

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

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

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

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

The San Mateo Union High School community was impacted to varying degrees by the pandemic. Overall, the impact of the pandemic has caused a great amount of stress and trauma for the school community and the communities that the district serves as a whole. The district serves close to 9,000 students in six comprehensive high schools, one continuation high school (which includes a program for newcomer English Learners who are credit deficient), one adult school and a Middle College School program across five diverse cities and communities on the Peninsula of the San Francisco Bay Area. The district also serves students from diverse racial and ethnic backgrounds, the student population in 2019-2020 included 33% Latino/Hispanic, 26% White, 20% Asian, 15% of SMUHSD students identify with multiple races and Approximately, 10% of SMUHSD students are considered English Learners, close to 25% of our students qualify for free-reduced lunch prices and are considered social-economically disadvantaged. The district also serves students from diverse racial and ethnic backgrounds, the student population in 2019-2020 included 33% Latino/Hispanic, 26% White, 23% Asian, 15% of our students who identify with multiple races, 1.5% Pacific Islander, 1% Black/African American

While all families have felt the impact of school closures and the need for virtual or distance learning. There have been differing impacts depending on the individual families and students' circumstances. As an example, many of our families work in the technology industry which has not been impacted by the pandemic as severely as some industries, allowing some families/caregivers to continue to work from home. However, another large segment of our community works in the service industry and their lives have been tremendously impacted with some families losing their jobs, homes, and facing food insecurity. Additionally, as a high school district, some of our students also became the main source of income in their work in the service industry. Further, some of our students were also needed to support and care for their younger siblings at home.

After the first phase of the pandemic passed in the late spring, the district, under the leadership of the Deputy Superintendent, prepared for the re-opening by convening a committee of stakeholders to guide the different components of the process. This included several subcommittees that focused on particular aspects of the reopening. This work has been documented in this [report](#). As part of the plans for re-opening, the district followed state and county guidelines, this included the four pillars.

The pandemic and resulting school closures starting in March also impacted the school community in that there were hundreds of students who were in need of technology. In the spring, materials were delivered to students at their homes and this issue persists as the district has found the need for robust technological solutions for families who need both a device and internet connection. Over the summer, the district invested in chromebooks and internet wifi hotspots for any family that requested it. The district continues to monitor how well students with district issued technology are able to engage in their education.

## Stakeholder Engagement

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

Through the school closure in Spring 2020, the district engaged their stakeholders in a variety of ways to gather input. This included a staff, student and family surveys that asked questions about each of these constituencies' experience during the spring semester. The staff survey had 824 responses and included questions about the level of comfort in the return to work as well as prompts on the impact that the pandemic had on staff members and their families. This survey was conducted in May and as the spring progressed, this data became obsolete as the health conditions changed rapidly. The district also surveyed families at the end of March to gather insight on the experience in distance learning up to that point. The district also conducted focus groups with students and solicited feedback from them through surveys during the spring closure. Once the district had the Learning Continuity and Attendance Plan template completed as a draft, the district sought feedback on the components through a variety of stakeholder engagement sessions. This included the PTO/PTA executive board, the district teachers' union, the district's equity advisory committee (who traditionally advises on the LCAP) and DELAC. The district also launched a ThoughtExchange process to elicit general questions and feedback from the community with the ability to vote on the most common question or thought. Going forward, the district plans to develop a student equity committee to gather their insight into the experiences they have in the school system and identify ways to incorporate this feedback into the planning process. The district will also launch a series of surveys through the Panorama platform to gather input from students, families and staff on their experiences during the first part of the fall semester.

[Staff Surveys from the Spring](#)

ThoughtExchange information- Launched in August to support Family Education Series

Panorama Student Survey (Sept. 14-18)

[Family Survey in spring](#)

[Family Questionnaire - Choice](#)

Consultation with San Mateo Union District's Teachers Association (SMUHSD)

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

Board meetings are held via Zoom and streamed to the District's Board YouTube channel to allow maximum participation and viewing. Participants may make a request to speak by emailing [comments@smuhsd.org](mailto:comments@smuhsd.org). The District provides simultaneous Spanish interpretation so Spanish-speaking stakeholders can participate fully in Board meetings.

Meetings and town halls for smaller parent and student groups are held via Zoom and are either streamed to YouTube or recordings are made available on the District or school websites. Simultaneous Spanish interpretation is provided when appropriate. The District has hosted two town halls specifically for Spanish-speaking parents and families.

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

Close to 3,500 students replied to the student survey which provided insight on their experience during the spring semester.

For the family survey in the spring semester, over 1,000 responses were received and there were a variety of responses about families' perceptions of the learning. Since the learning was completely asynchronous, one of the questions prompted on whether students were receiving an appropriate amount of school work. 40% of respondents were satisfied with the amount of time their students were spending on school work while 15% felt like it was too much, and 14% felt like there was not enough school work. The district also had significant family participation during the board meetings held over the summer months. Many families were anxious to have their students back to school in-person and shared these thoughts with the board during the comment session of the board meetings. The district also had significant input in the development of the Academic choices offered to students at the beginning of the school year. This included the desire to have access to courses outside of the district count towards graduation credit as well as ensuring students who chose to take community college courses received an increase in their Grade Point Average when appropriate.

Through the survey of staff members, which included close 824 responses, it was clear that staff wanted to be able to serve students in person, however, the majority of staff members were not comfortable with being in-person under current circumstances. This was further confirmed by the state's COVID monitoring system which provided clear guidelines on when students could return to in-person instruction.

The district also plans to assess the first quarter of fall semester through a survey of all students about their experiences in the Synchronous Online Learning Environment which includes how connected they are to their teachers, their understanding of the tools they use for class, and the effectiveness of the learning schedule. At the halfway point of the fall 2020 semester, the district will also launch a family and staff survey to collect additional information about how distance learning is going for different stakeholder groups.

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

The focus group data and surveys on students' experience in the fall impacted the type of Professional Development that was provided to teachers through the summer and during the district's professional development days at the beginning of the school year. Specifically, students had indicated the need for more consistency amongst the set-up of teachers' courses in Canvas (the Student Feedback- impacted

the Professional Development provided to teachers. In each phase of the development of the reopening plan, the district engaged with stakeholders through the sub-committees as well as holding focus groups with students and parents throughout the planning process. Additionally, the input received during the board meetings was incorporated into board policy by developing language to allow for students to choose to take classes outside of the district for graduation credit during the 2020-2019 school year. Further, the school board permanently adopted language to allow students to receive a GPA increase for equivalent courses taken at the community college.

## 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.]

Currently, San Mateo County is on the state watch list for COVID cases which restricts the district's ability to provide in-person instruction at this time. However, schools have opened up learning hubs for specific student groups, including our English Learners. The district is also investigating ways to provide access to students with IEPs who may need additional support to access the curriculum. Once the district can open more spaces for in-person instruction, students who are most negatively impacted by virtual learning will be provided with access to the campus. These decisions will be based on the student engagement during the first six weeks of school in combination with known obstacles that students face in the virtual environment. This could include their language proficiency, housing security and whether they have accommodations in an IEP or 504 plan that are difficult to enact in the virtual classroom. The San Mateo County Office of Education (SMCOE) has provided county districts with specific guidance towards reopening schools. The basis for the guidance is what County Superintendent Nancy Magee calls the Four Pillars. The Four Pillars are the basic safety practices that schools should employ in order to maintain a safe campus during the Covid-19 pandemic.

#### SMCOE's Four Pillars

- **Health and Hygiene**
  - Health screenings
    - Daily for students and staff
    - Temperature checks at campus entrances or classroom doors and upon boarding a school bus
    - Symptom check questionnaire that may be accessible online or through an app
  - Essential protective equipment

- Plexiglass shields installed at clerical stations and other desks as needed.
- Extensive sign program at all campuses, transportation, DO, and maintenance buildings in English, Spanish, and Mandarin.
  - Six foot distancing
  - Hand washing
  - Masks
  - Directional travel arrows
  - Virus prevention
- Protective suits available for custodial staff
- Face coverings for staff and students
- Gloves available for cleaning in classrooms
- Hygiene Routines
  - Washing hands with soap at least every 2-3 hours with hand sanitizer as an alternative
  - Proper hygiene etiquette - covering mouth when sneezing and general cleanliness
  - Use of touchless hand sanitizer stations and sanitizers in classrooms and work areas
- Ventilation
  - Outdoor learning encourages when possible
  - Changing all air filters to MERV 13
  - Use of fans and open windows to increase air exchanges.
- Cleaning
  - Frequent disinfection of high-touch areas.
  - Sanitization of equipment.
  - Restrooms cleaned every three hours.
  - Floors mopped or vacuumed daily.
  - Classrooms supplied with disinfectant wipes, sanitizer, and microfiber cloths.
- Trainings
  - Training for students and staff at the beginning of the year and at regular intervals
  - Health, safety, and cleanliness expectations reviewed daily with students
  - Employees trained on the use of cleaning products and hygiene etiquette
- **Face Coverings**
  - Every person on site should wear face coverings while on site.

- County Health System provides guidance on type of face coverings that are compliant with health orders
  - Cloth face coverings for students/staff and surgical masks for nutrition services personnel
- Extra face coverings available for students and staff when necessary
- Open-face time allowed at certain times such as lunch and some forms of exercise
- **Physical Distancing**
  - Six-feet of separation of individuals
  - Furniture such as classroom desks and office workstations should be separated by six feet
  - Bells may be staggered to allow for fewer students moving from class to class
  - Eating areas at lunch may be designated to split up students eating on campus or box lunches will be provided.
  - Markings will be used where lines form to indicate proper physical distancing.
  - Identify relevant conference rooms, auditoriums, and other spaces where students schools can engage in in-person learning with physical distancing
- **Limit Gatherings**
  - Many large gatherings of over 50 individuals will be suspended
  - Student group sizes should be limited
  - Overall number of typical interactions reduced
  - Meetings and events may be held remotely
  - Technology and outdoor settings used to limit gatherings

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## Distance Learning Program

### Continuity of Instruction

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

The district provided two learning options to students for the fall semester, either an Synchronous Online Learning (SOL) or Independent Study. The synchronous learning option provides students with live interaction with teachers and peers for approximately 300 instructional minutes each day. Students access their education through regular Zoom video conferencing sessions and curriculum organized within the district's learning management system, Canvas. Teachers utilize a wide range of instructional strategies to provide students with an engaging, rigorous and relevant educational experience. In order to support SOL, teachers identified instructional technology tools that integrate with Canvas. This includes the following; Zoom video conferencing, Google Apps for Education, Nearpod, EdPuzzle, Newsela, etc.

The Independent option allowed students who need more flexibility to access a range of classes in an asynchronous manner. The district expanded their use of the online independent learning course provider, *Edgenuity*, to deliver this mode of instruction to students. The platform offers the same standards-aligned courses as our District courses. Students are supported by a teacher who will meet with them regularly to monitor their progress through courses. Whether the student chose Synchronous Online Learning or Independent Study students will continue to have access to courses that ensure that they meet graduation requirements, A-G college entrance requirements and a plethora of electives.

The district also invested in a variety of instructional materials to ensure that students have access to their texts online as well through physical material distribution before the start of school.

### 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.]

At the beginning of the school year, the District provided chromebooks to all 9th grade students and Chromebooks/wifi hotspots to students who indicated the need for a device and internet access. Due to wifi hotspot shortages to start the year, the district prioritized the provision of these devices to students that qualify for free-reduced lunch, are English Learners or have an Individualized Education Plan (IEP). Further, school administrators and school staff made direct contact with families to determine the level of need to ensure that students were able to access classes in the first weeks of school. The district is also committed to providing all students with a chromebook as the fall semester progresses and supplies of these devices are delivered to the District. The district is investigating ways to ensure that students have the robust technology necessary for an engaging online experience which includes zoom video conferencing as well as many educational tools. Since the launch of school, it has

## 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 District worked to create a monitoring system for student attendance in three distinct environments:

1. Traditional in-person instruction;
2. Distance Learning Synchronous instruction; and,
3. Distance Learning Asynchronous instruction.

The District started the school year with 95% of enrollment attending distance learning synchronous instruction. The rest of our enrollment (5% of the District) enrolled in asynchronous learning (similar to independent study) or a combination / blend of both synchronous and asynchronous instruction. 0% of our students started the year with in-person instruction.

The District has two distinct schedules for instruction. Our Distance Learning synchronous instruction, we follow four days of synchronous block days in an A or B schedule.

1. A-day schedule consists of odd periods (1,3,5, and 7) where students attend 75 minutes of synchronous instruction per period. This is **300 minutes of instruction**.
2. B-day schedule consists of even periods (2,4, and 6) plus a 45-minute period of support for students. This is **270 minutes of instruction**.
3. Wednesdays consist of all periods (1-7) where students attend 30 minutes of a combination of synchronous/asynchronous instruction per period. This is **210 minutes of instruction**.

Asynchronous instruction consists of students working at their own scheduled time within a day. Expectation is that every student completes 45 minutes of instruction everyday per class. Students are not on a block schedule, but expect to attend every class via our Edgenuity online learning program. Students are marked attending daily and engaged if they have **240 minutes of online instruction complete**.

Student is distance learning engaged (DLE) if they do some of the following:

- They log-on within the first 10 minutes of the class period
- Their preferred name is visible (alias in Aeries is okay)
- It is expected that a student turns their camera on, however there may be circumstances outside of a student's control that inhibit their ability to use the camera & teachers should follow up individually with students.
- Students provide a response when prompted either verbally, in the chat, Zoom question response, or engages with course material through Canvas (or other means)

- Students stays logged on for the duration of class period or zoom conference

Students will be marked distance learning not engaged (DLN) under any of the following circumstances:

- Student did not log in at all
- Student does not participate in any meaningful way during the period (ie. student does not respond to chat, verbal cues or turn their camera on)
- Student logs in with less than 15 minutes left of the class period

The District and school sites will monitor student student participation and progress by running weekly reports for “distance learning not engaged” students. Students are on the monitoring list if they are not engaged in two or more periods in a week. Also, students are monitored for overall periods of distance learning not engaged cumulatively over several weeks and months.

The District attendance kept the traditional attendance marking guidelines for in-person instruction. In addition, we added the following attendance codes for tracking attendance:

- Distance learning Engaged (DLE)
- Distance learning not engaged (DLN)
- Tardy Distance Learning Engaged (TDE)
- Tardy Distance Learning Not Engaged (TDN)
- On-campus - attending learning hubs (OC)

Interventions include: teachers will contact the student if the student is not engaged, and should focus on solution-finding to ensure the student has what they need to work virtually (technical needs, learning environment, home issues, etc.). After two non-engagements within a one week period (excluding week 1): the teacher will attempt to contact students within their work day (through a variety of venues: phone call, canvas message) & document the intervention. Additional interventions include counselor outreach, and administrators coordinating home visits and/or welfare checks to see what the student and family’s needs are. Additional days of non-engagement will result in a referral to our MTSS Tier 2 for review.

## **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.]

The District has been working over the last few years to build a robust instructional technology ecosystem for staff and students. This system, anchored by the District’s Learning Management System (Canvas), Google Apps for Education and our digital meeting platform

(Zoom) will be leveraged significantly during online learning. In addition to these core tools, the District has a suite of other key multimedia content creation, learning and communication tools that assist teachers with delivering engaging lessons during online learning. In order to support the implementation of the relevant elements of this ecosystem by teachers, the District has invested in professional development and certificated instructional technology support staff at the District and school levels to support teachers with implementing strong online teaching and learning. What follows is a summary of how this professional learning has been implemented this school year:

First, the District supported 475 of the District's approximately 525 teachers by paying them for 20 hours of professional learning with subject/course-alike colleagues during the summer of 2020. Teachers used this time to focus/tailor their curriculum for online learning; learn online teaching/learning best practices; and/or learn discrete tools that are part of the District's suite of online tools.

Second, the District offered to all teachers (and 130 teachers participated in) a formal professional development conducted by San Mateo County Office of Education over the weekend of August 8-9, 2020. This training was a six-hour online teaching and learning best practices training.

Third, from August 10-13, 2020, all teachers participated in a combination of site and District-wide training related to implementing common best practices related to the District's adaption of the VOCAL framework - a summary of the best practices for online teaching and learning.

Finally, the District has and continues to invest in a 0.4 FTE Instructional Technology Coordinator (ITC) at each school site to support the ongoing continuous improvement of teacher practices related to online learning. In addition, the work of the ITC's is led and supported at the District level by a teacher on special assignment 1.0 FTE Instructional Technology Coordinator position.

## Staff Roles and Responsibilities

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

The district reviewed all staff roles and responsibilities through the spring and summer to identify ways to serve students during the COVID-19 pandemic in a safe environment.

Many students decided to try our Independent Study program this year, mainly for COVID-19 related reasons. The District added a full time Independent Study teacher position, as well as 12 individual Independent Study sections at various school sites in order to meet the increased enrollment in the program via student requests.

The District's technology department increased its Help Desk staffing by one permanent Technology Support Specialist in order to expand hours of operation to respond to students and families. An additional data processor position was added in response to increased requirements for analysis and oversight.

Teachers have ramped up their online instruction skills. The District has provided substantial training and in order to maintain support of teachers as the year goes on, the Instructional Technology Coordinator position has been Increased ITC to full time position from 0.8 FTE. This position is a certificated teacher on a special assignment who is well versed and training in both using and training others with instructional technology.

Student-athletics have been postponed for the time being. The District reassigned all Athletic Trainers to Health Aide positions. They are not assigned to assist with safety protocols and supervising students who are participating in the on-campus, outdoor learning centers.

## 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.]

Our students with IEPs access individualized support through a variety of formats, which include their Directed Studies class, in the flex/office hours. The students are also provided with additional support in their general education courses through co-teaching and support from Instructional Assistants. The district also has provided students with distance learning plans to support individual needs and goals in the virtual environment. The case managers are in contact with individual students and families to identify ways to ensure that students have the appropriate accommodations to access their learning. Consistent monitoring of attendance and engagement with their distance learning education needs allows for site level teams to coordinate services and appropriate resources for students and their families. Protocols for in-person assessment are in place to allow for ongoing assessment to continue to monitor student progress and their needs. At the start of the 2020-21 school year, The Special Education Department provided every family of a student served through special education with Prior Written Notice of the plan for remote learning. This was followed by an individualized Distance Learning plan for each student. Specialized Academic Instruction, support within general education, and related services all continue to be implemented during remote learning. Teams continue to hold annual and triennial meetings and all goals/objectives will be updated at the end of the first grading period as another step in continuous monitoring of learning loss.

To understand ongoing educational needs and possible learning loss the District will conduct a review of All students who will not have an annual/triennial IEP meeting on or before October 30, 2020, this will help teams determine the student's progress during distance learning and whether or not IEP teams need to make revisions to the student's current plan. A review of current data for each goal will allow IEP teams to make a determination for recalibrating the educational plan as needed. If a student has a documented learning loss, plans for modifications to IEP and additional resources will be considered. The District will continue to explore resources that will assist students in accessing the curriculum. The District has purchased a global Learning Ally license to provide access to audio books for students to access grade level reading texts as they continue to have instruction in reading and literacy.

For both students with IEPs and 504 plans--- staff has been notified and been provided materials/training to consider how to maintain access to the instruction and resources that are necessary for students to have the support they need to be successful in the distance learning environment. The Special Education Department continues to monitor ways to support students through material preparation and delivery when needed, access to support for individualized coursework, and collaboration with staff to support students learning.

English Learners are also being served through a variety of approaches which includes bilingual outreach through the use of Family Engagement coordinators to identify specific needs for students to be able to access their learning. Whenever possible English Learners and other students in need of in-person support were provided with opportunities to orient themselves to the digital tools through in-person orientation and learning pods. Additionally, English Learners are provided with academic and language support through the use of Instructional Assistants.

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

Description	Total Funds	Contributing
Canvas Learning Management System	\$64,837.50	Y
Zoom	\$25,000	Y
Google Apps for Education		
Aeries Student Information System	\$71,270.85	Y
Edgenuity - Independent Study Platform	\$160,000	Y
District-wide online teaching and learning tools (Newsela, Nearpod, Padlet, etc.)	\$107,663	Y
Adobe Creative Cloud	\$17,000	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.]

The district will address potential learning loss by frequent monitoring of academic performance as demonstrated by students' ability to access the curriculum, their success in class as indicated by their grade, and levels of participation. The district also will administer the Mathematics Diagnostic Testing Project (MDTP) and the Reading Inventory to students in order to identify areas of need. From the data gathered through each of these assessments, the district will identify strategies to support teachers in accelerating achievement for students who have experienced learning loss during this time. This will include providing twilight or bridge opportunities for students to develop skills in areas of need. The district will also look to provide a robust and engaging summer school programs for students in need of additional support.

**Pupil Learning Loss Strategies**

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

The district will utilize the data gathered from the Reading Inventory, Panorama student survey data and MDTP (Math Diagnostic assessment) to identify students who may be in need of additional or supplemental instruction. The district plans to offer students with access to after school support for each of the school communities. This additional support will be aligned with students' specific needs. Additionally, the district will continue its work in building a Multi-Tiered System of Support (MTSS) to identify both supports and interventions that would provide students with individualized support. Further, teachers will continue to provide students with grade level appropriate content to ensure that students are learning material that is engaging and rigorous while simultaneously providing students with scaffolds to ensure access. This includes ensuring that curriculum is adjusted to identify the essential standards and skills students need to be successful in their current and future courses. Teachers use a variety of formative and summative assessment tools to support student learning and identify gaps & misconceptions in the content area.

### 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 district will use multiple measures to assess the effectiveness of the strategies. This will include the use of assessments, student grade data and the student surveys. The district also has invested in a data warehouse and analysis tool (in consultation with the San Mateo and Santa Clara County Offices of Education) called the DataZone that will be used to support the analysis of data derived from the academic assessments. Through the review of this data and where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Datazone	\$27,714	Y
Panorama Student/Caregiver/Staff Survey	\$39,309.00	Y
Mathematics Diagnostic Testing Project (MTDP) administration to all	\$5000	N
Reading Inventory	\$40,000	N
Edulastic Assessment Platform	\$18,000	Y
MTSS Coordinator	\$187,531	N
Coordinator Stipends	\$69,000	N

# 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.]

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The San Mateo Union High School District will foster a culture that promotes the health, safety, and well-being of students and families. This program will allow the opportunity for social–emotional and **mental health** support to achieve better academically, improve school climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being. In an effort to continuously support this commitment the SMUHSD will provide the following services to students and families to support their social and emotional well-being:

### **Student Support**

- Drop-In; each school will have hours throughout the day and various means of reaching out to schedule appts. with wellness counselors. The appointments can be through video conferencing or phone.
- Individual Counseling; Students can connect with a wellness counselor for school based mental health support and Educationally Related Mental Health (ERMHS) through a student's IEP
- Student Groups; Each school site/program will run 2-4 student groups per semester. Some of the topics include- grief, student connection, girls group, boys group, anger, addictions, etc) These groups will be facilitated through Zoom and each student will receive follow up support as needed
- Presentations in the classroom and grade levels to support SEL curriculum, facilitate restorative circles, *evidence-based practice to deliver and implement culturally relevant programming in collaboration with others to promote students' academic, and personal/social development*
- Crisis Response & Postvention; SMUHSD has adopted the San Mateo County Office of Educations Suicide Prevention/Intervention Protocol. As part of that alignment, [AB2246](#) and the urging of the American Academy of Pediatrics there will be a full teacher and school personnel training via [Kognito](#) facilitated by the MH&W therapists. This training will provide an in-depth focus on suicide risk factors and warning signs as well as how to respond to a suicidal student and identifying student mental health issues. In addition, we will continue to support students with Kognito [Friend-2-Friend](#) training (due to overwhelming positive reports from our 9th grade and EL students [here](#) last school year)
- Stanford Teen Mobile Health Van; provides services for students and families with little to no access to health care (COVID Testing for students and families, immunizations, physical exams, sensitive health care needs, nutrition counseling).
  - TUPE: Tobacco-Use Prevention & Education; Through the TUPE program we will continue to strive for reducing youth tobacco use by helping our students make healthful tobacco-related decisions through tobacco-specific educational instruction and activities that build knowledge as well as social skills and student development assets. VAPE; Vaping Awareness Prevention and Education; SMUHSD will offer small group sessions in an effort to increase our students' knowledge surrounding the harmfulness of vaping and to empower conversation to support awareness about nicotine use.
  - Substance Use Program; this student group will provide the opportunity for students to enhance critical thinking, inform decision making, raise awareness and foster ambivalence towards substance use.
  - Brief Intervention (BI); this counseling intervention will support our low level substance abuse students, a short history of drug use, ambivalence about changing their drug use, and experiencing few problems with their drug use.
  - Alternative to Suspension (ATS); *this student group-based therapy includes activities to help address both the disciplinary incident*

*that caused the suspension and to reflect on their educational progress and engagement in school.*

## **Family Support**

- Care Solace; the SMUHSD provides an online resource offering a no cost, simple, fast and safe live 24/7 concierge service that connects students, families and staff to mental health and substance-abuse treatment for specialized needs beyond school-based mental health regardless of health insurance status and available in multiple languages
- PTO, Latino Parent Nights, Monthly Town Hall Meetings
- Stanford Teen Mobile Health Van; (COVID testing for family and community members)
- Parent Education:
  - PTO, Latino Parent Nights, Monthly Town Hall Meetings- attend meetings as a prevention and bring awareness to mental health signs, supports
  - Parent Connect; Facilitate weekly virtual support meetings for families, providing tools to proactively resolve conflicts with teens, improve attendance and school involvement. This program is available in both English and Spanish Masterclass Series: **Parenting in Place**; **The SMUHSD are partnering with the Peninsula Health Care District to launch a monthly Parenting in Place Masterclass series from October to May which is aimed at support for families and teachers with nationally recognized speakers presenting specified parenting topic live webinars, with their Facebook group for support and access of video and PDF content throughout the school year. *Topics include routines, boundaries and managing time, building resilience, motivation, setting limits and healthy emotional development.***

## Pupil and Family Engagement and Outreach

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

The district is committed to ensuring students have the resources and information to engage successfully with school. Through the work of the MTSS Leadership team and Tier 1 teams, the district identified a **Tiered Re-engagement system**. All levels of support will be offered in the student and family's native language. Tier 1: Teachers are committed to reaching out to students who do not attend 2 or more classes in a week. If students continue to struggle to participate in class, school counselors and administrators will reach out to families to determine what additional support is needed. Tier 2: Each school has a family engagement coordinator who also reaches out to families and students to determine support needed. For students who continue to struggle, the school will convene a student study team to engage families to identify solutions to address students' needs. The district is also investigating the use of Everyday Labs to communicate with families when students are absent beyond three days for the school year. These direct communications will update families on the number of days a student has been absent and provide information to the family and student on how to access support to improve attendance. Tier 3: In the situation where a student continues to struggle to engage with school, the student study team may identify higher level supports that could include wrap-around services, home visits to engage with family, and access to the Mental Health therapist at the school.

## 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.]

We are offering meals to children 18 & under through Dec. 31. 2020 all day on Mon, Tues, & Thurs. As a convenience to families, students are also permitted to pick up five days of meals at once. Any child, parent or guardian can go to any of the schools in the area utilizing the seamless program. This allows students and families with time before the start of instruction to pick up meals. Food services is also working on developing some satellite locations for families that live further from the school buildings. The vast majority of meals being served are for our students who qualify for free or reduced priced lunch. The Student Nutrition staff has called families to ensure they are aware school is in session and meals are available. We have offered to assist families in completing the necessary paperwork to qualify for the program. The Food Services department follows all county health requirements to ensure both staff and family safety during the distribution of food.

# 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
5.71%	\$4,516,473

## 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.]

The district has dedicated the Supplemental funding to directly support the focus students of the Learning Continuity and Attendance Plan.

[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 has identified specific services to increase and improve the support directed to our English Learners, low-income students and foster youth. This includes providing additional support sections based on students' specific needs (Intervention Sections), the continued work of the district's Family Engagement Coordinators, additional school day support for struggling students, the provision of internet hotspots for students who need them, access to Summer School, the support of EL specialist at each of the schools and a Summer Bridge program for Algebra.

Continued implementation of the Intervention Sections to provide additional support students at all sites: *Approximately* \$3,150,000  
**JUSTIFICATION:** These strategic/intensive academic intervention and Guided Studies (social-emotional) support programs/practices are principally directed to meeting the needs of our "unduplicated pupils" and are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs.

Summer School Credit Recovery Program (Goal 2/Action/Service #3E): *Approximately* \$620,000

JUSTIFICATION: The current summer school program which is principally directed at our "unduplicated pupils," uses a blended learning (online supported) model that mirrors the OSCR program that we use during the school year. We continue to monitor this program to ensure that it is rigorous and supportive of student needs.

Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners. (Goal 2/Action/Service #3C): *Approximately* \$303,145

JUSTIFICATION: The AVID program has a significant and long-standing body of evaluation research that supports its approaches to identifying and supporting historically under-represented students as they are placed in higher level courses. We have looked for other forms of such support and found no others that meet the level of quality and impact that the AVID program provides.

Continue to provide Family Engagement Coordinators to support parent/family involvement. These classified staff people are principally directed at supporting the families of "unduplicated pupils (Goal 3/Action 6A): *Approximately* \$187,500

JUSTIFICATION: These programs (tutoring and our various mental health and parent support resources) are research-based strategies that have supported our students and their families to better navigate our rigorous academic programs and ultimately matriculate into college or other post-secondary options.

Continue to provide after school tutoring block grants to school sites to support students' academic needs. These tutoring services are principally directed toward (and marketed/outreached to) the District's unduplicated pupils. Roll is taken to ensure that student participation is high among HUGS (Goal #2 Action/Service #6): *Approximately* \$80,000

JUSTIFICATION: Targeted, timely intervention with students is a research-based best practice. The SMUHSD has created targeted after-school tutoring at all school sites to provide such support for students.

Continue to provide EL Specialists at all school sites to support and monitor the academic needs/progress of EL's: *Approximately* \$175,828

JUSTIFICATION: Many best practice studies of schools closing the Achievement Gap for English Learners have identified strategies like our EL Specialists as an effective approach to monitoring the progress of English Learners. These classified staff on our campuses use our student information systems and personal relationships with students and teachers to monitor and guide academic and social-emotional interventions for these students on our campuses. We continue to monitor the impact of these staff.

In addition to these significant support resources directly principally to serving the needs of our "unduplicated pupils," the district will also provide the following actions/services from its general fund in a district-wide manner: Continue to provide English Language Development to students learning English JUSTIFICATION: The California Department of Education and the broader community of educators advocating for the needs of English Learners has consistently identified structured English Language Development (ELD), focused on supporting English

Learners with learning the forms and functions (grammar) of English as a critical best practice. While the state, in its new ELA/ELD Framework advocates for both "integrated" and "designated" ELD, we have chosen to continue to implement designated ELD at this time

JUSTIFICATION: The district has had numerous strategies for cost-effective credit recovery for unduplicated pupils. The current program, called OSCR has proven in our research to effectively support student attainment of credits that they have previously failed. We continue to monitor this program to ensure that it is rigorous and supportive of student needs. Continue to provide Transitional 9th, Sheltered and Math support classes for students with Significantly Interrupted Formal Education ("SIFE Math" for English Learners).

JUSTIFICATION: Californian's Together has done much to document the ongoing challenges that Newcomer students (with very limited academic backgrounds) face. We have acknowledged these needs and built this program to support the unique needs of this group of students, using the research-based programs that support these students' needs. Additionally, the district also offers services and programs that are aligned with LCAP goals serving all students such as pre-9 placement, articulation with all five partner elementary districts, transition IEP placement for SpEd, recruitment and retention of fully qualified teachers, professional development in research-based instructional practices for CCSS and NGSS, positive behavior support and restorative justice practices.