

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Julian Union High School District

CDS Code: 37681710000000

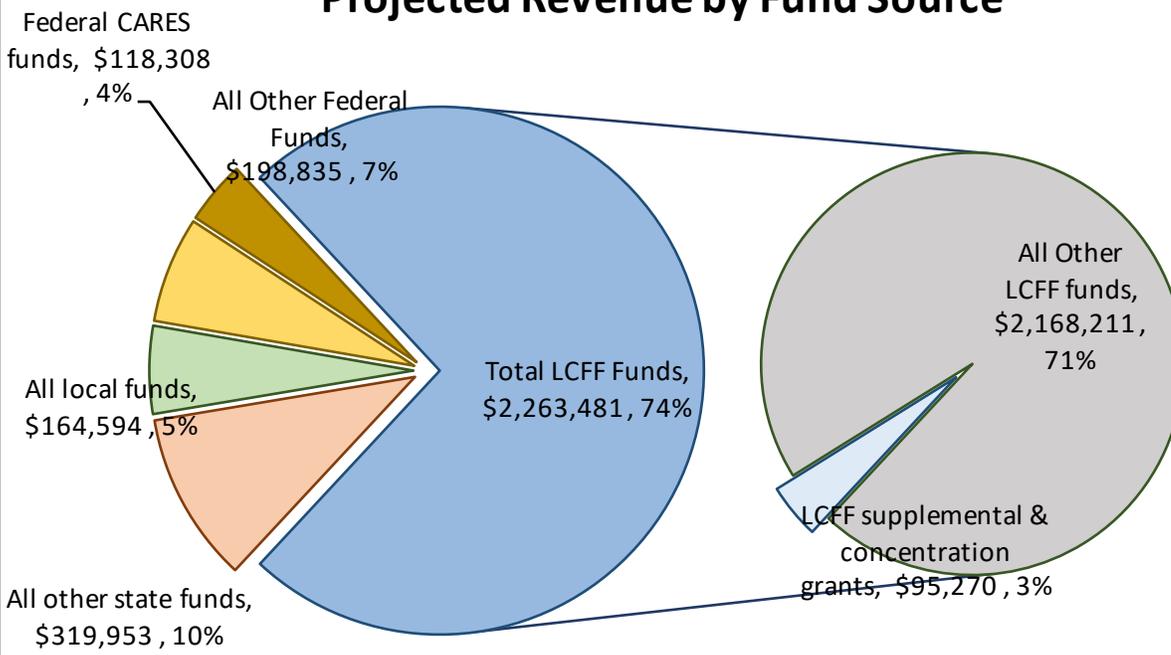
School Year: 2020-2021

LEA contact information: Yvonne Fleet yfleet@juhsd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

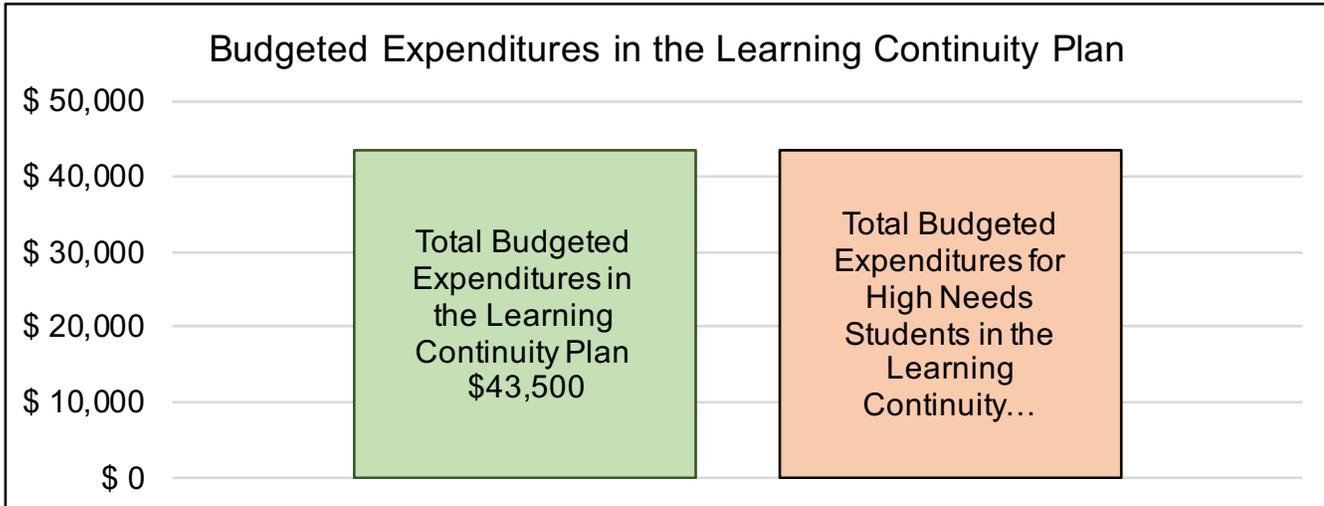


This chart shows the total general purpose revenue Julian Union High School District expects to receive in coming year from all sources.

The total revenue projected for Julian Union High School District is \$3,065,171.00, of which \$2,263,481.00 Local Control Funding Formula (LCFF) funds, \$319,953.00 is other state funds, \$164,594.00 is local funds, ; \$317,143.00 is federal funds. Of the \$317,143.00 in federal funds, \$118,308.00 are federal CARES Act fund Of the \$2,263,481.00 in LCFF Funds, \$95,270.00 is generated based on the enrollment of high needs stude (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Julian Union High School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Julian Union High School District plans to spend \$3,150,640.00 for the 2020-2021 school year. Of that amount, \$43,500.00 is tied to actions/services in the Learning Continuity Plan and \$3,107,140.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The LCP is intended to be a comprehensive planning tool but does not describe all General Fund Budget Expenditures. All expenditures related to the districts core program, are among the expenditures not listed in the LCP. Some of the expenditures include related salaries related to teachers, admin, and maintenance. Non-salaries and benefits expenditures would be utilities, legal fees, & property insurance.

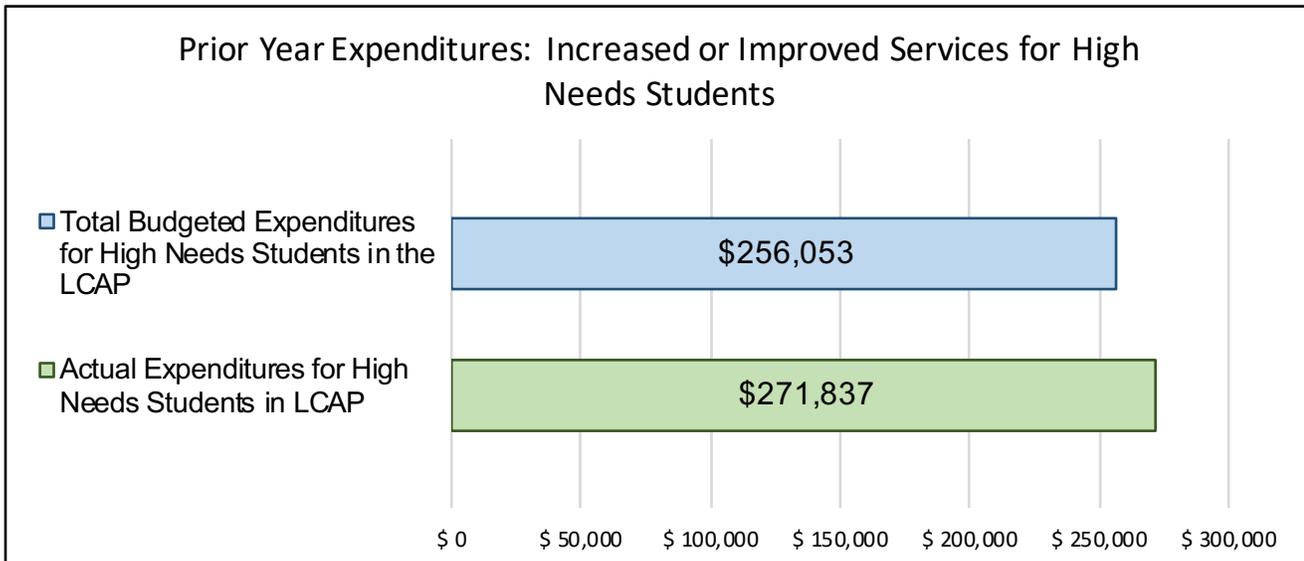
Increased or Improved Services for High Needs Students in the Learning Continuity Plan the 2020-2021 School Year

In 2020-2021, Julian Union High School District is projecting it will receive \$95,270.00 based on the enrollment of foster youth, English learner, and low-income students. Julian Union High School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Julian Union High School District plans to spend \$43,500.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

Improved AVID opportunities.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Julian Union High School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Julian Union High School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Julian Union High School District's LCAP budgeted \$256,053.00 for planned actions to increase or improve services for high needs students. Julian Union High School District actually spent \$271,837.00 for actions to increase or improve services for high needs students in 2019-2020.

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
Julian Union High School District	Patrick Hefflin Superintendent	phefflin@juhsd.org 760.765.0606

General Information

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

The impact of school closure on Julian Union High School District and our communities has effected the students in a way that will be measured for years to come. The unprecedented COVID-19 pandemic has effected the entire Julian Union High School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of our high school on March 16, 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to our students, their families, and our staff. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and our school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In response to school closures to address the COVID-19 pandemic emergency, Julian Union High School District adopted a Remote/Distance Learning Plan that is prominently displayed on the District website. The goal of the plan is to provide a robust and engaging, distance learning education for Julian Union High School students. The primary focus is to master the ELA and Math Common Core State Standards; the secondary focus is to master the Next Generation Science Standards and Social Studies Standards. It was very important that JHS students continue receiving rigorous instruction and support in all scheduled classes and minimize instructional loss. Anticipating the statewide closures, JUHSD administrators, teachers, and staff prepared to instruct remotely using Zoom and Google Classroom for the possibility of Distance Learning on Monday, April 6th. On March 13, 2020, the District announced that it would transition to remote learning starting March 16th, the following Monday, with the instructional materials all teachers were able to assign to the students and using Google Classroom. The plan set forth a blended remote learning experience for all Freshman through Senior students. Core instruction was imparted by classroom teachers between the hours of 8:00 AM and 11:30AM. All teachers provided Instructional Support Monday through Thursday 12:30pm to 2:00 pm and Fridays from 10:00 am through 2:00 pm. The administration and staff committed to

meeting each Friday morning at 8:00 am in order to address student needs and academic progress. Specialists provided support instruction in the afternoons insuring that all children continued to receive a comprehensive learning experience. Each student followed their regular class block schedule, Monday/Wednesday followed Odd period classes and Tuesday/Thursday followed Even period classes. Students with special needs received concentrated support from appropriate specialists according to their IEPs. The major impacts to students and families were the lack of socialization for the students and the support that must be provided by parents. The Superintendent held individual parent conferences, which were attended along with students and appropriate staff for those students experiencing difficulty both academically and emotionally. The District has focused on providing a comprehensive social and emotional program for students that included spirit days, one on one counseling, and cross-curricular activities.

Based on the San Diego Department of Public Health Order and the Executive Order implemented by Governor Newsom, JUHSD was forced to start the 20-21 School Year with Distance Learning.

Stakeholder Engagement

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

JUHSD efforts to solicit stakeholder feedback to inform the district's 20-21 Reopening Plan and the 2020 JUHSD COVID 19 Report began in May and have continued throughout the development process. The district's phased planning process toward the reopening of the high school explicitly identified Research, Survey, and Data Collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on the website and request for input. Additional input will support refinement of the plan leading to the approval date September 10, 2020. The district utilized JUHSD website, all district communications phone tree, and social media as means to keep the community and families informed of District developments and to promote stakeholder engagement. District outreach provided Interpreter Services for those who spoke other languages other than English. Families were encouraged to utilize District drop box (located outside district office) in order to communicate feedback on District plans.

Stakeholder groups include, but not limited to: Administrators (Superintendent/Principal), Chief Business Official (CBO), Credentialed Staff, Classified Staff, Local Bargaining Units, Parents, Students, and Julian Local Businesses.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

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

Parent Survey Responses:

19% of parents surveyed indicated they are very concerned regarding their children's mental health due to the impact of COVID-19 School Closure and Stay at home order.

33.3% of parents surveyed indicated they are somewhat concerned regarding their children's mental health due to the impact of COVID-19 School Closure and Stay at home order.

47.6% of parents surveyed indicated they are not concerned at all regarding their children's mental health due to the impact of COVID-19 School closure and Stay at home order.

71.4% of parents surveyed indicated they are very comfortable sending their children back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

14.3% of parents surveyed indicated they are somewhat comfortable sending their children back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

4.8% of parents surveyed indicated they are somewhat uncomfortable sending their children back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

9.5% of parents surveyed indicated they are very uncomfortable sending their children back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

81% of parents surveyed indicated they would like 100% on-site instruction at school

14.3% of parents surveyed indicated they would prefer Blended Learning where students alternate days at school and Distance Learning at home.

4.7% of parents surveyed indicated they would prefer 100% Distance Learning.

Student Survey Responses:

60.8% of students surveyed indicated they are very comfortable coming back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

28.4% of students surveyed indicated they are somewhat comfortable coming back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

8.1% of students surveyed indicated they are somewhat uncomfortable coming back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

2.7% of students surveyed indicated they are very uncomfortable coming back to school, assuming all necessary precautions are in place, and officials have given clearance to re-open.

60.8% of students surveyed indicated they would like 100% on-site instruction at school

12.2% of students surveyed indicated they would prefer Blended Learning where students alternate days at school and Distance Learning at home.

17.6% of students surveyed indicated they would prefer Blended Learning where students alternate one week at school and one week Distance Learning at home.

9.4% of parents surveyed indicated they would prefer 100% Distance Learning.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various plans and through direct feedback on this plan itself. Key takeaways from the parent and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of direct instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Continuity of Learning

In-Person Instructional Offerings

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

The decision to reopen JUHSD is a local decision and should be based on available local data and scientific understanding of the novel coronavirus. According to recent guidance offered by the Centers for Disease Control and Prevention, California Department of Public Health, County of San Diego Health and Human Services Agency and certain conditions should be met prior to reopening.

- San Diego County Order of the Health Officer and Emergency Regulations (Effective June 9, 2020) Part 4. Effective 12:00 a.m. June 12, 2020, all public, charter or private schools, colleges, and universities may hold classes or other school activities where students gather on the school campus, provided the school complies with the measures contained in the State COVID-19 Industry Guidance: Schools and School-Based Programs and has completed and posted a Safe Reopening Plan pursuant to section 11, below, detailing compliance with the measures.
- JUHSD has the resources to implement the state’s COVID-19 guidance, including funding, adequate staffing and supplies, without diverting resources away from instruction.
- Health and safety guidance are realistic and JUHSD can implement consistently.
- JUHSD are committed to following local public health officials and coordinate guidance about procedures, monitoring local cases and other public health issues.
- Protocols have been developed to determine when and if to close schools if local conditions worsen.
- JUHSD has plans for a rapid transition to distance learning in case classroom or school closures are warranted.
- JUHSD, enrollment of 105 students, 9 credential teachers/counselor, 2 administrators, 3 custodians/bus drivers, 3 instructional aides, and 2 secretaries have class size average of 15-18 students and adequate spacing to instruct all students in a safe and controlled environment. JUHSD classes will maximize all large areas on campus that will enable social distancing during instruction.

JUHSD in-person instructional schedule consists of EVEN, ODD class rotation days where the students rotate through three periods each day to minimize student movement. The daily schedule include Eagle Time, which is designated time for all teachers to focus on remediating learning loss. In addition, JUHSD provide after school tutorial during ASSETs program for those students needing additional academic support.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • JUHSD will review and refer to, if applicable, the relevant county variance documentation. • JUHSD will consult with San Diego County Health Officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. 	15,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> JUHSD will collaborate with other local educational agencies in San Diego region, including the San Diego County Office of Education. JUHSD will regularly review updated guidance from state agencies, including the California Department of Public Health and California Department of Education. JUHSD will evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance. JUHSD has a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19. JUHSD has a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, JUHSD review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. JUHSD will remain aware of Cal/OSHA requirements to conduct site-specific hazard assessments and develop and implement an effective plan to protect employees. 		

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 Julian Union High School District teachers have delivered high-quality distance learning opportunities to each of their students by maintaining personal and individualized contact with each student and providing a comprehensive learning experience. Teachers have quickly adapted to the use of technology for imparting instruction, have blended the educational activities, and have continuously assessed and provided feedback to each student. Teachers effectively utilized Zoom Conferencing and Google Classroom to impart

instruction/support. Many teachers have created Google Sites to consolidate classroom activities into one location for easy access by students and families. All students have access to curricular textbook resources and materials in distance learning as they would normally have in in-person instruction.

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or first day of the school week), using the district's templates. All teachers file their weekly lesson plans in the District Shared Drive by preceding Friday. These templates include the scheduled zoom times for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with related rubrics and due dates. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

All learning standards are important and are included in the CA State Frameworks Design. In selecting priority clusters of standards on which to focus, JUHSD is actualizing its plan to focus on depth of instruction, rather than pace, and commit to content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Teachers will further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within course, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Distance Learning curricula is the same as in-person curricula. The same curricular resources that are used during in-person instruction remains the same as the curricular resources used during Distance Learning. All students received required textbooks and chrome books that enabled them to have continuity of learning. All teachers provided virtual instruction that resembled their in-person instruction.

All students are expected to be engaged in learning during the full duration of the defined school day, 7:30am - 2:23pm, Monday through Friday, as adopted by the Board.

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.]

JUHSD distributed Chromebook devices to each student. The district, in cooperation with San Diego County of Education, will secure hotspots to reduce connectivity problems. Existing and future communications and information will continue to assess technology access and support needs. Personal contact was made to all families to determine needs. All materials were distributed to all families.

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.]

Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time, enable the teachers to address learning loss before and after the school closure. JUHSD recognizes the importance of partnership with students and parents in the effective progress monitoring process. Among the expectations the district is asking families to have for the implementation of distance learning, is the expectation of regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and reporting of student progress consistent with the District's grading policies to maintain the home-to-school connection. Not only will this provide students and parents/guardians important information about progress, but it will also open communications that enable students and parents/guardians to provide teachers important feedback and information. This information might include details of current obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. Communications such as these will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes.

Teachers will document attendance/engagement for each student in the Student Information System every day. Documentation of attendance is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

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.]

JUHSD is committed to the collaboration needed to provide the best educational experience for all students.

- JUHSD is committed to conducting surveys of educators and families regarding early efforts to transition to distance learning to analyze what worked well and what needs improvement before transitioning to a new instructional program model.
- JUHSD will continuously collect data throughout the transition to inform Professional Learning Community and disaggregate by student groups in order to identify the most critical student needs.

- The content of Professional Learning experiences should help administrators and teachers build a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. Professional Learning should also cover health and safety protocols.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

1. Implementation of MasterTeacher (Online Personal Professional Development Platform)
2. Use of Google Classroom as the Learning Management System for a virtual environment
3. Administration of common assessments and use of resulting data to drive instruction
4. Monitoring student engagement, participation, and progress

Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Staff Roles and Responsibilities

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

JUHSD is committed to ensuring that the learning and the connected relationships developed while the school buildings were open will continue if another school building closure occurs.

Teachers

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as JHS Back to School Night held via ZOOM.
- Invite site administrators, instructional aides, and specialists to join Google Classrooms.
- Collaborate with other teachers and administrators to develop and administer common formative assessments.
- Log all communication with parents in JUHSD Shared Google Drive.
- Document all lesson plans in JUHSD Shared Google Drive.

Special Education

- All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context.

Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the ‘paper requirements’ of conducting an IEP in a virtual or telephonic setting.
- Academic/Behavior Counselor will work collaboratively with the current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone. The counselor will be available for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts may be flexed to target support to the identified challenges that are identified.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Set up and run a ZOOM meeting for staff – use this to share information.
- Ensure that support staff and instructional aides can work assist in ZOOM/Google Classroom.
- Organize Instructional Schedule/office hours so that times at which teachers are available to students/families are not all at the same time.

Health and Safety Protocols

Using recommendations from the San Diego County Office of Education (SDCOE), San Diego County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

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.]

The Julian Union High School District has continued to provide English Language Learners, Foster Youths, Homeless Youths, Students receiving Special Education Services, and Low-Income Students with targeted instruction and support services to ensure that these students

are meeting and exceeding the State Standard. Any students experiencing academic and/or mental health difficulties were connected with appropriate support specialists to remediate and offer additional support for both students and families.

Appropriate supports for students receiving Special Education:

- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention:

- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners:

- Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to engage students in distance learning
2. Coordination & communication with homeless agencies to make them aware of JUHSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer Distance Learning supports specific to Foster Youth will include:
 - Case management to support all eligible foster youth

- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate classes in a timely manner.

Support for Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student’s program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

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

Description	Total Funds	Contributing
Devices: Chromebook made available to all students who needed a device to access Distance Learning at home.	10,000	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, laptops/devices for staff.	5,000	Yes

Description	Total Funds	Contributing
Assistive technology for Students with Disabilities to access distance learning instruction from home.	3,000	Yes
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	2,000	Yes
Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	2,000	Yes
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context	0	No
Academic/Behavior Counselor, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year. Support effective scheduling within distance learning and full in-person modes.	5,000	Yes

Pupil Learning Loss

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

JUHSD is committed to identify and address gaps in learning through instruction, to monitor students' progress on appropriate assessments, and to adjust supports based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs.

Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Consistent and effective formative assessment practices will enable staff to best utilize instructional time to meet collective and individual student needs.

Teachers will conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities. Teachers are utilizing curriculum-embedded assessments, in addition to teacher-created assessments in order to monitor learning loss in English Language Arts, Mathematics, and English Development.

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.]

JUHSD English Learners, Low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness are monitored and immediately identified for Tiered support. The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1:1, or small group instruction through individual sessions.

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 effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress.

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

Description	Total Funds	Contributing
Credit Recovery	1,500	Yes

Mental Health and Social and Emotional Well-Being

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

JUHSD is committed to the providing for the social and emotional growth of all students. JUHSD, through the Behavior/Academic Counselor will examine the availability and accessibility of mental health resources and supports for our students, families, and staff members as they return to school or resort to distance learning if schools are mandated to close.

- JUHSD will implement early and targeted intervention for students and staff.
- JUHSD will implement classroom strategies and daily routines for both in-person and remote delivery that will include stress management or mindfulness practices in daily classroom routines.
- JUHSD will consider impact of stress and trauma when assessing and supporting students.
- JUHSD will use restorative circles (in-person and virtually).

JUHSD partnered with Rogers Behavioral Health in order to receive training for all staff focusing on Fostering Equity in Mental Health for Our Students, Understanding & Treating Anxiety, OCD, & Depression in Children and Adolescents, and How the School Can Better Collaborate with Rogers Behavioral Health. Rogers Behavioral Health provides additional resources that are made readily available to students and their families.

During Distance Learning, JUHSD teachers connect with each student to monitor their mental health, social and emotional well being. This qualitative data is shared via Google Drive where the Academic/Behavior Counselor connected virtually with those students demonstrating potentially troubling behaviors.

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.]

Teachers will document attendance/engagement for each student in the Student Information System every day. Documentation of attendance is not unique to distance learning; it is required when students are attending in-person. For Distance Learning instruction, teachers will keep a record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

Students will daily attend and be engaged with their teachers and report absences for any school day to the school according to JUHSD Attendance Policies and Procedures.

Teachers will document attendance and engagement every school day for each scheduled class period, regardless of instructional model.

Attendance Secretary will monitor attendance, work with the teachers and families, and provide tiered interventions when necessary.

Academic/Behavior Counselor will monitor engagement, work with the teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

Interpretation and translation services are provided to all Spanish-speaking families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Julian Union High School District provided meal service through a collaboration with Julian Union School District during the school year. During the COVID-19 emergency the District provided meals to students or families Monday through Friday until the end of this school year, in the following community areas of our students: High School area, Shelter Valley Community Center, Mesa Grande, and Butterfield Ranch. Students were not required to sign for meals, they simply picked up the meals for themselves and their siblings. The distribution of meals will continue during any Distance Learning/School Mandated Closures. In planning the return of students and staff, JUHSD and JUESD will collaborate and develop a plan that will maximize safety during the COVID pandemic.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
9.56%	\$85,163

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 Julian Union High School District has continued to provide English Language learners, Foster Youths, Homeless Youths, and Low-Income Students with targeted instruction and support services to ensure that these students are meeting and exceeding the State Standard. Any students experiencing academic and/or mental health difficulties were connected with appropriate support specialists to remediate and offer additional support for both students and families.

There are actions that are contributing to the increased/improved requirement that are being implemented in the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Actions related to device and connectivity access are being applied in the district, and are intended to provide access for low-income students who may not have full access at home and those students who live in areas where the connectivity is substandard. The district purchased and distributed Chromebook to any student in need and will continue to distribute devices. Targeted outreach is occurring through Homeless Youth services, low-income students, English Language Learners, and students receiving Special Needs Support.

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

Positive Behavioral Interventions and Support (PBIS), Social Emotional Learning (SEL), and Multi-Tiered Systems of Support (MTSS) These actions are collectively focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless Youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to

their class or school. The PBIS, SEL, and MTSS programs are critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

JUHSD has identified specific credentialed staff members who monitor and support Foster Youth, English Learners, and Low-Income Students. The Academic/Behavior Counselor schedules these students into the supporting staffs' classes and routinely collect data to help monitor students needs. The additional support provided to Foster Youth, English Learners, and Low-Income Students may include remedial tutorial, academic/ mental health counseling, and Team Collaboration to support students in other classes.