



**Santa Barbara County Education Office**  
**2020-21**  
**Learning Continuity and**  
**Attendance Plan**

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# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

The Santa Barbara County Education Office Juvenile Court and Community School (JCCS) system operates three schools: two court schools and one community school. Our two court schools operate in partnership with the Santa Barbara County Probation Department. Both schools serve incarcerated youth ranging in age from 12-18 who have been removed from the home by the court. All youth under the age of 18 are required to attend school while detained unless they are already high school graduates. SBCEO operates one community school, Peter B. FitzGerald, under an MOU between SBCEO and two school districts. Santa Maria Joint Union High School District (SMJUHSD) refers 9th-12th grade students, and Santa Maria-Bonita School District (SMBSD) refers 7th & 8th grade students to attend FitzGerald.

One of our two court schools, Dos Puertas School (DPS), is located in the Juvenile Justice Center in Santa Maria. DPS enrollment fluctuates daily, ranging in the 2019-20 school year from a low of 14 to a high of 52. Commitments of youth in 2019-20 ranged from one day to a full school year and beyond. DPS serves both male and female detainees. Our second court school, Los Robles School (LRS) operates within the Los Prietos Boys Camp. The Camp, set in the Los Padres National Forest twenty miles north of the city of Santa Barbara, offers 120-day and 180-day program options for adjudicated males. Youth being considered for placement at the Camp must meet specific intake criteria and have the necessary self-control to benefit from a minimum-security residential setting. In 2019-20, LRS enrollment ranged from a low of 11 to a high of 24. Changes in booking criteria continue to have a significant impact on enrollment in our court schools.

Our third school, FitzGerald Community School (FCS), has operated in partnership with two local school districts for six consecutive years. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. In 2019-20, FitzGerald Community School enrollment ranged from a low of 14 at the beginning of the school year to a high of 45.

LCFF requires districts to identify an unduplicated count of students in the following subgroups: English Learners, low income and foster youth. Students in these subgroups are counted only once even if they fit into two or more categories. For JCCS, the enrollment percentage of these students in 2018-19 was 98.3% (100% in the court schools, and 90.74% in the community school).

The October 2019 CBEDS report included a total of 74 students, 57 in the court schools and 17 in the community school. CBEDS enrollment reflected the following demographics:

Ethnic distribution: Hispanic or Latino: 64 (86.49%);  
Black or African American: 1 (1.35%)  
White: 6 (8.11%)  
English Learners: 31 (41.89%)  
Redesignated Fluent English Proficient (RFEP): 19 (25.68%)  
Students with Disabilities: 11 (14.86%)  
Foster youth: 2 (2.7%)

On March 19, 2020, the Governor issued a mandatory stay-at-home order as a result of COVID-19. Once the stay-at-home order went into effect our school sites had to physically close the buildings. However, staff immediately began working on a distance learning plan to provide continuity of learning for students while schools remained physically closed. Included in this plan was a revised grading policy that would be in effect for the duration of the closure. Staff unanimously decided that in order to adhere to the guidance of “Do No Harm” to our students, we moved to a credit/no credit grading policy.

#### Court Schools:

Upon school closure, our district administration collaborated with the probation department to ensure continuity of learning was uninterrupted for the duration of the school closure. Teachers and probation officers met weekly to create a learning environment that resembled a typical school day with minimal disruptions to the students' learning.

#### Community Schools:

Once the decision was made to close schools, our district staff personally contacted all families by phone and followed-up with a letter to the home regarding the school closure, Food Bank resources, and free breakfast/lunch distribution sites. Initially, we were able to contact the majority of our students and engage with them in the learning process during the spring school closure. However, as the closure continued we had difficulty contacting students and noticed an overall decline of student willingness to participate and complete their assignments.

The "at-promise" student population at FitzGerald had a hard time adjusting to the stay-at-home order. With 25.5% of the student population classified as homeless, their home environment was not conducive to distance learning. These students were provided paper/pencil learning opportunities, but they still found it difficult to complete any assignments. All other students were issued Chrome books and provided assignments and intervention lessons in reading and math to complete digitally. In addition, the Youth Services Specialist (YSS) Counselor called home weekly or more often as needed or as requested to continue the counseling services students had been receiving in school. Teachers found it helpful for students who were struggling to keep up with their assignments to engage in three-way calls with the counselor and students.

Our court schools opened for the 2020-21 school year on July 1, 2020. On July 17, 2020, Governor Newsom announced that all schools who operate in a county that was on the state's monitoring list or rated in the purple tier on the Blueprint for a Safer Economy, would have to begin the school year with distance learning. At the time of this announcement, Santa Barbara County was on the state's monitoring list so all

three of our schools have begun the 2020-21 school year with distance learning. Our community school began distance learning classes on August 13, 2020. Once it is permitted and deemed safe our schools will resume in-person learning for our at-promise students.

The distance learning program being offered for the 2020-21 school year is more robust than what was provided to students during the spring closure. We have designed a learning environment to meet the requirements of SB 98 and have reverted back to our approved grading system. In order to ensure our students are successful in meeting the demands of a distance learning environment teachers provided students with one-on-one meetings at the start of school year to outline the learning expectations, provide students with devices, and explain the daily/weekly distance learning schedule. Additionally, staff have received numerous trainings since the school's physical closure in the spring to support teaching and learning in a distance learning environment. At this time, we believe we are better equipped to meet the needs of our at-promise youth regardless of the learning environment we are offering.

## Stakeholder Engagement

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

In an effort to gather valuable input from all stakeholder groups, we held multiple meetings with stakeholders to obtain their input prior to and during the development of the Learning Continuity and Attendance Plan (LCP).

**Labor Unions-** Our administrative team of Assistant Superintendents from Human Resources, Special Education, and Educational Services regularly met with our labor union representatives to discuss health and safety concerns related to COVID-19, student instruction and delivery models, staff needs, and other related concerns regarding reopening schools. We were successfully able to create Memorandums of Understanding with both labor groups that address the unique needs of providing education during the Pandemic. Our administrative team will continue to meet regularly with our labor groups to problem solve and address issues and concerns as they arise.

**Probation-** The JCCS administrative team consisting of the JCCS Director and the Assistant Superintendent of Educational Services began meeting with Probation in March when schools first physically closed. During the meetings we collaborated and problem solved how to provide learning continuity for our students in a distance learning environment. We discussed health and safety concerns related to COVID-19, school schedules, using technology in the court schools, staff concerns, probation's requirements for staff entry into facilities, and all other related concerns and issues. Our probation partners are an integral piece in implementing a successful distance learning program for students, as the probation staff has had to assist students with their learning in the absence of parents.

**Staff-** Weekly staff meetings were held at each of the three schools with all staff members and the JCCS Director to discuss student concerns, probation feedback, and next steps. These meetings were an integral part of creating our distance learning program. Since our two

court schools operate continuously we have been able to fine-tune our distance learning program, identify gaps and implement strategies to support our students' learning in a virtual setting.

Parents- A survey was administered to solicit feedback from our parents regarding the distance learning program. At our community school the teaching staff calls parents once a week to provide updates on student progress, and to solicit parent feedback on the distance learning program. All information was provided to parents in their home language.

Students - Teaching staff meet and/or speak with students individually once a week. These meetings were initially designed as a way to check on student progress and understanding of the instruction, but staff quickly realized they also created an opportunity to receive feedback on how the student is adapting to a distance learning environment.

Parent Student Advisory Committee (PSAC) - A draft of the Learning Continuity and Attendance Plan (LCP) was reviewed by the PSAC to solicit feedback and recommendations.

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

The County Board held a public hearing on September 25, 2020 at 2 pm via Zoom. The County Board adopted the Learning Continuity and Attendance Plan at a special board meeting held on September 29, 2020 at 2 pm via Zoom. The Learning and Attendance Continuity Plan was made available for public inspection at both 4400 Cathedral Oaks Road, Santa Barbara, CA and 402 North Farnel Avenue, Santa Maria, CA and was available electronically by request. Stakeholders were notified to submit their written comments regarding specific actions and expenditures directly to the County Superintendent of Schools. All public meetings and public hearings provided stakeholder participants with the ability to participate in the meetings via Zoom or telephonically.

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

Stakeholder input was gathered and considered as the Learning Continuity and Attendance Plan was developed. Some common themes that were expressed based on the stakeholder input were surrounding the following topics:

1. Providing daily instruction in a distance learning environment
2. Student access to technology devices
3. Student access to WiFi/Internet (online instructional resources and other platforms)
4. The use of Zoom for daily interactions and instruction between staff and students
5. Staff health and safety procedures
6. Cleaning of the locked probation operated facilities
7. Providing probation staff training on assisting students with Zoom and technology devices
8. Staff requirements for entering the locked facilities

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

Based on the stakeholder input several areas of the Learning Continuity and Attendance Plan were influenced including, the in-person instructional offerings, health and safety guidelines and procedures, and distance learning program. In addition stakeholder input directly influenced the JCCS reentry plan that is attached to the LCP as Appendix I. To address specific concerns the JCCS administrative team made modifications to LCP specifically to address the distance learning master schedule, the cleaning procedures of the locked facilities, the purchase of WiFi hotspots for students, providing professional learning for staff, providing staff with COVID-19 testing and PPE, and collaborating with Probation staff to assist with distance learning in the locked facilities.

## Continuity of Learning

### In-Person Instructional Offerings

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

The Santa Barbara County Education Office (SBCEO) looks forward to resuming in-person instruction for our at-promise students. Our reentry instructional plan is guided by our focus on students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 during the 2019-2020 school year. We were required to start the 2020-2021 school year with distance learning. In the distance learning model we are targeting instruction to include intervention supports for our students who are at a higher risk of continued learning loss with the start of the school year beginning in a virtual environment. Regardless of the instructional environment we are offering, SBCEO is committed to ensuring the safety of students, parents, and staff members.

To begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we have developed a reentry plan (Appendix I) that outlines our process for a safe reopening. Some of the key areas addressed in the reentry plan include: Student and Staff Health and Safety, Campus Access for Visitors and Guests, Physical Distancing Inside and Outside the Classroom, Cleaning, Disinfecting, and Ventilation, Symptomatic Students and Staff, Criteria for Classroom and Campus Closures, Employee and Staff Education and Training, Staff Testing, Communication and Family Education, and Social Emotional Support for Students. For a comprehensive understanding of all the safety protocol and procedures that have been implemented please read the reentry plan.

In order to assess student learning loss from the spring closure, upon enrollment and at the end of each term all students will be provided a reading assessment “Diagnostic Online Reading Assessment (DORA) and math assessment “Adaptive Diagnostic Assessment of Mathematics” (ADAM). Additionally, we will utilize the Smarter Balanced Interim Comprehensive Assessments (twice a year) and Interim Assessment Blocks (every other week) to assess student learning loss. Furthermore, we will use curriculum based (science, social-science, and health) diagnostic assessments to determine student learning loss in these specific content areas. After conducting the assessments, we

will analyze both the formal and informal assessment data to develop specific lessons as part of the student's Individual Learning Plan (ILP) to provide targeted instruction to remediate their learning loss.

Additionally, to help address the learning loss students experienced during the spring closure, we are implementing a combination of small group instruction, focused one-on-one intervention sessions, and daily check-ins with students to provide targeted intervention and instruction. In order to provide a safe and healthy learning environment we are implementing the same health and safety protocols and procedures for these small groups and individual meetings as outlined in the reentry plan. To address the academic needs of our learners it is essential for our teachers to provide daily updates with our students and their parents, therefore we have purchased a communication platform Parent Square to use as our main communication tool for our school sites.

Our instructional plan also includes a comprehensive plan of support for the social-emotional needs of our students. These supports will provide students with a safe way to manage the challenges that may impede their participation in learning during the Pandemic. The tools acquired as part of our social-emotional supports promote healthy responses that students can utilize both inside and outside of the classroom and after the Pandemic is over.

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

Description	Total Funds	Contributing
Purchased cleaning supplies for facilities as related to COVID-19	\$837.23	Yes
Purchased Personal Protective Equipment (PPE) for staff and students	\$2,807.18	Yes

## **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.]

As a program that serves our county's at-risk population we have always had a focus on credit recovery, accelerated credit accrual and reading/math intervention. Since our students often come to us with significant learning gaps the best way to address their individual learning needs is with on-line programs. These programs can be used effectively both during in-person instruction and distance learning. For credit recovery and accelerated credit accrual we use Anywhere Learning Systems (ALS). ALS offers an extensive catalog of common core and elective courses. Students are assigned courses based on their Individual Learning Plan (ILP) to progress students toward graduation. All students are assessed upon enrollment in reading and math using Let's Go Learn (LGL). If a student scores below grade level, lessons tailored to the student's assessed needs are assigned to assist student to gain the necessary skills needed to access the core curriculum. Google Classroom and Zoom are used for daily virtual lessons to ensure a rigorous online learning environment when in-person instruction is not possible. Teachers will continue to design lessons that support access and individualized supports for all students. All lessons, either virtual or in-person, are standards-based and aligned with state mandates.

### **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.]

Based on student and teacher reported experiences in the spring, the decision was made to distribute a Chromebook to all students enrolled at FitzGerald Community School to ensure equitable access to devices for all students. WiFi hotspots with data were provided to 20% of students, which is the number of students who reported connectivity issues in the spring 2020. During device checkout students and parents were given a tutorial on how to use these devices. Parents and students were encouraged to reach out to school staff for support regarding any technical issues. Parents and students can request to receive support with accessing the distance learning environment in their homes, if necessary.

Students attending our court schools reside within a juvenile institution and probation utilizes our classrooms during distance learning. Therefore, students have access to the school's wireless network and Chromebooks. The school and probation staff have collaborated on a schedule and device distribution protocol to ensure all students are assigned a Chromebook and are on-line for distance learning instruction.

### **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.]

A master schedule was developed in collaboration with teaching staff at each site identifying times for synchronous and asynchronous instruction that total at minimum 240 minutes of instruction. Careful consideration was taken to make sure the schedules provide students

with time away from screens to complete asynchronous assignments and includes breaks so students do not become burned out during the day. Student daily attendance and weekly participation will be logged and certified by the certificated teacher on the CDE's daily attendance and weekly engagement template form. Instructional time will be measured by a combination of synchronous daily zoom meetings, and completion of asynchronous assignments and assessments.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional learning opportunities related to developing high-quality and engaging distance learning and resources will be provided throughout the school year to teachers and staff. Thus far, all staff have participated in a variety of professional learning trainings focused on supporting students in a distance learning environment. Some specific trainings have included setting up and using Google Classroom, Anywhere Learning Systems, which is our online credit recovery program, Zoom Academy for Educators, and Setting Up a Virtual Classroom. Teaching staff have attended distance learning seminars and trainings ranging from "Learning Management Platforms" to "FUNdamental and Advanced Sessions for Flipgrid and Pear Deck" through SBCEO's Curriculum & Instruction (C&I) Department. C&I will continue to be an on-going resource throughout the year for professional development needs. We have planned for recurring professional learning trainings throughout the school year to continue to support staff on effectively providing students with a robust high-quality distance learning program.

## **Staff Roles and Responsibilities**

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

Schools closing for in-person instruction initiated a series of changes that impacted everyone from office personnel to instructional staff to redefine how their essential roles and responsibilities could be completed remotely. For Office Assistants this meant using a laptop at home to access student information systems and CALPADS to continue the enrollment and exiting of students as they entered and were released from the hall and/or camp programs. Teaching Assistants (TA's) have switched from helping students in person to making phone calls in order to assist students. Once Zoom was implemented, TA's started facilitating breakout rooms to assist those students who need additional help. Office Assistants hours have shifted in order to allow them to assist their own children during distance learning.

We are fortunate in our court schools to have a strong collaborative relationship with our Probation partners. School staff have been allowed to enter both facilities at minimum once a week to meet with students (following safety protocols), collect and distribute assignments, and to coordinate efforts between teaching and probation staff. We quickly discovered that additional training for our probation partners was necessary since they needed to replicate a classroom environment without the benefit of this being their chosen field. Strategies that seem second nature to teachers, like the need to chunk out assignments and schedule brain breaks, needed to be explicitly taught to Juvenile Institutions Officers (JIO). We feel the ability to have this on-going, one-on-one contact has had a positive impact on student social-emotional well-being as they were able to stay connected with trusted school staff.

Teachers worked diligently to redesign all their lessons to make them accessible in a remote learning environment while maintaining their rigor. The addition of Zoom and Google Classroom further enhanced teachers ability to instruct their students and provide more timely feedback.

## **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 meet the needs of our English learners, foster youth, and students experiencing homelessness assignments are created based on each students' ILP. Students who have been identified as English Learners are given specific assignments for Designated English Language Development (ELD) to continue their language acquisition skills. ELD materials from the Prentice Hall Textbook: English Learner Companion are used in addition to Character Based Literacy (CBL) reading. Strategies/tools are provided in all lessons to integrate ELD scaffolds to assist students during distance learning lessons. Teacher and Teaching Assistant (TA) connect with students via Zoom, telephonically and one-on-one (adhering to social distancing guidelines and safety protocols) to review the current assignments and to respond to any questions.

For our foster youth students at the community school, in addition to the daily Zoom sessions, the teacher and counselor hold weekly three-way calls with students to check-in and provide support. Our counselor continues to make numerous referrals to partnering agencies based on family reports of what is needed. Chromebooks have been distributed along with information on free internet access in their area. Hot spots are made available when the free internet resources are not adequate.

The majority of our students qualify as low-income. In the court schools the teacher checks-in with students one-on-one during the week. The teacher also meets with probation staff to discuss concerns about individual students. At the community school, the teacher schedules one-on-one appointments via Zoom or in-person to meet with each student to check on progress, their social-emotional well-being and answer any questions. The counselor Zooms with all students at minimum once a week to check on their social-emotional health and provide counseling services.

For students with IEP's, modifications and other supports are made to the general education lessons to reflect individual IEP goals, along with collaborative efforts between General Education and Special Education teachers regarding special education students and their needs. These lessons are reviewed weekly by special education staff and returned to students with pertinent feedback. Vocational Assistant provides weekly one-on-one sessions that address vocational materials and student transition goals as outlined in student IEPs. Education Specialist and/or Paraprofessional connect with students via Zoom and in person one-on-one (adhering to social distancing guidelines) to review assignments (IEP goal materials and general education materials) and to respond to any questions from the weekly lessons. School Psychologists provide counseling services that are on students' IEPs. Case manager/teacher connects with parents to review/amend their child's IEP.

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

Description	Total Funds	Contributing
Purchased educator Zoom accounts to provide distance learning instruction	\$1,200.00	Yes
Purchased distance learning software programs- Wondershare and Allmytube	\$77.45	Yes
Purchased WiFi hotspots (20) to provide students who have connectivity issues for distance learning	\$6,199.36	Yes
Provided professional learning for staff on implementing distance learning	\$4,500.00	Yes
Purchased online curriculum- Newsela, English Language Arts and Social and Emotional Learning	\$2,160.00	Yes
Compensated off-contract teachers with extra hours to attend professional development trainings	\$1,474.35	Yes
Purchased distance learning equipment- projectors for court classrooms to project Zoom sessions, webcams, headphones, speakers, and microphones	\$8,119.52	Yes
Purchased technology (laptops) provided to staff for remote work	\$6,732.13	Yes
Compensated six teaching assistants with salary and benefits- Assist students with assignments, make attendance phone calls, and provide additional one-on-one support.	\$487,110.44	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.]

In order to assess student learning loss from the spring closure, upon enrollment and at the end of each term all students will be provided a reading assessment “Diagnostic Online Reading Assessment (DORA) and math assessment “Adaptive Diagnostic Assessment of Mathematics” (ADAM). Additionally, we will utilize the Smarter Balanced Interim Comprehensive Assessments (twice a year) and Interim Assessment Blocks (every other week) to assess student learning loss. Furthermore, we will use curriculum based (science, social-science, and health) diagnostic assessments to determine student learning loss in these specific content areas. After conducting the assessments, we will analyze both the formal and informal assessment data to develop specific lessons as part of the student's ILP to provide targeted instruction to remediate learning loss. Additionally, we will administer the locally developed writing assessment in the fall and spring. This assessment will provide us with information to help assess the learning loss of our English learners.

## 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.]

As a program who works primarily with at-risk youth, addressing learning loss and accelerating credit recovery is a long-standing priority for us. Due to the pandemic we have examined our protocols and bolstered our efforts to make sure that all students are receiving the assistance they need to be successful. To address learning loss, upon entry all students are given assessments in reading and math. Intervention lessons are assigned based on each student's individually assessed need. At the end of each trimester all students are re-assessed to check on progress and growth. Lessons are adjusted according to these new scores. We use Anywhere Learning System's A+ program to accelerate credit accrual. A+ is a common-core online learning platform that allows for students to work at their own pace on individualized courses as outlined on their ILP.

To meet the needs of our pupils with exceptional needs, English learners, foster youth, homeless, and who are low-income distance learning assignments are created based on each student's ILP. The majority of our students (98%) qualify as low-income. The teachers hold individual Zoom meetings once a week to check-in with each student and review their work. This provides an opportunity to check for understanding and provide intervention so the student doesn't fall behind. Additionally, breakout rooms are used during the lesson allowing students to be strategically grouped and receive additional assistance as needed. For students attending a court school, teachers also meet with probation staff to discuss any concerns about individual students. For students at the community school, the counselor provides weekly "group" Zoom lessons using the Reconnecting Youth curriculum. Individual sessions with the counselor are also scheduled as needed. For

our students experiencing homelessness all of the previously mentioned strategies are used in addition to providing WiFi hot spots and additional check-ins by the counselor. A tutor is also available to meet for one-on-one Zoom sessions.

Additionally, students who have been identified as English learners are given specific assignments for Designated English Language Development (ELD) to continue their language acquisition skills. ELD materials from the Prentice Hall Textbook: English Learner Companion are used in addition to Character Based Literacy (CBL) reading. Strategies/tools are provided in all lessons to integrate ELD scaffolds to assist students during distance learning lessons.

For our foster youth students at the community school, the counselor holds individual Zoom sessions to check in and address any concerns the student(s) may be experiencing. When appropriate referrals are made for additional support. WiFi hotspots are provided to foster youth with connectivity as needed.

For students with IEP's, modifications and other supports are made to the general education lessons to reflect individual IEP goals, along with collaborative efforts between General Education and Special Education teachers regarding special education students and their needs. These lessons are reviewed weekly by special education staff and returned to students with pertinent feedback. Vocational Assistant provides weekly one-on-one sessions that address vocational materials and student transition goals as outlined in student IEPs. Education Specialist and/or Paraprofessional connect with students via Zoom and in person one-on-one (adhering to social distancing guidelines) to review assignments (IEP goal materials and general education materials) and to respond to any questions from the weekly lessons. School Psychologists provide counseling services that are on students' IEPs. Case manager/teacher connects with parents to review/amend their child's IEP.

## 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.]

To determine the effectiveness of our interventions reading and math pre/post tests will be analyzed at the end of each trimester to determine students' growth. For students who were enrolled for an entire trimester or longer their transcripts will be reviewed to determine if credit accrual was accelerated. Additionally, teachers will schedule weekly one-on-one meetings with students to review assignments and check for understanding. During weekly staff meetings student progress will be reviewed, teachers will discuss strategies, and make changes to the instructional program to ensure students are receiving the assistance needed.

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

Description	Total Funds	Contributing
Purchased WiFi hotspots (20) to provide students who have connectivity issues for distance learning. These expenses were already listed under distance learning program.		Yes

Description	Total Funds	Contributing
Contracted a counselor to provides intervention support and both group and individual counseling for students	\$58,000.00	Yes
Purchased Anywhere Learning System software- credit accrual software	\$5,000.00	Yes
Purchased Let's Go Learn- Software system used to assess student learning loss	\$11,470.00	Yes
Compensated two extra teachers with salary and benefits. Teachers provide strategic intervention support and one-on-one assistance for students.	\$267,009.60	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.]

The mental health and social and emotional well-being of our students is a priority at all three of our sites. We serve some of the most vulnerable student populations who have a generational history of trauma, poverty, homeless, and frequent law enforcement contact which has been exasperated by the effects of COVID-19.

To address the mental health and social emotional well-being of our students from the impacts of trauma and COVID-19, all staff have been trained in the Community Resiliency Model (CRM). Students are taught simple grounding techniques that can be used to return to the optimal Resiliency Zone when they become too elevated or too low. Restorative practices are used to mediate conflicts as they arise. Each teacher regularly incorporates strategies from CRM into their lessons. Through CRM students are taught resiliency self-care, which includes identification of emotions and grounding techniques. All staff have been trained in restorative practices; these strategies are used to mediate conflicts in a compassionate, strength-based way.

In addition to CRM students receive mental health and social emotional well-being support specific to their school site. At the community school, all students participate in "group" twice a week with the Youth Support Specialist (YSS) using the Reconnecting Youth curriculum. These students also attend Individual Therapy sessions with the YSS as needed. At the court schools, all students participate in Moral Recognition Therapy (MRT) twice a week with a Licensed Marriage and Family Therapist (LMFT) from Behavioral Wellness. These students are referred to Behavioral Wellness for additional mental wellness support as needed.

To address the on-going mental health and social and emotional well-being of students from the impacts of trauma and COVID-19 continued professional learning for staff will be provided throughout the year. Staff recently attended a professional learning session titled, "Emotional Well-Being, Relationships and Inclusion". During this training staff learned strategies for cultivating a school and classroom community that prioritizes the connection, relationships, and well-being of all students and adults in a virtual environment.

SBCEO is committed to the emotional well-being of their workforce. In conjunction with the Holman Group bi-monthly emails are sent to the entire workforce with invitations to various workshops focused on wellness and resources to assist with anxiety, stress, and depression. All staff are also provided a subscription to Linked-In Learning which offers a number of self-care courses and videos. During weekly staff meetings time is provided for staff to share wellness tips with colleagues. We believe that by growing together as a staff we will be able to support each other through this difficult time.

## Pupil and Family Engagement and Outreach

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

Our instructional program is designed to promote, encourage, and engage full participation of our students and their families in the distance learning environment. It is our goal to ensure that we are engaging our students and providing outreach to them and their families when they are absent from school. During distance learning we are approaching our student engagement and outreach through the following components:

### I. A 3-Tiered Attendance Plan

#### Tier 1:

\*1st-3rd day of absence: When a student doesn't log onto the daily Zoom lesson, school staff will immediately make a phone call to student's home to remind student to join the lesson. If the student still does not join the lesson then the teacher will call the student's home at the end

of the instructional day to inquire about the reason for not attending and will document the contact with the student and family. When a student and/or parent is not reached by phone the teacher will send an email notifying the parent of the absence.

#### Tier 2:

\* 4th-6th day of absence: The teacher will attempt to reach out to family to inquire about the student's non-participation and set up a one-on-one meeting with the student and teacher to discuss the concerns. The teacher will document outreach in the attendance notes section of our student information system. For student's who are on Probation their Probation Officer will be notified of all absences.

#### Tier 3:

\* 7th-10th day of absence: For families who have not able to be reached either through a phone call or a parent meeting, school staff will make a socially distanced home visit that follows both state and local public health guidelines to discuss the student's non-participation. These visits will be documented in the attendance notes section of our student information system. For students who are on Probation, their probation officer will be notified of the continued absence.

## II. Instructional Engagement

Teachers provide synchronous and asynchronous instruction that engages students and requires daily live participation. During distance learning teachers will provide daily synchronous instructional lessons through Zoom. When students are involved in completing asynchronous lessons, teachers are available to support and answer questions via Zoom and during individual student phone calls. Many of our students are considered part of the special populations, so teachers will hold one-on-one teacher and student meetings to further assist our outreach to students who are not participating in the daily live instruction, and to provide additional assistance and support in completing assignments.

## III. Communication- Students/ Parents

**Students -** Students will engage with teachers during their daily lessons and meetings. Teachers will be utilizing Google Classroom to post assignments and check on student progress and Zoom to meet virtually with students. Teachers will also be providing individual phone calls and one-on-one check-in meetings for students. During virtual learning lessons students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments, assessments, and projects.

**Parents -** Parents will receive correspondences from our site(s) on a regular basis through Parent Square, phone calls, and virtual or in-person meetings. All parent correspondences are translated into the student's home language in order to provide equitable access to our messages. Several of our staff are either bilingual or trilingual which allows parents the ability to speak with someone in their native language, and for individual meetings to be interpreted.

# 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.]

Our district collaborates with Santa Barbara County Probation and the Santa Maria-Bonita School District to ensure all pupils are provided nutritionally adequate meals daily. All school sites will adhere to local and state health and safety guidelines for food service and COVID-19. Please reference the reentry plan (Appendix I) for additional details regarding cleaning, sanitizing, and disinfecting, physical distancing, student and staff health and safety.

## Court Schools:

Santa Barbara County Probation Department operates both the School Breakfast Program (SBP) and the National School Lunch Program (NSLP), therefore these students receive daily meals from the facility regardless if the school is providing distance learning or in-person instruction.

## Community School:

The community school is designated as a Provision 2 school, which means that all of our students receive free lunch daily. During distance learning students are able to pick-up a free meal during school hours at the school site. During in-person instruction all students receive a free meal during the school day.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Contracted Parent Square for license. Parent Square is used as a communication tool between school and home	\$1,310.00	Yes
School Nutrition	Provided lunch for students at the community school	\$6,198.00	Yes

Section	Description	Total Funds	Contributing

## 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
3.94%	\$488,716

### 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.]

With 98% of JCCS students identified as unduplicated, many strategies and services are offered LEA-wide.

The great majority of our students are unduplicated, 98% identified as low income, 42% identified as English Learners, and 2.7% identified as foster youth. With such a high concentration of unduplicated students, virtually everything we do above and beyond the base program is targeted to unduplicated students and provided LEA-wide. Our data demonstrates that virtually all of our students are underachieving, credit deficient, traumatized, and even at this young age, exposed to the criminal justice system. We know their best hope of leading positive, productive lives lies in their educational success, which requires us to be proactive and highly strategic in our work.

In Santa Barbara County foster youth, English learners and low-income students have been disproportionately affected by the pandemic, this was evident during the spring of 2019-20 by our students experiencing difficulty accessing technology based assignments. Therefore, at the beginning of the 2020-21 school year we distributed Chromebooks and ordered additional WiFi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and will keep our students engaged. Accessible technology will also allow our students to utilize our credit recovery program ALS as well as our reading and math intervention program Let's Go Learn.

Let's Go Learn is used daily for reading and math intervention to fill in educational gaps so that students can access the core curriculum and earn credits towards graduation. After carefully reviewing our data, studying our own strengths and needs, and analyzing best-practice research, we believe that doing all of this work will have a direct and substantive outcome for the unduplicated student population we serve.

With English Learners comprising 42% of our student population we felt it was important to have native speakers available to assist them, therefore 25% of our teachers are bilingual and 83% of our TA's receive a bilingual stipend. Additionally, 100% of our clerical staff are bilingual to facilitate communication with our parents and community. Our CBL workgroup meets before each new novel is read to identify ELD standards and embed academic and language support for English Learners throughout the lessons.

We have also purchased a subscription to "Newsela" which is aligned to the ELA standards allowing teachers to search articles by standard and then adjust the reading level for students, so that the content is accessible for our English Learners and our struggling readers. Additionally, the Social and Emotional Learning (SEL) package is an evidenced-based collection organized by the five Collaborative for Academic Social Emotional Learning SEL competencies: self-awareness, self-management, social awareness, relationship building, and responsible decision making. Allowing teachers to integrate SEL into their core literacy instruction with content that is relevant to what students are experiencing and with what they're studying.

Another area of identified need is in social-emotional support. These student groups have experienced significant challenges during the transition to distance learning. The Youth Support Specialist will hold regular tele-health visits with students identified as needing individual support and weekly zoom sessions (group) using the "Reconnecting Youth" curriculum to all students. We believe this combination of providing a high-quality curriculum with certified instructors and counselors along with supporting our student emotional well-being will accelerate the learning of these students who have experienced learning loss.

We already enjoy a low student-to-teacher ratio of 20:1 in our Juvenile Court & Community Schools, to further assist our students close their learning gaps we have highly-trained teaching assistants who have received specialized training in trauma-informed care, restorative practices and "Community Resiliency Model". Our investment in teaching assistants helps to further reduce the adult to student ratio allowing for more individualized academic help as well as the ability for students to form an emotional connection with school staff that fosters resiliency. Low class size, high-quality curriculum and one-to-one access to technology ensures that our students have the resources necessary to mitigate learning loss and accelerate credit accrual.

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

We have also invested in three Career Exploration Labs, one for each of our sites, to expose our students to a variety of careers that they may otherwise not have direct knowledge. In addition to providing hands-on learning activities in each field, students will research job availability in our region, earning potential, and training requirements. Careful consideration was used in selecting the modules for our labs to

ensure they were high-interest and were aligned to jobs available in our region. We know it is important for our low-income students to be able to obtain good paying jobs so that they can end the cycle of poverty.



# **Appendix I**

## **Juvenile Court and Community Schools**

### **Reentry Plan**

#### **2020-21**

Rene Wheeler, Director  
Juvenile Court and Community Schools

Bridget Baublits, Assistant Superintendent  
Educational Services



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## **I. Introduction and Intent**

The Coronavirus COVID-19 Pandemic has radically altered our lives and the way we interact with one another. The school environment has and will continue to be impacted for the foreseeable future until we have a vaccine or we achieve herd immunity. During this time, Santa Barbara County Education Office's (SBCEO) Juvenile Court and Community Schools (JCCS) will take all reasonable measures to protect the health of our students and staff. On an ongoing basis, JCCS will continue to monitor local epidemiological data provided at: <https://publichealthsb.org>

The purpose and intent of the reentry plan is to provide for a smooth and safe reentry of our two court schools (Los Robles and Dos Puertas) and our community school (Peter B. Fitzgerald) for the 2020-21 school year. JCCS is committed to balancing the health and safety of its students, staff, and families while continuing to provide a quality educational program. Our intent is to optimize student instructional time and to support the social and emotional needs of our students and staff.

This plan is based on the various guidelines issued by the California Department of Education, [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#), the Center for Disease Control's, [Considerations for K-12 Schools](#), the California Public Health Department's, [COVID-19 Industry Guidance for Schools and School Based Programs](#), and our local Santa Barbara County Public Health [orders](#).

## **II. Planning Assumptions**

The assumptions below reflect input from state and local stakeholders, including our Probation Department partners as well as input from staff, parents and students. In the case of the COVID-19 pandemic emergency, the situation continues to be fluid; on a

daily basis, we receive new information about the disease. Therefore, this plan will change as new information and new guidelines become available.

The plan is based on the following assumptions:

1. COVID-19 is and will continue to be a public health threat until a vaccine is developed, produced and disseminated widely;
2. Santa Barbara County Public Health Department (SBCPHD) will guide schools on reentry and closing based on state guidelines and local conditions related to the virus;
3. SBCPHD and California Department of Public Health (CDPH) will direct the protective measures a school district must take in order to reopen the campus to students;
4. School reentry timelines and instructional programs will vary throughout Santa Barbara County and California. Different resources, personnel, community needs, and direction from SBCPHD in response to local conditions, will impact local decision-making;
5. The economic impacts of the pandemic will have significant and lasting impacts on schools;
6. Students will enter the 2020-21 school year with varying degrees of learning loss;
7. JCCS will endeavor to provide a supportive environment for both students and staff to remain safe and healthy while in school;
8. JCCS recognizes that the Pandemic is ongoing and that individual students, entire classes/or and the school may be required to close in the event of an outbreak of COVID-19 at one of our school sites. Decisions of this nature will be decided in conjunction with Probation (court schools) and SBCPHD.

### **III. Student and Staff Health and Safety**

#### **A. Student Health and Safety:**

- Parents are to actively screen students before leaving for school (check temperature to ensure its below 100.4 degrees Fahrenheit, observe for symptoms outlined by CDC). A CDC selfcheck tool and list of common symptoms can be found [here](#). Students are to remain at home if they have symptoms consistent with COVID-19 or if they have been told to self-quarantine due to potential exposure to COVID-19.
- Students with the following symptoms may have COVID-19 and should stay home sick from school:
  - ★ Fever or chills
  - ★ Cough
  - ★ Shortness of breath or difficulty breathing
  - ★ Fatigue
  - ★ Muscle or body aches
  - ★ Headache
  - ★ New loss of taste or smell
  - ★ Sore throat
  - ★ Congestion or runny nose
  - ★ Nausea or vomiting
  - ★ Diarrhea
- JCCS will provide face coverings for all school students to be worn while on campus, upon entry and exit of the facilities each day, and in all communal areas. Face coverings are most essential when physical distancing is not practicable.
- Face coverings shall not be used for students with special healthcare needs, including those with any respiratory or breathing issues, or if they can not communicate that they are having trouble breathing.

- All students will be taught the proper use of face coverings. Staff will remind students on the proper usage of face coverings. CDC information about how to safely wear and take off a cloth face covering can be found [here](#).
- All students will be taught healthy hygiene practices including proper handwashing techniques, avoidance of touching one's nose, mouth, and eyes, and covering coughs and sneezes.
- Students will be required to wash hands before and after eating, after being outside, and before and after using the restroom.
- Hand sanitizer is located in each classroom. School and Probation staff will provide hand sanitizer to students as they enter and exit the classroom.

**B. Staff Health and Safety:**

- All employees are required to complete the Wellness Check Affirmation which includes the agreement to perform a daily active self-screening for symptoms of COVID-19 before they come to work. A CDC selfcheck tool and list of common symptoms can be found [here](#). Staff must stay home if they have symptoms consistent with COVID-19 or if they have been told to self-quarantine due to potential exposure to COVID-19.
- Staff with the following symptoms may have COVID-19 and should stay home sick from work:
  - ★ Fever or chills
  - ★ Cough
  - ★ Shortness of breath or difficulty breathing
  - ★ Fatigue
  - ★ Muscle or body aches
  - ★ Headache
  - ★ New loss of taste or smell
  - ★ Sore throat

- ★ Congestion or runny nose
  - ★ Nausea or vomiting
  - ★ Diarrhea
- JCCS will issue a set of face coverings for each employee. The employee will be responsible for maintaining the cleaning and disposal of his/her face coverings. Face coverings are most essential when physical distancing is not practicable.
  - All JCCS employees will be required to use some personal protective equipment (PPE). Some positions, particularly those that require employees to work closely with students, may necessitate staff to use additional PPE. This may include: gloves, face shields, safety coveralls, booties, aprons, and/or disposable masks. The PPE required will vary among positions and instructional programs. JCCS will provide all the required PPE for staff who work with students.
  - All JCCS staff are required to wear a proper face covering when students are present, when moving to another place in the work area, such as a copy room, restroom, or colleague's workspace or if visiting the main campuses. Staff do not need to wear a face covering while sitting/standing at their desk or in isolated non-communal areas when students are not present. Staff will be provided face coverings but may also choose to wear their own cloth face coverings. In the event that staff does not have a face covering available disposable face masks will be provided. CDC information about how to safely wear and take off a cloth face covering can be found [here](#).
  - All teachers must have an emergency substitute plan, daily schedule, and weekly schedule on file as directed by the JCCS Director.

#### **IV. School Office**

To protect our JCCS staff and limit the potential exposure to COVID-19 parents and visitors will be limited in the school office during the instructional day.

- A physical plexiglass barrier will be installed to separate office functions from the public.
- All visitors are required to wear a mask while in the school office.
- The office, workrooms, and staff bathrooms will be disinfected at the end of each school day, including all counters, sinks and copy machines.
- Gloves and hand sanitizer will be provided in the all staff workrooms.
- Staff shall avoid congregating in the office, staff workrooms, and staff lounge.

## **V. Campus Access-Visitors and Guests**

To protect the health and safety of our students and staff, campus access will be limited to students, teachers, and JCCS staff during the instructional day.

- Face coverings shall be worn while dropping off, picking up, or waiting to enter the school campus.
- If accessing the school campus for any reason, a parent shall wear a face covering and maintain 6 feet physical distancing at all times while inside the school building or perimeter fencing of the school.
- To protect the health of our students and staff, outside visitors and volunteers will not be permitted on our campuses or in the classrooms.
- Families are encouraged to e-mail and telephone the school office staff with questions or concerns instead of physically visiting the school office.
- When returning information or forms parents shall send the items to school with their child through the classroom teacher.

## **VI. Physical Distancing Inside and Outside the Classrooms**

### **Inside the Classroom**

Both the court and community school classrooms will be arranged to maximize student separation and minimize face-to-face contact.

- When feasible, desks will be arranged 6 feet apart.
- Plexiglass partitions will be placed on staff desks, as needed, to provide at least a 6 foot barrier between the teacher and students.
- All staff and students will be required to wear PPE in the classroom.
- All students must wash or sanitize hands as they enter the classroom before school, and before and after recess/lunch periods.
- Physical guides will be provided, such as tape on the floor or space markers, to ensure physical distancing.
- Signage will be placed in classrooms reminding staff and students of physical distancing guidelines and describing how to properly wear face coverings.
- Staff will monitor students throughout the day for signs of illness.
- As feasible, small class sizes will be maintained and the mixing of student groups will be minimized throughout the day.
- Students have individual supplies issued to them, including pencils. Students will not be allowed to share supplies.

### **Outside the Classroom**

- Due to the nature of court and community schools, the movement of students, and staff among the campus is minimized throughout the school day.
- If movement is necessary staff will remind students in hallways and common spaces to maintain physical distancing.
- Signage will be placed in common areas reminding staff and students of physical distancing guidelines and describing how to properly wear face coverings.
- Physical distancing will be implemented in cafeterias and communal areas.

## **VII. Cleaning, Disinfecting, and Ventilation**

Staff will perform sanitizing and disinfecting cleaning of the facilities following CDC guidelines. The following high-touch surfaces will be cleaned routinely throughout the

day: desks, tables, doorknobs, light switches, countertops, handles, phones, computers, toilets, faucets, drinking fountains, sinks, handrails, and touch screens in accordance with the instructions provided on the labels of cleaning agents. Staff will use cleaning agents approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list “N” and will follow product instructions for application and storage.

Staff will be provided with the proper equipment and PPE for sanitizing and disinfecting. Staff will ensure that each classroom and occupied space is stocked with adequate cleaning supplies: including disinfectant and cleaning supplies, soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, and no-touch trash cans.

All school staff were trained on proper cleaning, sanitizing, and disinfecting. All staff were required to watch videos and complete the following trainings:

- Cleaning, Sanitizing, and Targeted Disinfecting [Cleaning, Sanitizing, and Targeted Disinfecting](#)
- CDC Guidelines for Cleaning and Disinfecting Facilities [CDC Guidelines for Cleaning and Disinfecting Facilities](#)
- CDC Guidelines for Handwashing [CDC Guidelines for Handwashing](#)
- [GetSafetyTrained](#)
  - HSA Basic Pest Management
  - HAZCOM GH

When engaged in cleaning activities, staff should adhere to the following daily cleaning protocols:

- Wash hands before and after cleaning
- Wear gloves and a face covering when cleaning and handling trash
- Do not touch your face while cleaning
- First, clean (sanitize) the surface or object. Then, disinfect it using an EPA-approved disinfectant.

- Ensure proper use of the cleaning product
- Ensure proper area is properly ventilated

When an area has been contaminated by someone who is believed to be ill or may potentially be carrying the COVID-19 virus, the following deep-cleaning protocols shall be followed:

- Isolate the area(s) occupied by the individual in question.
- Whenever feasible, open outside doors and windows to increase air circulation in the area(s).
- Wait 24 hours before you clean or disinfect the area(s). If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person in question such as, classrooms, offices, bathrooms, and common areas.
- Clean and disinfect all electronic equipment like tablets, touch screens, keyboards, and remote controls that the individual had contact with.
- While performing the cleaning wear gloves, mask, and goggles
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty before vacuuming.
- Once the area(s) have been appropriately disinfected, it may be reopened for use.
- Properly dispose of personal protective equipment and wash hands.
- Resume routine cleaning and disinfecting of the area(s).

## **VIII. Symptomatic Student and Staff**

### **Symptomatic Student**

In the event that a student develops symptoms consistent with the COVID-19 virus while he or she is on campus or during the school day, the JCCS staff shall adhere to the following protocols:

**Community School:**

1. The student should be immediately separated from all students and isolated in an area away from student and staff paths of travel;
2. The teacher will phone the office for a staff member to escort the student to the outside pick-up/drop-off zone until they can be transported home or to a healthcare facility;
3. The teacher and/or staff member escorting the student shall wear a mask and gloves;
4. The student shall also be provided a disposable mask to be worn at all times until picked-up by a parent or guardian;
5. The parent of the student shall be advised that the ill student shall not return until they have been seen and cleared by a health care professional and have met SBCPHD criteria to discontinue self-quarantining;
6. School staff should report interaction with a symptomatic person to the JCCS Director for appropriate follow-up and documentation, including appropriate notification to SBCPHD;
7. Any area used by the individual student that is symptomatic shall be immediately isolated and disinfected in accordance with the protocols in this plan or those provided by the CDC and SBCPHD.

**Court Schools**

1. Radio for Probation to escort student to medical department.
2. Immediately notify medical (WellPath) staff on duty.
3. Nurse on-duty will assess the student's symptoms and notify the doctor.
4. School staff should report interaction with a symptomatic person to the JCCS Director for appropriate follow-up and documentation. (Probation will follow up if necessary with the SBCPHD)

5. Any area used by the individual student who is symptomatic shall be immediately isolated and disinfected in accordance with the protocols in the plan or those provided by the CDC and SBCPHD.

### **Symptomatic Staff**

All employees are required to sign the Wellness Check Affirmation, which includes the agreement to conduct daily active self-screening of COVID-19 symptoms and to notify the JCCS Director if they have symptoms of COVID-19, have been diagnosed with COVID-19, or have had recent contact with someone diagnosed with COVID-19. The JCCS Director will also actively encourage staff to immediately notify her in the event they have a confirmed case of COVID-19 or have been exposed to someone with a confirmed case of COVID-19.

In the event an employee reports that the employee has fallen ill with confirmed COVID-19, has symptoms of COVID-19, or has been exposed to someone who has COVID-19, the JCCS Director will follow the steps listed below in order to maintain the health and safety of other staff and students, maintain confidentiality and to ensure that the information is shared only with those individuals who need to know.

If the JCCS Director receives such a report, she will contact Human Resources immediately. To protect the other employee's privacy, the information will not be shared with other colleagues.

1. If the individual is at the work site, he/she will be isolated immediately.
2. The JCCS Director will notify Human Resources (Public Health Liaison) for further guidance and support.
3. The JCCS Director will collaborate with Human Resources to identify whether there have been any exposure risks to other employees.
4. Human Resources/JCCS Director will notify SBCPHD as needed.

5. Human Resources will communicate with other employees on a need-to-know basis only and will ensure employee confidentiality is maintained to the greatest extent possible.
6. SBCPHD and SBCEO will work collaboratively on contact tracing as needed.
7. SBCPHD, Human Resources, and the JCCS Director will assess whether or not the temporary closure of a space and concentrated disinfecting measures may be required based on the Santa Barbara County Protocols for Symptoms, Potential Exposure and/or Close Contact with an Individual Testing Positive for COVID-19 in a School or Classroom Setting (Appendix A). Parent letters will be sent as required per the Santa Barbara Public Health Protocols for COVID-19 Exposure and Classroom Closures (Appendix B).

## **IX. Criteria for Classroom and Campus Closures**

### **Community School**

The JCCS Director will work with the SBCPHD to determine the need for a classroom or campus closure based on the Santa Barbara County Protocols for Symptoms, Potential Exposure and/or Close Contact with an Individual Testing Positive for COVID-19 in a School or Classroom Setting matrix (Appendix A). In the event of a classroom or school closure, all staff and parents will be notified immediately of the closure and next steps.

### **Court Schools**

Probation and the JCCS Director will work with the SBCPHD to determine the need for a classroom or campus closure. Probation will collaborate with the JCCS Director about next steps, including possible COVID-19 testing for staff and self-quarantining.

## **X. Employee and Staff Education and Training**

All staff received training on proper cleaning, sanitizing and disinfecting as described in the cleaning, disinfecting, and ventilation section. Staff have also been trained in how to

properly wear PPE including, face coverings, face shields, and gloves. Additionally, staff have received training on the signs and symptoms consistent with COVID-19 and how to respond if they suspect an individual may be ill with COVID-19.

Professional learning opportunities related to developing high quality and engaging distance learning and resources will be provided throughout the school year to teachers and staff. Thus far, all staff have participated in a variety of professional learning trainings focused on supporting students in a distance learning environment. Some specific trainings have included setting up and using Google Classroom, Anywhere Learning Systems, which is our online credit recovery program, Zoom Academy for Educators, and Setting Up a Virtual Classroom. Teaching staff have attended distance learning seminars and trainings ranging from "Learning Management Platforms" to "FUNdamental and Advanced Sessions for Flipgrid and Pear Deck" through SBCEO's Curriculum & Instruction (C&I) Department. C&I will continue to be an on-going resource throughout the year for professional development needs. We have planned for recurring professional learning trainings throughout the school year to continue to support staff on effectively providing students with a robust high quality distance learning program.

## **XI. Staff Testing**

SBCEO will ensure that staff are regularly tested for COVID-19 as part of surveillance testing. SBCEO has collaborated with the SBCPHD to arrange for staff to be tested at community testing sites in Santa Barbara County. As part of surveillance testing, staff will be tested on a rotating basis every month. If the SBCPHD community testing sites reach maximum capacity, SBCEO will contract with a lab to conduct staff testing.

## **XII. Communication and Family Education**

JCCS will regularly communicate with staff, students, and parents about COVID-19-related items as needed. Parents will receive correspondences from our site(s) on a regular basis through Parent Square, phone calls, and virtual meetings. All parent correspondences are translated into the student's home language in order to provide equitable access to our messages. Several of our staff are either bilingual or trilingual which allows parents the ability to meet and speak with someone in their native language, and allows for individual meetings to be interpreted.

## **XIII. Social Emotional Support**

The mental health and social and emotional well-being of our students is a priority at all three of our sites. We serve some of the most vulnerable student populations who have a generational history of trauma, poverty, homeless, and frequent law enforcement contact which has been exasperated by the effects of COVID-19.

To address the mental health and social emotional well-being of our students from the impacts of trauma and COVID-19, all staff have been trained in the Community Resiliency Model (CRM). Students are taught simple grounding techniques that can be used to return to the optimal Resiliency Zone when they become too elevated or too low. Restorative practices are used to mediate conflicts as they arise. Each teacher regularly incorporates strategies from the Community Resiliency Model (CRM) into their lessons. Through CRM students are taught resiliency self-care, which includes identification of emotions and grounding techniques. All staff have been trained in restorative practices; these strategies are used to mediate conflicts in a compassionate, strength-based way.

In addition to CRM students receive mental health and social emotional well-being support specific to their school site. At the community school, all students participate in

"group" twice a week with the Youth Support Specialist (YSS) using the "Reconnecting Youth" curriculum. These students also attend Individual Therapy sessions with the YSS as needed. At the court schools, all students participate in Moral Recognition Therapy (MRT) twice a week with a Licensed Marriage and Family Therapist (LMFT) from Behavioral Wellness. These students are referred to Behavioral Wellness for additional mental wellness support as needed.

To address the on-going mental health and social and emotional well-being of students from the impacts of trauma and COVID-19 continued professional learning for staff will be provided throughout the year. Staff recently attended a professional learning session titled, "Emotional Well-Being, Relationships and Inclusion". During this training staff learned strategies for cultivating a school and classroom community that prioritizes the connection, relationships, and well-being of all students and adults in a virtual environment.

SBCEO is committed to the emotional well-being of their workforce. In conjunction with the Holman Group bi-monthly emails are sent to the entire workforce with invitations to various workshops focused on wellness and resources to assist with anxiety, stress, and depression. All staff are also provided a subscription to Linked-In Learning which offers a number of self-care courses and videos. During weekly staff meetings time is provided for staff to share wellness tips with colleagues. We believe that by growing together as a staff we will be able to support each other through this difficult time.

#### **XIV. Appendices**

- **Appendix A:** Santa Barbara County Protocols for Symptoms, Potential Exposure and/or Close Contact with an Individual Testing Positive for COVID-19 in a School or Classroom Setting Matrix
- **Appendix B:** Sample Letters for COVID-19 Exposure and Classroom Closure
- **Appendix C:** Distance Learning Schedule



## **Appendix A**

# **Santa Barbara County Protocols for Symptoms, Potential Exposure and/or Close Contact with an Individual Testing Positive for COVID-19 in a School or Classroom Setting Matrix**



Van Do-Reynoso, MPH, PhD *Director*  
 Suzanne Jacobson, CPA *Chief Financial Officer*  
 Palge Batson, MA, PHN, RN *Deputy Director*  
 Douglas Metz, DPM, MPH *Deputy Director*  
 Polly Baldwin, MD, MPH *Medical Director*  
 Henning Ansgor, M.D. *Health Officer*  
 Darrin Elsenbarth *Deputy Director*

August 25, 2020

## Santa Barbara County Protocols for Symptoms, Potential Exposure and/or Close Contact with an Individual Testing Positive for COVID-19 in a School or Classroom Setting

Student or Staff with Symptoms, Potential Exposure and/or Close Contact* with an Individual Testing Positive for COVID-19	ACTION	DISTRICT COMMUNICATION
<p>1. Student or Staff with COVID-19 <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">symptoms</a>, answers yes to a health screening question or has a temperature of 100.4 or above.</p> <p><a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a></p>	<ul style="list-style-type: none"> <li>Individual sent home for home quarantine.</li> <li>Individual or family contacts their healthcare provider immediately for medical evaluation which may include testing. (if positive, see #3, if negative see #4 and #5)</li> <li><b>Cohort** OPEN</b></li> </ul>	<b>No communication to class</b>
<p>2. Student or Staff with close contact* (see definition below) with a confirmed COVID-19 case.</p>	<ul style="list-style-type: none"> <li>Individual sent home for home quarantine</li> <li>Quarantine for 14 days from last exposure</li> <li>Recommend testing. <u>Testing does not shorten 14-day quarantine.</u></li> <li>If any symptoms develop contact medical provider for evaluation.</li> <li><b>Cohort** OPEN</b></li> </ul>	<b>Consider school community notification of a known contact</b>
<p>3. Student or Staff who is a confirmed COVID-19 case</p>	<ul style="list-style-type: none"> <li>Contact SBCPHD Community Health Nurse/Disease Control at <b>805-681-5280</b></li> <li>Isolate case and exclude from school until criteria for return have been met.</li> </ul>	<b>School community notification of a known case</b>

	<ul style="list-style-type: none"> <li>Identify contacts, quarantine &amp; exclude exposed contacts (likely entire cohort) for 14 days after the last date the case was present in school while infectious.</li> <li>Recommend testing of contacts and prioritize symptomatic contacts. <u>Testing does not shorten 14-day quarantine.</u></li> <li>Disinfection and cleaning of classroom and primary spaces where case spent significant time.</li> <li><b>School remains open</b></li> </ul>	
4. Student or Staff who tests negative after symptoms	<ul style="list-style-type: none"> <li>May return to school 3 days after symptoms resolve</li> <li><b>Cohort** OPEN</b></li> </ul>	<b>Consider school community notification if prior awareness of testing</b>
5. Student or Staff for whom a medical provider diagnoses another cause of symptoms	<ul style="list-style-type: none"> <li>Medical provider provides note with return to school instructions following guidelines for the specific illness.</li> </ul>	<b>N/A</b>

(\*) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(\*\*) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>



25 de agosto del 2020

**Protocolos de Santa Bárbara County para síntomas, exposición potencial y/o contacto cercano con un individuo que ha recibido un resultado positivo en la prueba de COVID-19 en una escuela o salón de clases.**

Estudiante o Maestra/o con síntomas, exposición potencial y/o contacto cercano con un individuo que ha recibido un resultado positivo en la prueba de COVID-19	Acción	Comunicación del Distrito
1. Estudiante o Maestra/o con <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">síntomas</a> de COVID-19, responde sí a una pregunta del examen de salud, o tiene una temperatura de 100.4 o más. <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a>	<ul style="list-style-type: none"> <li>Individuo enviado a casa para la cuarentena en casa.</li> <li>La familia o el individuo se pone en contacto con su médico inmediatamente para obtener una evaluación médica que puede incluir pruebas. (si es positivo, vea #3, si es negativo vea #4 y #5)</li> <li><b>Grupo ABIERTO</b></li> </ul>	<b>No hay comunicación con la clase.</b>
2. Estudiante o Maestra/o con contacto cercano (vea la definición abajo) con un caso confirmado de COVID-19.	<ul style="list-style-type: none"> <li>Enviado a casa para la cuarentena en casa</li> <li>Cuarentena durante 14 días desde la última exposición.</li> <li>Se recomiendan hacerse la prueba (pero no se reducirá la cuarentena de 14 días)</li> <li>Si se presenta algún síntoma, póngase en contacto con su médico para que lo evalúe.</li> <li><b>Grupo ABIERTO</b></li> </ul>	<b>Considerar la posibilidad de notificar a la comunidad escolar de un contacto conocido</b>
3. Estudiante o Maestra/o que es un caso confirmado de COVID-19	<ul style="list-style-type: none"> <li>Contacte a la enfermera de Salud de la Comunidad de SBPHD/Control de Enfermedades 805-681-5280</li> <li>Aislar el caso y excluir de la escuela hasta que se cumplan los criterios para el regreso.</li> <li>Identificar los contactos, ponerlos en cuarentena y excluir los contactos expuestos (probablemente todo el grupo) durante 14 días después de la última fecha en que el caso estuvo presente en la escuela mientras estaba contagioso.</li> <li>Recomendar que los contactos se hagan la prueba, priorizar los contactos sintomáticos (pero no se reducirá la cuarentena de 14 días)</li> </ul>	<b>Notificación a la comunidad escolar de un caso conocido</b>

	<ul style="list-style-type: none"> <li>Desinfección y limpieza del salón de clase y los espacios primarios donde el caso pasó un tiempo significativo.</li> <li><b>La escuela permanece abierta</b></li> </ul>	
4. Estudiante o Maestra/o que obtiene un resultado negativo después de los síntomas	<ul style="list-style-type: none"> <li>Puede regresar a la escuela 3 días después de que los síntomas se resuelvan.</li> <li><b>Grupo ABIERTO</b></li> </ul>	<b>Considerar la posibilidad de notificar a la comunidad escolar si se tiene conocimiento previo de las pruebas.</b>
5. Estudiante o Maestra/o que el proveedor médico diagnostica otra causa de los síntomas	<ul style="list-style-type: none"> <li>El proveedor médico proporciona una nota con instrucciones para volver a la escuela siguiendo las guías de la enfermedad específica.</li> </ul>	

(\*) Un contacto se define como una persona que está a <6 pies de un caso durante >15 minutos. En algunas situaciones escolares, puede ser difícil determinar si los individuos han cumplido con este criterio y un grupo entero, un salón de clases u otro grupo puede necesitar ser considerado como expuesto, particularmente si las personas han pasado tiempo juntos en el interior.

(\*\*) Un grupo es estable con una composición fija que se mantiene juntos para todos los cursos y actividades (por ejemplo, el almuerzo, el recreo, etc.) y evita el contacto con otras personas o grupos.

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>



## **Appendix B**

# **Sample Letters in English and Spanish for COVID-19 Exposure and Classroom Closure**





# Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307  
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

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Dear Parents/Guardians and Staff:

The health and safety of our students and staff is a top priority. This letter is to inform you that a student or staff member in your child's class or small group has been in close contact with a person who has tested positive for COVID-19.

Public Health has been notified and is taking further steps. **In accordance with Santa Barbara County Public Health guidance, the classroom will continue to operate.** The individual and their immediate family/household members have been quarantined, are monitoring symptoms, and are working with their healthcare providers for additional steps, including testing if advised.

Please continue to monitor [yourself/your student] for symptoms and stay home if you are experiencing influenza-like illness. COVID-19 symptoms (as identified by the Centers for Disease Control) <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> include, but are not limited to the following:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The safety of our students, staff, and school community is our priority. Please keep students who are ill home.

Please contact your healthcare provider if you have any additional questions or concerns. For school related questions, please contact Rene Wheeler, 805-928-0698 ext. 2210.

Sincerely,

Rene Wheeler, Director  
Juvenile Court and Community Schools



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Susan C. Salcido, Superintendent of Schools

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Estimado Padres/Guardianes y personal:

La salud y la seguridad de nuestros estudiantes y del personal son nuestra prioridad principal. Esta carta es para informarle que un estudiante o miembro del personal en la clase de su hijo/a o en un grupo pequeño ha tenido contacto cercano con una persona que ha recibido un resultado positivo en la prueba de COVID-19.

Se ha notificado a Salud Pública y está tomando medidas adicionales. **De acuerdo con la orientación de Salud Pública del Condado de Santa Bárbara, el salón de clases seguirá funcionando.** El individuo y su familia inmediata/miembros de la casa han sido puestos en cuarentena, están monitoreando los síntomas, y están trabajando con sus proveedores de salud para pasos adicionales, incluyendo pruebas si se les aconseja.

Por favor continúe monitoreando [a usted/su estudiante] por síntomas y quédese en casa si está experimentando una enfermedad similar a la influenza. Los síntomas de COVID-19 (identificados por los Centros para el Control de Enfermedades)

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

incluyen, pero no se limitan a los siguientes:

- Fiebre o escalofríos
- Tos
- Falta de aliento o dificultad para respirar
- Fatiga
- Dolores musculares o corporales
- Dolor de cabeza
- Nueva pérdida de sabor u olor
- Dolor de garganta
- Congestión o goteo nasal
- Náuseas o vómitos
- Diarrea

La seguridad de nuestros estudiantes, personal y comunidad escolar es nuestra prioridad. Por favor, mantenga a los estudiantes que están enfermos en casa. Por favor, contacte a su proveedor de atención médica si tiene alguna pregunta o preocupación adicional. Para preguntas relacionadas con la escuela, por favor contacte Rene Wheeler, 805-928-0698 ext. 2210.

Sinceramente,

Rene Wheeler, Director  
Juvenile Court and Community Schools



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Susan C. Salcido, Superintendent of Schools

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**Date**, 2020

Dear Parents/Guardians and Staff:

The health and safety of our students and staff is our top priority. This letter is to inform you that a student or staff member in your child's class or small group at [XXX School] has tested positive for COVID-19. The last date of known exposure to the classroom was [XXX date].

You will be notified by a Santa Barbara County Public Health Department (SBCPHD) employee as part of their contact investigation. **In the meantime, in accordance with SBCPHD guidance, we advise that your child immediately quarantine to the greatest extent possible, even if your child is asymptomatic.** In addition, you may inform your healthcare provider and follow their advice. Be sure to let the provider know that you or your child has had a direct exposure through this classroom.

The classroom will be closed through at least [date] for the duration of the quarantine, which is 14 days from the last exposure.

Please continue to monitor [yourself/your student] for symptoms and stay home if you are experiencing influenza-like illness. COVID-19 symptoms (as identified by the Centers for Disease Control) <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> include, but are not limited to the following:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The safety of our students, staff, and school community is our priority. Please contact your healthcare provider if you have any additional medical questions or concerns. For school related questions please contact Rene Wheeler, 805-928-0698 ext. 2210.

Thank you for your prompt response to this matter.  
Sincerely,

Rene Wheeler, Director  
Juvenile Court and Community Schools



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Susan C. Salcido, Superintendent of Schools

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**Date**, 2020

Estimado Padres/Guardianes y personal:

La salud y la seguridad de nuestros estudiantes y del personal son nuestra prioridad principal. Esta carta es para informarle que un estudiante o miembro del personal en la clase de su hijo o en un grupo pequeño en **[XXX School]** ha recibido un resultado positivo en la prueba de COVID-19. La última fecha de exposición conocida en el salón de clases fue **[fecha XXX]**.

Un empleado del Departamento de Salud Pública del Condado de Santa Bárbara (SBCPHD) le notificará como parte de su investigación de contacto. **Mientras tanto, de acuerdo con la orientación del SBCPHD, aconsejamos que su hijo se ponga inmediatamente en cuarentena en la mayor medida posible, incluso si su hijo es asintomático.** Además, puede informar a su proveedor de atención médica y seguir sus consejos. Asegúrese de informar al proveedor que usted o su hijo han tenido una exposición directa a través de esta clase.

El salón de clases estará cerrado al menos hasta **[date]** durante la duración de la cuarentena, que es de 14 días desde la última exposición.

Por favor continúe monitoreando [a usted/su estudiante] por síntomas y quédese en casa si está experimentando una enfermedad similar a la influenza. Los síntomas de COVID-19 (identificados por los Centros para el Control de Enfermedades) <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> incluyen, pero no se limitan a los siguientes:

- Fiebre o escalofríos
- Tos
- Falta de aliento o dificultad para respirar
- Fatiga
- Dolores musculares o corporales
- Dolor de cabeza
- Nueva pérdida de sabor u olor
- Dolor de garganta
- Congestión o goteo nasal
- Náuseas o vómitos
- Diarrea

La seguridad de nuestros estudiantes, personal y comunidad escolar es nuestra prioridad. Por favor, contacte a su proveedor de atención médica si tiene alguna pregunta o preocupación médica adicional. Para preguntas relacionadas con la escuela, por favor contacte Rene Wheeler, 805-928-0698 ext. 2210.

Gracias por su pronta respuesta a este asunto.  
Sinceramente,

Rene Wheeler, Director  
Juvenile Court and Community Schools



## **Appendix C**

# **Distance Learning Schedules**



DOS PUERTAS SCHOOL 2020-2021 TRIMESTER I-Distance Learning Schedule							
<i>Distance Learning Schedule</i>			<b>All Staff on Site</b>	<b>ADAME Rm: 4</b>	<b>ZABALETA Rm: 5</b>	<b>TORRES Rm: 6</b>	Individual Zoom meetings
			Monday	Tues - Thurs	Tues - Thurs	Tues - Thurs	Friday
40 min	8:30-9:10	Period 1	LGL / ELD / A+	LGL / ELD / A+	LGL / ELD / A+	LGL / ELD / A+	LGL / ELD / A+
5 min	<b>BREAK (In classroom stretch)</b>						
50 min	9:15-10:05	Period 2	CBL English (Zoom)	CBL English (Zoom)	CBL English (Zoom)	CBL English (Zoom)	CBL English (Zoom)
10 min	<b>BREAK (includes snack)</b>						
50 min	10:15-11:05	Period 3	Math Seminar (Individual Zoom mtgs)	Math/Algebra Rm 4 (Zoom)	Social Studies Rm 5 (Zoom)	Science Rm 6 (Zoom)	Math Seminar (Individual Zoom mtgs)
10 min	<b>BREAK</b>						
50 min	11:15-12:05	Period 4	Social Studies Seminar (Individual Zoom mtgs)	Science Rm 4 (Zoom)	Math/Algebra Rm 5 (Zoom)	Social Studies Rm 6 (Zoom)	Social Studies Seminar (Individual Zoom mtgs)
40 min	12:05 – 12:45	<b>LUNCH</b>					
50 min	12:45 – 1:35	Period 5	Science Seminar (Individual Zoom mtgs)	Social Studies Rm 4 (Zoom)	Science Rm 5 (Zoom)	Math/Algebra Rm 6 (Zoom)	Science Seminar (Individual Zoom mtgs)
240 min			<b>Work collected at the end of each Monday</b>				

**\*SEMINAR DAYS WILL CONSIST OF STUDENTS WORKING ON A+, TEXTBOOKS, AND/OR ASSIGNMENTS NOT COMPLETED FOR OTHER SUBJECTS INDEPENDENTLY. STUDENTS WILL HAVE THE OPPORTUNITY TO MEET WITH TEACHER FOR ONE - ON-ONE SESSIONS VIA ZOOM.**

## Los Robles School Schedule

JCCS

	Monday	Tuesday	Wednesday	Thursday	Friday
TIME	Zoom Day - 1	Staff On-Site (No Zoom)	Zoom Day - 2	Zoom Day - 3	Zoom Day - 4
<b>8:30-9:30</b>	Zoom - CBL	LGL - Reading	Zoom - CBL	Zoom - CBL	Zoom - CBL
<b>9:30-9:35</b>	Break	Break	Break	Break	Break
<b>9:35 - 10:35</b>	Zoom - History	LGL - Math	Zoom - Math	Zoom - Science	Zoom - Health / P.E.
<b>10:35 - 10:40</b>	Break	Break	Break	Break	Break
<b>10:40-11:40</b>	Science (A)	A+	History / Health (A)	Math (A)	Science - (A)
<b>11:40 - 11:45</b>	Break	Break	Break	Break	Break
<b>11:45 - 12:45</b>	Math (A)	P.E.	Science (A)	Hist / Health (A)	Math (A)
	Lunch	Lunch	Lunch	Lunch	Lunch

**Peter B. FitzGerald Community School**  
**SBCEO – JCCS**  
**Distance Learning**  
**Fall 2020/21**

**Weekly/Daily Schedules**

The FitzGerald distance learning plan requires all students and teaching staff log onto zoom and participate in direct instruction in core subjects. The schedule is designed to ensure that all students meet the ELA and Math daily objectives that are aligned to the California Common Core State Standards.

8:30                Students log onto zoom.  
8:30-8:45        Attendance/Journal/SEL activities  
8:45-11:45      Classroom teaching staff instruct and support students via Zoom with Core Curriculum and Content Standards.  
**11:45-12:15 Lunch**  
12:20-1:45      Lets Go Learn, Credit Recovery A+, ELD activities, Newsela, Life skills, Health and SEL activities. Zoom and CTE course by appointment.

**Weekly**

Students can arrange to pick up instructional and supplemental materials, supplies, reading books, chrome books, etc. with their classroom instructional staff. In addition, if a student needs to receive individual instruction **on- site**, they may attend by appointment only and must follow the required safety protocol due to the Covid19 pandemic.

**Attendance**

Student attendance will be taken every morning via zoom and is mandatory.