

Feedback from parents include: concerns about child care, health and safety while at school, lack of internet access at home, lack of supervision for working families, availability of families to assist students during distance learning

Certificated and Classified staff expressed concerns regarding child care, health and safety while at school, lack of internet access for families, lack of digital devices necessary to conduct distance learning from the employees' home, lack of supervision for working families, availability of families to assist students during distance learning

Student input included: concerns about health and safety while at school, lack of internet access, balancing school and job-related responsibilities

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

*District provided childcare for essential staff members.

*PPE availability/accessible: thermometer, gloves, masks, plexi-glass dividers

*Additional academic support and childcare through community partnership with Boys and Girls Club of America

*Increase training of staff through safety modules that are specifically related to COVID-19 issues and concerns

*Collaboration with local internet vender to subsidize or provide free of charge internet devices and plans for low income families

*Purchased Educator Zoom accounts for teaching and administrative staff

Continuity of Learning

In-Person Instructional Offerings

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

The district is dedicated to maintaining prior programs meant to provide a broad instructional program with significant support for unduplicated youth who lack the enrichment opportunities and educational support compared to peers from other demographic groups. These programs are designed to be implemented during in-person instruction but will be adapted to continue during required distance learning.

July 21, 2020 and August 4, 2020- SJUSD Board of Trustees provided direction to move to Hybrid Plan B as soon as guidelines are met and move to Plan A – In Person Instruction as quickly as possible. In addition, the district is working with the Local Health Department to begin offering non-instructional support to special education students and intervention students on a daily basis.

Plan B emphasizes small group instruction for the most at -risk students including Foster Youth, English Language Learners and Low socio-economic

Plan A – In-Person Instruction

At its core, Plan A includes in person learning with extensive safety and wellness protocols and considerations. Some distance learning is available to students who need it.

Instruction

In-person instruction will begin with extensive safety precautions

Although we do not promote this desk/table placement for the strongest instruction strategies, we will arrange student desks/tables so that all students are facing the same direction. This protocol will be released as soon as deemed possible.

Teaching through distance learning plan available for staff over 65 and medically vulnerable

Utilize distance learning plan outlined in plan C

Attention to specific student groups in regards to static student grouping and instructional consideration, ex: identify our low performing and at-risk student groups and a plan so that distance/blended learning does not further the achievement gap, possibly allow highest need groups to work on distance learning in the school building with para supervision, use the framework for best practice with distance learning for English learners

Address learning gaps from the 2019-2020 emergency distance learning

At the beginning of the school year, give instruction on how to access computers, virtual tools and websites in order to prepare students in case we need to go back to distance learning

Set protocols with specificity on safety routines in class, in hallway, in bathrooms, at recesses/passing periods, etc. that will be the same at each school

Minimize passing of papers and utilize one turn-in box for papers combined with online instructions

Additional staff training

Face shields for teachers that need it considering that some students need the visual cues, ex: English learners and hard of hearing/deaf students

Garner more specific input from instructional leadership regarding progress at each site

Special Education

Traditional special education instruction

Cleaning scheduled enhanced for TK-3, and elementary SDC classrooms

PPE enhanced for Tk-3, and elementary SDC classroom staffs

Plexiglass installed for required small group work that requires less than 6 feet between student and teacher or therapist

Agreements in place for distance learning as needed

Assessment to determine regression since closure

Assessment to determine regression since ESY as needed

Co-taught classrooms for in-person as well as distance learning components

Support provided by paraeducators for in-person as well as distance learning components

Input from special education leadership teams on a more detailed plan

Assessment carryover completed in the first 30 or 60 days

For families who choose distance learning due to “health of child” concerns:

- Identify service providers

- Train for continued DL

- Train for tele-assessment

Plan B- Hybrid Model In-person instruction with required social distancing and small group gatherings combined with distance learning

At its core, Plan B is focused on equitable learning through a program provided via a combination of distance learning and socially-distant, in-person instruction.

Instruction

District-wide Plan B requires:

Utilizing the same distance platform as Plan C, this is important should SJUSD have to fully transition to distance learning

Attention to specific student groups in regards to static student grouping and instructional considerations, ex:

- Identify our low performing and at risk student groups and a plan so that distance/blended learning does not further the achievement gap.

- Possibly allow highest need groups to work on distance learning in the school building with para supervision on additional days

Address learning gaps from the 2019-2020 emergency distance learning

Plan for situations in which packets or materials are needed instead of/in addition to online instruction.

Authentic assessment in both the in-person and distancing learning components

If masks are required, they should have a clear area for the mouth for students who need the visual clues; or clear shields could be used. The use of masks will be determined by the County or State guidelines.

Training for classroom aides on providing support during distance learning

Consistent grading policies across in-person and distance learning

Customization of instruction to fit the online vs in-person environment

Review curricular areas and non a-g options that are not required, especially if those are difficult to offer through distance learning and socially distance learning

Planning time for teachers

Gather continuous input and feedback from instructional groups, leadership, and families

To reduce the shared use of space by a large number of people, teacher movement between classes will be prioritized over student movement when possible, ex: teacher moves from class to class instead of students moving from class to class

Consideration will be made for classes with extensive materials (science lab)

Options for online instruction adapted by program level ex: elementary, middle and high may use different platforms or curriculum delivery models

Special Education

District-wide Plan B requires:

Agreements in place for distance learning if needed

Assessment to determine regression since closure

Co-taught classrooms for in-person as well as distance learning components

Support provided by paraeducators for in-person as well as distance learning components

Grouping of students in two sessions that maximizes the ability to target goal areas with each student

Plexiglass installed for required small group work that requires less than 6 feet between student and therapist

Enhanced PPE for TK, lower elementary Special Day Class (SDC)

Co and Extracurricular

District-wide Plan B requires:

Following state guidelines and orders

Scheduling

District-wide Plan B requires:

Only half of the students will be present at any one time.

For each in-person day, classes will be divided by two or three and students will be assigned the same teacher each day of attendance.

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

Description	Total Funds	Contributing
Utilize College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students.	\$61,029	Y
Continue CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options.	\$113,882	Y
Shandon High School will maintain credit recovery options and course availability.	\$10,731	Y
Continue to upgrade and add technology accessibility for access to online credit recovery options and CTE online courses to prepare students for college and career readiness.	\$30,000	Y
Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback.	\$10,809	Y
Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives.	\$500	Y
Provide staff development in Math, English Language Arts, English Language Development, Next Generation Science, and instructional strategies designed to provide English Learners with access to core curriculum.	\$500	Y
Provide access to para educators to assist English Learners with accessing core curriculum.	\$100,349	Y
Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students.	\$70,951	Y
Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma.	\$56,978	Y
SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success.	\$384	Y
Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance.	\$98,737	Y

Description	Total Funds	Contributing
Install plexiglass partitions in all reception areas and for barriers between students and teachers.	\$ 8,355	N
Provide face coverings for staff, students and visitors.	\$ 0	N
Increase sanitation supplies	\$ 0	N
Install water filling stations at all school sites.	\$ 10,000	N

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 district has established required instructional minutes to be conducted through synchronous and asynchronous daily instruction. Lessons and Zoom instruction will be recorded and posted to the online platform for parent and student accessibility.

*District adopted curriculum is web-based and is utilized during in-person and/or distance learning instruction. Curriculum includes:

Mystery science

Study Sync

ALEKS Math

My Math

Wonders

Studies weekly

*Teachers will also use simulated labs for science.

* Teachers will track daily attendance by maintaining detailed logs of student contact and participation rates.

* Administrators have access to all google classrooms and will monitor class and assignment content as well as teacher/student interaction.

* Common Assessments for digital and paper packet learners

* Break out rooms for small group instruction including ELD and SEL

* Individualized meetings to address IEP goals and instruction

- *Attention to specific student groups in regards to static student grouping and instructional considerations, ex:
- *Identify our low performing and at-risk student groups and a plan so that distance/blended learning does not further the achievement gap.
- *Possibly allow highest need groups to work on distance learning in the school building with para supervision on additional days
- *Address learning gaps from the 2019-2020 emergency distance learning
- *Plan for situations in which packets or materials are needed instead of/in addition to online instruction.
- *Authentic assessment in both the in-person and distancing learning components
- *Training for classroom aides on providing support during distance learning
- *Consistent grading policies across in-person and distance learning
- *Customization of instruction to fit the online vs in-person environment
- *Review curricular areas and non a-g options that are not required, especially if those are difficult to offer through distance learning and socially distance learning
- *Planning time for teachers
- *Gather continuous input and feedback from instructional groups, leadership, and families
- *Consideration will be made for classes with extensive materials (science lab)
- *Options for online instruction adapted by program level ex: elementary, middle and high may use different platforms or curriculum delivery models

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.]

All parents were surveyed in English and Spanish to identify their internet and technology needs.

All students are issued Chromebooks and K-2 students are also issued Fire Kindles for lesson accessibility, completion, and communication.

The district supports technology needs of students by replacing all damaged, lost or broken devices, providing subsidized or free internet access through a collaboration with local vendors, and technology education and instructions for Zoom, Google Classroom, and AERIES.

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.]

Zoom participation will be tracked through features that time stamp student participation. Teacher and Para educator accounting logs for individual student contact via email, phone or text. Both zoom logs and teacher and para educator logs will be routinely reviewed by administration. Lessons are provided based on state required instructional minutes and time values are determined with collaboration between teachers and administration. Digital lesson will be equivalent to paper packets for those preferring a more traditional approach. All lessons will be provided as synchronous instruction. Video of synchronous instruction will be posted in each google classroom to provide an asynchronous option for working students and families.

Hours are awarded based on the length of time it takes an average student to complete the assignment.

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.]

Classified and Certificated staff expressed an interest/need to expand their knowledge in distance learning platforms and tools. In-house training and sharing of best practices during the 20/21 school year will include:

- *Google Classroom
- * Seesaw
- * Zoom
- * Google Hangouts
- * Remote conferencing and assessment
- * Digital curriculum subscriptions
- * Screencastify
- * Flipgrid
- * Live video stream
- * i-Ready
- * Training for classroom aides on providing support during distance learning

Staff Roles and Responsibilities

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

One bus driver has been moved to assist in the cafeteria.

All staff members have been tasked with keeping the school clean and sanitized.

Teacher staff has increased their use of digital platforms, parent contacts.

Para educators are providing on site childcare for essential district personnel.

All staff participated in Pesticide Regulation Training and Required Health Schools Act Training to assist with increased sanitation.

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.]

During the 2020 and 2021 schoolyear for Special Education (academics) the plan is to contact each student at their homes through Zoom or over the phone. We will be using a research-based and standards-based curriculum to work on each student's goals, just as if we were face to face. Each student will be given the amount of time listed in their IEPs as they will get all their minutes in per week.

We will set up groups that have similar needs and have them online at the same time. Each student will be provided a bag with all materials and supplies needed during our Zoom meetings.

We will be using the following curriculums with each student according to their needs:

*Phonics for Reading

*Making Words

*Guided reading

*Visualizing and verbalizing

*Seeing Stars

*Multiplication.com

*Math Skills

*Khan Academy

*i-Ready

*ZOOM upgrade to provide breakout room opportunities for small group instruction

***Mystery Science**

Additional Supports to provide distance learning to assist English Language Learners will include bilingual para educator support, individualized ELD lessons based on ELPAC scores and language needs, designated and integrated ELD provided by classroom teacher their live instruction.

The district is working to provide free or subsidized internet access to all students but principally directed to support the needs of foster youth and students who are experiencing homelessness. In addition, the district will offer free breakfast and lunch daily.

District provided counselors will be available to provide support to students who are experiencing trauma or in need of social emotional care. Counselors will make phone calls and home visits to our foster and homeless youth on a weekly basis to support these groups with the challenges of isolation, COVID-19 related concerns, and family unrest.

The district has established a community partnership with the Boys and Girls Club of America to offer an onsite program to provide academic support and a safe place for students to work during distance learning. This service will be primarily directed to support our unduplicated population.

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

Description	Total Funds	Contributing
Purchase Educator Zoom accounts for all certificated and administration staff to conduct online meetings and synchronous, daily, live instruction.	\$1,980	N
Collaborate with local internet vendors to provide free or subsidized internet services to families.	\$50,000	Y
Purchase i-Ready to assess student performance in math, ELA and SEL and plan interventions to mitigate learning loss.	\$25,000	Y
Purchase Mystery Science for online science instruction and modules.	\$499	N

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.]

Assessment data will be collected in August and September of 2020 through online assessment platforms, Zoom, and in person if/when allowed. Data will be compared to data acquired before our school closure in March of 2020 to identify pupil learning loss.

Assessment tools for ELA include i-Ready, Fountas and Pinnell Running Records, STAR Reading.

Assessment tools for Math include i-Ready and ALEKS

Assessment tool for ELD and SEL will be i-Ready

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.]

Para educators, teachers and special education staff will be utilized to meet the learning needs and challenges of these subgroups.

English Learners will participate in bilingual zoom breakout rooms for small group instruction based on their ELPAC level and language needs.

Low Income, Foster Youth and Homeless Students will be provided intervention and small group instruction in addition to daily synchronous classroom instruction via Zoom.

Pupils with Exceptional Needs will participate in individualized zoom instruction to provide academic acceleration and to meet IEP goals and timelines.

i-Ready is used to assess grade levels and compare to previous data points. i-Ready is also available in a Spanish version for math.

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.]

Utilization of i-Ready assessment program will provide useful progress monitoring data to drive instruction. i-Ready is used to assess grade levels and compare to previous data points.

I-Ready assessments combine curriculum based measured and computer adaptive tests for reading, math and social emotional behavior and delivers accurate, actionable reports for screens, skill analysis, instructional planning, to ensure educators have the right tools and the right data to provide timely and target supports.

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

Description	Total Funds	Contributing
Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention materials.	\$62,277	Y
Through a partnership with Boy and Girls Club of America, SJUSD will provide an after-school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities.	\$45,000	Y
Provide math and reading intervention to middle and high school students through tutorial and a learning lab. Maintain math intervention programs ALEKS for grades 3-12. The district will explore alternative funding sources (\$15,000) to continue with ST Math for TK-8.	\$27,785	Y

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.]

Prior to the COVID-19 closure, K-12 instructional staff participated in trauma-informed professional development trainings, led by a trained counselor and our superintendent, who is also trained in trauma informed care. Staff are trained in how to monitor for signs of depression, anxiety, and self-harm, and they regularly communicate concerns regarding students to the district mental health Team. This team consists of a counselor, school psychologist, and administrative staff. This team maintains a confidential database of at-risk students, and specific staff members are assigned to check in with those students on a regular basis. The team communicates on a weekly basis at minimum, and has ready access to personal and professional phone numbers, and emails.

For the upcoming school year, the district has scheduled instructional time designed to check in with students regarding how they are handling the COVID-19 closure and related changes in their lives. Elementary School staff are using the Second Step Social emotional learning curriculum, and will continue to provide lessons designed to enable students to remain resilient during the COVID-19 closure. Elementary staff will be provided with elements of the Bounce Back program, a program that addresses adaptive thoughts and feelings related to unpredictable changes, and provides students with skills and understanding to effectively negotiate unpredictable situations. Teaching staff will continue to monitor student social emotional health during instructional times and through parent report, and will refer students who are struggling to the mental health team for follow up.

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.]

The district will take a tiered approach to reengage students who are absent from distance learning and or not engaging in instruction. Para educators and teachers will be making parent contact when a student has missed two or more logon opportunities. Home visits by teachers and administration will be conducted to conference with the family to discuss the absences and the importance of daily instruction. Counselors will make home visits to address emotional needs that may be prohibiting active engagement and to design an educational plan that meets individual learning needs of the student and family. Student work permits may be pulled if an educational plan and expectations are not met due to student employment. The district will proceed with the SARB process with use of the school resource officer if a resolution is not reached. Academic counseling on the importance or completion of current school year and the impact on future growth if completion is not attained.

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.]

Shandon Joint Unified School District (SJUSD) is under Community Eligibility Provisions and all students eat for free under this provision for all meals until 2021-2022 school year. SJUSD will provide nutritionally adequate meals for all students everyday regardless whether students are doing distance learning or are in session. Meals provided will be breakfast and lunch and will follow NSLP and SBP guidelines. Students will be able to “grab and go” with their meals and either take them home or take them to their classroom or another spot on campus to socially distance amongst themselves.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Contract with the County Office of Education to expand Thrive Counseling services.	\$142,749	Y

School Nutrition	Partnership with the Berryman to provide fresh fruits and vegetables to our community free of charge and extending our school meal program to accommodate students during school breaks.	\$30,843	Y
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.72%	\$688,944

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.]

After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we discovered that efforts to support social emotional wellness of students has had a positive effect on these subgroups and must be continued through the COVID pandemic and distance learning as many students are in fear for their health and safety.

Data reported through the CA School Dashboard reveals a decrease in suspension rates over a three-year period.

2017: Socioeconomically Disadvantaged were assigned a yellow indicator with a suspension rate of 5.9%

2018: English Learners and Homeless were assigned an orange indicator. English Learner suspension rate was 2.6% and Homeless suspension rate was 6.1%. Socioeconomically Disadvantaged was assigned a yellow indicator and a suspension rate of 4.7%.

2019: Homeless and Students with Disabilities were assigned an orange indicator. English Learners were assigned a yellow indicator and Socioeconomically Disadvantaged were assigned a green indicator. Homeless suspension rate was 5.9%; Students with Disabilities suspension rate was 4% and Socioeconomically Disadvantaged suspension rate was 3.3%

2020: 20% of LEA students received counseling and guidance support on a regular basis during in-person instruction and continued through distance learning support. These services were available to 100% of students.

The following actions will be continued to support the social emotional needs of unduplicated students on a LEA wide basis regardless of our in-person or distance learning status. Through maintenance of this goal and actions we expect that 89% of our parents will feel that their children are safe while at school, 95% of students will report feeling safe and supported and the district suspension rate will be no more than 2% by 2023 as reported by the Ca School Dashboard.

Action - Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students.

Action - Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma including depression and anxiety as a result of COVID-19.

Action - District Counselor will serve as the Homeless and Foster Youth Liaison to document and address needs of Foster youth.

Action - SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success.

Action - Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance.

After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we discovered that efforts to support academic and career readiness needs of students has had an overall positive effect on these subgroups and will be continued regardless of our in-person or distance learning status to ensure career and college readiness of our students.

The small class size of Shandon High School will result in a wide fluctuation of student subgroups and reporting information from year to year and one or two students can drastically affect multiple subgroups.

Data reported through the California School Dashboard reveals a fluctuation in the percent of students in each subgroup who are recognized as being College and Career Ready.

2017: 15.4% of Hispanic, 8.3% of Socioeconomically Disadvantaged

2018: 42.1% of Hispanic, 40% of Socioeconomically Disadvantaged

2019: 9.1% of English Learners, 20% of Hispanic, and 23.5% of Socioeconomically Disadvantaged are prepared for College and Career.

Data is not available for 2020; however, local data indicates that of our High School Seniors identified as English Learner and/or Socioeconomically Disadvantaged two were accepted to attend multiple four-year universities, 75% are attending a community college, 20% went on to a career and 1 student went to the military.

Data reported through the California School Dashboard provided the following Graduation Rates:

2017: All unduplicated students graduated

2018: (2 unduplicated students did not graduate) 90% of Socioeconomically Disadvantaged students graduated

2019: (1 unduplicated student moved from our district and was not picked up by another Ca school) 90.9% of English Learners, 86.7 of Hispanic, 88.2% of Socioeconomically Disadvantaged

California Dashboard data is not available for 2020 but local data reveals that 100% of unduplicated students graduated.

The following actions will be continued to support the academic and career development of unduplicated students on a school wide basis regardless of in-person or distance learning instruction. Through maintenance of this goal and actions we expect that the graduation rate will be at 100% and that the number of failing classes within our unduplicated subgroup will decrease over the academic year. In addition, we expect a 5% increase in the percentage of English Learners, Hispanic and Socioeconomically Disadvantage students who are College and Career Ready as reported through the California School Dashboard.

Action - Utilize College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students.

Action – Continue CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options. Our CTE courses are designed to build college and career readiness in the field of agriculture. Shandon unduplicated student groups are already working in Ag related fields and CTE courses help them get beyond entry level positions in the Ag community. We currently have 16 work permits issued for students to work in these industries.

Action - Shandon High School will maintain credit recovery options and course availability. In 2020, 30 students were enrolled in summer school and by accessing credit recovery options they avoided having to retake classes in the fall. Approximately 80% of those attending summer school were unduplicated students who failed a course in the Spring or needed credit recovery.

Action - Continue to upgrade and add technology accessibility for access to online credit recovery options and CTE online courses to prepare students for college and career readiness. The district is providing 1-1 devices for all students and subsidizing internet services for all students but is primarily designed to support socioeconomically disadvantaged students.

Action - Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback.

As a result of surveying unduplicated student interests and the cost of musical instruments the district is providing access to instruments and course instruction at no cost to the students.

After assessing the needs, conditions, and circumstances of our English learners and socioeconomically disadvantaged students, we learned that English learners are performing 12 points behind "All Students" in ELA and 9 points behind "All Students" in math. Homeless students are performing 1.2 points behind "All Students" in ELA and 14.9 points behind "All Students" in math. Socioeconomically disadvantaged students are performing 4.4 points above "All Students" in ELA and 3.6 points behind "All Students" in math.

Three-year comparison:

ELA 2017: All subgroups were assigned an orange indicator. English Learners performed 37.6 points below standard, Homeless performed 60.8 points below standard and Socioeconomically Disadvantaged performed 35.1 points below standard

2018: All subgroups were assigned an orange indicator. English Learners performed 55.7 points below standard, Homeless performed 57.7 points below standard and Socioeconomically Disadvantaged performed 43.7 points below standard

2019: English Learners were assigned an orange indicator and performed 54.8 points below standard. Homeless were assigned a yellow indicator and performed 43.5 points below standard. Socioeconomically Disadvantaged were assigned a yellow indicator and performed 37.9 points below standard.

Math 2017: Homeless were assigned a red indicator and performed 95.8 points below standard. All other subgroups were assigned an orange indicator. English learners performed 66.8 points below standard, Socioeconomically Disadvantaged performed 79.8 points below standard.

2018: All subgroups were assigned a yellow indicator. English Learners performed 67.7 points below standard, Homeless performed 81.5 points below standard and Socioeconomically Disadvantaged performed 71.8 points below standard

2019: All subgroups were assigned an orange indicator. English Learners performed 77 points below standard, Homeless performed 83 points below standard and Socioeconomically Disadvantaged performed 71.7 points below standard

The following actions were designed to address these academic deficiencies. Due to the small size of our district and further reflection on three years of data it was determined that slight changes in subgroup enrollment from one year to the next, significantly contributes to the change in status from year to year and inconsistent growth projections as tracked by standardized methods; however, analysis of individual actions indicated positive effects on subgroup performance. Therefore, we are continuing to implement actions previously executed on a LEA and school wide basis and we expect the academic performance of English learners, Socioeconomically Disadvantaged and Homeless students will increase by a minimum of 20 points in both ELA and math as reported by the 2023 CA Dashboard. These actions will be maintained regardless on in-person or distance learning instruction methods.

Action - Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials. Students participating in an academic year of reading intervention are averaging 1.16 years of growth in reading fluency and comprehension as measured by running records.

Action - Through a partnership with Boy and Girls Club of America, SJUSD will provide an after-school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities. The Boys and Girls Club was only operational for the 2019-2020 school therefore statistical significance of the program is inconclusive at this time. However, parent survey results revealed 60% of parents responded that they utilize the Boy and Girls Club and found it effective in meeting academic and homework needs for their students. The Boys and Girls Club is offering academic and homework support primarily for English Learners, Foster Youth, Special Education, and Socioeconomically Disadvantaged students from 8:00 to 3:00pm while on distance learning and will continue with after school support when we return to in-person instruction.

Action - Provide math and reading intervention to middle and high school students through tutorial and a learning lab. Maintain math intervention program, ALEKS, for grades 3-12. The district will explore alternative funding sources (\$15,000) to continue with ST Math for TK-8. The effectiveness of this action is inconclusive at this time. Interim data was not available for the 2019-2020 school year but for 2018-2019 school year, interim data revealed: that 26% of the students were meeting or exceeding math standard expectations in March of 2019 compared to only 11% in March of 2018. 2019-2020 Data also revealed that only 6% of students were making desired progress through ALEKS but instructional delivery needs to be modified internally.

Action - Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. From 2018 to 2019 the district indicator from Chronically absent students has moved from orange to green for all students. This action was originally designed to address the significant absenteeism rates among our homeless and socioeconomically disadvantaged

students. This action has proved to be successful and maintenance into the next LCAP cycle is required. The CA School Dashboard reported the following for Chronic Absenteeism in 2018: Homeless was assigned an orange indicator with 14.9% being chronically absent. Socioeconomically Disadvantaged was assigned a yellow indicator with 11.5% identified as being chronically absent.

CA School Dashboard for 2019 reported that all subgroups were assigned a green indicator; however, Socioeconomically Disadvantaged were identified as having the highest chronically absent percentage with 8.2%.

After assessing the needs, conditions, and circumstances of our English learner students, we learned that our English Learners are performing 55.1 points below "All Students" on CAASPP ELA summative assessments. In order to address the achievement gap we have established two actions. These actions are being provided on a LEA Wide basis and we expect English Learner students to perform no less than 25 points below "All Students" on CAASPP ELA standard as reported through the CA Dashboard and a 6% increase in the number of students being reclassified as English language proficient by 2023. These actions are being continued from the 2019-2020 school year because since implementation we have redesignated 15% of our English learners. Push-in classroom supports currently serve approximately 60 students per day. Data suggests that out of the English learner students receiving para-educator support, 36 students have been redesignated over the past three years, as opposed to 7 students being redesignated in the three years prior to this.

Action - Provide staff development in Math, English Language Arts, English Language Development, Next Generation Science, and instructional strategies designed to provide English Learners with access to core curriculum. Staff development will be expanded to include effective methods for motivating, engaging and instructing through an online platform to increase rigor during distance learning.

Action - Provide access to bilingual para educators to assist English Learners with accessing core curriculum regardless of in-person or distance learning status.

The following are new actions being implemented to assist the unique distance learning needs of our Socioeconomically Disadvantaged subgroup which makes up 82.8% of Shandon Joint Unified School District's student body.

Action - Collaborate with local internet vendors to provide free or subsidized internet services to families.

Action - Purchase Mystery Science for online science instruction and modules.

Mental Health and Social and Emotional Well-Being – Contract with the County Office of Education to expand Thrive Counseling services to address trauma, depression, and fear as a result of COVID-19 and shuttering at home.

School Nutrition- Partnership with the Berryman to provide fresh fruits and vegetables to our community free of charge and extending our school meal program to accommodate students during school breaks.

The following new action is being implemented to meet the unique assessment needs of English Learners during distance learning.

Action - Purchase i-Ready to assess student performance in math, ELA and SEL and plan interventions to mitigate learning loss. Assessment are designed to support English Learners with Spanish translations.

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

SJUSD has an unduplicated count of over 84% which allows for the use of Supplemental and Concentration Local Control Formula Funds (LCFF) in either school wide or district wide manner, depending on targeted needs. Due to the small size of the district, services and actions implemented through the LCFF will support all students as this will be the most effective use of funds.

Based on staff and stakeholder feedback, experience, educational theory, and research on effective practices we are implementing 20 Actions/Services specifically identified as directly meeting the increased or improved services requirement for low income, foster youth, and English learner students. The required percentage of improved services equates to \$688,944 and SJUSD district has budgeted \$689,912 through LCFF funds and \$249,652.92 from additional funding sources to implement actions and services principally directed to and effective in meeting the increased or improved services for unduplicated students.

Actions to Related to In-Person Instructional Offerings

Action - Utilize College and Career Guidance initiative to provide pathways to college through financial aid and the application process for English Learners and socioeconomically disadvantaged students. \$61,029

Action - Continue CTE course offerings at Shandon High School and Middle School to ensure the availability of career and college readiness options. \$113,882

Action - Shandon High School will maintain credit recovery options and course availability to ensure graduation. \$10,731

Action - Continue to upgrade and add technology accessibility for access to online credit recovery options and CTE online courses to prepare students for college and career readiness. \$30,000

Action - Shandon High School will offer music education that support student and parent interests as indicated through stakeholder feedback. \$10,809

Action - Good daily attendance will be monitored with AERIES, communicated through Bright Arrow, and encouraged through rewards and incentives. \$500

Action - Provide staff development in Math, English Language Arts, English Language Development, Next Generation Science, and instructional strategies designed to provide English Learners with access to core curriculum. \$500

Action - Provide access to para educators to assist English Learners with accessing core curriculum. \$100,349

Action - Maintain appropriate site level administrative support to address behavior, parent communication, SST meetings, after school detention and social emotional needs of students. \$70,951

Action - Maintain additional day of counseling to support low income students in developing socialization skills and the impacts of trauma. \$56,978

Action - SJUSD will utilize Survey Monkey as a district-wide evaluation tool that involves all stakeholders in planning goals and supports for student success. \$384

Action - Maintain bilingual support to meet Spanish translation needs and to communicate with families, students, and parents regarding student wellness and academic performance. \$98,737

Actions Related to the Distance Learning Program

Action - Collaborate with local internet vendors to provide free or subsidized internet services to families. \$50,000

Action - Purchase i-Ready to assess student performance in math, ELA and SEL and plan interventions to mitigate learning loss. Assessment are designed to support English Learners with Spanish translations. \$25,561.92

Action - Purchase Mystery Science for online science instruction and modules. \$499

Actions to Address Learning Loss

Action - Maintain reading intervention support through a part time reading specialist and Fountas and Pinnell reading intervention and Leveled Literacy Intervention (LLI) materials. \$62,277

Action - Through a partnership with Boy and Girls Club of America, SJUSD will provide an after-school program for K-8 students to support working families with child care, homework assistance and enrichment opportunities. \$45,000

Action - Provide math and reading intervention to middle and high school students through tutorial and a learning lab. Maintain math intervention programs ALEKS for grades 3-12. The district will explore alternative funding sources (\$15,000) to continue with ST Math for TK-8. \$27,785

Additional Actions to Implement the Learning Continuity Plan

Mental Health and Social and Emotional Well-Being – Contract with the County Office of Education to expand Thrive Counseling services to address trauma, depression, and fear as a result of COVID-19. \$142,749

School Nutrition- Partnership with the Berryman to provide fresh fruits and vegetables to our community free of charge and extending our school meal program to accommodate students during school breaks. \$30,843