

# 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 2020-2021 Learning Continuity and Attendance Plan for San Benito High School District (SBHSD) tells the story of how our Board of Trustees, district, and school staff collectively responded to the challenges of COVID-19, which began on March 13, 2020. Immediately after our school building closed, SBHSD staff under the direction of our Board, Superintendent, and administrative team, created a plan of action that would ensure the safety of all students and staff. The plan included the most essential resources for all students and staff providing our families the opportunity to continue their education at San Benito High School.

On March 30, 2020, SBHS teachers and staff began our Distance Learning Program to complete the spring semester. This consisted of a primarily online platform for learning using Google Classroom as the District’s Learning Management System (LMS), as well as, a revised school schedule for Zoom conferencing for delivery of new instruction. During this time, access to technology was a struggle for many students and families. The district distributed chromebooks to every student who requested one and shared information regarding free internet services. SBHS also provided a paper packet solution to students who requested this option. The school set up a distribution cycle for paper packet pick up and drop off including specific drop-off zones on each campus.

On April 28, 2020, the SBHSD Board of Trustees adopted a resolution to revise grading practices due to the COVID-19 school closure. Using the CDE guidelines for holding students “harmless” from all grading practices, the district adopted the Pass with Distinction, Pass, or Incomplete options. Grading information was communicated to all teachers, students, and families via Google Classroom, Aeries Communicator, written letter mailed home, and video explanation from the school principal.

San Benito High School staff provided several google sites for all students, families, and staff. The site administrative team developed an online homeroom google classroom for each grade level (9-12) to deliver important school announcements and information regarding distance learning and key contact information. The Multi-Tiered Systems of Support (MTSS) team provided a Wellness site for students and families to access resources, emergency contacts, and wellness challenges. The San Benito High School Website also housed a COVID-19 informational site with updated information in both English and Spanish.

With the understanding that we would commence the 2020-2021 school year virtually, our district created professional development opportunities for teachers to enhance their instructional techniques, specific to creating effective distance learning environments for students

through a 100% district-staffed summer school utilizing a remote learning model. The district offered two robust online summer school (day and evening) programs to mitigate learning loss for students with incomplete learning and accelerated academic achievement for students who requested enrichment. Asynchronous professional development included learning modules on Building Effective Relationships in a Remote Learning Model, Harnessing Motivation and the Purpose for Learning, Remote Lesson Design and Delivery, and Assessment and Feedback through a Remote Learning Lens.

For many SBHSD students and their families, this global pandemic has caused multiple stressors due to unemployment, business closures, and lack of essential items. Therefore, supporting the mental health needs of students, parents, and staff is of paramount importance in everything we do. The Multi-Tiered Systems of Support (MTSS) Team, Counseling Team, and Student Services Team conducted outreach to students and families including home visits for basic necessities and wellness checks. As a district, we are cognizant of the inequities that exist and that have surfaced as a result of the COVID-19 pandemic. SBHSD will continue to work diligently to do whatever it takes to mitigate inequities among our students, staff, and families.

## Stakeholder Engagement

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

SBHSD takes pride in providing our families, staff, and all stakeholders with up to date information pertinent to our educational programs. Throughout the school closure, our Communications Officer began daily community updates through all social media platforms (Facebook, Twitter, Instagram, and the SBHS weekly newsletter). The SBHS newsletter related to the Coronavirus had over 52 editions in the spring. These newsletters were distributed five times a week (Monday through Friday) from March 11 through April 3, before transitioning to the current Monday/Wednesday/Friday system. SBHS has shared a superintendent's newsletter every Thursday. All newsletters, with over 10,500 email recipients, were shared on all SBHS social media platforms. During the spring closure, 553,368 emails were sent regarding the COVID-19 emergency.

Throughout these challenging times, SBHSD conducted several stakeholder meetings and collected data from numerous surveys to ensure all voices were taken into account. SBHSD provided five different opportunities for students, faculty, and parents to provide feedback regarding our distance learning model in the Spring of 2020 and for the planning of the distance learning model implemented in the Fall of 2020. **Below is a list of dates surveys were sent out and collected from each stakeholder group:**

Students (May 2020): Survey sent out to all students.

Faculty (June 2020): Survey sent out to all Faculty members.

Parents (June 2020): Survey sent out to all parents/guardians (Eng/Span).

Parents (July 2020): Survey sent out to all parents/guardians (Eng/Span).

Faculty (July 2020): Survey sent out to all parents/guardians.

In addition to the surveys provided, San Benito High School District also held and facilitated 11 interactive feedback sessions for students, faculty and classified staff members. **Below is the list of dates each workshop was held:**

Student Feedback Workshops (June 11, 18 & July 7)

Faculty Feedback Workshops (June 11, 17, 22, 26 & July 1, 14)

Classified Staff Workshops (June 25 & July 7)

In an effort to bridge services and communication between families and the school district, our Student Services Team, including our English Learner and Migrant staff, were essential in maintaining trust and relationships with families and our community. Timely and effective services to families were the priority. Communication with families was maintained through telephone calls, email, social media sites, and virtual communication platforms such as Google Meets and Zoom. Wellness check-ins with families were conducted to assess the need for distance learning supports, such as access to devices and low-cost internet or free hotspots.

In an effort to support Spanish speaking parents, meetings with our Migrant PAC and DELAC were conducted to provide district updates and community resources. Our Instructional Leadership Team held weekly meetings with department chairs, PLC leads, and district directors to obtain feedback on improving our distance learning program. During the school closure, and until we are able to physically reopen our schools once again, SBHSD will continue to reach out to all stakeholders to provide and solicit feedback related to students' social, emotional, and academic needs.

Feedback received from the community, staff, and all stakeholders has, and will continue to inform the direction of the Learning Continuity and Attendance Plan. Additionally, individuals wishing to provide input may join virtual board meetings or submit written comments via email, regular US mail, or leave a message with the Principal's Secretary or Administrative Assistant to the Superintendent. In order to create cohesion to ensure all stakeholders have access to information, our district in collaboration with the San Benito County Office of Education created the Reopening of San Benito County TK-12 Schools 2020-2021 Guide, available in [English](#) and [Spanish](#). SBHSD also created the [SBHS Reopening and Reimagining Plan](#) for the 2020-2021 school year.



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

District board meetings have been held virtually through Zoom to provide for the safe participation of families and community members. Members of the public are able to provide public comment via email and zoom, which can be read during the board meetings.

All regular and special board meetings are posted on the district website with Zoom meeting instructions, Zoom link, Zoom passcode, board agenda, and board packet.

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

The collective feedback from students, parents, and staff members revolved around four specific areas:

1) **Reimplementation of Letter Grades:** All stakeholders expressed a need to have letter grades reimplemented and move away from a Pass or Fail system that was implemented during the school closure in the Spring of 2020 due to California Department of Education's (CDE) 'Hold Harmless' guidance.

2) **Schedule and Structure:** All stakeholders expressed a need to have increased structure in our learning model. This included eliminating multiple classes for the same student scheduled at the same time, and a schedule that resembles closer to our normal block (red/white day) schedule.

3) **Interaction with Teachers:** All stakeholders expressed a need for students to have increased, in-person, interaction with their teachers. This would include required Zoom times for remote learning and safely-distanced small group cohorts within a Hybrid learning schedule.

4) **Health & Safety:** All stakeholders expressed a need to ensure safety, increased social-emotional support, and increased opportunities to interact with peers. This would include remote collaboration with Zoom meetings or safely-distanced small group collaboration for an on campus Hybrid model.

The above findings reinforce the importance of obtaining input from different stakeholders and is worth noting that similar concerns were shared by the different stakeholder groups.

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

Several aspects of what was implemented in our Learning Continuity and Attendance Plan were influenced by our stakeholder input.

**Reimplementation of Letter Grades**

Our current schedule will offer students the opportunity to focus on two classes per 6-week rotation with a regular letter grade distribution in the district's Student Information System (SIS), Aeries. Grades will be updated weekly, on Wednesdays, to provide consistent and timely feedback on progress and learning.

## **Structure of Instructional Model**

Our current model was built with a level of structure that clearly outlines designated times for each course's synchronous and asynchronous time frame. SBHSD eliminated the possibility of any courses conflicting with the times offered for synchronous instruction. On June 30, 2020, the administrative team presented four options for remote instruction and learning to the Board of Trustees.

Option 1: Students taking 6 courses simultaneously, broken up into four cohorts.

Option 2: Students taking 3 courses simultaneously, broken up into two cohorts.

Option 3: Students taking 2 courses simultaneously, broken up into two cohorts.

Option 4: Students taking 2 courses simultaneously, in a trimester system, broken up into two cohorts.

On July 14, 2020, the administrative team presented safety guidelines and considerations for remote and hybrid instructional models to the Board of Trustees. Topics included the following; organization of campus layout, exit/entry, active screening, classroom layouts, special education services, staff expectations, sanitizing and disinfecting protocols, transportation services and food service.

On August 11, 2020, the administrative team presented both student and staff expectations in a remote learning/instructional model to the Board of Trustees. Topics included student schedule, additional supports for students, student expectations for synchronous and asynchronous learning, teacher workday, requirements for remote instruction, requirements for taking attendance, professional development and the opening of the 2020-21 school year. Ultimately, the board approved Option 3 with students taking 2 courses simultaneously and broken up into two cohorts (AM/PM) within a 6-week semester cycle.

## **Increased Interaction w/ Teachers**

During the school closure in the Spring of 2020, SBHSD did not *require* all teachers to host and offer live-synchronous instruction via Zoom. While SBHSD is currently in a full remote instructional model, our students now have daily live-interaction each day in AM/PM cohorts via Zoom. While this is a requirement from CDE, it would have been a detail in our model that would have been implemented anyway due to the responses in our stakeholder feedback.

## **Health & Safety**

SBHSD's administrative team organized a Safety Team to ensure all aspects of our remote or hybrid models were planned and ready to safely open for all staff and students. In addition, our Student Services Department increased the number of resources offered to students in need of social-emotional support. Our district has a detailed plan for monitoring both synchronous student attendance and asynchronous engagement. Our student information system (SIS), Aeries Analytics, has been set up to allow our district to track student risk factors from both a synchronous and asynchronous viewpoint. The system allows our team to respond to individual student needs based on both qualitative and quantitative evidence.

# 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.]

For the 2020-2021 school year, SBHSD will provide three choices for students to attend school: In-Person, Hybrid Learning, and Full Remote Learning. SBHSD is currently offering Full Remote Learning through the end of the first semester to ensure the safety of all staff and students.

All In-Person and Hybrid Classroom-based instruction will be determined by the criteria outlined in the Reopening of San Benito County TK-12 Schools. The document is designed to assist in planning for the safer reopening of schools in San Benito County for the 2020-2021 school year. Although SBHSD began the school year in a Remote Learning model, we recognize the importance of returning students to school campuses for in-person instruction, as well as, the overarching need to protect the health and safety of our students, school staff, and the broader community. The goal of the reopening document is to help schools plan for and implement measures to reduce COVID-19 transmission in the school setting, while meeting the educational needs of all students. This document is intended to be applicable for all TK-12 schools, public or private, throughout San Benito County.

### Staff & Student Safety and Accessing Campus

According to the Reopening San Benito Schools document, all students who enter SBHS (remote or hybrid) will be actively screened. This means students will have their temperature taken before entering the SBHS campus. Students will also answer three (3) questions before entering the campus designated meeting areas. Questions include:

- 1) Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?
- 2) Do you live in the same household with or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.
- 3) Have you had anyone or more of these symptoms today or with the past 24 hours? Are these symptoms new or not explained by another reason?

All staff will passively screen prior to coming onto campus or within the first 15 minutes of arriving on campus using a Google Forms Survey. All staff and students will be provided appropriate PPE in all campus locations. The primary document utilized with SBHS staff and students is the [Reopening of San Benito County TK-12 Schools](#).



When students and staff are actively on campus in the In-Person or Hybrid Instructional models, all “high touch” areas will be cleaned and sanitized daily. A comprehensive weekly cleaning schedule has been developed that includes one designated day (Wednesday) for disinfecting the entire school. Disinfecting will be documented and records will be maintained by maintenance staff for all areas of campus.



### Physical Distancing

The modifications made to the environment to include physical distancing will include the following: Physical distancing markers, re-arrangement of classroom set up to obtain appropriate physical distancing of student desks and teacher desks, maximum occupancy postings in staff lounges and classrooms, greeter station in front of main building for limited and pre-scheduled on-site visits, plexiglass deployment on all front office personnel desks, parking signs to “stay in car and call,” re-routing pick-up and drop off zones for students, and additional fencing to create 7 mini campuses. In-Person and Hybrid Learning schedules will offer classroom delivered grab and go lunches to ensure social distancing. Resources include the [7 mini campuses map](#) providing entrance and exit procedures and the [visitors protocol for SBHS guests](#).

### Teaching and Learning

Both our Full Remote and Hybrid Instructional models have similar schedules with AM/PM cohort times for direct instruction. After reviewing stakeholder feedback, the district sought to minimize changes and stay consistent for possible transitions from full remote instruction to a hybrid model. All grade levels at SBHS are currently in a fully remote instructional model and will transition to a hybrid model following the guidance of our county reopening criteria. The master schedule has been structured so there are no major revisions with the transition from full remote to a hybrid model and to keep the structure of AM/PM times consistent throughout the proposed models.

### Staffing Support

Our current staffing and support is set up to appropriately provide future in-person supports for students. Modifications will be made to how both our certificated and classified staff will carry out their daily job responsibilities. For example, within our full remote instructional model, our faculty has the option of working remotely from home or on campus. When we transition to a hybrid or full in-person model, all faculty will have to report to campus to deliver instruction. Many of the roles and responsibilities of our classified staff members have been modified during our current Remote Instructional model. For example, Instructional Aides and Campus Supervisors are helping make live phone calls

to parents of students who have been marked absent from their required synchronous time, and/or not providing evidence of engagement during their required asynchronous assignments. When we are able to transition to a hybrid or full on-campus model, these roles will be reverted back to their regular settings.

### **Small Cohorts for On-Campus Learning**

As we plan for the ability to have small cohorts of students on campus, SBHSD will be prioritizing our unduplicated student groups, such as Special Education, English Language Learners, 504's, Migrant Education and Foster/Homeless. Our goal is to offer additional support to these student groups in an in-person, small cohort setting, whenever possible. The structure of our daily schedule also allows for a dedicated time of 45 minutes called Haybaler Support, four days a week, for all students to receive additional assistance in each of their courses. This time was designed to allow for small group instruction and not interfere with core content instruction.

### **Formative and Summative Assessments**

Fortunately, many of our content departments were already using both formative and summative assessments through on-line platforms. Examples of both summative and formative assessments that teachers are currently utilizing during remote instruction are exit tickets, constructed responses, performance tasks, socratic seminars, and online quizzes. The most notable modification has been the reliance on online platforms to assess students. When teachers are able to offer in-person, classroom-based instruction, SBHSD will continue to utilize the same forms for both summative and formative assessments. Some modifications will depend upon the course content and department needs. For example, a student in one of our CTE courses will have full access to equipment and materials. This will allow students to participate in an assessment that requires them to demonstrate specific skills sets in lieu of written or online assessments.

During our school closure last spring, SBHSD did not require any final exams to be given. Within our current remote instructional model, final exams will be reimplemented at the end of each semester. Our Board of Trustees currently approved a revision to the required weight of final exams to a students' grade. The approval resulted in moving away from a minimum 20% for final exams to apply towards a students final grade to a required 10%, no more, no less. This policy will be revisited when we return to a full in-person instructional model. In regards to formative assessments, each Professional Learning Community (PLC) has the ability to structure and schedule their own cycle of assessments. SBHSD continues to provide our faculty with support and professional development on best practices for formatively and summatively assessing students. All of our faculty have had to make adjustments and revisions to their format of online assessments, based on providing students with timely feedback and the ability to post grades in Aeries to show progress and growth.

### **Social-Emotional Supports and Interventions**

Well before COVID-19 forced us into a remote instructional model, our district was implementing a Multi-Tiered Systems of Support Model (MTSS). This system continues to be utilized regardless of the instructional format. The system is driven by a model formed by both qualitative and quantitative student data/evidence. Students are identified and appropriately placed within progressively more involved tiers of support. Our entire Student Service Team operates under this model.



**Examples of supports and interventions are listed below:**

Counselors  
Social Workers  
Community Based Support Staff  
Family & Community Liaison  
Virtual Wellness Center with links to outside resources and warm-lines  
Team of Social Work Interns  
Parent University

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

Description	Total Funds	Contributing
PPE and Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks, thermometers, set up of 7 smaller campuses	\$50,020.00	N
Additional Custodian	\$16,045.00	N
Additional Classified Hours to maintain cleaning schedule	\$65,000.00	N
Additional Teachers (2)	\$250,000.00	N
Additional Transportation for special populations to support physical distancing	\$81,886.00	Y

**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.]

SBHSD leads by our district priorities set forth by the Board of Trustees in conjunction with the Superintendent. Board goals are to promote and establish: 1) Academic Excellence, 2) An Inclusive Environment for All Students, 3) Facilities Maintenance /Construction Finalization, 4) Fiscal Responsibility and Solvency, 5) Clear and Consistent Communication with External Stakeholders, 6) Staff and Student Wellness. The mission of SBHS is to educate all students to their highest potential, so they will have the greatest range of personal options upon graduation. Regardless of the program: In-Person, Hybrid, or Full Remote, the high expectations for our students and staff are the same.

Input from students, teachers, staff, and families has been crucial to the development of our [SBHS Reopening and Reimagining Plan](#) for the 2020-2021 school year.

To ensure student equity and access to high-quality, research-based instruction, our teachers and administrators will receive on-going professional development both synchronously and asynchronously throughout the duration of the 2020-21 school year. Results collected by the Educational Services Department from the Summer School sessions demonstrate that in order to establish a robust educational system, teachers and staff need to receive on-going professional learning and support. SBHSD is committed to improving student achievement and engagement by providing teachers and administrators with consistent professional development opportunities that are leveled and frequently offered to assist all staff regardless of technology aptitude.

Textbooks and many of our curriculum programs are available online to students and staff for easy access to implement through the Clever interface. Additionally, students at SBHSD will have access to hard copies of their textbooks and all students have received a beginning of the year SBHS Baler bag consisting of a chromebook, hotspot (if needed), school supplies, and earbuds.

### **Instructional models**

SBHS has planned for several instructional delivery and safety contingencies all summer. The instructional models include both Full Remote Learning and Hybrid (blended learning) models. In the Full Remote Learning model, students will take two classes at a time in 6-week increments (AM/PM cohorts), each counting as a full semester during each grading period. This schedule will allow for the school to transition from remote learning to in-person instruction when conditions allow, keeping students in cohorts. When and if, in-person instruction resumes, students will continue to take two classes at a time in the Hybrid (blended learning) model, which designates separate morning and afternoon groups of students (cohorts) to minimize the number of students and staff on campus at any time.

Remote and Hybrid learning will include the use of Google Classroom to deliver asynchronous work, Zoom video conferencing to deliver synchronous learning, video recording of lesson content via Screencastify or zoom recordings to be posted in Google Classroom, and Aeries Communicator to communicate to students and families on a regular basis.

SBHS encourages our faculty to be flexible and understanding, as we are all establishing this new system for the beginning of the school year. It is important to keep assignments feedback driven. SBHS continues to believe that providing accurate and timely feedback to students is imperative to student learning. We encourage teachers to provide students with opportunities for relearning and reassessment during Haybaler Support Time. These opportunities can occur in multiple forms, such as another assessment similar to the first, oral one-on-one discussion with the teacher, or another method that is mutually agreeable between the teacher and student.


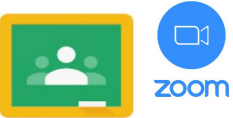

Attendance will be recorded each day to monitor student participation in both the synchronous (Zoom) and asynchronous (Google Classroom) learning environments. Zoom session attendance shall be recorded in Aeries at the end of each synchronous learning event. Additionally, daily exit tickets in Google Classroom are required for the tracking of asynchronous student participation.



In a full remote setting and with student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during remote learning, materials will continue to be created in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the remote learning program, as well as,

academic success of their student. Aeries progress reports will be mailed out every three weeks to keep students and families informed about academic progress and growth. Additionally, extensive support demonstrating how to use online learning tools is available to families through live webinar opportunities with Parent University.

### Remote Learning Expectations

The following expectations and resources have been established to provide guidelines for all students and teachers so there is a standard practice across SBHSD and so we can communicate to parents what they can expect from remote instruction.

<i>Regarding...</i>	<i>The expectations are...</i>	<i>Reminders</i>
<p>Communication</p> 	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Email</li> <li>• Aeries Communicator</li> <li>• Phone calls via Google Voice</li> <li>• Remind App (optional)</li> </ul>	<p>The school is required to have daily contact with every student for attendance purposes in a fully remote environment.</p> <p>Communication goes both ways. Please reach out to your teachers if you need assistance.</p>
<p>Course Content</p> 	<ul style="list-style-type: none"> <li>• Delivered <b>synchronously</b> (face to face) through Zoom, daily.</li> <li>• Delivered <b>asynchronous</b> (on your own) through Google Classroom daily.</li> </ul>	<p>Instructional videos, Hyperdocs, Hyper Slides, and formative assessments and reflections will be given daily.</p>
<p>Work Completion and Feedback</p> 	<ul style="list-style-type: none"> <li>• Submitting work is required daily.</li> <li>• Exit tickets will be given daily.</li> <li>• Feedback will be given continuously and grades will be updated weekly.</li> <li>• A-F grades and GPAs will be given.</li> </ul>	<p>Daily submissions are required. Some timelines will be flexible and determined by the individual teacher.</p> <p>Feedback routines will be established with revision and reassessment options as determined by the teacher (i.e. Haybaler support time)</p>

<p>Engagement</p> 	<p>Remote learning will have two core components:</p> <ul style="list-style-type: none"> <li>• <b>Synchronous</b> learning via Zoom every day.</li> <li>• <b>Asynchronous</b> learning via Google Classroom.</li> </ul>	<p>The goal is to keep students engaged with each of the courses' essential content.</p> <p>More importantly, to stay in contact with your online learning community and peers.</p>
<p>Attendance 2 Ways</p> 	<ul style="list-style-type: none"> <li>• <b>Synchronous</b> attendance is taken daily for each Zoom session.</li> <li>• All Zoom sessions are posted in Google Classroom and added to Google Calendar.</li> <li>• <b>Asynchronous</b> attendance is taken daily through exit tickets provided in Google Classroom.</li> </ul>	<p>Remember to check your school provided email daily for updates.</p> <p>Remember to check Google Classroom for each course daily to complete work and the exit ticket.</p> <p>Remember to attend Zoom sessions daily.</p>

### Advanced Placement Program

For Advanced Placement courses, San Benito High School has implemented both new and continuing supports for AP students and teachers. During the summer and fall, SBHS held stakeholder meetings to collect feedback to inform decisions for support mechanisms. SBHS held three meetings with AP teachers to determine best practices for AP program supports. In addition, a series of AP Parent Informational events will begin with a purpose of increasing two-way communication between parents/guardians and the school administration. Next, our schedule this year has necessitated two new forms of support. SBHS will offer a schedule of instructional opportunities for our third-cycle AP students (those in blocks 5 and 6) to have the same number of instructional days as those of students in blocks 1-4. In addition, SBHS will implement a schedule of off-cycle asynchronous work due to the compressed nature of our schedule. Finally, SBHS will continue to fund voluntary tutorials during the spring semester and financial aid to offset the cost of the AP exams. With these new and old supports, we hope to continue our AP program on a positive and growing trajectory.

## 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.]

In support of Remote Instruction, the District has guaranteed that every enrolled student at SBHS has a Chromebook made available to them. All current Chromebooks have been deployed and the district will continue to offer a 1:1 program even after our schedules resume to on campus instruction.

The beginning of the school year included a distribution of materials to approximately 3,300 students. Hotspots are available for checkout by students who have self identified as needing an external connection. Technology assets are available for check out or replacement if damaged during work hours via a walk-up window that follows social distancing guidelines.

During the 2019-20 school year closure, SBHS created a list of students/families and identified each one as participating via online learning or requiring a physical packet. Packets containing classwork were distributed to students weekly and collected through on-campus dropboxes. For the 2020-21 school year, all course offerings will be delivered through Google Classroom and Zoom video-conferencing.

SBHSD already had more Chromebooks on campus than students, so there was no need to purchase additional devices. Instead, SBHSD purchased warranties for Chromebooks so they could be quickly and easily repaired if damages were to occur. More than 400 hotspots were purchased for our students with the opportunity to purchase more, if needed. Additionally, the district will deploy wifi busses to remote areas of the county where internet access is not readily available.

The SBHSD Technology Team created a Technology Resources page on our district website for parents and students, which includes basic information on procedures and troubleshooting for Chromebooks. We also created a student ticket system for the submission of problems to the Technology Department, accessed using the Tech Resources page mentioned above. Finally, a team of employees are calling the homes of families who are not participating/attending classes. They have been trained on how to perform basic tech support, and escalate needs to the Technology Department when needed.

[SBHSD Technology Resource Site](#)

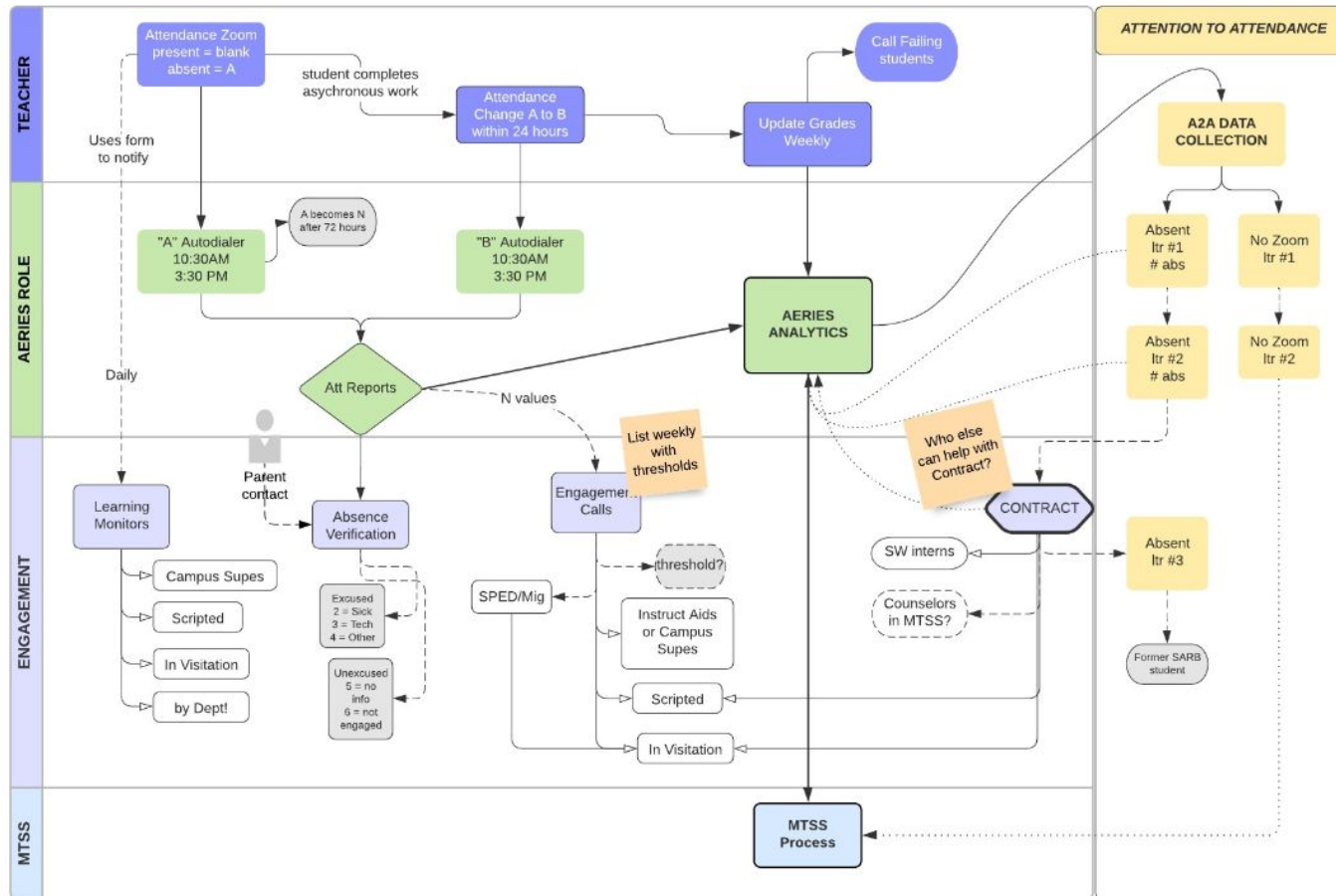
## Pupil Participation and Progress

[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.]

SBHSD implemented a series of new attendance codes during Remote Instruction to differentiate between synchronous and asynchronous learning. This data, along with additional input from teacher Google Classrooms, will populate a “Weekly Engagement Log” for each student on our site. As we track participation, the LEA is utilizing a specific flowchart to address equity issues and to identify students in need of tiered re-engagement strategies that include a dedicated team making daily phone calls for the following: 1) non-participating students, 2) first and second “Missed Participation” letters, 3) attendance contracts, 4) referrals to social-emotional health providers through our Wellness Center and 5) home visits when appropriate. The program is outlined in the following flowchart.

## Participation and Attendance during Remote Instruction

Deborah Armstrong | August 26, 2020



## 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.]

Our Administrative and Instructional Leadership Team (ILT) worked diligently on researching different approaches in preparing for a remote learning system. Using CDE guidelines, SBHS developed remote learning opportunities to offset learning loss and help students focus on the essential knowledge and skills they will need to be successful when they are able to re-engage in a full educational program.

Prior to beginning a full remote learning platform in the Spring of 2020, all SBHS teachers completed online professional development through a district-developed google site. Teachers completed online training in Google Classroom, Zoom video conferencing, Aeries Communicator, and



Screencastify. The SBHSD Distance Learning Google Site also included other instructional technology tools specific to English Learners, Special Education students, and content-specific programs. Additionally, the Educational Services Department provided weekly Professional Development opportunities for all teachers, which were recorded and posted on the online site for review.

In preparation for the Fall of 2020, certificated staff received access to a revised Distance Learning Professional Development site, which provided teachers with training for virtual teaching and learning in addition to the necessary curriculum resources. Additionally, teachers had the opportunity to attend 17 unique one-hour workshops on remote instruction tools and best practices the week prior to starting school. All certificated staff were required to complete four asynchronous professional development modules in preparation for the new school year, which were housed in Google Classroom Professional Development classrooms by department. Below is a detailed description of the modules:

**Introduction:** A brief introduction to the Fall Learning Modules and Technology Survey for Certificated Staff.

**Module 1:** This module focuses on building a strong learning community with students in a Remote Learning format.

**Module 2:** This module takes a look at how we can motivate our students through lessons that provide Autonomy, Mastery, and Purpose.

**Module 3:** Delivering an engaging Remote Learning weekly lesson can be challenging. Module 3 walks through the Hyperdoc organizational tool and Universal Design for Learning (UDL) lesson design.

**Module 4:** Assessment and feedback are the two keys to learning. We explore establishing a clear feedback routine for our students.

The professional development work will continue throughout the remainder of the 2020-21 school year. SBHS's Wednesday schedule offers teachers PD opportunities every Wednesday morning and since the beginning of the school year, SBHS's Educational Services department has offered after school Wednesday PD sessions with a focus on remote collaboration, EL strategies, and lesson design.

## Staff Roles and Responsibilities

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

Although no new roles were created in response to COVID-19, a number of staff were affected with significant changes in responsibilities as the District closed the school on March 13th and immediately mobilized to provide emergency distance learning through the end of the semester. A change from an in person summer school program to a virtual school, plan and implement a remote learning model, as well as plan for hybrid and in person learning should state and county mandates allow. The District prepared for and implemented significant budget reductions, layoffs, as well as, safety protocol for staff, students, and visitors. Throughout this time, the Food Services Department provided meal service for our community.

### Administrative Responsibilities:

**Assistant Principal-** Participated in a safety team to develop safety protocol for both a remote learning model and a Hybrid learning model. Engaged stakeholders, researched CDPH guidelines and developed protocol. The protocol for Hybrid learning subdivides our campus into seven (7) smaller campuses.

**Assistant Principal-** Wellness and student engagement. Responsible for developing and implementing systems to monitor the wellbeing of students as they participated in emergency distance learning during the spring of 2020 and in remote learning beginning in the fall of 2020-2021. Responsible for developing protocol for wellness checks on students who are unaccounted for, which includes phone calls, emails, and, when all other methods of contact are exhausted, home visits. Responsible for developing and implementing a plan to document student daily live interaction, daily engagement, and weekly engagement records for Remote Learning beginning in the fall of 2020-2021.

**Assistant Principal-** AP testing during emergency Distance Learning. Coordinated remote testing for students, provided instruction, and technical support to students for testing protocol.

**Assistant Principal-** Surveyed parents to determine the need for distance learning options for the 2020-2021 school year should the District open with a Hybrid or In-Person model. Completely rebuilt the master schedule from a six block alternating day schedule to a 2-course per 6-week schedule with am/pm student cohorts.

**Principal:** Increased communication to parents. Held 11 interactive staff and student engagement meetings regarding potential learning models for 2020-2021. Planned and implemented paper packet production and distribution during emergency distance learning.

**District Chief Business Officer:** Implemented budget reductions to cover anticipated state funding cuts. Managed the expenditures and reporting for the following new restricted COVID-19 related resources: Elementary and Secondary School Emergency Relief (CARES act), Senate Bill 117(State funding), and Learning Loss Mitigation (Governor's Emergency Education Relief/CARES relief fund).

**Director of Technology:** Converted from in-classroom chromebooks to 1:1 program, which included procurement of chromebooks, wifi access points, obtaining appropriate warranty coverage, and programming/setup of devices. Completed distribution of over 3,000 chromebooks to students, as well as Wi-Fi access points to those in need. Implemented new learning management systems: Google Classroom and Zoom districtwide. Supported restructuring student information system to handle new student schedule and methodology for documenting student attendance and engagement.

**Director of Special Education/Coordinator of Special Education:** Planned and implemented service models to provide service to students during emergency distance learning, summer remote learning, and fall remote learning. Developed protocols and procedures to provide home services to students needing academic and behavior support. Organized at home services, such as food delivery, materials delivery and other supports to students. Developed an assessment protocol which was approved by the San Benito County Department of Public Health. Ensured all special education timelines and mandates are met and provided prior written notices to all parents due to school closure.

**Director of Educational Services:** Developed and revised student /teacher expectations; created 6-week semester curriculum map templates identifying essential course standards; assisted in development of instructional formats for synchronous and asynchronous work; provided professional development and instructional videos for Google Classroom/Zoom; conducted and organized professional development on pedagogy and technology integration; developed four asynchronous learning modules for virtual summer school/migrant staff; developed remote instruction best practices and lesson design through Hyperdocs and Instructional videos.

**Director of Human Resources:** Implemented and negotiated the effects for layoffs and reduction in hours due to anticipated lack of funds. Developed and provide ongoing monitoring of daily health screening tool. Developed and implemented position reviews for remote work and remote work agreements. Ongoing processing of leaves based on Families First Coronavirus Response Act. Engage in the interactive process with employees who have medical restrictions related to COVID-19 high risk groups. Consult with San Benito County Department of Public

Health to provide ongoing, up to date information and directives to employees who exhibit symptoms or have been exposed to COVID-19. Negotiated MOUs with certificated and classified bargaining units for both emergency school closure(spring) and reopening (fall).

## **Multiple MOUs- Spring Distance Learning and Fall Remote/Hybrid models**

### **Certificated**

**Communications Officer:** Increased FTE to shift from providing a weekly District newsletter to providing a daily communication during the school closure beginning March 13, 2020, and a newsletter three (3) times a week after reopening (fall) in a remote learning model. Managed content for a website providing all information regarding reopening.

**Certificated teachers:** Responsibilities changed from providing in person instruction to providing emergency distance learning in the spring and remote instruction beginning in the fall of 2020-2021. Teachers redefined curriculum to meet a 6-week semester timeline. Teachers participated in professional development on both the pedagogy and technical requirements of providing synchronous learning via Zoom and asynchronous learning via Google Classroom. The District and SBHSTA (local chapter CTA) collaboratively negotiated a new schedule providing two courses every six weeks instead of six courses each semester. Negotiations included teachers teaching six classes over the course of the semester instead of five in order to reduce class size should the district be allowed to open in a Hybrid learning model with limited class sizes.

### **Classified**

**Custodians** were moved from an afternoon/evening shift to day shift to provide daily disinfecting of all occupied facilities and ongoing disinfecting of high touch surfaces.

**Food Services** worked during the school closure and through the summer to continue providing grab and go meals to our community.

**Transportation** employees provide food delivery to neighborhoods of high need, deliver meals, curriculum and materials to special education families and assist the maintenance department as needed.

**Instructional aides** (paraeducators) are assisting in the preparation of projects/materials and the delivery of said items to the homes of our special education students. Instructional aides also participate in daily zoom sessions with special educators to provide additional support to students. Instructional aides assist with daily phone calls to students as part of the District's engagement/re-engagement strategy and have assisted with the packaging and distribution of instructional materials both for emergency distance learning during school closure and during our reopening to remote learning for fall.

**Campus Supervisors** (campus security) serve as a "Greeter" when individuals (parents, students, community members) attempt to come on campus or come to campus to pick up materials. Assisted with the packaging and distribution of instructional materials both for emergency distance learning during school closure and during our reopening to remote learning for fall. Campus supervisors assist with daily phone calls to students as a part of the District's engagement/re-engagement strategy.

### **Negotiations:**

Both SBHSTA (CTA) and CSEA Chapter 173 have worked collaboratively with the District since the school closure on March 13th. The District and each bargaining unit worked quickly during the spring of 2020 to send joint communications to staff and sign MOUs.

**SBHSTA (CTA)** The spring MOU with SBHSTA covered negotiable items related to school closure and emergency distance learning, such as: Distance learning procedures/expectations, special education services, evaluations, cleaning and sanitation (employee safety) and leaves. The District and SBHSTA collaborated weekly throughout the summer to negotiate an MOU for the reopening of school for the 2020-2021 school year which included items, such as: safety protocols, working remotely, teaching two classes every six weeks for a total of six classes per semester (normally teach five), Remote and Hybrid learning class schedules, compensation for increased student load, case management time and compensation for special educators, grading expectations, attendance documentation expectations, evaluations, leaves, and decreased restrictions for certificated staff wishing to enter into the catastrophic leave bank, additional professional development and priority for high-risk teachers to serve as distance learning teachers should the district be allowed to operate in a hybrid instructional model.

**CSEA** The spring MOU with CSEA covered negotiable items related to the school closure, such as: essential workers, cleaning and sanitation (employee safety), pay provisions, leaves, and evaluation. The District worked collaboratively with CSEA to sign a second MOU related to the fall reopening of school covering the following areas: safety, safety training, PPE, health screening, leaves, remote work, evaluations and duties. CSEA agrees in the MOU that classified employees may work outside their job description to perform duties necessary due to COVID-19. Examples include, but are not limited to the following: assisting with cleaning and disinfecting, actively screening students, distributing meals and materials, processing materials/documents backlogged due to COVID-19, and monitoring student engagement as required by SB 98.

## 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.]

SBHSD is committed to ensuring equitable access to engaging, grade-level content for all students.

### **Consider Students with Exceptional Needs:**

All students have access to Google Classrooms. Most students have classes in the general education programs whenever possible. Some students attend co-taught classes and some students attend academy classes virtually to support general education participation. There are supplemental specialized interventions available virtually weekly for 45 minutes for students who qualify for academy supports. All students access “Haybaler Support Time” four times weekly, which (as needed) will include case managers, special education teachers, and/or specialists.

The most severely handicapped students have modified curriculum and separate classes as identified in their IEP’s. As with all classes, severely handicapped students’ classes are provided virtually. Additionally, students with severe disabilities also have hands-on curriculum binders. Binders include visuals, augmentative communication tools (AAC icons) and visual schedules. Accommodations can often be provided in the binder along with virtual instruction. These binders are delivered directly to student homes with food each week.

Specialized services (SLP, Low Incidence, and/or OT) are provided virtually, whenever possible. If students are not engaging, home visits are made following a district safety protocol. Students with SEL needs who are not responding to virtual therapeutic efforts, and are

struggling, have the opportunity to have 1:1 in person therapy. Cohorts of students will be identified with the use of a rubric in order to return to a safe in-person learning environment.

Assessments for initial and triennial IEP's have occurred in person, only when file reviews and distance measures were not appropriate, and follow a district safety protocol. IEP's are being held virtually and on time. Goals continue to be monitored and modified as needed based on the current learning environment. IEP's include special education and related services provided during a qualifying state of emergency whenever the annual IEP is held along with service to be provided outside of the state of emergency.

All parents received a Prior Written Notice in August, 2020 before school began including a Distance Learning Plan and clarification about the state of emergency and the impact on the IEP and parent safeguards in English and Spanish. Additionally, there has been close family contact regarding the school closure since March 2020 and the impact on Special Education students at San Benito High School: A school closure letter was mailed to special education families on March 16, 2020; goals were updated to document current achievement and monitoring students for regression; distance learning model letter was sent out March 23, 2020; and, distance learning plans were sent out by case managers to families at that time. Daily phone calls are made from the school site to students who are chronically absent, or struggling for another identified reason.



<b>Co-taught Courses (General Ed.)</b>	<b>Resource Courses (Academy, AFS, Pre- algebra)</b>	<b>SDC Courses (including Basic Math, English Science Social Science and co- taught STEPS)</b>	<b>Life Skills/ Transition Program (SD program)</b>	<b>STEPS Program (Emotionally Disabled program)</b>	<b>ERMHS (Educationally Related Counseling)</b>	<b>Speech/Language Services</b>
Services provided:	Services provided:	Services provided:	Services provided:	Services provided:	Services provided:	Services provided:
IEP specific services will be fully included into general education remote class with support of an Educational Specialist  Remote learning via Google Classroom  Teachers are available for support using Zoom Meetings, email, Google classroom, or AERIES communicator  Accommodations and modifications provided by teacher	IEP specific services will be in a separate remote class with support of an Educational Specialist  Remote learning via Google Classroom  Teachers are available for support using Zoom Meetings, email, Google classroom, or AERIES communicator  Accommodations and modifications provided by teacher	IEP specific services will be in a separate class with support of an Educational Specialist  Remote learning via Google Classroom  Teachers are available for support using Zoom Meetings, email, Google classroom, or AERIES communicator  Accommodations and modifications provided by teacher	IEP specific services will be in a separate remote class with support of an Educational Specialist  Remote learning via Google Classroom, and/or individualized materials through modified curriculum  Teachers are available for support using Zoom Meetings, email, Google classroom, or AERIES communicator	IEP specific services will be in a separate remote class with support of an Educational Specialist  Remote learning via Google Classroom  Teacher available for support using Zoom Meetings, email, Google classroom, or AERIES communicator  Group counseling via zoom	IEP Specific Services will be provided via Zoom meetings & phone calls  This service is provided on an individual basis when in a remote learning model	IEP Specific Services will be provided via Zoom meetings, and Via Google classroom  IEP specific service is provided in a group setting or on an individual basis  Consultation to teachers and parents to meet students' needs  Video tutorial for strategies as appropriate

### **Foster Youth and Homeless Students**

When the school closure was announced on March 13, 2020, the first group of students counselors were directed to make contact with were our Foster Youth and Homeless students. The team made contact via phone to check-in and ensure students had access to food, water, shelter, and were safe. Additionally, the counseling team determined whether the student needed a Chromebook or paper packet to complete Distance Learning. Finally, the team determined if there were any other ways SBHS personnel could support the families, such as applying for unemployment, letters to their property owner, or medical needs. To date, counselors have spoken with every single Foster and Homeless Youth. Based on the initial contact, the counselor set up follow-up contacts depending on need. This was as often as twice per week to once per month. Additional supports such as Social Workers, Community Solutions, and GUIAS were referred when appropriate. With the beginning of our new Remote Learning Model, our Student Services Team continues to monitor and follow-up with all Foster Youth and Homeless students as a priority group.



## English Learners

English Learners at San Benito High School continue to receive EL services during distance learning in the form of designated and integrated ELD. Students are enrolled in Google classroom for asynchronous work and teachers conduct synchronous ELD courses through Zoom video conferencing. In addition to these services, emerging level and newcomer students receive small group tutoring through Haybaler Support Time from the EL instructional aides and the EL Program Specialist. Instructional aides and the EL Program Specialist serve as liaisons between the families and teachers to address specific needs, concerns, and reaching students who are disengaged via phone calls, emails, and home visits. Additional supports include:

- 1) Students at the newcomer, emerging and expanding are scheduled into ELD 1-3. In addition, all students in ELD 1 and 2, and some who recently moved to 3, have a 7th-period ELD Reading (0) on their schedule.
- 2) One instructional aide is assigned to ELD 1 and attends zoom sessions, as well as, follows up with support and reminders.
- 3) One instructional aide is assigned to ELD 2 and attends zoom sessions, as well as, follows up with support and reminders.
- 4) Instructional aides attend zoom sessions and small group sessions for integrated ELD classes designed for newcomer and emerging level students and any other small group sessions during Haybaler Support necessary.
- 5) Students enrolled in ELD Reading are required to participate although it is ungraded. That means they complete weekly reflections so the EL Program Specialist can get an idea of where students need support and then organize zoom sessions based on their needs.
- 6) The Google classroom for ELD Reading includes tech tips for students; including how to log onto zoom, Rosetta Stone, translating emails, and tutorials based on need.

Here is the link for [Haybaler Support](#), which includes links for both during and after school support for students.

Professional Development was provided to all staff in August 2020. Teachers attended sessions for specific technology tools to assist in making lessons more interactive to include listening and speaking practice with tools such as Flipgrid, Pear Deck, Edpuzzle, and Formative. Professional Development also included specific EL sessions on Engaging Newcomers and LTEL's in a Remote Setting.

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

Description	Total Funds	Contributing
Chromebooks and hotspots	\$197,110.00	Y
Busses with hotspots to offer additional wifi access to families	\$20,000.00	Y
GoPros and Webcams for remote instruction	\$11,000.00	N
Online Curriculum and ebooks	\$25,000.00	Y
Consumable Course-specific Materials (Art, Carpentry, Nutrition kits)	\$6,000.00	Y
Special Education food delivery	\$41,465.00	Y
Professional Development and ongoing PD	\$28,987.00	N

Extra hourly pay for Coaching for Teachers	\$10,000.00	N
Certificated stipend for AVID B schedule, additional section	\$15,000.00	Y
Baler bags and school materials	\$14,000.00	Y

## 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.]

SBHSD prioritizes student well-being. Assessment results inform student performance and the instructional directions teachers take with students. Formative assessment will be an essential component to begin the school year with careful monitoring and checking for understanding, since our semesters will continue in 6-week cycles. In the Assessment and Feedback PD module, there are suggestions for online tools teachers can utilize to gather evidence of student learning for the formative assessment process. This module contains many formative tools and strategies teachers can use with their students to begin the school year.

Additionally, teachers created modified 6-week course expectations and planning guides to incorporate only the essential concepts and content standards for each semester. School assessments, such as content-specific benchmarks and finals are in the process of being modified for use in a remote learning environment.

The Educational Services Department has created a robust professional development system to support teachers with formative assessment ideas and tools to use with their students. Additionally, the district has purchased online platforms such as Formative, Padlet, Edpuzzle, and Peardeck to assist with formative and summative assessments in an online classroom.

The Student Services Team has worked diligently to assign students to summer school offerings in multiple courses to assist with credit deficiencies and credit recovery of spring courses.

### Learning loss

SBHS has defined learning loss as credit deficiency towards graduation requirements. The information below, identifies the cutpoints for credit accrual at each grade level:

10th grade on track: 40 accrued credits

11th grade track: 100 accrued credits

12th grade track: 160+ accrued credits

SBHS Counseling Team has identified two specific groups for student credit deficiency: 1) Students who were already behind in credits prior to COVID-19 closure, and 2) Students who did not progress and halted learning as of March 13th due to COVID-19.

All credit deficient students were invited to summer school with some students enrolled in up to 4 semester courses (2 day/ 2 night).

The Counseling Team has also been gathering grade data to begin student and family contacts with students who may be at risk of failing a course. Counselors make phone calls, hold zoom sessions, and use email communication to provide students and families options for credit recovery.

## **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.]

When considering the success of all students within our classrooms, SBHS must ensure that our instructional program is strong, coherent, and equitable. The instructional program will deliver coordinated support to ensure the highest standards of learning and address the varying needs of our diverse students. This support is critical in ensuring that our program is aligned with current systems of support.

### **Multi-Tiered Systems of Support**

All students at SBHS are provided with a rigorous and engaging instructional program. Deliberate lesson planning of high-quality core instruction that reduces barriers and ensures mastery of essential learning is at our foundation. Our Multi-Tiered System of Support (MTSS) is designed to identify students who may need additional assistance in academic, behavior or social emotional supports. These supports include:

- 1) Identification of, and connection with, students to proactively provide supports and real-time intervention and acceleration.
- 2) Small group and/or individualized support to maximize access to the core curriculum, as well as, enrich and extend learning.
- 3) Regular, ongoing progress monitoring driven by multiple data points in Aeries Analytics.

### **Credit Recovery**

SBHS will offer an opportunity for students to take evening virtual academy courses for credit recovery beginning in the 2nd cycle of the 2 course, 6-week model. Students will be identified by the Counseling Team with a review of transcripts with prioritization given to our 12th grade students, EL students, Foster and Homeless Youth, and Special Education students. This program will continue throughout the school year to support all students towards meeting graduation requirements.

## **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.]

The SBHS Counseling Team will continue to monitor all students to ensure they are on track for graduation. This work will take a different lens this year with the 6-week, 2 course model. The counseling team with the support of the MTSS team, SPED team, EL team, and Migrant Team will continue to support all student groups with a look at everyday formative assessments, summative assessments, and monitoring of weekly grade data. The counseling team will specifically look at cutpoints in credit accrual for each grade level and breakdown the data by students population groups for each team. Every three weeks, the counseling team will generate at-risk lists that are pulled from the Aeries Analytics Dashboard which measures attendance, engagement, and grades.

Our Administrative team in conjunction with the Instructional Leadership Team (ILT) will review and discuss any adjustments that need to be made in the instructional model and delivery to continue to support all students.

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

Description	Total Funds	Contributing
Summer School	\$303,486.00	Y
Professional Development	\$10,000.00	N
Virtual Evening Academies for Credit Recovery	\$30,000.00	Y
Curriculum for VEA	\$66,000.00	Y
Extra hours for proctor and grading of course exam challenge	\$3,000.00	Y
Advanced Placement needs- extra hourly and tutorials	\$70,000.00	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.]

As we shifted to Remote Instruction in the fall, San Benito launched our first Virtual Wellness Site as an extension of our in-person Wellness Center. The site provides a multitude of services including an opportunity for students to request a “chat” with our team of support personnel, including an MTSS Intervention Counselor, six Social Work interns, and one Master of Social Work (MSW). We drive traffic to the site through asynchronous lessons in the teacher’s Google Classrooms, posting a link on our San Benito High School official website, and including the information in the scripts for our Engagement team (calling home). All staff members have access to a Wellness Referral Form to submit student names when there is a concern. Our MTSS Intervention Counselor evaluates all referrals and assigns them to internal or external resources, being sure to monitor the student’s participation over time. Our students have access to Youth Alliance, Country Behavioral Health, Girls’ Inc., and some additional services.

Our school social worker is specifically on-site to address students with truancy tendencies rooted in social emotional issues. Once identified, the student becomes part of our MSW's caseload and is managed during the course of the school year.

An existing grant under Proposition 47 allows SBHS to compensate a certificated teacher, on staff, to hold Parent Universities for our greater school community and stakeholders.

As we are in year one of Positive Behavior and Intervention Supports (PBIS), we are able to reward students who demonstrated desired behaviors in class through our incentive programs. We are asking teachers to nominate two students each week who demonstrate appropriate on-line behavior, including attendance, and sending them gift cards from locally-owned vendors. Similarly, we are acknowledging teachers and staff members with PBIS rewards.

[Baler Virtual Wellness Site](#)

[MTSS blueprint for Remote Instruction](#)

## 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.]

During Remote Instruction, a group designated as the Equity and Engagement team (E & E) use data from our student information system, Aeries, to identify students who are not participating. The initial priority was reaching all families to ensure they have school issued devices, hot spots, and access to the internet. Following this step, the team continues to call students who are not engaging in synchronous and/or asynchronous learning, documenting the results of their conversation in a common location within Aeries to facilitate evaluation by other team members. The E & E team consists of bilingual staff members and are supported by an Assistant Principal and a Behavior specialist.

Simultaneously, San Benito is utilizing a partner organization, Attention to Attendance, to issue letters to these same families. We intentionally re-worded all communications to express our desires to support families and softened any punitive language. The letters are triggered following the Board of Trustees adopted thresholds and lead to an attendance conference with the goal of signing a contract. Historically, signing the contract has led to a significant improvement in live attendance, so we are optimistic for the same result in a virtual environment.

Taken together, this information forms the basis for our home visit efforts, as we use this data to decide which families need a next level of support. Our teams depart campus with paper copies of information in both English and Spanish, extra Chromebooks, bags of food, and contact numbers for community programs. We only utilize our school resource officer for visits to families who have been through the SARB process and were ultimately referred to the district attorney. Otherwise, we use assistant principals, the school nurse, student support managers, and our family and community liaison. All teams have a Spanish speaking member.

# 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.]

**Distance Learning:**

The LEA will follow all established protocols put forth by the USDA to provide our students with a nutritionally balanced meal. All meals will be provided as “Sack Meals” and will include age appropriate portions of vegetable, fruit, grain, and protein to keep our students fueled for maximum learning potential. Food Services understands that it is statistically proven that a student who is provided a healthy meal has better concentration, has a lesser chance of becoming ill, accomplishes better test scores and experiences a more positive attitude. It is our mission to provide our students with meals that will provide them the greatest advantage in their studies and success in better choice making in life.

**In Person Instruction:**

As with distance learning, “Grab N’ Go” meals will be provided to students and composed of age appropriate portions of the required components as established by the United States Department of Agriculture. To help keep the spread of the Coronavirus to a minimum, meals will be distributed at the exit of each campus and distributed to the students as they are leaving campus for that day. Due to the threat of the spread of COVID-19 there will be no consumption of food allowed on campus at any time while we are exercising the “Hybrid Model” of learning. We will provide as much “Ready To Eat” individually wrapped product as possible so that items can be consumed by the students immediately upon receiving their meals.

**Meal Charges:**

Meals will be charged as normal when following the National School Lunch and Breakfast programs (NSLP & NSBP) based upon the households meal application results. Applications can be submitted online at [family.titank12.com](http://family.titank12.com) .

Applications are generally processed within 24-48 hours upon receipt. Households will be notified of the application results immediately after processing if a personal email address is provided on the Titan website upon registering. If no email is provided, the household will receive a letter issued by the food services department within five business days after their application has been processed. The results of the application become active immediately after the application results have been processed.

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

Section	Description	Total Funds	Contributing
Distance Learning	Reopening Plan	\$2,000.00	N
Distance Learning	Additional days for admin for developing reopening plans	\$30,000.00	N



Distance Learning	Equity Academy for Admin Team	\$14,135.00	N
Distance Learning	Additional Stipend for DCs	\$65,442.00	N
In-Person Learning	Security Cameras to ensure safety on campus	\$126,126.00	Y

## 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
12.95%	\$3,745,009

### 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.]

Several factors implemented across the district have contributed to academic improvement with our unduplicated students. Due to COVID-19, our district created new actions to support the needs of all our students, which are outlined in this Learning Continuity and Attendance Plan. Two of the most important actions are related to 1:1 devices and equitable access to connectivity (hotspots) for our students. The district provided students with Chromebooks and hot spots for those families who had no access to the internet. Several actions from the existing 2019-2020 LCAP funds are being implemented and will continue to be funded this year as these actions have positively affected our unduplicated students. Below are some of the actions:

#### **Professional Development**

Our Educational Services Department will continue to provide professional development to all teachers so they can effectively teach in a remote instruction environment. PD will include special supports for our English Language Learners and Special Education students.

#### **Teacher Prep and Collaboration Time**

Our MOU with SBHSTA has identified teacher prep and PLC time as essential components for our current remote instruction environment. The purpose of this time is for teachers to collaborate as they use the cycle of inquiry to select instructional strategies that will best support all students, particularly our unduplicated population.

#### **MTSS**

Our Multi-Tiered System of Support has proven to be an effective system to identify students who need additional support. The Aeries Analytics criteria has been modified to support our specific needs within remote instruction.

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

For the 2020-2021 school year, supplemental funds in our district are principally directed toward meeting the needs of our low income students, foster youth, homeless, and English language learners. SBHSD has created multiple resources to provide mental health support to students, teachers and all staff members. These services include additional counseling, professional development in social emotional support for students and MTSS strategies so teachers can effectively support our unduplicated students. The lack of technology and connectivity for our most vulnerable students was one of the first inequities our district identified and continues to rectify by the following actions: purchasing chromebooks, providing families with connectivity (hotspots), and by providing technology support to parents who have requested it.

Our district supported classified members to receive and answer phone calls from parents who needed additional online and technical supports, as well as, make engagement phone calls to at risk students. We have established dedicated time in our schedule for students who need additional assistance through our Haybaler Support Time, four days a week. These supports are provided by every classroom teacher and most Program Specialists and TOSAs. Additionally, throughout the year, all teachers will have the opportunity to engage in robust professional development to provide them with pedagogical practices geared toward supporting all students in a remote learning environment.

Communication with our families has been one of the most important goals. Our SBHSD Communications Officer works diligently with our Superintendent and Principal to communicate three times a week via social media, email, website, and Aeries communicator. SBHSD will continue to support our unduplicated students and will implement any measure possible to eliminate the barriers and inequities our unduplicated families face.