Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Snowline Joint Unified School District	Allan Miller, Assistant Superintendent, Student Learning and Support Services	allan_miller@snowlineschools.com 760-868-5817 extension 10311

General Information

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

COVID-19 has had a significant impact on Snowline JUSD and the communities that it serves. As the District rolled out crisis learning to students in the spring, several equity challenges existed, including technology devices and lack of or inadequate internet access. Although the former was taken care of, the latter was not. Either it was nonexistent, or the number of household users made it less than optimal. In many cases, parent/guardian employment was negatively impacted either by the paralyzed economy or the need to remain home with school-aged children, resulting in food shortages and the inability to sustain household utilities. Other detriments of school closures included students missing out on school-related events, especially high school seniors who lost their opportunity to participate in spring sports, spring theatrical productions, prom, and a traditional graduation ceremony.

The pandemic has undesirable effects on students' mental and physical health due to stress, anxiety, lack of connectivity, and decreased physical activity. Children from emotionally and physically abusive homes are at greater risk due to in-person learning not being available. Some challenges subsided after reopening schools remotely for the 2020-21 school year, while others have remained or gotten worse. Learning loss, social-emotional health, technology device support and upkeep, internet accessibility, teacher digital competence, and parental support remain at the forefront of the work moving forward. This plan focuses on these areas of concern, among others, as the District commits to providing the highest quality remote learning experience possible throughout the COVID-19 pandemic and an eventual transition back to in-person learning.

Stakeholder Engagement

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

The District partnered with Hanover Research to administer two surveys in the spring, both available in Spanish, that will inform efforts in both remote learning and in-person learning when deemed safe to do so. The Local Control and Accountability Plan (LCAP) Survey was sent out to stakeholders to evaluate performance areas and included both District and school site metrics. During this particular time, the data provide vital information for the Learning Continuity and Attendance Plan. The School Closure Survey was used to measure how well the

District responded to COVID-19 in the spring. This survey's feedback will improve the quality of remote instruction, student learning, and social-emotional support during the current school year. Additionally, the District hosted two virtual town hall meetings that provided platforms for disseminating information and answering specific questions about remote learning, mental health services, technology, internet, and other essential issues. This forum also allowed stakeholders to express concerns, provide feedback, and help shape the plan.

The surveys were made available in several formats, and notification provided on multiple platforms, both internet and non-internet dependent [i.e., website, social media, School Messenger (phone/text), email, and Class Dojo]. Paper copies of the surveys were available for those without internet access. Spanish versions of both the electronic and paper copies were available. To ensure the receipt of information, bilingual associates called families in their home language. These efforts ensured our reach out to students, families, and all staff. Dissemination of advertisement and accompanying information about the town hall meetings occurred through the same platforms as the surveys [i.e., website, social media, School Messenger (phone/text), email, and Class Dojo].

The Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC) meet with the Superintendent and other district personnel to provide input for the Local Control and Accountability Plan (LCAP) and, in this case, the Learning Continuity and Attendance Plan (LC&AP). Additionally, both groups help to monitor and evaluate the plan throughout the school year.

The Board of Trustees is hugely supportive of the District's efforts, especially during this COVID-19 pandemic. They are updated during each board meeting, follow up with questions, and provide thoughtful feedback. Each member of the Board contributed significantly to the Learning Continuity and Attendance Plan process, specifically in the remote and in-person reopening areas.

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

The Director of Risk Management, Marketing, and Public Relations is instrumental in reaching out to stakeholders through various social media platforms to provide information and encourage participation in surveys and public forums designed to solicit input and feedback from members of the learning community. Concise communication, simple directions, and live links to surveys and public meetings simplify access and participation. The Board of Trustees and town hall meetings are live-streamed on YouTube and include community comments and questions.

Stakeholders could submit their questions, comments, and concerns in English or other languages via text messaging, phone calls, email, Google Forms, or live direct comments/chat. These modalities included both internet and non-internet dependent options. Stakeholders were encouraged to call the district office for additional questions and concerns. The comment/chat feature on YouTube allowed written responses in real-time and provided follow-up communication and support. All of this information and feedback was vital in shaping plans moving forward. The town hall meetings were recorded and are available to watch.

Board meetings are announced on the website and via social media in both English and Spanish. Stakeholders can participate in Board meetings by submitting public comments before the start of the meeting. They can watch the open session of the Board meetings by clicking on the link on the SJUSD website for the live-streamed YouTube event. Recorded meetings are always available to watch. Additionally, all Board meeting agendas and minutes are accessible to the public on the website. The District posted the public hearing notice for the Learning Continuity and Attendance Plan at the district office, every school, the website, and social media. Following the appropriate 72-hour public hearing posting protocol, the Learning Continuity and Attendance Plan was reviewed and commented on by stakeholders on Tuesday, September 15. The Board of Trustees adopted the LC&AP on Tuesday, September 29. The Board meeting was close-captioned in Spanish.

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

The 2020 LCAP Survey, in which 4,212 respondents participated, shows that staff and students indicate a need for continued improvement in the District's and schools' learning environment and social climate. With that said, parents have a more favorable perception of the same. All stakeholders suggest that the District should continue its focus on supporting a positive social climate, particularly related to feelings of safety, relationships between students and staff, and bullying.

On Tuesday, August 4, 2020, representatives of the DELAC and PAC provided specific input regarding the various LC&AP sections.

DELAC: This group includes members of the English Language Advisory Committee (ELAC) members from schools across the District. The Superintendent responded in writing on Wednesday, August 5, 2020, regarding specific themes of input, including internet access, remediation for spring learning loss, English language development during remote learning, and concern for safety in light of the potential in-person return to school. His response included status on hotspots for families with no or inadequate internet, in which both hinder the ability to participate in remote learning. He committed to concentrated levels of support in the areas of general academics and language acquisition. He referenced small group learning sessions, Rosetta Stone, and Ellevation as tangible ways to enhance English learners' learning.

PAC: Like written responses about questions that arose via DELAC, the Superintendent also addressed questions and concerns shared by the Parent Advisory Committee members through written correspondence on August 6. The latter is a representative group of parents that are members of individual school site parent organizations (e.g., PTA, PTO, PTST). Although commonly overlapping, some other themes that emerged from the PAC were social-emotional support, encouragement, and ensuring enough live instruction time for students. Responses included, but were not limited to, information about in-house counseling services and Care Solace, a vendor that Snowline has partnered with specializing in coordinating and directing stakeholders to needed mental health services. The Superintendent also stated the District's commitment to adequate live instruction and relationship building through teacher-student and student-student connectivity during remote learning sessions. Both responsibilities have become priorities at the site level, realizing how important they are in students' academic readiness and social-emotional vitality.

The aforementioned has evolved into weekly communication (i.e., email, text, social media) to stakeholders that occur 2-3 times per week, including ongoing information initiated by specific parent groups and District social media platforms that invite questions and feedback from families and the community. Each communique goes out in English and Spanish. Hard copies are available to families without internet access. Additionally, parents and guardians can turn in written comments and questions to the District or respective school sites for translation, if necessary, and response by the appropriate authority.

About half of the parent responses suggest special education should continue to be an area of focus, particularly encouraging more extracurricular involvement from special education students. Parent responses indicate that while they rate communication strongly overall, the District can improve on communicating the types of social-emotional and academic supports available to students. These areas of improvement will become strategic goals during remote and in-person learning.

Families were relieved to receive Chromebooks to support their students' learning. However, in many cases, they also expressed the importance of receiving hotspots. Hotspot applications are available on the website, outside the district office, and at all school sites. Families can submit both electronic and paper copy applications. Bilingual associates help families complete the process as needed. Other feedback received from the surveys included a concern about health and safety from parents. Worries about supporting multiple children in the household and conflicting work/childcare schedules are also common concerns. Students would prefer to come back to in-person learning. The breakdown of the parent data is as follows.

	June Surveys (2,603)	July Surveys (4,444)
Traditional	61.0%	53.8%
Distance Learning	11.0%	16.1%
Snowline Academy	7.7%	10.5%
Hybrid/Blended	20.3%	19.7%

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

According to stakeholder feedback from the School Closure Survey, the District needs to address the following.

1. Provide adequate online resources to support remote learning.
2. Overcome the belief that students cannot learn effectively outside of the classroom.
3. Mitigate concerns about mental health and well-being.
4. Fulfill the needs for technology devices and hotspots.
5. Provide resources for students and staff in crisis.
6. Offer online learning resources.
7. Host networking events for various groups.
8. Ensure regular check-ins between teachers and students.
9. Offer remote appointments with counselors and mental health professionals.
10. Provide teachers professional development and support for online platforms.
11. Train teachers on how to convert offline materials into online resources.
12. Offer teachers training on how to engage students during remote learning.

Continuity of Learning

In-Person Instructional Offerings

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

The District's goal is to offer in-person instruction as soon as possible and is prepared to make this transition when the county or local COVID-19 data permits schools to open physically. The District's Incident Command System (ICS) team has a tentative plan to reopen schools for in-person instruction. The latter includes safety requirements such as personal protective equipment (PPE), physical distancing, ingress and egress, and travel paths. Other safety measures include the availability of hand sanitizer in classrooms and common areas, access to no contact thermometers, and daily sanitization (i.e., the interior of buses, classrooms, shared spaces, high traffic areas). On October 5, small cohorts of students with learning disabilities and significant academic needs will be returning to campuses for in-person instruction to mitigate continued learning loss. Safety protocols will be in place to protect students and staff members. Students are screened during remote learning to establish academic proficiency levels and identify learning deficits (i.e., Star Reading and Math). Remote learning interventions have been put in place to support those experiencing learning loss, including English learners, foster youth, and low-income students. Online interventions and supports will transition to an in-person setting when it is appropriate to do so. Career Technical Education (CTE) is prepared for a return to in-person learning with planned safety measures in place as well.

Snowline's assessment system has several layers and cycles that will support the identification of learning loss/needs to inform instruction and intervention. Teachers use formative assessment during instruction to assess student understanding (e.g., whiteboards, Peardeck, Nearpod, clickers, hand signals, think-pair-share, exit tickets, etc.), and modify instruction accordingly. Teachers also use a variety of mid-chapter/unit short assessments along the way to further assess students' learning and understanding. End of chapter/unit assessments, performance tasks, and projects are more extensive assessments that teachers use to evaluate student progress. Interim assessments (i.e., CAASPP IABs) are administered in ELA and math several times throughout the year in grades 3-8 and 11. These assessments provide valuable information about individual student skills and knowledge to inform instruction, intervention, and enrichment and report progress to students and families.

While the Snowline district has been "paused but poised" to begin administering in-person testing for the Initial ELPAC and optional Summative ELPAC, student and family outreach has been on top of the priority list. However, there is a plan to initiate testing. The Coordinator of Program Quality and Learning Support is working with the Director of Special Services to coordinate in-person testing to ensure consistency and compliance with all public health protocols as well as other CDE mandates while offering options in the best interest of students and families. Students categorized as To Be Determined (TBD) have been treated as "presumptive ELs" as per the state guidelines and will receive ELD services until tested.

Initial in-person learning will utilize a blended/hybrid approach in which students will attend two full instructional days on campus per week. Days spent at home will involve asynchronous learning, including, but not limited to, independent content review, synthesized application, project-based learning, and interaction with online learning platforms. Approximately half of the student body will participate in this model on

any given day. Whichever day is determined to be a non-student day on campus will be utilized for campus deep cleaning, teacher planning, professional development, remote student support, and parent conferences. The former and the latter will constitute office hours.

Elementary students will remain with their classroom for a majority of their in-person learning days. They will spend limited time with the PE and music teachers when applicable. At the secondary level (middle and high school), students will either rotate through a daily schedule that includes all of their classes or a block schedule in which they will attend half of them on one day and the other half on an alternate day. The latter will depend on the schedule adopted by the respective school site.

Students whose families do not want them to return to a physical setting will be assigned to a remote learning teacher or teachers or attend Snowline Academy, the District's virtual homeschool program.

Teachers have already created small intervention groups in a remote setting to address learning loss and intervention. This approach will transition to in-person learning as deemed best by the teachers and administrators at each school, based on students' needs. Instructional associates and other classified staff members support student tutoring efforts.

Students and staff will receive facial coverings or shields at the sites on or before the first day on campus; maintain physical distancing; receive training on the use of PPE; wear facial coverings daily as mandated by California; follow state and local mandates as applicable.

The staff will work closely with the San Bernardino County Department of Health regarding PPE requirements. Visitors/volunteers on campus will be limited.; PPE will be available in the health offices. Families will receive directives about keeping children home from school to decrease the spread of illness. Families will also be required to update their emergency contact lists and be encouraged to create a pickup plan if their children are ill.

Counselors, school psychologists, and social workers support students experiencing any psychological trauma or mental health issues. They have collectively built a support system for students and families to access services and resources. Training has expanded to teachers and staff to grow the support network for students dealing with anxiety, stress, and other mental health challenges.

Care Solace (see Mental Health and Social and Emotional Well-Being) has been hired as a comprehensive resource to meet students' mental health needs. It also provides those services to staff and families. Additionally, in elementary and middle school, teachers and counselors use the Second Step SEL curriculum, which has been in the District for approximately ten years. Teachers at all levels will be facilitating SEL lessons for their students. They will occur in Flex and What I Need (WIN) classes at the secondary level. Teachers will also reach out to individual students who are struggling emotionally to ensure that they receive additional support if needed.

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

Description	Total Funds	Contributing
Costs associated with the District Incident Command System (ICS) pertaining to logistics, operations, and planning (e.g., Hanover Research)	$ 65,000	N
Personal protective equipment (PPE) for students and staff and additional resources necessary for the implementation of effective safety protocols and deep cleaning	$ 525,000	N
Costs associated with transporting students under COVID 19 guidelines	$ 72,000	N

Distance Learning Program

Continuity of Instruction

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

Students have more resources than they usually have with in-person learning. In grades TK-12, the English language arts adoptions all have digital components that connect students to the textbooks, workbooks, and supplemental materials available in hard copy, which they also have if technology and internet issues arise. The same goes for mathematics in grades TK-8. Since there is no digital platform for math in high school, students use physical textbooks and accompanying materials. Two online programs, Generation Genius and Mystery Science, supplement the elementary science curriculum. Middle Schools are using hard copy and digital versions of the TCI science curriculum. Traditional textbooks are being used for most high school science classes, while the newly adopted physical science course will use digital learning resources by BioZone for its curriculum. Grades 6-12 are using recently adopted history-social science curriculums that have both the hard copy and digital components. Elementary schools have not selected a new history-social science curriculum, and therefore will be using hard copy textbooks and workbooks. All students have received Chromebooks, textbooks, and supplemental physical materials. The district purchased additional digital learning platform licenses to enhance and leverage remote learning while supporting synchronous and asynchronous instruction.

CTE students also participate in synchronous and asynchronous learning aligned to the *11-Elements of a High-Quality CTE Program*. Under safe circumstances, CTE students can participate in hands-on projects at home.

The schedules vary slightly between schools and levels, but Snowline schools are committed to providing comparable instruction to in-person learning. Students participate in a prescribed amount of synchronous/asynchronous daily instructional minutes (K: 180, 1-3: 240, 4-12: 240).

Teachers use small group and one-on-one instruction and intervention. There are also office hours, tutoring opportunities, and instructional associates to help students understand and complete assignments.

Snowline is a Google district; Google Classroom is the most common platform for learning management. Seesaw is used in the primary grade classrooms to best support our youngest learners. High school teachers use Canvas.

Teachers continue to meet in their PLCs weekly to calibrate instruction, collaborate around student data and progress, and support each other regarding online teaching and learning.

Drive-through materials distributions are organized by the school sites to provide needed resources and materials to students regularly (i.e., supplies, books, textbooks, handouts, workbooks, etc.).

Physical education lessons occur online, both synchronously and asynchronously.

Our teacher on special assignment provides training and support for all of our teachers, administrators, and staff that supports remote learning. She is available by appointment to troubleshoot issues and concerns with teachers one-on-one remotely and in-person (i.e., masks, physical distancing) to navigate the systems and provide quality instruction using the district adopted curriculum. She also holds training sessions each week (virtually), and she sends out daily communication (e.g., updates, helpful hints, videos, resources).

As Snowline transitions back to in-person learning, every effort will be made to keep students' classes and schedules the same. Unfortunately, some changes are unavoidable in adhering to physical distancing, cleaning, and other safety protocols. Students and families will receive additional communication and support that relate to potential changes.

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.]

After surveying families during the COVID-19 school closure, the District determined that approximately 80 percent of enrolled students had internet access. In preparation for remote learning, campus staff reevaluated their families' internet needs. Based on data, about three thousand additional Chromebooks were purchased so that every student would have access to one should the need arise. Additionally, the District procured 1,000 hotspots to provide connectivity to students with no internet. A hotspot application process placed families with the greatest need higher on the priority list when acquiring one. In addition to devices, students received technical support guides, including instructions on accessing their web-based curriculum and a phone number for district technical support if needed. Records of Chromebook distribution and home internet access verification are on file at the school and district offices. Lastly, a parent support page is on the school district website that offers several video tutorials that address remote learning. Parent technology workshops will also be available.

The District used multiple layers and communication formats to communicate information about device and hotspot availability and distribution (e.g., Dojo, School Messenger, website, social media, etc.). The number one priority for our District Bilingual Associate, and some additional bilingual classified staff, was to make in-person phone contact to every English Learner at every site. Some families received multiple calls, one per child, which was intentional. The staff evaluated each family's circumstances, including internet and device access, and ensured that each family had correct information regarding site materials distribution and schedules.

Pupil Participation and Progress

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

The schedules developed by each school site include synchronous and asynchronous blocks of time that will represent daily student attendance and participation. Students are marked absent if they do not meet the attendance criteria on a particular day. Attendance will be recorded daily and finalized on the last day of the week. Evidence of daily student participation includes live instruction, online activities, assignments, and assessments. Time values correlate with instructional minutes and estimated times that it will take to complete student assignments and tasks. Weekly student engagement records will be maintained and shall include types and descriptions of applicable participation.

Teachers, at both elementary and secondary, will document daily student participation in a weekly engagement record detailing synchronous or asynchronous instruction for each whole or partial day of distance learning, along with associated assignments. Within the weekly engagement record, teachers will certify instructional minutes for each school day and daily student participation. Standard grading practices are in place to evaluate student progress and performance.

Teachers take daily attendance in Aeries. A student who does not participate in distance learning on a school day shall be considered absent. Daily student participation may include evidence of the involvement in online activities and completion and submission of daily assignments or assessments. Teachers will document daily student participation in a weekly engagement record detailing synchronous or asynchronous instruction for each whole or partial day of distance learning and associated assignments.

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.]

Before the start of school, all teachers participated in two days of professional development hosted by EdTechTeam. The first day included customized training for the District to build a common foundation of knowledge and skill related to remote learning platforms, which include Seesaw, Google Classroom, and Canvas. The training included four cohorts: Primary (TK-2), intermediate (3-5), middle school (6-8), and high school (9-12). Topics included setting up remote classrooms for distance learning (TK-12), early literacy online (TK-2), creating engaging lessons (3-5), assessment options for distance learning (6-12), and creative ways that students can show what they know (3-12). On the second day, teachers participated in the *Becoming Summit*, a national virtual PD event that allowed them to select workshop sessions that would best meet their needs. The District has several staff members, including an Instructional Technology Teacher on Special Assignment (TOSA), supporting teachers during remote learning and ensuring that they have the necessary training and resources to be successful.

To be more accessible, more efficient, and faster while maintaining physical distancing, the Instructional Technology (IT) department has migrated to a phone-based support system. The remote connection usually results in immediate solutions, so they utilize this type of support, if possible. If a problem requires hands-on assistance, they schedule a time when one of the technicians will be out to assist physically. Teachers have access to both the IT department to assist with rostering, connectivity, device/technical support, and support from our TOSA in lesson design and implementation using technology, navigating our learning management systems and curriculum platforms. The TOSA has an appointment booking system where teachers can schedule appointments convenient for them to receive TOSA support outside of remote learning times.

Staff Roles and Responsibilities

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

The March COVID-19 school closures led to "crisis" learning for the remainder of the 2019-20 school year. Teachers and school leaders were required to transform a conventional education system into a distance learning model within a week. Due to the short lead time and lack of training, student learning and engagement outcomes were less than optimal. Educators began the new school year with increased levels of preparedness and aptitude. Since teachers generally teach in a traditional classroom environment, professional development,

coaching, and ongoing support will help them become proficient in a remote setting. At times, modifying the roles of support staff members has been challenging. Many of the classified job descriptions exist to support in-person learning and have, therefore, become obsolete during remote learning. Positive negotiations with the local California State Employee Association (CSEA) leadership have allowed temporary duty flexibility so that employees can maintain an active role in the current working environment and support the District's immediate operational needs. Regarding health and safety, the District has worked closely with both bargaining units (CSEA and STA) to ensure appropriate accommodations for employees with underlying health conditions and other factors that put them at a higher risk during the pandemic.

Bus Drivers: The bus drivers have been engaging in training and cleaning and maintaining their vehicles. They have also been assisting with deliveries, mail correspondence (i.e., addressing, stuffing, and sealing envelopes), and helping in other areas where support is needed. The transportation director has been planning and preparing for all scenarios to ensure Snowline students have safe transportation when in-person learning is resumed.

Campus Monitors: Campus monitors have been helping out with classroom instruction/support remotely. They have been helping both at school and home working with teachers (i.e., preparing materials, supporting the materials pick-up and drop-off process, and checking in with teachers on campus).

Counselors: Counselors have been providing support to students, as usual, by leveraging Google Meet/Zoom, phone, and email. They work with groups, one-on-one, and support COST, 504, and SST meetings as needed to meet students' needs. They are also supporting teachers and families with remote learning challenges. The counselors also work with the district social worker to link homeless families, with little food, to resources that assist them.

Custodial Staff: Custodial staff have done deep cleaning and disinfecting in all classrooms and offices above what they would do regularly. With minimal teachers on-site, they do not have to do as much in the classrooms but more in the offices. The custodial teams have been instrumental in Chromebook and learning material distribution events on every campus. Once students and full teaching staff are back, their workload will increase. If students eat meals in the classrooms, it will involve even more work for them. The restrooms will also be cleaned more often during the school day, in preparation for in-person learning. The installation of handwashing stations is occurring at all schools. Drinking fountains are being retrofitted into water bottle filling stations. Meetings with custodial supervisors occur regularly to plan for the additional cleaning requirements.

Nutrition Services: The Nutrition Services department has modified work schedules and adjusted processes to meet meal service sites' needs. Usually, the department's schedules span from 5:15 in the morning to 3:45 pm. It now has a shared and concentrated work schedule that includes cleaning, food preparation, and meal service. The staff begins the day cooking in the Serrano High School kitchen, which has the most equipment. After preparing the food, they package, freeze, and deliver it to the service sites. Additional refrigerators and freezers from non-service school sites have been temporarily located at the seven food distribution sites to ensure safe food preservation. School site refrigerators and freezers accommodate food storage at the meal service sites. The nutrition service staff monitors appropriate storage temperatures in-between meal services.

Instructional Associates: Instructional associates help out with classroom instruction/support remotely and provide one-on-one support as needed. They have been helping both at school and home working with teachers (i.e., preparing materials, supporting the materials pick-up

and drop-off process, and checking in with teachers). Bilingual associates, and some additional bilingual classified staff, made personal phone contact with every English Learner at every site. The staff members evaluated each family's circumstances, including internet/device access, and ensured that each family had correct information regarding site materials distribution and schedules. They also gathered vital feedback regarding willingness to participate in in-person, one-on-one Initial ELPAC, and optional Summative ELPAC testing, as applicable. IAs updated emergency contact information, and families received contact information for language and other bilingual staff support.

Instructional Technology: To be more accessible, efficient, and faster, while maintaining physical distancing, the Instructional Technology department has migrated to a phone-based support system. Most technology problems are fixed immediately via a remote connection, which is ideal in maintaining physical distancing. If a situation requires hands-on assistance, they schedule a time when one of the technicians will be out to assist physically.

Office Staff: The office staff focuses on customer service and ensuring all stakeholders use PPE in the vicinity. The office team has been doing a great deal of tech support, social-emotional support, and troubleshooting remote learning variables. Their communication and assistance have been instrumental in supporting families (i.e., English, Spanish) and teachers. They continue to do their primary attendance and office manager roles, including promoting positive staff morale.

School Police: The school police continue to monitor school sites and District facilities' safety and security. Additionally, they maintain their positive working relationship with the various school communities to promote healthy and safe learning and working environments. In collaboration with Student Intervention and Attendance (SIA), out of concern for students' social-emotional health, possible trauma, and overall well-being, they are conducting home visits to students under two sets of circumstances: 1) When a Snowline Joint Unified School District counselor, psychologist, or social worker has articulated an explicit, urgent concern that a student is exhibiting behavior that leads to the belief that the student may pose a threat to themselves or others, SIA will request a student welfare check (i.e., depression, despondence, or suicidal ideation). 2) When SIA has determined that a student has not engaged in synchronous and asynchronous distance learning (SB98 Ed. Code 43501-43503; to an extent equivalent to truancy's legal definition, as defined in Section 48260 of the California Education Code). Action will occur after numerous school and SIA attempts to contact the student's parent(s), guardian, or caregiver, both by letter and telephone. Process coordination will occur through the office of Student Intervention and Attendance. SIA initiates a request for a home visit on a form sent to the school police, usually via email. The clinician who made the request is encouraged to accompany the officer on the home visit. The reason for this is twofold: first, a student in crisis may respond better and more willingly offer information to a clinician than to a police officer; and second, the clinician may have developed a closer personal relationship with the student. After the visit, the officer uses the form generated to report the home visit results regarding the support and resources. In addition to the above, the school police have also assisted with the planning, implementation, and traffic direction of numerous food, tablet, and textbook distributions. They were also instrumental in supporting graduation/promotion ceremonies at the close of the 2019-20 school year. The department is fully prepared to move forward with school reopening when that happens. Regarding the latter, to provide assistance and support at controlled access/entry to the schools is anticipated, possibly with school health technicians taking temperatures and adhering to the requirements of the Center for Disease Control, California Department of Public Health, and San Bernardino County Department of Public Health.

Special Education Staff: 1) SAI instructional associates help in various ways. In specific cases, IAs provide remote support to the students via Google Meet or Zoom. If the time needed with the 1:1 is less due to decreased instruction, the IA (1:1) helps with other small groups, school site support tasks such as mailing items home, assembling work packets, and providing support with parent/guardian contact for

attendance. Suppose the IA is supporting the SAI classroom. In that case, they provide online/remote support in small group breakout sessions, 1:1 remediation supports, and have flexible responsibilities that include:

- assembling work packets,
- providing support with parent/guardian contact for attendance,
- helping with materials distribution, and
- assisting with other small groups in the online/remote setting to provide school-wide RtI support.

2) Psychologists are working on completing special education assessments virtually or via interview, record review, and rating scales. They continue to support IEP teams with the development of Behavior Intervention Plans (BIPs), help in creating Distance Learning Plans (DLP) and provide support for teachers who need further assistance in determining how to provide synchronous and asynchronous instruction for students with IEPs. They are available to participate in COST or SST discussions, assist in site material distribution/collection efforts, and provide parents with support regarding participation, engagement, and attendance. Special Services will soon be adding in-person assessment stations, which psychologists will utilize to complete in-person assessments, initial eligibility assessments, and triennial assessments. 3) SLP-speech and language pathologists, the district APE, and contracted related service providers through Desert/Mountain SELPA and SBCSS provide services remotely utilizing Google Meet or Zoom. They have worked on updating student Distance Learning Plans with synchronous and asynchronous services appropriate for each student. Students receive asynchronous service/goal practice opportunities through video instruction, online games, skill practice, and physical materials. They continue to support IEP teams by collecting data related to the progress of IEP goals, developing new goals, and participating in IEP team meetings remotely. They will also have access to assessment stations to complete in-person assessments, initial eligibility assessments, and triennial assessments. 4) All service providers and psychologists evaluate SEL by conducting routine check-ins with students on their caseload for remote monitoring of current SEL needs. Psychologists help in creating supports within the DLP for students with SEL needs. Desert/Mountain Children's Center (DMCC) continues to provide ERMHS counseling for students with additional needs, as identified in their IEP and supporting documentation. School psychologists also participate in the District crisis team and are available for emergent crisis intervention and support.

Supports for Pupils with Unique Needs

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

During remote learning, English learners continue to receive designated and integrated English language development. Bilingual associates support the former and latter. Teachers and associates reach out to families to ensure that EL students are engaged and have access to primary and supplemental resources essential to learning and continued language development. Students with disabilities present a formidable challenge for compliance and meeting the Individualized Education Plan (IEP) goals during remote learning. The Director of Special Services works closely with her team of teachers, psychologists, and speech-language pathologists to meet assessment deadlines and ensure students receive services. Emergency Learning Plans, which include streamlined service provision strategies and supplemental support, were developed for all students on an IEP. The Administrator of Student Intervention and Attendance and his staff are reaching out

to foster and homeless families to connect them with resources and services. Additionally, the District Social Worker is also engaged in outreach efforts to support students' mental health during these challenging times.

Multiple layers and communication formats disseminate information about devices and hotspots (e.g., Dojo, School Messenger, website, social media, etc.). Additional, coordinated outreach and support are in place for students with unique needs.

The number one priority for our District Bilingual Associate, and some additional bilingual classified staff, was to make in-person phone contact to every English learner at every site. Some families received multiple calls, one per child, which was intentional. The staff evaluated each family's general circumstances (e.g., internet and devices, access to resources). They also gathered vital feedback regarding willingness to participate in in-person, one-on-one Initial ELPAC/Summative ELPAC testing, as applicable. The bilingual associates updated emergency contacts, and families received contact information for language and other bilingual staff support. This effort took several weeks. Employees were encouraged to take their time and listen to families, answering questions, and addressing concerns. Electronic documentation monitors outreach efforts, and an FAQ document/script ensures that employees have access to accurate information. Students receive ELD support materials that are in both hard copy and electronic format. Teachers and bilingual associates work with students at their current level of language development. Bilingual associates have set up Google Meets, Google phone numbers, and group email accounts to provide office hours and generalized support, and attend their caseloads' core classes.

Additionally, the Ellevation platform provides a permanent digital record of the feedback collected from families and the specific EL services delivered. Parent help videos in Spanish are shared via email, text, and posted on the District website. Rosetta Stone, Talking Points, Ellevation, Wonders ELD, StudySync ELD, Nearpod ELD, High Pointe, Flipgrid, and Google Meet with translated closed captions are among the most used resources to aid in communication and instructional support for EL scholars. A resource website exists for EL distance learning that assists teachers, administrators, and paraprofessionals.

Case carriers reached out to families of students with disabilities to gather information and provide needed support.

Snowline JUSD utilizes the District Social Worker and Foster and Homeless Student Liaison to ensure our foster and homeless students have all the necessary supplies and resources to meet their individual needs. Outreach occurs through phone calls and home visits. Snowline partners with several organizations to obtain services and resources for foster youth and homeless students. Victor Community Support Services provides counseling; the Public Defender's Office provides parenting classes, housing, and other resources; Core Solutions provides housing vouchers and other resources.

Five days' worth of grab and go meals are being provided (breakfast, lunch, and supper) to all students every week. These meals are especially important to students in foster care and those who are homeless.

The Student Intervention and Attendance Administrator meets weekly with his team to address students with attendance difficulties. The group formally intervenes at the Tier 2 level. A second written notification is sent to parents or guardians when a student is absent due to non-participation in in-person or remote learning for six school days in the given school year. When this occurs, an attendance specialist will schedule a video or in-person conference with the parents and students to inquire into what support is needed to increase student participation and attendance.

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

Description	Total Funds	Contributing
Digital/printed curriculum, textbooks, and supplemental online subscriptions to support remote learning	$ 660,000	N
Online learning platforms and associated costs for training and support (e.g. Canvas, Google Classroom, Seesaw, instructional technology TOSA)	$ 1,332,209	N
Chromebooks, hotspots, and information technology (I.T.) support to ensure equity and access	$ 750,000	Y
Costs associated for providing distance learning for students with acute needs.	$ 425,000	Y
Costs associated to bargaining unit negotiations specific to COVID-19 and remote learning	$ 18,000	N
Costs associated to collaboration, instructional planning, and professional development pertaining specific to distance learning and includes certificated and classified personnel	$ 1,100,000	N

Pupil Learning Loss

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

The immediate goal is to teach grade-level standards. However, knowing that there will be a noticeable learning loss among students, teachers will have to mitigate this by ensuring that prerequisite standards are reviewed or taught in context with the current standards. Learning loss screening will be a high priority as the new school year rolls out. A variety of measures, including Renaissance STAR Reading and Math, will be used. Students in grades K-5 will participate in the former and latter three times during the school year. These assessments provide critical information regarding student skill and proficiency levels and inform additional instruction, remediation, and enrichment. Interim Assessments will be administered in grades 3-8 and 11 to monitor progress, evaluate the rigor of teaching and depth of learning.

Nearpod includes a bank of assessments for all core subjects and will be especially useful in testing students in science, history/social science, and Spanish (world language).

An additional layer of assessment and support will come into play for English language learners, including resources from the English language development components of the English language arts (ELA) curriculum. The District has three Program 2 Basic ELA/ELD adoptions, which include McGraw-Hill Reading Wonders (TK-5), McGraw-Hill StudySync (6-8), and Houghton-Mifflin Collections (9-12). Daily opportunities for formative assessment exist in all three adoptions. McGraw-Hill Reading Wonders includes ELD summative assessments for each unit administered every 2-6 weeks, depending on the grade level. Each unit assessment comes in three levels: Emerging/Beginning, Expanding/Intermediate, Bridging/Advanced. Assessments measure listening and reading comprehension, vocabulary, grammar, speaking, and writing skills at every level. ELLs are summatively assessed approximately every eight weeks and participate in levelized formative assessments weekly in the secondary grades.

Students will soon participate in the English Language Proficiency Assessments for California (ELPAC) to determine their official English proficiency. Testing will occur in-person in October. In the meantime, students will receive ELD services through remote learning on a presumptive basis. Based on the Home Language Survey, TK/K and new students, who have never taken the test, will continue to participate in the Initial ELPAC, while all EL students will take the Summative ELPAC in the spring.

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.]

Rather than relying too heavily on remediation, teachers will re-teach current concepts based on where students are. Spirling is a proven strategy that will support this by going deeper each time. Teachers participated in professional development specific to remote learning, assessing student proficiency, and how students can demonstrate learning along the way. Communicating with families about support for students' social, emotional, and academic needs is a high priority. Parents need to be partners in shoring up learning loss and keeping their children engaged at home. Generally speaking, low-income, foster, and homeless students are impacted more significantly by the lack of in-person instruction. As mentioned previously, this also applies to English learners and students with special needs. Online programs such as BrainPop, Footsteps2Brilliance, Nearpod, and Rosetta Stone will help teachers leverage and increase students' learning. Office hours and designated small group instructional blocks will focus on students with learning deficits.

Foster and Homeless students who do not participate in online activities or complete daily assignments are at risk of learning loss. In these situations, the Foster Liaison will help students overcome technological and non-technological barriers to daily participation.

The Coordinator of Program Quality and Learning Support met with each site principal and site EL coach/coordinator to review the legal requirements for designated and integrated ELD. Each site created a specific plan for both. At secondary sites, the ELD class is part of a student's schedule with synchronous and asynchronous designated ELD content. For elementary, most individual classroom teachers offer their ELD block; in some cases, a grade-level lead or a site lead will deliver the designated instruction via Google Meet, depending upon site size and resources. The designated ELD blocks are part of the site schedules that families receive.

Students have access to the full suite of Renaissance Learning. These tools benefit all students, especially our low income/at-risk students and our students with exceptional needs. The Star Reading/Early Literacy and Star Math assessments identify how far behind or ahead students are. Freckle provides differentiated instruction and practice at the exact level students need in English language arts, math, social studies, and science to remediate and enrich student learning. MyOn provides a range and variety of reading materials. MyOn personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read. This online platform is a critical resource for providing reading material to students who may not otherwise have access.

Snowline's assessment system has several layers and cycles that will support the identification of learning loss/needs to inform instruction. Teachers use formative assessment during instruction to assess student understanding (whiteboards, Peardeck, Nearpod, clickers, hand signals, think-pair-share, exit tickets, etc.) and modify instruction accordingly. Teachers also use a variety of mid-chapter/unit short assessments along the way to further assess students' learning and understanding. End of chapter/unit assessments, performance tasks, and projects are more extensive assessments that teachers use to evaluate student progress. Interim assessments (CAASPP IABs) are

administered in ELA and math several times throughout the year in grades 3-8 and 11. These assessments provide valuable information regarding student skills and knowledge to inform instruction, intervention, and enrichment. They also report progress to students and families.

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.]

Formative assessment and progress monitoring will be conducted throughout remote learning to measure instructional strategies' effectiveness and mitigate learning loss. Both will provide information that will be actionable and help make necessary adjustments aligned to specific learning goals. Changes can be made immediately to teaching so that students can make timely gains in their learning. Student success depends on familiarity with assessment protocols and a multitiered support system with solid "first" instruction before implementing upper-tier supports. Teachers will have sufficient time to collaborate about assessment data so that planning can take place to address teaching, remedial needs of students, and appropriate accommodations. Communication with parents will keep them abreast of their child's academic status and progress. Intervention specialists and paraprofessionals will help to intensify remediation strategies.

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

Description	Total Funds	Contributing
Costs associated to collaboration, instructional planning, and professional development pertaining specifically to learning loss and includes certificated and classified personnel	$ 1,055,860	Y
Costs associated to parent support and training focused on academic coaching and instructional technology that promotes student learning and engagement at home	$ 377,250	Y
Costs associated with Summer School to support learning loss remediation	$ 175,000	Y
Costs associated with online and contracted support services to mitigate learning loss	$ 240,000	Y

Mental Health and Social and Emotional Well-Being

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

The social and emotional well-being of students is one of the highest District priorities, especially during this unprecedented time of COVID-19. A highly competent team composed of counselors, school psychologists, and a social worker has worked diligently to build a support system and provide resources for students and their families. Additionally, this group of professionals trains teachers to work with mild to moderate anxiety and trauma students. The District partnered with Care Solace before the new school year to be proactive in meeting students', families', and employees' mental health needs. The organization provides an online resource with live 24/7 personnel ready to help individuals connect with local mental health programs and counseling services. The District Crisis Team, counselors, school psychologists,

the district nurse, and school site principals participated in the first round of formal Care Solace training, allowing them to coordinate with and support teachers and other staff members across the District.

Pupil and Family Engagement and Outreach

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

A tiered reengagement plan exists to support the lack of participation of students in compulsory education. Each school site has defined communication systems established, including interpretation and translation support for non-English speaking families. **Tier 1:** Teachers record and certify daily engagement and participation every week. Also, teachers and school support staff will verify current contact information and communicate daily with students and parents/guardians when students do not participate in online activities or complete daily assignments. When a student is absent due to non-participation for three school days, written notification will be sent to parents/guardians, emphasizing the importance of school participation and encouraging mutual communication between the family, student, and teacher(s). **Tier 2:** When a student is absent due to non-participation for six school days, a second notification will go out to parents/guardians. An attendance specialist will schedule a video or in-person conference with the parents/guardians and students to discuss the circumstances associated with non-participation and the support needed to increase the same. **Tier 3:** When a student is absent due to non-participation for ten school days, parents/guardians will receive the third notification. Subsequently, the student and parents/guardians will participate in a School Attendance Review Board (SARB) conference and receive additional intervention and support. The latter will include the SARB administrator, social worker, community members, and appropriate school and district staff.

Foster and homeless students who do not participate in online activities or complete daily assignments will receive intervention from the Foster Liaison for additional support with technological and non-technological barriers to daily participation. All verbal and written communication with students, parents, or guardians will be in a language other than English when necessary. Bilingual associates make personal phone contact with every English learner at every site. Employees are encouraged to listen attentively to families, answer questions, and address concerns. On a case-by-case basis, disengaged students at every tier of reengagement intervention can be transferred to full-time, in-person learning, when feasible.

The Program Quality and Learning Support Coordinator meets with certified EL coaches and bilingual paraprofessionals to coordinate outreach and instructional efforts and determine resource allocation needs for EL families.

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.]

As a result of Community Eligibility Provision (CEP) participation, free meals are available to all students enrolled within the District from 7:00-9:00 am Monday through Thursday. Thursday's meals also include food for Friday. At least three meals are made from scratch every week. Distribution occurs at seven school sites across the District to make it convenient for families. Currently, students receive breakfast, lunch, and supper. Nutrition Services can provide supper through state grant funding by agreeing to offer families weekly enrichment activities that promote healthy eating. Courtesy of the Los Angeles Regional Food Bank, Snowline gives away 1,200 food boxes to students and their families every week. Meal distribution will revert to a traditional service model, with appropriate COVID-19 safety protocols, after transitioning back to in-person learning.

The Food and Nutrition Services department always operates under strict adherence to the mandatory Health Department guidelines; these guidelines have increased to respond to COVID-19 safety. Therefore, the Food and Nutrition Services team has increased its cleaning even more. These safety measures include sanitizing before, during, and after the food preparation process using bleach and water. Since there's no food service on Fridays, the team uses that day to complete an extensive deep cleaning. Additionally, all workers wear gloves, masks, hairnets, and aprons. The gloves, face coverings, and aprons are changed after preparation and before service. Face covers and gloves are changed regularly during food service. Regular surface sanitization occurs using bleach and water throughout the meal service. The meals are distributed curbside in one of three contactless ways: they will be handed to the family on a tray to maintain a four-foot distance or placed in the back seat or the car's trunk. The District has received a waiver, which modifies standard lunch distribution regulations and operates under the Summer Food Service Program. SFSP allows the District to serve meals to all children under the age of 18. If the children are not present, Snowline families must show their students' ID cards to receive the meals. The availability of these meals, including breakfast, lunch, and supper, is regularly advertised by teachers, school administrators, and district leaders on the website, social media, and other school communique in English and Spanish. Currently, Snowline serves about 13,600 meals each week.

Upon return to in-person learning, the Nutrition Services workers will continue the sanitizing routines before, during, and after food preparation using bleach and water. All workers will wear gloves, face coverings, hairnets, and aprons. The gloves, face coverings, and aprons are changed after preparation and before service. During meal service, staff members change face coverings and gloves regularly. As mentioned, surface sanitization occurs regularly. In preparation for in-person learning, the District has plans for both cafeteria and classroom food consumption, depending on what is most appropriate at the time. For classroom food service, the food will be packaged, bagged up, placed on a food cart, wheeled to the classroom, and handed to students on a tray for contactless and distanced distribution. If the food service occurs in the cafeteria, students will be called in one at a time, stand on dots to ensure physical distancing as they wait for their food. There will not be a salad bar or any condiments for students to touch or use. A third option would be the curbside meal service that is already in place.

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

Section	Description	Total Funds	Contributing

Mental Health and Social and Emotional Well Being	Costs associated to mental services, specific to the effects of the COVID-19 pandemic, provided by credentialed staff members (e.g. counselors, social worker) and Contracted Services	$ 675,000	Y
Pupil and Family Engagement and Outreach	Costs associated to student attendance/participation during remote learning, including personnel, resources and contracted services (e.g. SI&A, school office staff, A2A, DocuSign)	$ 130,000	Y
School Nutrition	Costs associated to the Nutrition Services department due to COVID guidelines.	$ 500,000	N

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
20.70%	$12,768,133

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.]

All Unduplicated Students: COVID-19 has negatively impacted all students, especially those who fall in specific at-risk groups. The District allocates and spends LCFF money to provide additional resources and support to students with the greatest need. These expenditures take the form of tangible resources and essential personnel. There is a premium on physical and emotional well-being that must exist for academic learning to occur.

Foster Youth: Phone calls, emails, and home visits offer a lifeline for students and families in crisis to help ensure the health and safety of children and those caring for them. Concerns are documented and reported to school administrators to intervene on behalf of students when appropriate. The Foster and Homeless Student Liaison works with each foster family within SJUSD to ensure students and families have what they need to be successful; this includes obtaining and distributing hotspots for those without access to reliable internet. Additionally, the liaison is continuing to work with various agencies, including, but not limited to, Children and Family Services and Desert/Mountain Children's Center to ensure that SJUSD foster youth have sustained access to their community and school-based supports. SJUSD continually connects our foster families with needed community and school-based resources through consistent outreach and communication. The liaison will continue to collaborate with school sites to transition to a potential hybrid/in-person educational model.

English Learners: The adopted English language development (ELD) materials and Rosetta Stone are two resources that support English learners. EL instructional associates work remotely with students to provide opportunities to speak and practice English. Written translation and verbal interpretations promote strong written communication between the District/schools and families. Spanish speaking personnel directly connect with families to make sure they feel supported during remote learning and receive access to additional help when needed.

Low-Income Students: In situations where transportation is challenging or non-existent, student materials are delivered to homes by school site administrators and other staff members. Increased communication to low-income students is instrumental in identifying specific needs and, in turn, directing families to services and resources that can help to alleviate hardship. Teachers play a critical role in monitoring student well-being and reporting concerns to ancillary personnel that can help.

Homeless Students: The District's McKinney-Vento Liaison continually works with the District's enrollment team to quickly identify families experiencing homelessness, begin a needs assessment, and subsequently connect families with needed support services from the community and school district. The liaison has increased outreach for this demographic to ensure equitable education by distributing hotspots, low-cost internet options, free/low-cost tutoring options, and resources for necessities such as food, clothing, and hygiene materials.

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

The District consistently increases services for unduplicated students to improve overall achievement outcomes.

Foster Youth: The Student Intervention and Attendance department facilitate the remediation of chronic absenteeism, student due process, inter-district transfers, resources for homeless students, and foster youth services. Support out of this department continues to increase due to greater need by students and their families. An additional classified staff member was acquired to provide additional clerical support for services rendered. The District has recently hired a social worker to work with foster youth and other at-risk students.

English Learners: A strong cadre of EL coaches (certificated teachers) serve English learners across the District. They support integrated and designated ELD instruction at their schools and coordinate the redesignation efforts to achieve higher English proficiency levels. Ellevation, an online platform, was purchased to enhance EL instructional planning, teacher capacity, and academic language acquisition.

Low-Income Students: School-wide Positive Behavior Interventions and Supports (PBIS) exist at every school in the District. PBIS establishes high expectations and high support levels that promote academic and behavioral support for students of poverty. At the elementary schools, counselors play a significant role in coaching and encouraging students. Regular PBIS coaching forums focus on improving practices for the betterment of students. Three of the six elementary campuses have established Advancement Via Individual Determination (AVID) programs. The comprehensive high school has AVID cohorts in grades 9-12, which are composed primarily of low-income students.