



2020-21 Learning Continuity and Attendance Plan

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General Information

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

San Jacinto Unified School District serves approximately 10,100 students. San Jacinto Unified is a very diverse school district with approximately 2% of students identifying as American Indian, 1% Asian, 8% African American, 73% Hispanic, 12% White, and another 4% of students who identify with multiple races. Furthermore, approximately 82% of students are socio-economically disadvantaged, with 18% English Learners and 1% Foster Youth.

The COVID-19 pandemic has greatly impacted many areas of life, including the way schools educate children. As we work together daily to meet this moment, teaching and learning in a classroom at school has been replaced with teaching and learning online in meetings at home. Many of our SJUSD families continue to experience a number of challenges caused by the COVID-19 pandemic including parents who have lost employment which in-turn has caused financial challenges, access to nutritional food and meals, and keeping students physically and emotionally safe. The SJUSD Learning Continuity and Attendance Plan works to address many of the challenges our families have been facing including additional support for social emotional needs and mental health, technology access, nutritional meal assistance, providing additional trainings to parents on how to support their students and extended day instructional supports.

SJUSD administration began to develop plans for in-person learning, a hybrid of distance learning and in-person learning, and full in-person learning giving parents and staff a choice. On July 17, 2020 the California Department of Public Health provided a framework for reopening in-person learning for the 2020-21 school year. It was mandated that counties on the COVID-19 state watch list only provide distance learning and in-person learning was prohibited. Plans were then made for a full distance learning program to begin the 2020-21 school year.

As the plan was being developed it was clear that additional time was needed to obtain necessary technology and prepare staff. The start of school was delayed from August 6, to August 17, 2020 allowing for 10 days of professional development for site staff and outreach to families. Both certificated and identified classified staff were trained on distance learning software, attendance keeping as well as large and small group instruction techniques and structure. District Office staff were given assignments to support online enrollment and distance learning. Communication with staff, students, parents and community was accomplished through news media, social media, and marquee while text messaging, emails, phone calls and virtual meetings were used for direct communication. School administration and teachers also used a variety of communication apps like Class Dojo and Kajeet.

Stakeholder Engagement

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

SJUSD made a concerted effort to ensure various stakeholder groups had the opportunity to review and provide input on the Learning Continuity Plan, as well as the schedules for reopening schools. All communication, surveys and plans were translated into Spanish.

Feedback and input was collected from multiple stakeholder groups throughout April - September. Parents were surveyed to establish their preference for in-person or distance learning. Throughout the duration of the closure parents were given the opportunity to voice opinions and concerns through weekly Parent Center Virtual Live Chats held in both English and Spanish. Beginning April 28, Virtual meetings were held weekly for families with students with disabilities in both English and Spanish.

For stakeholders who did not have internet access, The District office and Special Education office as well as school site offices opened so parents could call or stop by with questions and concerns. Parent and student phone calls were logged into a data base to ensure follow up and to track common themes.

To better understand student's social, emotional and academic needs families were sent a survey asking for student feedback on the following topics: Student distance learning environment; Student daily habits; Student needs with distance learning; and Student well-being.

Negotiations with the San Jacinto Teacher's Association (SJTA) took place twice; first at the time of the initial school closure and then regarding the 2020-21 school year. A virtual Town Hall meeting for all staff was held on July 17. A survey was provided to certificated staff to establish teaching preferences for the 2020-21 school year. Additional areas of concern were identified through Interest Based Bargaining. Memorandums of Understanding were successfully agreed upon by both the SJTA and Classified Association (CSEA).

Town Hall meetings were held with every school site at the end of the 2019-2020 school year.

The District met with the District Advisory Committee (DAC) and the District English Language Advisory Council (DELAC) through separate Zoom meetings to share information related to the specific areas of the Learning Continuity Plan and solicit feedback. In an effort of transparency and due to the shortened timeline for approval, the DELAC meeting was open to both prior and current year English Language Advisory Council (ELAC) members from each school site and the DAC meeting was open to both prior and current year School Site Council (SSC) members from each school site. During these meetings, each of the 7 areas of the LCP were explained and specific actions provided. The information was presented in both English and Spanish at the DELAC meeting. The committees also reviewed the current budget information related to the LCP. Participants were then provided with an opportunity to ask questions regarding the presentation and then enter feedback into the chat of each meeting. Participants were also given a link to an open Thought Exchange where they could continue to submit and vote on recommended actions until the plan was presented to Board for final approval. A final draft of the LCP was provided to participants when the document was posted for the public hearing.

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

As per Executive Order N-29-20 from Governor Newsom, the San Jacinto Unified School District moved to a virtual environment for public meetings using Zoom. Members of the public were able to provide written comments on any agenda item or during public participation prior to 12:00 pm the day of the meeting. Comments were then shared with the board members prior to the board meeting. Requests for written comments to be read aloud were honored, with a three minute limit per comment and subject to the board's 30 minute total time limit on public comment. All other meetings that were open to all stakeholders were held virtually. Notification of Board Meetings are publicized on district marques and sent to the news media, Riverside Office of Education, SJTA, CSEA, staff, and posted on the SJUSD website.

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

Input received through surveys, meetings and personal contact from families and community members revealed key themes and findings:

- Families and staff expressed the strong desire that distance learning needed to be required and equivalent to in-person instruction.
- Families and community members expressed significant concerns about student learning while schools were closed and expressed a desire for more learning materials and/or support during Distance Learning.
- Families and community members were interested in the district providing multiple options for schooling to start the 2020-21 school year.
- Families, community members and staff expressed desires for and concerns about social distancing, cleaning protocols, and systems to meet public health guidelines as part of returning to campus.
- Families provided many positive comments regarding the district's efforts in food and technology distribution.

According to our initial parent survey regarding distance learning, 22% wanted to continue with distance learning, 33% wanted to attend in a hybrid model and 45% wanted to return full time in person. The reasons families provided for their choice were Parent/Guardian choice (36%), Student choice (30%), Health Concerns (25%), Child Care (2%) and other reasons not listed (7%). Prior to the California Department of Public Health's Guidance to Re-Open Schools, families were provided with an opportunity to sign up for full time distance learning. Approximately 27% of our students (2,750) signed up for this option.

Input received from staff through surveys, town hall meeting and interest based bargaining revealed key themes and findings:

- Staff reported low confidence in their ability to provide rigorous distance instruction or their ability to support the students most in need of academic support during distance learning.
- Staff reported the need for professional development for distance learning before the beginning of the school year.
- Staff reported a lack of confidence in student ability to complete assigned work during distance learning.
- Staff reported the need for clear protocols regarding a safe environment, the wearing of face coverings and Personal Protection Equipment (PPE) needed while on campus as well as concerns about child care and sick leave needs.

A survey was provided to certificated staff to establish teaching preferences for the 2020-21 school year. 42.3% of teachers indicated that they preferred to teach a blended model with part time in-person instruction and part time distance learning 37.4% of teachers preferred to teach full time in-person while 20.3% indicated they would prefer full time distance online teaching.

Other concerns were identified through Interest Based Bargaining including the need for additional planning time, the number of instructional minutes, virtual office hours, professional development, class schedules, attendance and grading procedures and the need for Zoom licenses and full pro licenses for Screencastify.

The feedback from our families of Students With Disabilities (SWD) focused on the need for students to be able to develop a positive relationship with their teacher as well as their peers. Additional feedback on the need to increase structured collaboration time between the students with the support of the teacher and/or instructional aides. Families also expressed a desire for their students to be provided with services in person as soon as allowable by county and state health orders.

Feedback from our District English Learner Advisory Council focused on small group or one-on-one tutoring and support for their students as well as internet access. In addition they expressed a desire for small group instruction for newcomers.

The feedback from stakeholder groups was favorable. Teacher groups shared they appreciated the opportunity to engage and provide thoughts regarding the plan, as well as the schedules. Their suggestions were largely about providing time within the virtual day, and eventually face to face, for intervention time to address learning loss. Parent groups were able to ask questions to better understand how their student(s) will access curriculum and what supports will be in place. Classified staff identified unique ways they can support learning, in their current roles, such as assisting with material distribution, meal distribution, technology support, and supporting the distance learning school day.

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

Valuable input from parent advisory groups influenced the plan. Feedback from all parent advisory groups included a desire for tutoring or small group instruction. In response to this feedback, SJUSD has contracted with Paper Tutoring to provide virtual tutoring services and unlimited access to 24/7 one-on-one tutoring for all subjects in both English and Spanish. As guidance from the California Department of Public Health is established, SJUSD intends to offer in-person instruction to small groups. These targeted groups would include Students with Disabilities, English Learners including New Comers, Foster Youth and students experiencing homelessness.

Parent feedback also indicated a desire for internet access. In response, the District supplemented the ongoing Sprint1Million project which provides 200 hotspots to qualifying families with 100 additional Sprint1Million hotspots. Also, 400 hotspots through the Verizon Wireless Anytime-Anywhere Learning Initiative Data Plan and 400 hotspots through the T-Mobile EmPowerEd program were purchased. To further support connectivity, the District contracted with Charter Communications to participate in the Spectrum Stay Connected K-12 Internet Service Addendum to provide residential internet service to approximately 250 households.

Some of our low income families reported the need for student desks and materials. In response, SJUSD provided over 40 student desk, chairs and school materials to those families in need.

In response to feedback many adjustments were made for Students with Disabilities including the size or type of technology being used, the number of online instructional minutes, access to teacher and district office support, and additional classified staff support based on individual need and IEPs.

Elementary, middle and high school distance learning schedules clearly identify for parents the synchronous and asynchronous instructional opportunities for students. Schedules at all grade levels are consistent across the district allowing parents to clearly understand when students are to be actively engaged in synchronous learning with their teacher. When the 2020-2021 school year began each site developed a process to partner with parents for training and engagement.

Also, based on feedback from staff, it was clear that we needed to plan for additional ways to provide a safe physical environment for teachers and students. SJUSD developed a clear plan for cleaning and sanitizing all district facilities and for providing personal protective equipment to staff and students once they return to campus. School Site-Specific Protection Plans (SSPP) were put into place to clearly outline practices and procedures for maintaining safe school environments. Clear expectations and signage are in place to support maintaining social distancing and the wearing of face coverings. When 6 feet of social distancing is not possible, Plexiglas shields have been installed for stakeholder safety. Additional cleaning protocols are in place, including the addition of custodial staff at all sites. Additional hand sanitizer dispensers and portable hand washing stations have been purchased for all school sites. Specialized equipment to sanitize classrooms and high frequented areas was purchased. Additional custodial staff have been hired to support each site.

The San Jacinto Teacher's Association (SJTA) and the Classified Association (CSEA) provided feedback on the need for additional preparation and planning time for teachers during the Distance Learning instructional model and for certificated staff to be able to choose their work location; at home or in their classrooms. These were all agreed upon and included in the MOU. The first day of school for students was pushed back 7 days. Teachers were provided an

additional \$250 in materials to support distance learning. The classified staff working conditions were also agreed upon and outlined in their agreement including choice of work location for some job classifications.

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, San Jacinto USD began preparations for offering in-person instruction. A committee of school and district staff was established to begin work on a plan that would provide options for a continuum of instruction ranging from full time in-person to full time distance learning. The original plans developed focused on three different options and were designed to allow family choice and to be fluid depending on health guidance.

For in-person instruction, we developed a hybrid model where students were divided into four different groups. Grouping students would allow for a smaller class size of approximately 25% attending in person each day on a schedule of Monday through Thursday. Friday was identified as a day for teachers to provide individualized and small group instruction to designated students. Depending on health guidance, we also planned for a 50% hybrid option where two of the original groups would be cohorted together and attend two days per week, with Friday still identified for targeted group instruction. For in-person instruction, we also intended to identify targeted student groups that would benefit from full time in-person attendance. For example our self contained students with disabilities would be scheduled to attend each day as long as class size would provide for appropriate physical distancing.

As we received feedback from various stakeholders regarding our hybrid plans, including town hall style meetings with each individual school, and with classified and certificated staff, it became evident that we needed to plan for an option for full time in-person instruction. We also sent out a family survey where approximately 80% of responding families selected either a full time in-person or a hybrid model where students attended part of their week in person. Our initial staff survey had similar results where approximately 80% of staff selected to either return to work in-person with safety protocols and personalized protective equipment put in place. Based on this feedback, we began preparations to open in-person and developed our School Site-Specific Protection Plan (SSPP).

Prior to reopening for all students in the stages outlined with our hybrid model, students will be identified to return for small group support based on current state and county health guidance. Students will be prioritized based on need and will be placed into small group cohorts according to each SSPP. Based on the criteria outlined in Senate Bill 98, our first priority for small group support will be to identify the specific students that are not able to connect to a distance learning model from home. These students include our homeless and foster youth and will be invited to join distance learning pods at each of our schools so that we can address any issues with connectivity as well as support areas related to learning loss. Our next priority for students to return in cohorts will be based on learning loss and we will identify specific students which will include our students with exceptional needs, English learners and low income students. In the event of a reclosure due to health concerns, schools will return to a distance learning program based on our prioritized areas related to continuity of learning, with a focus continuing on how to best support our homeless, foster youth, students with exceptional needs, English learners and low income students.

The framework for developing options for in person instruction was based on the [COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs](#). The district developed hybrid options for students to attend either one or two days per week depending on the physical distancing requirements. Additional guidance was provided by the [COVID-19 and Reopening In Person Framework from CDPH](#). The interest of the district is to provide a safe environment for targeted students to return to in-person instruction as soon as possible when done safely. Once permitted by Riverside County Department of Public Health, the district intends to apply for a waiver for elementary students in TK through grade 6 to return to in person instruction. We also intend to develop distance learning pods where students can utilize district space to participate in class. We have students that do not have access to reliable internet or a consistent space to conduct their distance learning activities so we intend to create areas where students can safely maintain physical distancing and have access to the resources and Wi-Fi provided by the district.

To meet the social-emotional well-being of our students our Student, Community and Personnel Support department provided training to certificated staff on August 6, 2020 including the following topics: the power and benefits of teaching social emotional learning, positive behavior intervention strategies and training on social emotional learning tools such as second step and Everfi.

The district developed School Site-Specific Protection Plans which provided a framework for procedures for safely returning to in-person instruction. These site-specific plans incorporated Riverside University Health System-Public Health orders and requirements, in addition to updated guidance from the Centers for Disease Control & Prevention, the California Department of Public Health, and the California Department of Education. To develop the plan, each site performed a detailed risk assessment; trained all employees on how to limit the spread of COVID-19 and to conduct self health screenings; implemented individual control measures and screenings; implemented disinfecting protocols; and implemented physical distancing guidelines. All School Site-Specific Protection Plans were incorporated into each site’s Comprehensive School Safety Plan and posted on the District’s website.

A specialized disinfecting team in the maintenance and facilities department was specifically trained in deep cleaning and disinfecting procedures to be instituted on a regular basis at school sites and departments. New sanitizing equipment was purchased and all locations were provided with additional staff to clean and sanitize high traffic areas three times per day. Plexiglas installations are in place for areas of our campuses where there are challenges maintaining six feet of social distancing. Social distancing signage and stickers are being provided to all school sites. Plexiglas shields for student desks and Personal Protective Equipment (PPE) including masks, face shields, and gloves have already been delivered to sites.

Any non-employee coming to a district facility or having access to a campus are asked to self-screen upon arrival to the facility. Visitors will be required to follow all State and County Public Health requirements. A system is in place to notify employees immediately to a known exposure or potential exposure. There are a variety of leave options available depending on whether employees are sick, or exposed, or having to care for a sick individual.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) purchased including disposable gloves, face masks, face shields	\$132,366.88	No
Plexiglas shields for student desks, school and district office areas	\$1,192,042.49	No
Health and sanitation supplies and equipment including thermometers, COVID signage, MERV-13 air filters, cleaning equipment and supplies	\$153,987.41	No

Description	Total Funds	Contributing
School nurse salaries and benefits	\$206,143.12	No

Distance Learning Program

Continuity of Instruction

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

To ensure continuity of instruction for students between a distance learning and in person model, the district continued the work of narrowing our focus based on the established Board goals. Our primary Board goal is to “Create literate students at each grade level through individualized supports with a focus on proficiency by grade 3.” For our collective purpose, literacy is defined as, “reading, writing, speaking and thinking critically to make meaning of grade level text by subject area.” By developing a common definition for literacy, we are able to utilize our existing assessment resources to measure and monitor current student performance levels in the domains of reading proficiency. With current learning data, we can support teachers in identifying the essential standards and skills for their grade level and content area, determine the most effective research based instructional strategy to teach the essential standards and skills, and then align to the appropriate resources within our core adopted curriculum. In San Jacinto, this process identifies our “Core Essentials” connected to the 9 modules of Teacher Clarity and remains our ongoing focus during weekly collaboration time within our Professional Learning Community teams.

The district established a distance learning bell schedule that was equivalent in instructional minutes to in-person instruction and meet the requirements of SB98. In elementary, the bell scheduled provided time for English Language Arts, Designated English Language Development (ELD), Mathematics and Social Emotional Learning. The schedule also provided time for individual and small group instruction to support a Multi-Tiered System of Supports (MTSS) approach as well time to support students identified for COVID learning loss. At the secondary level, the bell schedule was designed to ensure that students attended their entire class schedule each day with balance between synchronous and asynchronous instructional time. Working with their school guiding coalition and grade level/department Professional Learning Community (PLC) team, teachers were provided with additional design time each day to plan ways to support individual and small group instruction through a Multi-Tiered System of Supports (MTSS) approach as well as develop ways to support students identified for COVID learning loss.

Design Time was established to afford teachers time to plan and support engaging and effective instructional units for distance learning through activities such as, but not limited to: Determining the content and intentions of synchronous and asynchronous learning; Recording lessons/instruction; Working through the Teacher Clarity Modules (with teams); Utilizing the Distance Learning Playbook to support planning; Participating in professional learning; Providing feedback to students and/or families; Tracking and analyzing the behavioral, cognitive, and emotional engagement of students; Address COVID learning loss through differentiated supports.

Educational Services established a Distance Learning Essential Elements guidance document that identified the specific criteria based on Senate Bill 98 that distance learning shall:

- Be equivalent to in person instruction
- Utilize core adopted materials in all content areas

- Have specific time frames for learning based on the grade level range
- Have specific instructional time based on the time value of assignments as determined by the teacher
- Have academic and other supports for designated students including EL, FY, Homeless, SWD
- Have daily attendance and participation
- Have students actively learning and participating in instruction with their teacher and peers daily, including live interaction
- Re-engage students that do not participate for three school days or 60% of the instructional days
- Address COVID learning loss through differentiated supports

The Distance Learning Essential Elements document also outlined the specific instructional areas that were required to ensure that there is continuity between distance learning and in person instruction. The intention of this document was to provide clear expectations that while our delivery model shifted to distance learning, the instructional focus remained constant. The areas outlined included:

- Instructional platforms and supports: Students and teachers are expected to use the same platforms for in person instruction.
- Designated and integrated English Language Development: Designated ELD at the elementary level is required to be synchronous (live) for at least 30 minutes daily so that students have an opportunity to interact with their teacher and peers. ELD courses at the secondary level are required to be synchronous (live) for the entire class period daily so that students have an opportunity to interact with their teacher and peers.
- Curriculum, Instruction and Assessment support: Students and teachers are expected to utilize the adopted core materials, paying special attention to the digital and online instructional components. Existing assessment programs including iReady and Exact Path are to be utilized for both diagnostic and formative assessments.
- Tools for Instruction: Students and teachers were provided with the list of district supported tools for instruction including best practices for using Google Meet and/or Zoom for synchronous instruction. Google Classroom and the tools within the core suite from Google for Education should be used. All of the district supported tools for instruction are linked through our Clever portal.
- Tools for Assessment: Students and teachers were provided with the list of district supported tools for assessment. These tools are available district wide and include resources for both formal and informal assessment. All of the approved tools for assessment are linked through our Clever portal.
- Methods for providing student feedback: Feedback methods and tools were provided to teachers. Additionally, our professional learning focus for the 2020-2021 school year is related to Distance Learning + Teacher Clarity with Corwin. Based on established success criteria, teachers are responsible for provided targeted feedback to individual students regarding their ability to demonstrate understanding connected to their daily learning intentions.
- Learning Loss Measures: The district is identifying learning loss based on the Beginning of the Year (BOY) assessment for 2020-2021 in either i-Ready (grades 1-8) or Exact Path (grades 9-12) as compared to the Middle of the Year (MOY) assessment from the 2019-2020 school year. The MOY is the last assessment that students completed in person prior to the closure due to COVID.
- Professional Learning Opportunities related to distance learning: The district provided additional non-student days prior to the start of the school year for teachers to receive professional learning related to distance learning. Please see the Distance Learning Professional Development section for more information.
- Design Time expectations for PLC teams: The district provided additional planning time for classroom teachers through their approved Memorandum of Understanding. The purpose of Design Time is to afford teachers time to plan and support engaging and effective instructional units for distance learning through activities such as, but not limited to:
 - Determining the content and intentions of synchronous and asynchronous learning
 - Recording lessons/instruction
 - Working through the Teacher Clarity Modules (with teams)

- Utilizing the Distance Learning Playbook to support planning
- Participating in professional learning
- Providing feedback to students and/or families
- Tracking and analyzing the behavioral, cognitive, and emotional engagement of students
- Address COVID learning loss through differentiated supports

Based on Educational Code 45344, instructional aides can participate in virtual instructional support sessions (e.g. Zoom or Google Meets) without the teacher being present on the same session. When instructional aides are facilitating virtual instructional activities with students, the virtual activities must be under the direction of a credentialed teacher. The aide cannot plan, design, or develop, etc., the instruction or activity because the teacher retains that responsibility. Activities for instructional aides and support staff during distance learning should be similar to what would occur during in person instruction. For example, a teacher may assign the instructional aide to provide support to a designated group of students in a separate breakout group with the instructional resources provided by the credentialed teacher, while the teacher is working with another group of students or the rest of the class.

Through our principal collaboration, the district re-emphasized the importance of a consistent instructional focus on learning. When planning for instruction, our format may have changed to distance learning rather than in person instruction, but our focus on learning through a collaborative culture has not. The district continues the work related to the 3 Big Ideas and 4 Essential Questions of Professional Learning Communities and recognizes this work is even more critical in a distance learning environment. By answering question 1, “What do we want our students to learn?” we connect our work with Teacher Clarity by identifying the essential standards and skills, understanding our learning progressions and crafting explicitly clear learning intentions for students. These clear learning intentions and success criteria are vital to developing meaningful learning experiences that yield measurable results for each and every student, whether remotely or in person.

The district also outlined the expectation that through the Gradual Release of Responsibility, teachers must plan for distance learning opportunities where students can collaborate daily. Students must be able to clearly articulate what they are learning, why they are learning it and how they will know if they have learned it. By focusing our instruction in these areas, we are able to provide continuity between our distance learning and in person instructional 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.]

The additional non student days provided to the beginning of the school year, teachers used part of their planning time to conduct outreach to their students to make sure they had their district Chromebook ready and available. Teachers also provided their daily schedule and information on how to login to their classroom resources through the Clever portal. The Clever portal is a single sign on access point for students and teachers to access our district approved learning resources. Clever provides analytics at the teacher, site and district level that details login information daily. These reports allow the district to identify specific students that have not connected to their learning resources within the prior three school days so that teachers and support staff can make contact with the student and determine any special needs they may have to re engage with their instruction.

San Jacinto Unified School District is a 1:1 district and has provided Chromebooks for all students prior to closure due to COVID-19. In March 2020, when the mandated school closures were ordered, notifications were sent via phone, text message, email and social media regarding the availability of Chromebooks and printed educational packets. District staff distributed Chromebooks to all K-12 students to allow access to digital educational programs. Technology department staff remained on call during the closure period to troubleshoot and exchange malfunctioning devices and offer support with connectivity.

Before the CA Department of Public Health required mandatory distance learning in all counties on the State monitoring list, SJUSD was prepared to offer three learning models including in person instruction, distance learning and a hybrid (Independent Study) option. During the summer of 2020, the District proactively purchased over 5,000 Chromebooks to ensure digital access for all students for the start of the 2020-2021 school year.

Once the mandatory distance learning order was established, SJUSD quickly pivoted and enacted protocols to ensure device access and connectivity for all students. The first step was to delay the beginning of the instructional year from August 6 to August 17, 2020. The District then worked collaboratively with the classified and certificated employee associations to formulate an outreach model to provide extra support from both teaching and non-teaching staff to make every effort to contact each and every student before the beginning of the instructional year and ensure students had both devices and connectivity for the first day of instruction. This was an improved and powerful strategy developed to avoid the downfall of lost instructional time to distribute devices and materials to students which occurred after the school closures of the 19-20 school year. School site, enrollment office and district office staff hosted online parent training sessions, distributed surveys and actively cross referenced databases to determine students who lacked access to devices and internet services.

In anticipation of a high volume of requests for assistance with connectivity, the District supplemented the ongoing Sprint1Million project which provides 200 hotspots to qualifying families with 100 additional Sprint1Million hotspots. Also, 400 hotspots through the Verizon Wireless Anytime-Anywhere Learning Initiative Data Plan and 400 hotspots through the T-Mobile EmPowerEd program were purchased. To further support connectivity, the District contracted with Charter Communications to participate in the Spectrum Stay Connected K-12 Internet Service Addendum to provide residential internet service to approximately 250 households.

The District also considered the technological challenges faced by instructional staff and, while classroom teaching staff were encouraged to work from the school site/classroom, any staff that chose to work remotely due to childcare concerns, high risk medical reasons, etc. were allowed to take transportable District technology equipment (computers, document cameras, etc.) to their home for the duration of Distance Learning. The District purchased 1,000 Zoom EDU host licenses to facilitate student, faculty and pedagogical interaction within a classroom environment. The District offered a robust series of Professional Development sessions to showcase best practices and digital teaching avenues.

Monitoring software was used to verify student access to distance learning curriculum. Students who had irregular or no access were contacted by district staff to determine cause(s) and provide support to ensure daily connectivity and participation.

Technology department staff established a support email to assist staff and families with password resets, Chromebook troubleshooting and repairs and to assist with curriculum access. In addition, technology staff worked on a rotating basis to provide evening and weekend support to better serve all stakeholders.

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.]

Participation is determined through login and time accessing various educational applications through the analytics of our Clever portal.

As outlined in our Distance Learning Essential Elements, participation is determined by students through synchronous and asynchronous instruction. Participation may include completing assignments while they are off screen and submitting them for feedback from their teacher. The time value of assignments is determined by the individual classroom teacher with calibration occurring during their weekly collaboration and design time. Teachers are to provide assignments and activities not exceeding the regular instructional minutes of an in person school day, which is above the minimum required by

Senate Bill 98. The student instructional day shall be based on the time value of assignments and assessments as determined through synchronous, asynchronous, and independent work.

Equivalent to in person instruction, individual teachers are responsible for determining pupil progress through their formal and informal assessment methods.

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.]

Technological training provided all teachers and classified support staff in order to facilitate distance learning/teaching. Teachers were provided with two full days of professional learning related to both logistical and pedagogical areas, including supporting students with their social emotional learning needs. Substitute teachers were trained in Alludo and given technology devices and a Google account to access learning platforms. Classified Aides were given training in Alludo.

Educational Services developed an updated professional learning plan focused on strategies to support distance learning while minimizing teacher time away from their classroom. Professional learning was scheduled on two non student days at the beginning of the school year as part of the 5 additional days for teacher prep, as well as on minimum day Fridays that were designated for professional development.

Prior to the start of the 20-21 school year San Jacinto Unified had established a schedule of professional learning rounds or opportunities designed to support teachers with Teacher Clarity in planning highly effective, clear, focused, and rigorous standards based lessons. This professional development was a 'pull out' format where teachers were given a substitute to cover their classroom for a period of time so they could engage in the learning. Due to the impact of beginning the school year in a Distance Learning format with all instruction being virtual San Jacinto Unified shifted these plans strategically to ensure all teachers remain dedicated and focused on distance learning instruction without being pulled out of class time where they are supporting students and families. Therefore, the professional development plan was redesigned to ensure that teachers' valuable instructional day is focused on synchronous and asynchronous learning opportunities for students so they are supporting distance learning while still planning rigorous standards based lessons. The professional development supported by Fisher & Frey has been shifted to allow teachers to participate in 90 minute webinars by grade level-elementary, secondary on their minimum day professional development Fridays. This shift allowed for professional development to not interrupt valuable teaching time. This professional development is centered on the [Distance Learning Playbook](#) to build the teachers skills in not only distance learning strategies but also ensuring Teacher Clarity at the same time. Teachers will engage in four 90 minute webinar style professional development opportunities on Fridays throughout this 20-21 school year. In addition principals will also receive webinar sessions with Fisher & Frey focused on Teacher Credibility.

Due to the instructional calendar shift, the first two weeks of non-student days were dedicated to professional development. This was built and planned to support learning connected to distance learning with the theme of the "the in's and out's of teaching virtually". Teachers, administrators, and classified staff navigated SJUSD's online professional development platform Alludo to learn more about distance learning both to build institutional and technical expertise. Teams were given multiple opportunities to learn to utilize various tools connected to distance learning. In addition to professional development around Distance Learning with Dr. Doug Fisher and Dr. Nancy Frey, teachers and staff were provided professional development during non-student days around tools that would support them with structuring instructional design and engaging students. Some examples of these supports are with live instruction, using the district adopted curriculum in a virtual format, recording lessons and tutorials, assigning virtual work to students, giving and receiving student feedback, protecting students online, and guidelines to effectively utilize design time. Teachers had structured time to select areas that would benefit them most based on skills they need to grow in. Teachers and staff may continue to take opportunities to expand on their skill set through the offerings of asynchronous training.

Teachers and staff were provided training on social/emotional needs of students in order to address the changing need brought about by COVID-19 impact.

Our Student Community and Personnel Support division provided training to certificated staff on August 6, 2020 on the following topics: attendance guidelines under SB98; trauma Informed approaches to use during distance learning; the power and benefits of teaching social emotional learning; positive behavior intervention strategies to use during distance learning; and, training on social emotional learning tools such as second step and Everfi.

Professional Development was provided to the teachers that supported our Long Term English Learners and moderate to severe special education teachers that supported English learners. Professional development is ongoing for the LTELS on how to use the new curriculum and data to differentiate the language needs of the students. The professional development that was offered for the moderate severe special education teachers was on how to align the common core ELA standards to the ELD standards. Staff was provided with training on how to assess students, use the data to develop goals and monitor them. Both of the trainings introduced new online platforms for our students to ensure that they have accessibility to the curriculum and that staff can accurately capture data. Professional Development was also administered to certificated and classified staff on how to support English Language Learners who are newcomers. Staff was instructed on how to use the online platform to monitor students' language acquisition.

San Jacinto Unified provides phone, email and in-person technology support for teachers and staff who experience difficulty when a device or program is not working.

A Help Desk extension is in place for phone support. In addition, a single point of contact via email has been established for all stakeholders; teachers, staff, parents and students. This email is monitored by all Technology Department staff with expanded hours of 7am-7pm to accommodate distance learning needs that fall outside of school hours. Fortunately, many problems can be resolved remotely. However, if an issue cannot be resolved remotely, a work ticket is entered so a technician can meet with the affected staff member.

The Technology Services Department employs three full-time Technology Support Specialist II (TSS II) positions that provide in-classroom support for hardware and software needs. The TSS IIs have distributed webcams with microphones and second monitors in each classroom to improve distance learning facilitation. Teachers are able to request individualized support from a TSS II by entering a work ticket.

Curriculum and other software used in the classroom is supported by two Educational Technology Teachers on Special Assignment (TOSA) and our Assessment Department. Teachers are able to call or email for support. Any software issue which cannot be resolved by a TOSA or assessment staff member is referred directly to the software company for support.

In an effort to streamline and improve efficiency to support hardware and software, especially in the distance learning environment, San Jacinto Unified is currently working with Zendesk to create an automated support system. With Zendesk, a knowledge base will be created to provide answers to frequently responded to questions as well as self-help pages and specific contact support for specific content areas.

Staff Roles and Responsibilities

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

As a result of COVID-19 modifications and changes were made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students. These changes included allowing staff to work out of class where needed to provide meals, instructional support, parent support and communication. The personnel department moved to a virtual interview process. An online enrollment process was implemented. Teachers were surveyed to obtain their desire to teach remotely or in person. Staff who requested an accommodation were provided the interactive process through the Risk Management and Personnel Divisions. Many adjustments to working conditions as outlined in the Distance Learning section above were made. A Principal on Special Assignment role was developed to coordinate efforts to mitigate the student learning loss due to

school closure. A district Interpreter/Translator position was created to further support our Spanish speaking families. Several certificated staff were moved to the Independent Studies hybrid learning program offered through Mountain Heights Virtual Academy. Classified staff who could adequately work from home were given that choice. Adjustments to staff work schedules were made to accommodate safety needs and office demands. SJUSD paid for all Instructional Aides to obtain an Activity Supervisor Clearance Certificate (ASCC) from the Commission on Teacher Credentialing that allows them to support teachers by working alone with small groups of students.

Changes were also made to employee's original role or responsibility when that original role was not feasible in a remote environment. Selected substitute teachers were offered temporary contracts to assure instruction consistency. They were provided technology and technology training in order to support instruction through distance learning. Some Teachers on Special Assignment (TOSA) were reassigned to classroom/distance learning environments while other TOSA have expanded responsibilities beyond content area support to include distance learning strategies and educational technology program support. Classified staff such as instructional aides, site supervisors and aides were assigned to assist teachers in classroom/distance learning. Most district meetings and trainings were held via virtual technology depending on group size. Staff will not have the opportunity to coach or supervise sports due to State guidelines.

To further ensure the safety of staff and students all staff completed online training on new cleaning and disinfecting procedures as well as CDC guidelines such as wearing masks, social distancing and hand-washing. All staff are required to complete a daily wellness check before beginning work. Additional custodial staff were hired to support each site.

Adjustments to working conditions, including telework, were provided based on:

1. Employee ability to do their work from home
2. A medical need of the employee
3. A clear medical need of family or dependents

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.]

To support students with unique needs a Multi Tiered System of Supports (MTSS) plan has been developed. Middle of the year 2020 scores to BOY 2020 will be used to identify the instructional needs and learning loss of the students. Students will then be contacted by a Student Coach to check in with the students and family and provide instructional and SEL support. Student coaches will follow up with students to ensure that they have access to the technology and monitor their school participation. Based on the needs assessment students will be provided with tutoring supports after hours and Saturday sessions. To support the Social Emotional Learning, school counselors will provide small group mentor programs to aid students.

Serving English Learner students during distance learning includes identifying and prioritizing student needs by providing and ensuring active learning supports that reflect and ensure the expectations of daily Comprehensive ELD, via the CA ELD Standards and Integrated and Designated instruction. Educators across SJUSD will provide daily opportunities for students to interact with peers by reading, writing and talking about content, texts and/or engaging in purposeful lesson interactions both orally and in writing; offering and supporting opinions; and adapting language choices to various contexts. A distance learning IEP Alignment Plan describes how the district will implement specialized services and supports in a student's Individualized Education Plan (IEP) during the distance learning instructional model. Special Education Coordinators and case managers will engage parents in an individualized discussion about effective distance learning instruction and related services that align to their child's IEP.

English Learners continue to receive Integrated and Designated ELD as part of their educational curriculum regardless of the instructional setting. There can be flexibility in determining where, when, and what students receive in order to continue to make progress toward English language proficiency and meeting grade level academic achievement. Integrated ELD must be incorporated into all lessons and based on state-adopted ELD standards which are used in tandem with the state-adopted academic content standards.

In the San Jacinto Unified School District, the special education instruction and support students receive at school are not easily supplemented, replaced, or replicated in a virtual or online format. Understanding the desire of parents and educators for students with disabilities to continue to access the continuity of learning being provided, SJUSD is considering all practical steps necessary to support students with disabilities given this unprecedented situation.

Consistent with Senate Bill 98, SJUSD developed Individualized Emergency Distance Learning Plans for all students with disabilities that include a description of the means by which the individualized education program will be provided under emergency conditions, such as the current school closure due to COVID-19, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days. In the development and revision of the Emergency Distance Learning Plan, case carriers will engage parents in an individualized discussion about effective distance learning instruction and related services that align to their child's IEP and ensure that parent input is strongly considered.

SJUSD remains committed to providing students who have Individualized Education Programs (IEPs) with virtual special education support, including consultation, accommodations and modifications, collaboration with teachers, and/or virtual instruction with a special education teacher and as well as with other service providers as indicated in a student's IEP and/or Emergency Distance Learning Plan. In addition to instruction, Special education teachers also provide supplemental activities to students that support their individual IEP goals. Each case carrier collaborates with other teachers, parents, and students to identify needed support and provide supports to ensure that Special education, related services, and any other services required by a pupil's individualized education program, with accommodations necessary in order that the individualized education program can be executed in a distance learning environment given the current limitations of the situation.

SJUSD remains committed to providing students who have Individualized Education Programs (IEPs) with virtual special education support, including consultation, accommodations and modifications, collaboration with teachers, and/or virtual instruction with a special education teacher and as well as with other service providers as indicated in a student's IEP and/or Emergency Distance Learning Plan. In addition to instruction, Special education teachers will also provide supplemental activities to students that support their individual IEP goals. Each case carrier will collaborate with other teachers, parents, and students to identify needed support and provide supports to the greatest extent possible given the current limitations of the situation.

SJUSD also provide students who have IEPs virtual related services, including teletherapy for Speech Language, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services and other related services as indicated in a student's IEP that are able to be provided in a virtual environment. While for some students it may not be possible to provide the amount of services documented in the last agreed upon IEP, SJUSD related service providers work to schedule teletherapy sessions with enough frequency to mitigate the impact of the continuing COVID-19 school closure. Activities are provided to parents and students to practice skills in between teletherapy sessions as well as time for parents to consult with service providers to support their student in the home environment.

All SJUSD students have been provided with Chromebooks with embedded accessibility features that may be used to support students with disabilities an opportunity to access the continuity of learning activities provided during the extended school closure. All SJUSD students including

students with disabilities have access to a variety of virtual platforms including Zoom, Google Classroom, Google Meets and many others that may be used to access their special education services. In order to better support our students during distance learning, professional development on the technology and virtual platforms has been provided to all SJUSD special education staff. The district is currently developing professional development opportunities for parents to better support their students during distance learning.

Accommodations will be provided as indicated in the student’s Emergency Distance Learning Plan. These accommodations are utilized by all of the student’s teachers and service providers in order to assist students with accessing the available distance learning educational opportunities.

Additionally, SJUSD intends to continue to work towards implementing all required California Department of Public Health State and Riverside University Health System required health and safety protocols in order to be able to commence conducting scheduled in-person assessments for initial and triennial evaluations. SJUSD is currently developing a health and safety plan for conducting in-person assessments and intends to proceed as soon as all health and safety protocols are in place.

In order to ensure parent input and to better support our students, we hold regular parent meetings with parents of students with disabilities. During these meetings, parents have an opportunity to communicate with SJUSD staff on what is working and any challenges that they and their students are experiencing in the distance learning environment. The feedback from the parent meetings is used to improve the services being offered to students with disabilities during distance learning and to ensure that any parent concerns are addressed.

While challenging, SJUSD will ensure that students with disabilities can successfully access virtual, online, and distance learning. Utilizing care and planning, SJUSD staff work to make the continuity of learning activities meaningful and engaging for students, given the current situation.

My City Youth is a non-profit organization that provides a safe place for youth in Hemet, California which would enable us to refer our students experiencing homelessness (McKinney Vento Families), based on need, to the My City Youth center during school hours to provide connectivity to the internet and academic support. My City Youth follows child care facility guidelines and follows appropriate COVID-19 protocols. Our students experiencing homelessness (McKinney Vento students) are contacted regularly through our Parent Center. In addition to school supplies and hotspots, community resources including information regarding food distribution sites and access to mental health supports are provided.

SJUSD’s Parent Center has established a “Desk for Success” program in which identified students in need receive a desk and chair as well as classroom supplies. Over 40 students have received these resources.

Our Student, Community and Personnel Support department is in constant contact with the foster families to make sure the students have the technology to be able to log into the distance learning lessons. Foster Youth students were all provided a backpack with school supplies.

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

Description	Total Funds	Contributing
Hot spots and home internet services were purchased to allow Wi-Fi access for student use in distance learning to ensure equitable access to programs and instruction	\$229,961.27	Yes
Student Chromebooks and related licenses and accessories for student use in distance learning	\$1,505,753.97	Yes

Description	Total Funds	Contributing
Technology, equipment, software, licenses, supplies and materials for certificated and classified staff to be able to effectively conduct distance learning	\$750,455.54	Yes
Technology staffing and salary costs to support distance learning and connectivity	\$63,761.00	Yes
Supplies and materials to support students for distance learning	\$11,976.98	Yes
Professional Development for distance learning, restorative practices, and digital learning and associated extra duty for 5 additional teacher days and classified extra duty for training	\$1,189,293.15	Yes
New staff including Principal on Special Assignment for Distance Learning, translator and temporary teacher contract contracts	\$1,245,343.00	Yes
Training and ASCC Certifications for classified staff to facilitate distance learning pods	\$30,600.00	Yes
Support for pupils with unique needs including contracted services and learning pods and for pupils with unique needs, IEPs and in need of SEL support as well as assessments	\$437,804.11	Yes

Pupil Learning Loss

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

Due to COVID-19 and the abrupt end of the 2019-2020 school year SJUSD was not able to complete the End-of-Year assessments to include the California Assessment of Student Progress and Performance. Therefore we have identified assessment as a key component of gaining valuable feedback to address the learning loss created as a result of the closure. We have an established assessment calendar to assess the areas of English language arts, English language development, and mathematics that utilizes the diagnostic assessment platforms i-Ready and Exact Path for K-12. After the Beginning-of-Year (BOY) administration a data analysis will be conducted reviewing the 2020/2021 data against the 2019/2020 Middle-of-Year (MOY) data to identify which students are exhibiting learning loss that is not consistent with their trajectory of learning from the 2019/20 school year. Weekly participation data from Clever is used for progress monitoring.

English Language Learners (ELL) will be measured multiple times throughout the year using district screeners, formative assessments and summative assessments. Essential skill areas (such as decoding, fluency, reading comprehension, etc.) will be assessed for learning during integrated English Language Development support 3 times a year. Students will receive targeted support in these areas by the classroom teacher and site teams.

For English Language Development, we have purchased a language assessment program called LAS Links that will determine students' current levels. This assessment will be administered 2 times during the year and will also allow the District to compare results to the last ELPAC assessment to determine learner loss. Through the Multi Tiered Support Teams developed at the sites, site teams will identify ELL goals for their sites and work on identifying support for their students. The district will provide the site with reports at the end of every reporting period identifying ELLs that have 1. Academic performance has

regressed in the areas of ELA/ELD and/or 2. Students not meeting the local Basic Skills Assessment. Site ELL MTSS teams will meet about these students and identify supports for them. This work will be done in collaboration with a consultant from the Riverside County Office of Education.

Pupil Learning Loss Strategies

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

The District identifies students for learning loss based on data analysis comparing the Beginning of the Year (BOY) assessment data from the current school year to the Middle of the Year (MOY) from the 2019-2020 school year. The MOY is the last assessment students completed prior to the closure due to COVID. The District utilizes i-Ready for grades 1 - 8 and Exact Path for grades 9 - 12 in English Language Arts and Mathematics.

In order to address students with identified learning loss, we employ a Multi-Tiered System of Supports (MTSS) approach. All of our students receive individual and small group support through the established distance learning bell schedule, including time established for social emotional learning. For all of our students in grades 6 through 12, we utilize an online tutoring support program that provides services 24 hours per day, 7 days per week. This program also allows teachers to designate students that need more intensive Tier 2 or 3 support. Also, included in the distance learning bell schedule is a 45 minute block of time where students will receive specialized support from counselors and other support staff related to student mental health and social emotional well being. More information regarding these strategies are found in that section of the LCP.

During Saturday sessions, students receive support in English Language Arts and Math. District adopted core curriculum is used to support the instructional needs of students. Online platforms are used to provide extension activities. Ongoing data will be used to invite students and exit them from intervention. An admin designee, certificated teachers, and classified staff are used to support students and to support small group instruction.

For English Language Development LAS Links is used to measure and report on progress toward English/Spanish proficiency. The results allow the classroom teacher to develop targeted strategies to accelerate language proficiency and provide support for those not showing growth. These strategies are based on the language strands measured in the ELPAC. District common assessments are reviewed to discuss ELL progress and virtual walkthroughs occur to monitor and provide feedback to staff regarding the implementation of the ELL programs. This assessment identifies the students' current language level and allows the data to be compared to the most recent English Language Proficiency Assessments for California (ELPAC) results.

The district will provide the site with reports at the end of every reporting period identifying ELLs that have 1. Academic performance has regressed in the areas of ELA/ELD and/or 2. Students not meeting the local Basic Skills Assessment. Site ELL MTSS teams will meet about these students and identify supports for them. Using formative assessments we will access our crosswalk of ELA/ELD standards to provide support for the sites in the identified areas. This work will be done in collaboration with a consultant from the Riverside county Office of Education.

In addition, the District is establishing distance learning pods based on the Small Cohort/Groups of Children and Youth guidance from the California Department of Public Health. We are prioritizing students that have unique needs to participate in these distance learning pods with a focus on pupils experiencing homelessness and our foster youth, especially due to the connectivity concerns. We are also prioritizing our English Learners and our pupils with exceptional needs to be able to support specific areas related to learning loss that cannot be met through a distance learning format, including providing 1:1 support.

Based on our data analysis from the BOY to MOY, students will also be identified to participate in our Saturday sessions with a focus on students experiencing homelessness, foster youth, English Learners and pupils with exceptional needs. Our Saturday sessions are small group targeted instruction based on the specific standards and skills identified through our assessments. Academic intercessions for each of the designated students groups will be held during school breaks, again focused on the specific standards and skills identified through our diagnostic assessments.

The OASIS Summer Bridge program offered a virtual Distance Learning K-8 program to 255 general education students, 49 English Language Learner students, and 125 Dual Immersion K-5 students from June 8-25, 2020. The universal STEAM-based theme was “A World Safe for Everyone,” and explored the impacts of COVID-19 on individuals, the environment, and on society. All three programs integrated reading and writing into their project-based curriculum. Fifteen certificated teachers served the general education students, and focused on improving literacy skills. Four certificated teachers served our ELL students, and focused on reading, writing, listening, and speaking skills required to be reclassified as Fluent English Proficient. Six certificated teachers served our Dual Immersion students, and focused on English and Spanish language skills essential for success in their following year’s Dual-Immersion classes. Google classrooms were filled to a maximum of 20 students, and families were provided with Summer Bridge Toolkits containing all of the necessary materials and supplies to complete their project-based learning activities at home. The Summer Bridge staff also ensured that each child had a working Chromebook, and adequate internet access to participate in the summer program.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Data analysis on the learning data that is produced from the diagnostic assessments identifies students' learning needs based on skills and standard mastery. Students are provided individualized instruction to support the gaps within their learning created by the closure, coined the COVID Slide. The impact of the individualized instruction is progress monitored using the online instruction tools built within the i-Ready (K - 8) and Exact Path (9-12) instructional and assessment platforms. Staff evaluate the progress monitoring data to continually provide learning experiences that align with the skill gap. Effectiveness is measured by how many students are exited from the individualized mitigating learning loss intervention supports.

Diagnostic assessments, i-Ready for grades K - 8 and Exact Path for grades 9 - 12, are administered once for all grade levels during the Fall, Winter, and Spring. All grade levels are assessed in both English Language Arts and Mathematics to measure students learning on current year grade level standards. Formative assessments such as the IABS, FIABs, i-Ready and Exact Path Online Learning Paths, and team created common assessments from Illuminate provide substantial feedback for teachers to identify learning gaps and implement researched based instructional strategies to support the acceleration of student learning.

Professional Learning Communities consisting of teachers, school leaders, and itinerate staff collaborate around student learning data to identify effective learning strategies to support students across various student groups to include Students with Special Needs, English Language Learner, Foster Youth and Homeless students in closing the learning gap with individualized instruction to support the gaps created by the closure, coined the COVID Slide. By collaborating around student evidence educators own the systemic implementation of impactful learning. Effectiveness is measured by how many students are exited from the individualized mitigating learning loss intervention supports.

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

Description	Total Funds	Contributing
Contract with outside agency for 24 hour, 7 days a week online tutoring support for students grades 6-12	\$167,457.00	Yes
Supports for students in all grades from intervention teachers	\$586,766.00	Yes
Virtual Elementary and Secondary Summer School, extended instructional programs for intercession, and Saturday Schools	\$324385.43	Yes

Description	Total Funds	Contributing
Online program to overcome learning loss and support student engagement in dual-immersion program	\$54,456.85	Yes

Mental Health and Social and Emotional Well-Being

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

SJUSD has developed a plan to support the mental health and social emotional needs of our students and staff utilizing a Multi-Tiered System of Support. Universal supports include the following: 1) Conducting a social emotional learning screening survey via the student platform on Panorama. This information along with other data such as, student surveys, participation data, and academic data will be used to connect students to mental health and social/emotional supports. 2) Universal mental health and social emotional support for students include the following: students receive social emotional lessons during the instructional day provided by their teachers (Second Step, Leader In Me, Everfi, and Character Strong). School counselors provide classroom lessons on bully prevention, social emotional well being, early warning signs, coping skills, and social emotional learning. Staff were provided Restorative Practices training to facilitate daily check-ins using a trauma informed lens. SJUSD has a suicide prevention protocol designed to intervene with students who exhibit warning signs for suicide. 3) Provide staff training on Trauma Informed Approaches, Psychological First Aid, the Early Warning Signs for Suicide, Compassion Fatigue Training, Social Emotional Learning Strategies. 4) SJUSD is collaborating with our community by facilitating community triage meetings, developing partnerships with agencies that will provide mental health support to our students and staff.

SJUSD has developed early and targeted interventions (tier 2/3) for students and staff. SJUSD is supporting staff wellness by offering compassion fatigue and self-care workshops provided by Center Against Sexual Assault. We are offering training on understanding the impact of COVID-19 on mental health. Additionally we are providing staff with strategies on how to build their own Social Emotional Learning capacity by focusing on developing the core social emotional competencies. These competencies include self-awareness, self-management, social awareness, relationship skills, and decision making skills. Our PBIS TOSAs will be providing “SEL’f” care trainings and resources to help support the emotional well-being of staff. For staff who need additional mental health support, referrals to Care Solace, and the Employee Assistance Program will be provided. Our site administrators will monitor the well-being of staff by checking in on staff regularly and connecting staff to additional resources if needed. Our personnel department will assist staff who are struggling with mental health issues by implementing the interactive process to ensure that we are fully supporting staff. For staff members who have experienced a crisis, a crisis response team member will follow up with the staff to make sure they have the supports they need.

School counselors and educational therapists offer a wide variety of mental health supports ranging from facilitating small groups on topics such as bereavement, coping strategies, impulse control, and social/emotional support. At a tier three level educational therapists provide therapeutic supports which includes individual therapy, small group therapy, and case management. Utilizing our menu of services our problem solving teams at each site will provide student/family referrals to our partner agencies who provide mental health support. These agencies include CASA/ Reach, Renewing Hope Family Counseling Center, San Jacinto Mental Health Children's Clinic, Riverside University Health Systems Substance Abuse Program, Borrego Clinic, Safe House, Wiley Center, Hemet Hospice. SJUSD also has a contract with Care Solace which provides a 24 hour mental health concierge service designed to connect families to mental health resources. Our parent center will continue to offer workshops to support our families with mental wellness.

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 is not engaging in instruction and is at risk of learning loss.]

Prior to the first day of instruction, San Jacinto USD delayed the first day of instruction and added an additional 5 days of non-student days. These 5 days were split equally between district time and teacher prep time. Through the negotiated Memorandum of Understanding (MOU), part of the teacher prep time was designated for teachers to reach out through a variety of methods to connect with their assigned students and confirm that they were able to login through the Clever portal and access learning resources. Part of the outreach was also to identify students who needed additional technology including a Chromebook or mobile hotspot to be able to access distance learning resources. Individual schools developed procedures for a tiered approach for connecting with students that do not participate for at least three instructional days. These plans include support from designated classified staff and parent liaisons who contact families of students who are not participating as evidenced by Clever logins, Google activity and daily attendance reported by individual teachers. All school site liaisons are bilingual to support families and students who are English Learners. All literature and correspondence used to communicate with families was also disseminated in both English and Spanish. Furthermore, all live Facebook and Zoom parent/community chats were offered in both English and Spanish. Strategies for re-engagement are dependent upon the identified needs of individual students but include providing updated technology, internet access, academic intervention or social emotional support.

San Jacinto Unified School District is implementing a Multi-Tiered System of Supports to ensure that we are successfully reengaging pupils who have been absent from distance learning opportunities.

Tier 1 universal supports and interventions include the following: School site communication with students and parents or families regarding required participation and attendance utilizing multiple modes of communication not limited to google classroom, parent messenger, social media, parent meetings, website, and marquees. This communication is provided in the student's family's primary language. SJUSD has implemented a district wide attendance campaign called # School Every Day. Each school site has completed an attendance plan which addresses how they will provide incentives for students who participate daily. The district wide campaign is supported by the Student Support department, site family liaisons who are bilingual and other SJUSD support staff.

Tier 2 early intervention protocols include the following: If a student has 1-3 unverified absences or one week of attendance below 60%, school site staff will speak with the student 1:1 or in a peer group. School staff will also phone the parents/guardians. Conversations with the students and parents are to be in their primary language and friendly in nature and focused on relationship building. We have staff available that converse with parents in both English and Spanish and contract with a company that offers various other languages if needed. After three days of absences the school site will mail, via US mail, an intervention letter to the family, followed by a phone call or home visit. All correspondence will be translated into their primary language. After 6 days of absences the school site will mail a second letter to the family which may be followed by a Restorative Attendance Participation Team meeting which is designed to identify barriers to attendance and connect students and families to resources. Additional tier two interventions include home visits by site attendance teams, parent/guardian meetings, and participation in check/in check/out program. These interventions are supported at school site.

Tier 3 intensive support protocols include the following: After a student has 9 unverified absences the family will receive a third intervention letter which may be followed up by a Restorative Attendance Participation Board meeting designed to connect students and families to resources. Additional tier three interventions include home visits from our district attendance team. Students who need additional resources can be referred to Care Solace, our community agencies that provide mental health services, and individualized support based on family needs and a family's primary language. These supports are offered at both the site and district office level.

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.]

2020 School Closure Meal Distribution

Meeting the nutritional needs of the students of San Jacinto Unified School District has always been a high priority as was evidenced by the quick action of the Nutrition Services Department at the onset of the COVID-19 school closure in March 2020 and the subsequent summer feed and 2020-2021 school nutrition plans.

Upon notification of the mandated school closures, immediate action was taken by the SJUSD Nutrition Services Department to provide nutritionally compliant meals to students. Meals were packaged in the SJUSD Central Kitchen and distributed at three elementary school sites (Megan Cope Elementary, Estudillo Elementary and San Jacinto Elementary). Central Kitchen staff implemented strict guidelines and processes including: mandatory temperature and symptom checks of employees, required use of masks and gloves, observation of social distancing guidelines and strict sanitization protocols. New COVID-19 signage provided visual reminders to staff and visitors. Detailed protocols to ensure sanitization of outdoor distribution areas and equipment were also created.

A drive up system was implemented to ensure social distancing requirements were met. In addition, distribution staff wore masks and washed hands and/or changed gloves as necessary. Whenever possible, staff members placed meals in vehicle trunks, effectively avoiding all physical contact with parents and students. The initial distribution schedule began on March 16 as a daily meal pickup (one breakfast and one lunch) and was modified to a weekly service where each child received a bag containing ten meals (five breakfasts and five lunches). Beginning May 6, seven snacks were also provided to each child. On May 27, the weekly distribution increased to include seven breakfast and seven lunch meals. This weekly distribution resulted in a minimized time in line for parents and students and less risk of exposure for staff. From March 16 through June 24, over 50,000 meals were distributed each week to area children.

2020 Summer Feed

Because of the success of the nutrition program, the weekly distribution model was replicated in the Summer Feed program. In addition to the weekly meal service, generous donations from the United States Department of Agriculture and Riverside Unified Hub resulted in families receiving much needed dairy and fresh produce. Over 451,704 breakfast and lunch meals and 145,551 snacks were distributed during Summer Feed.

Throughout the spring and summer, the District provided a combined total of 770,098 breakfast and lunch meals! The gratitude from our community was overwhelming as parents commented on how much the weekly service helped during uncertain, stressful times.

2020-2021 Distance Learning - Meal Service

To prepare for Distance Learning Meal Service, SJUSD Nutrition staff created a four circle Venn diagram from a grid of all SJUSD enrolled student households. Based on derived data, each household was assigned to one of four distribution sites (Megan Cope Elementary, Estudillo Elementary, Park Hill Elementary and San Jacinto Elementary) on a designated day (Wednesday, Thursday or Friday) from 7:00am - 9:30am. Under the Community Eligibility Provision (CEP) program, SJUSD offers ALL enrolled students a nutritious breakfast, lunch, snack and supper meal at no cost.

Notifications of the revised plan and student identification cards were mailed to all households prior to the first distribution on August 19. Reminders were broadcast using phone, email and social media. To receive meals during the Distance Learning Meal Service, a family representative was required to bring the student identification card(s) for the household to the assigned site on the designated day. Meals were tracked through a point of sale (POS) system

allowing the District to confirm enrollment status and also enabled meals to be distributed without the student being present. Each student meal bag included one week’s worth of food.

2020-2021 In-person Learning - Meal Service

To ensure student safety, modifications were made to the traditional on-site meal service processes. All Nutrition Services staff were required to wear masks and gloves. COVID-19 compliant cleaning and sanitizing protocols were developed for site kitchens, cafeterias, Grab-n-Go carts and outdoor eating areas. Markings were placed on floors to ensure social distancing for students in line. Each site (Preschool-High School) staggered meal times to reduce the number of students in one location and to allow for proper cleaning and sanitization between classes/cohorts.

For breakfast service, elementary students retrieved identification cards before school at a designated area. Students assembled with an assigned cohort before proceeding to the cafeteria or Grab-n-Go cart to receive meals. Meals were consumed in the cafeteria or outdoor eating areas. Identification cards were collected from students and scanned into the POS system to ensure accurate meal counts and to verify any allergies. ID cards were sanitized and placed back in the designated area for the next meal service.

At the secondary educational levels, Grab-n-Go carts were utilized for both breakfast and lunch meals. Multiple carts located throughout the campus reduced the number of students in one location. To reduce contact, student identification cards were scanned into the POS system with a handheld scanner by Nutrition Services staff. Meals were consumed at designated outdoor locations.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services staff and equipment and supply costs associated with supporting meal distribution	\$1,110,717.50	Yes
Mental Health and Social and Emotional Well-Being	Compassion fatigue and self-care workshops for staff provided by the Center Against Sexual Assault	\$35,920.00	Yes
Mental Health and Social and Emotional Well-Being	Counseling and Educational Therapist salaries and benefits to support the mental health and social emotional need of our students and staff	\$1,273,375.56	Yes
Pupil and Family Engagement and Outreach	Outreach and engagement with students and families with support from designated classified staff and Parent Center staff	\$172,665.77	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.72%	\$25,455,743.00

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.]

Limited Wi-Fi access is a known issue for some SJUSD families, specifically our low income, foster and homeless students. During regular school year operations hotspots are issued to families in need of access. There has been a notable increase in the need for hotspots in order to access Wi-Fi in their home due to the COVID-19 pandemic. Reduced income and temporary loss of employment has led to more families requesting hotspot support. Additional hotspots are needed for families with multiple students accessing online instruction simultaneously. Increased hotspot access will allow for access to distance learning as well as instructional resources necessary for high quality instruction.

Equitable access to technology continues to be a need for our low Income, Foster Youth, and English Learners. The district has recognized this need in the past and has provided 1:1 take-home devices for students in grades 9-12. Additional devices were purchased and distributed to provide 1:1 take-home access to students in grades Tk-2. Devices were also purchased to replace damaged or outdated hardware. Tablets or larger monitors were purchased for Students with Disabilities in cases where the device was deemed more appropriate to access academic content due to individual student needs. Students and families can bring their technology for repair, replacement and assistance to each site.

In order to provide a high quality distance learning program additional and updated technology hardware purchases were needed for certificated staff, classified staff, speech pathologists and psychology staff. Upon evaluation of the spring 2020 distance learning program, it was determined that additional and upgraded resources were necessary to improve the quality of instruction, specifically to support the learning needs of English Learners, Foster Youth and Low Income students.

In recent years various protocols and strategies have been implemented to effectively address the needs of Low Income, foster, and English Learner students. Many of the structures and routines require various manipulatives. In order to support these practices in the distance learning model each teacher was provided \$250 to purchase various manipulatives and supplies to provide home access for these learning structures and routines.

Professional development for all certificated staff and classified staff working with students was provided prior to the start of the 2020-21 school year. The professional development provided included distance learning technology strategies, distance learning engagement strategies, and community building in a distance learning environment. Distance learning strategy adjustments were needed to continue to ensure active engagement of and interactive learning for Low Income, Foster, and English Learner students.

In order to provide distance learning opportunities supporting multiple modalities, the district purchased license from various software providers to support best first instruction and intervention needs. Programs were selected that provided adaptive learning opportunities tailored to individual student needs. Due to the program's adaptive nature and reporting capabilities, teachers can assign specific tasks targeted to individual needs. Primary focus of program use is to rapidly close performance gaps for Low Income, Foster, and English Learner students.

Student distance learning work packets were distributed during spring 2020 distance learning. SJUSD created packets to be distributed to ensure equitable access to learning materials for district Low Income students, Foster Youth and English Learners. As we quickly transitioned to the distance learning model in spring, many of our unduplicated student families did not have immediate access to technology or internet services.

To ensure equitable access to learning materials for our Low Income, Foster, and English Learner students, supply bags were distributed at school sites prior to the start of the 2020-21 academic year. Student supply bags included traditional classroom materials (e.g. pencils, paper, individual whiteboards) for home use during distance learning.

June 8-25, 2020, the OASIS Summer Bridge program offered a virtual distance learning K-8 program to 255 general education students, 49 English Language Learners students, and 125 Dual Immersion K-5 students. The universal STEAM-based theme was “A World Safe for Everyone,” and explored the impacts of COVID-19 on individuals, the environment, and on society. All three programs integrated reading and writing into their project-based curriculum. Fifteen certificated teachers served the general education students, and focused on improving literacy skills. Four certificated teachers served our ELL students, and focused on reading, writing, listening, and speaking skills required to be reclassified as Fluent English Proficient. Six certificated teachers served our Dual Immersion students, and focused on English and Spanish language skills essential for success in their following year’s Dual-Immersion classes. Google classrooms were filled to a maximum of 20 students, and families were provided with Summer Bridge Toolkits containing all of the necessary materials and supplied to complete their project-based learning activities at home. The Summer Bridge staff also ensured that each child had a working Chromebook and adequate internet access to participate in the summer program.

In order to ensure access to nutritious school meals during the school closure, food distribution centers were implemented across the district to provide meal access for Low Income, Foster, and Homeless students.

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

Professional development opportunities for our staff continue to focus on how best to engage and support our unduplicated students in meeting academic standards and enriching their school experiences including distance learning and in-person learning formats. ELA, Math, Science, and Special Education Teachers on Special Assignment (TOSA's) will remain focused on supporting instruction to best meet the needs of our Low Income, Foster, and English Learner students. During the Distance Learning Model. TOSAs have an increased focus on formative assessment development and identifying pupil learning loss. TOSAs will support teachers in developing high quality lessons to address learning loss and accelerate learning for current year standards. District interim data is monitored by sites and the Educational Services Department as part of directing the actions of TOSA's in working with teachers to provide quality instruction to students, as well as to determine the effectiveness of professional development opportunities. Professional development for PLCs at the middle and high school level and effective math and literacy strategies at the elementary level will continue in virtual format to support both distance and in-person instruction. These actions are provided on a districtwide basis.

Smaller class sizes at the secondary level allows teachers to more effectively differentiate and support struggling students, with an emphasis on ELs, FY, and LI. This becomes more critical in distance learning as teachers need an enhanced focus on understanding the individual needs of students to support them both in synchronous and asynchronous instructional opportunities. This action is provided on a districtwide basis.

Counselors are provided additional time to audit ‘a-g’ completion rate, collaborate on best practices, with a particular focus around support for Low Income students, Foster Youth, and English Learners. AP class and exam registration will also be supported. There is a performance gap for English Learners, Low Income and Foster Youth when analyzing ‘a-g’ completion rates, therefore a concerted effort to establish district-wide processes has been created. These actions are provided on a schoolwide basis.

The district parent coordinator has implemented online systems to successfully engage parents in various programs, committees, groups, and events principally directed at families of district Low Income students, Foster Youth, and English Learners. The full-time Family and Community Engagement

Specialist and full-time School and Community Liaison are focused on providing additional parent and family training courses to assist parents with strategies to support their children with Distance Learning. This action is provided on a districtwide basis.

Site Community Liaisons are principally directed towards increasing and supporting school connectivity and decreasing absenteeism and chronic absenteeism rates for our Low Income students, Foster Youth, and English Learners. Community Liaisons will be providing virtual support during Distance Learning through phone calls and Zoom meetings. Based on historical data, chronic absenteeism rates are high across the district and an identified need for our unduplicated student groups. SJUSD's Student, Community and Personnel Support department has been implementing community outreach efforts focused on the importance of student attendance in all instructional formats. This action is provided on a districtwide basis.

Low Income students, Foster Youth, and English Learners in our schools principally benefit from the additional counseling and mental health services offered to support social-emotional development to better allow them access to classroom instruction throughout the day. Counseling support will be provided virtually during Distance Learning. All schools in our district are now provided with counseling staff. Mental Health support is available district wide both virtually and in person. Secondary behavior specialists support student engagement and academic success, with a specific focus on addressing the needs of our unduplicated students. This action is provided on a districtwide basis.

Supports for students' social awareness and interpersonal skill development, including elementary, middle, and high school assistant principals, the Positive Behavior and Interventions (PBIS) program, Dean of Students at middle and high schools, and additional supervision aides, support Low Income students, Foster Youth, and English Learners in developing positive self-images which correlates to improved academic perseverance and achievement. Many of these positions and programs have been modified during Distance Learning and are focused on supporting Low Income students, Foster Youth, and English Learners in maintaining active engagement in synchronous instruction and providing small group interventions. This action is provided on a schoolwide basis.

Three Induction Teachers on Special Assignment (TOSA), whose primary responsibility is supporting newly hired teachers, focus on providing new teachers with the skills and strategies to effectively target the needs of our Low Income, Foster and English Learner students. These TOSA are supporting teachers virtually during Distance Learning working to ensure they have the skills and strategies to effectively address student's needs. Human Resource staff, including the Executive Director of Human Resources, are focused on ensuring equitable access to highly qualified teachers and classified staff, specifically focused on equitable access to effective teachers, at sites with higher percentages of unduplicated students. Support staff personnel, including special education teachers, psychologists, and behavior specialists, receive stipends to allow them time to collaborate with and support general education teachers in identifying and implementing effective Tier 2 strategies, including academic, behavioral, and social, that most effectively target the needs of identified unduplicated students. This action is provided on a districtwide basis.

Additional elementary physical education teachers allow our Low Income students, Foster Youth, and English Learners to receive focused and targeted health and fitness instruction from a certified physical education teacher for 100 minutes each week and allow general education teachers additional collaboration time to identify instructional strategies to most effectively target the educational needs of our unduplicated students. During Distance Learning physical education teachers are assisting with online instruction and working with targeted small groups in areas where learning loss has been identified. This action is provided on a districtwide basis.