



# ESUHSD Learning Continuity and Attendance Plan 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
East Side Union High School District	Teresa Marquez, Associate Superintendent	<a href="mailto:marquez@esuhsd.org">marquez@esuhsd.org</a> 408-347-5000

## General Information

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

March 13, 2020 was the last day our school district held in-person instruction for students. This marked the beginning of a new way to deliver instruction, stay connected with students and provide services to our community. From mid March to the end of May, our students and teachers engaged in remote learning as a means to continue learning opportunities for our students and maintain connections with our community. Although the hope was that we would be able to move toward in-person instruction, this has not been the case. For the 2020-21 school year, we have started in 100% distance learning since the county of Santa Clara is on the State’s COVID Watchlist and thus we are not permitted to conduct in-person instruction.

Our community has been greatly impacted by the pandemic. The 95127 zip code, which represents one of our largest zip codes where students reside and attend our schools is amongst the highest impacted by COVID cases in the county of Santa Clara. Additionally, many of our families are employed in essential work, meaning that they are unable to work from home and thus are unable to be home to monitor students’ learning in a remote setting and are more widely exposed to the virus. Furthermore, we have large home insecure families who qualify under McKinney Vento. Our school district has 52% of our population designated as socio-economically disadvantaged which creates additional barriers for our families that have been magnified due to the pandemic.

Finally, in the county of Santa Clara, the Latinx population has the highest rate of COVID cases, 55%, when the overall population is only 25%. This has impacted our district directly as our students represent 45% of our student population.

# Stakeholder Engagement

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

Our process to gather information and seek feedback from stakeholders regarding the opening of school was comprehensive and thorough. The chart below outlines all of the outreach that was done in helping us develop the schedule and ultimately making the staff recommendation to the Board to start the school year in distance learning and supporting our most impacted student populations.

In addition, ESUHSD surveyed our stakeholder groups (parents, students, teachers and staff) in three languages. We surveyed them with two purposes in mind: 1) gather input and feedback on the experience with distance learning from the Spring and 2) gather input and feedback on how to proceed in the fall for the new school year.

During the month of June, we held multiple forums with our community in the main three languages spoken at ESUHSD, English, Vietnamese, and Spanish. The purpose of the forums was to provide information on the most current information from our County Office of Education (SCCOE), the California Department of Education (CDE), and Public Health as well as allow for our stakeholders to provide input and pose questions on our initial plans for the reopening of our schools. Additionally, we met with our DAC/DELAC advisory committee, student representatives from Californians for Justice, administrators from each of our school sites, and leadership teams from both of our bargaining units.

In addition, as we planned for the start of the school year, we made phone calls to our parents of students with moderate to severe disabilities to assess their level of comfort and willingness to have their students report to school sites for in-person instruction. However, with our county being on the State’s COVID watchlist we were unable to provide in-person instruction.

The table below provides information on the various sessions held to engage stakeholders.

Group/Type of Session	Date and Time	Purpose
Principals	June 9th 9am June 10th 9am	Gather input from Principals about fall opening and items to consider as part of planning for the fall opening
Problem Solving (ESTA)	May 4th June 10th June 17th	We reviewed the six possible scenarios on May 4th. We shared the draft block schedule for distance learning on the 10th and came to consensus on the 17th. At this point, Jack requested that we write the draft MOU and share it with ESTA.
CSEA - Contract Management	June 15th July 15th	Shared draft Block schedule for distance learning
Board Meeting	May 28th 6pm June 11th 6pm	Fall Scenarios Stakeholder input

	June 25th 6pm	Board approved block schedule for distance learning
Staff, Student, Parent Surveys	May -June	7,463 responses
LSAC (LCAP Student Advisory Committee)	May 29th 3:30pm	Gather input and respond to questions from students about their experience with distance learning and what they would improve
Californians for Justice	June 15th 4pm	Share information and gather input about our direction for the fall opening as well as respond to questions and concerns.
DAC/DELAC (Parents of English Learners and Staff representatives from sites)	June 17th 5pm	Share initial thinking of our direction as a district with this governing body composed of parents of English Learners and staff representatives from sites to gather input and respond to questions.
Community Forums (English)	June 19th 9am June 19th 12noon June 19th 4pm	Share with community members in their primary language our rationale and direction for the fall opening to gather input and respond to questions.
Community Forums (Spanish)	June 19th 10:30am June 19th 2pm June 20th 11am	Share with community members in their primary language our rationale and direction for the fall opening to gather input and respond to questions.
Community Forums (Vietnamese)	June 18th 9am June 18th 12noon June 18th 4pm June 20th 3pm	Share with community members in their primary language our rationale and direction for the fall opening to gather input and respond to questions.
SBN Specific Sessions	Pegasus July 10th 9am Phoenix July 10th 10am Apollo July 10th 11:15am	Gather input and ideas from staff about hybrid models for students at these sites given the student population would allow for small in-person cohorts and respond to concerns and questions.
Moderate to Severe Program Teachers	July 7th 2:30pm	Gather input and ideas from staff about hybrid models for students in our moderate to severe program given the student population would allow for small in-person cohorts to respond to concerns

and questions.

We also held multiple forums in the main three languages spoken at ESUHSD (English, Vietnamese, Spanish) to review the Learning Continuity and Attendance Plan (LCP) and gather input, questions, and feedback from our various stakeholders. We also met with our Reopening Task Force, DAC/DELAC, and administrators to gather input and feedback on the plan.

Additionally, we continue to provide opportunities for stakeholder engagement via our established forums including School Site Councils at each site, District Advisory Council and English Learner Advisory Council, Career and Technical Education Advisory Board, Stakeholder Equity Committee, and scheduled sessions with Californians for Justice.

Group/Type of Session	Date and Time	Purpose
Reopening Task Force	August 24th 4pm	Gather input and feedback to inform our plan for how we will reopen for in-person instruction once it is safe to do so.
DAC/DELAC Meeting	August 25th 3:30pm	Share with this advisory board the Learning Continuity and Attendance Plan to gather input, feedback, and questions.
Community Forums (English)	August 26th 9am August 26th 12noon August 26th 4pm	Share with community members, in their primary language, the information specific to the Learning Continuity and Attendance Plan to gather feedback and input on the key elements.
Community Forums (Spanish)	August 26th 10:30am August 26th 2pm August 29th 11am	Share with community members, in their primary language, the information specific to the Learning Continuity and Attendance Plan to gather feedback and input on the key elements.
Community Forums (Vietnamese)	August 27th 1pm August 27th 4pm August 29th 1pm	Share with community members, in their primary language, the information specific to the Learning Continuity and Attendance Plan to gather feedback and input on the key elements.

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

Our community has been notified and will continue to be notified of the forums and other meetings via flyers in the three languages, email invitations, postings on our websites and via radio broadcast in Spanish and Vietnamese. The forums will be conducted via Zoom sessions and have been scheduled at various times throughout the day to allow for multiple opportunities to participate.

Board meetings and public hearings are held via zoom with translation available and are broadcasted live via youtube. Links for the sessions are posted on our website and stakeholders have the opportunity to submit input and pose questions in writing via a live google sheet link, text, and/or by participating in the meeting as an attendee and using the raise hand icon feature to request to speak.

Each of our school sites assist with notification of the forums and meetings by making phone calls to families. Additionally, our school sites and district office remain open during school hours to respond and provide information to our community as needed. All public health guidelines are adhered to during the time our sites are open.

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

One of the surveys we conducted asked stakeholders to let us know their thoughts on the fall reopening of our schools. The table below indicates the key areas we highlighted as well as the results. The survey results informed our initial plan to return to school in a distance learning environment.

Group	# of Responses	Level of Comfort with returning /reopening	Level of on campus instruction	Prioritizing smaller, high need student populations	Important Structures
Parents	2885	44% reported being uncomfortable or not knowing how they felt	52% minimal to no on campus instruction	67% somewhat supportive to supportive	-Smaller classes -Ability to meet via video conferencing
Students	3033	40% reported being uncomfortable or not knowing how they felt	47% minimal to no on campus instruction	66% somewhat supportive to supportive	-Smaller classes -Ability to live stream from home
Classified Staff	158	46% reported being uncomfortable or not knowing how they felt	62% minimal to no on campus instruction	77% somewhat supportive to supportive	-Smaller classes -Ability to make appts vs drop ins
Certificated Staff	749	44% reported being uncomfortable or not knowing how they felt	61% minimal to no on campus instruction	56% somewhat supportive to supportive	-Smaller classes -Ability to meet via video conferencing

We are also planning to continue to survey our students, staff, and parents using our Panorama survey which will allow us to gather information in the following areas: school climate, social-emotional, instruction, and distance learning. The goal is to conduct the survey at least two times during the school year, once each semester.

Additionally, we gathered key questions that surfaced from our community forums and other engagement meetings and created FAQ documents to address the questions. The FAQs were distributed across our organization. We also gathered written questions from our District Advisory Council and English Learner Council specific to the Learning Continuity and Attendance Plan (LCP) and have provided the responses in writing and will be posted alongside this plan on our main webpage.

The most common questions surfaced were specific to how we would continue supporting students during distance learning to ensure academic and social success. Hence our plan is focused on our continued work to build equitable communities through Multi-Tiered Systems of Support (MTSS) while students and teachers are engaged in distance learning and as we prepare to return to in-person instruction.

Our framework for MTSS as a means to build equitable communities where:

**-ALL** students are **welcomed** as they are

**-strengths** and areas of **growth for all students are known and supported**

**-adults positively respond** to the social-emotional, wellness, and academic needs of every student

**-ALL** students engage with **tasks** that develop the strategic thinking skills for **full participation** in their local communities and the global society,

is in direct correlation with the purpose for creating this Learning Continuity and Attendance Plan. The LCP is a means by which we can ensure **access** for **ALL** students, **address** the social-emotional, wellness, and academic **needs of every student, re-engage** students based on data: attendance and participation, and provide **access** to a **full curriculum** of substantially similar quality regardless of the method of delivery. Because of this direct connection, the development of this plan was done through the lens of continuing our work to build equitable communities through MTSS.

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

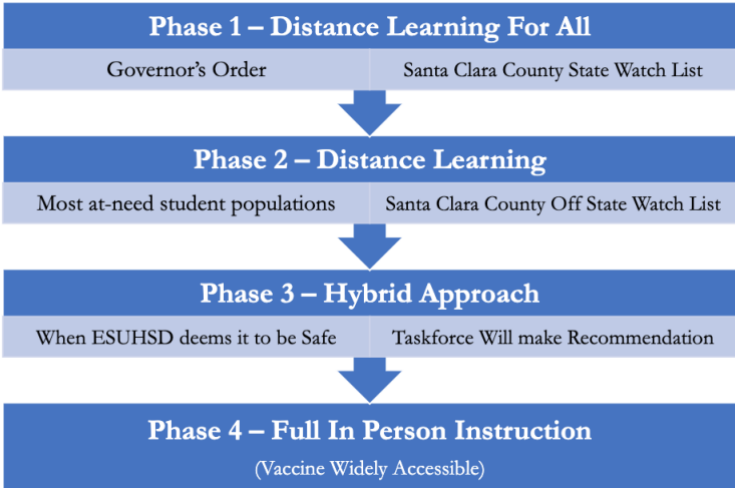
All aspects of this plan were influenced by specific stakeholder input. Sites had an opportunity to provide information on what actions specific to their site were being implemented and/or planned as they pertained to continuity of learning and the entire distance learning program. The in-person instructional offerings will be directly influenced by stakeholders as the primary duty of the task force will be to inform the approach for safely and effectively providing in-person instruction to students. The topics offered for professional development were directed influenced by teacher need and request for learning. Additionally, feedback and input for the strategies for addressing pupil learning loss and supporting the mental and social-emotional wellbeing of students was gathered from members of the DAC/DELAC advisory group as well as from the various community forums held.

# 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.]

We are following public health guidelines to assess and determine where we are based on the State’s monitoring list as this informs whether or not we are allowed to conduct in-person onsite instruction. We have created a school reopening task force consisting of certificated staff, classified staff, parents, students, board members, and administrators to develop a plan for how we will offer classroom-based instruction once it is safe to do so. Currently, we are planning for a phased approach as follows:



For Phase 2, once our county is off the State Watch List, our plan is to meet with key staff who work within some of our programs targeting our most-at-need student populations such as our students with moderate to severe disabilities, our short-term English Learners, and our students at our continuation schools to determine the best approach to providing in-person instruction and/or support for these students.

In addition, we are working with a Reopening Task Force to determine the best approach for in-person instruction. The Task Force consists of administrators, bargaining unit representatives from both our certificated union ESTA and our classified staff union CSEA, students, parents, and board members. The initial work with this task force will focus on planning for Phase 3, a hybrid approach, by responding to the following three essential questions: 1) What are the essential conditions required for schools to reopen in a hybrid program? 2) What type of schedule would best support the needs of students and meet all guidelines from Santa Clara County Public Health? and 3) How do we ensure that all sites will follow the safety and health procedures as outlined by the Santa Clara County Department of Health?

To ensure the safety and wellbeing of our community, the following protocols will be in place once we begin in-person instruction:

## Facility Use/Campus Access

Each school site has identified the points of entry and exit, how the flow of student traffic will be managed and by whom, restroom accessibility, and cleaning schedules for all spaces used. All school sites have been issued common signage to post in our three main languages (English, Vietnamese, and Spanish).

## Screening Process

Any student/staff participating in in-person instruction will have to conduct a symptom screening check each day using a web based application (Company Nurse). Staff or students who do not receive a pass rating after responding to the questions within the app will be asked to remain at home and will work with our District representative on next steps. The District also has developed an illness response protocol and a response process for when someone is diagnosed with COVID-19.

## Protective Equipment

Our district has purchased a variety of items including but not limited to: Masks, face shields, disinfecting wipes, hand sanitizer, touchless thermometers, disposable gloves, no touch sanitizer and soap dispensers, tissues, cleaning and disinfecting supplies, and plexiglass barriers for use in office spaces and classrooms.

## Masks and Face Shields

When staff or students are using campus areas, both groups are required to wear masks. Students will be required to wear clean, cloth masks from home or will be provided with disposable ones at school. Staff members can wear district-provided masks, clear face masks, and can opt to add a face shield if needed. Mask breaks can occur throughout the day when students and/or adults can be six feet apart and ideally outside.

## Cleaning and Disinfecting

When staff or students are using campus areas, daily cleaning and sanitizing protocols will be followed with an emphasis on high-traffic areas. Areas include: Full classroom misting with disinfectant, door handles, faucets, table tops & chairs, soap, paper towel and sanitizer dispensers, main offices, restrooms. Additionally, all HVAC units will be serviced and MERV 13 filters will be installed in all units.

## Physical Distancing

Physical Distancing Protocols have been established to protect students and staff. Classroom furniture has been rearranged to ensure a 6 foot distance between students. Arrival, dismissal, breaks, and lunch times will be staggered to allow for adequate rooms for students. Social distancing markers have been purchased for all District facilities and will be placed strategically to help remind staff and students of the need to keep 6 feet apart.

## Hygiene Practices

Signs have been created to remind staff and students about good hygiene practices including washing hands for 20 seconds and covering coughs and sneezes. All employees will be provided supplies to sanitize their desk areas at the end of each day, which is in addition to the cleaning and disinfecting that will be done each evening.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) to prepare for in-person instruction once it is deemed safe to do so	\$275,482	N



Custodial supplies for cleaning and disinfection	\$9,832	N
Soap and dispensers for installation at various locations at all school sites	\$24,611	N
Cleanup of sites due to exposure as staff prepared for reopening for in-person instruction	\$86,005	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.]

During the 2020-2021 school year, ESUHSD will offer the same array of courses as in previous years. Students have access to all courses as they have in the past and were able to select their courses prior to our school closures.

District Administration and the East Side Teachers Association collaborated in the creation of an MOU that sets guidelines for teaching during distance learning. The blocked schedule we follow includes two 1.5 hr periods of synchronous teaching per week for each course. During this time, all teachers are expected “to host a video conference session using Zoom or Google Meets for the duration of each class, for the assignment of tasks, instruction, guided practice, intervention/small group support, re-teaching, and individualized support.” In addition, our Wednesday schedule provides 240 minutes of asynchronous time for students to work independently to complete their assignments as well as additional time for live interactions between teachers and students “for purposes of instruction, progress monitoring, and maintaining school connectedness.”

Our district’s Subject Area Coordinators (SACs) have played a key role in ensuring that the quality of our instructional program during distance learning is of “substantially similar quality” to our offerings before the pandemic. During the summer, SACs offered training on online resources and apps that prepared teachers to teach virtually and secured access to e-versions of our current textbooks to the extent that they were available by publishers.

During the year, SACs will offer monthly professional development sessions to their respective department members. The sessions will address the instructional needs of their respective subject areas. In addition, committees of teachers, under the guidance of the Subject Area Coordinators will review and adapt pacing guides and curriculum guides so that content is more accessible in a distance learning environment and will determine which are the essential standards that will be covered in each course to ensure that students are prepared for the next level in their particular subject area. The Subject Area Coordinators will continue to meet monthly with the school site department chairs to provide instructional supports, professional development and resources to their respective department teachers all year long. Below is a summary of their work to date to ensure continuity of instructions and access to a full curriculum substantially similar to that of previous years:

Students in Junior Level English courses have access to an online text. In the freshmen, sophomore, and senior level English courses, students have access to physical textbooks and arrangements were made at each site for students to pick up the physical texts. Additional copies of novels that are used across the district were ordered so that more copies are readily available for distribution across sites. Teachers have made copies of informational and literary texts available to students digitally through the use of texts in the public domain that could be uploaded to Google Classroom and other platforms such as CommonLit, which offers copies of texts and well as lesson ideas. During the summer English/Language Arts department chairpersons reviewed the state standards for all grade levels and determined the essential standards to be taught to prepare students for the next assignments and course levels. The curriculum guides have been

updated to reflect the essential standards to be taught and the guides have been shared with all ELA Teachers. ELA teachers have been given PD on CommonLit access and have access to a recording of the PD as a means to access texts as well as curriculum units accompanying those texts.

During the summer and early fall of 2020, a curriculum team composed of Physical Science and Life Science, General and Special Education teachers began the work of modifying our current curriculum to include lessons that may be more accessible in the distance learning platform. This work is ongoing through Fall and perhaps the Winter of 2020, as new resources become available. In science, one major concern being addressed is how to teach laboratory skills and practices to our students without equipment that students would normally have access to in the traditional classroom setting. In response, science teachers were polled, discussions were held, and several laboratory simulations and interactives will be provided. Currently, the plan includes the purchase of Pivot Interactive (Physical Science), Labster (Life Science), Argument-Driven Inquiry Online Investigations (Physical and Life Science), and Webassign (AP Physics). There are additional online lab resources that will be offered and PD provided for HHMI-Biointeractive (Howard Hughes Medical Institute) coming in the fall and winter of 2020. The laboratory resources were chosen and prioritized based on their alignment with NGSS, quality and variety of the simulations, accessibility, price, and supports available. To address science textbook needs for science core classes (NGSS Living Earth, NGG Chemistry, NGSS East Side Physics, Living Earth Essentials, and Physical Science Essentials) our district is currently piloting CK-12 eBooks. Science elective courses have provided students with access to physical textbooks. Each school site arranged student pick-up time slots. For courses where books were no longer in print, other book retailers and online e-book resources were provided to the teacher and their students. Along with other professional development opportunities, PD on the utilization of the CK-12 and its integration with Google Classroom will be provided for Beginner and Intermediate levels.

To provide continuity of instruction, our Social Studies department will continue to follow the curriculum maps for each core subject area and implement all necessary instructional technologies to assist the students whether they are learning via distance or in-person. Our teachers will continue to support the students in skill development and content knowledge ensuring that they are on track to meet the standards for the course and prepared for the next sequential course. Students currently have access to e-textbooks and PDFs to use offline and online to assist in their learning.

In Performing Arts, the single largest issue is “latency” in respect to rehearsing with students in an online format. Currently, technology does not allow for the teachers to have ensemble/group rehearsals and/or teach lessons they would typically do during in person instruction. To compensate for this, the teachers and the Subject Area Coordinator researched and vetted out a number of web-based applications to help fill the gap. These applications are enabling the instructors to teach our classes using them via Shared screen in our “Zoom” class sessions. In addition, students have access to the same applications outside of our class sessions. These applications, along with creative solutions the teachers have developed and shared with each other, are allowing the instructors to engage the students and meet the intended course’s curricular outcomes. In addition, we have purchased and/or moved equipment (guitars, keyboards) around the district to ensure that all students and teachers have access to the necessary equipment specific to their course. We have also purchased online textbooks for those classes that typically use one during in person instruction.

To ensure the students have continuity of instruction in their distance learning Visual Arts courses, we will provide art supplies kits to students enrolled in Visual Arts courses. Visual Arts teachers gave input on the essential supplies needed by students to engage and demonstrate competency in the anchor standards for their specific courses. The supplies will be available for students at their school sites. The Visual Arts teachers will work with their site administration to make arrangements for students to pick up their kits. The Subject Area Coordinator will monitor the use of supplies and will make additional orders as needed.

To adapt PE instruction to our new distance learning environment, the district has purchased eBooks for PE Courses 1, 2 and 3. These books help our teachers deliver the health and fitness concepts that is our main focus this school year in Distance Learning. The district also purchased FlipGrid and allows Youtube which enables the teachers to see and assess their students’ physical activity and skill production of their various fitness and skill-based assignments. Our team sports concepts that are traditionally taught in Course 2 are being taught through the history of the sport, rules and theories. The students can demonstrate skills used in team sports such as throwing, kicking and catching. Assessment will be on their individual skill progress and knowledge of the sport.

In order to ensure that all pupils continue to have access to a full World Languages curriculum the Subject Area Coordinator organized a series of summer technology and proficiency workshops for all World Language teachers at all levels. The technology workshops focused on the latest technology programs and applications for interactive learning for both in person and distance learning. The focus of the training was not just on how to use the latest technology applications, but rather how to use the latest technology to enhance the learning skills necessary for World Language acquisition. The various applications which were introduced were particularly focused on providing teachers the needed tools to continue providing students with the access and stability for student learning. Additionally, World Language teachers were provided with common language proficiency training to assure all teachers are continuing to provide students with the comprehensible input and skills necessary for acquiring language skills in all three modes of communication. In an effort to continue to provide curriculum and emotional support for all department teachers, monthly meetings have been planned in which teachers will have a choice of meeting with similar language and or level teachers to discuss, reflect and review the curriculum. The plan is to continue to provide teachers with the opportunity to practice, share and receive feedback on their practices or challenges in an effort to enhance teaching skills for student success.

In our level 1-3 Integrated Math courses, teachers will continue to use the online textbooks, journals and resources to which they've had access since the adoption of our Big Ideas textbook. Math 1-3 students and teachers are used to these online resources so there has been no interruption to their access to the full curriculum. To provide this same access to our advanced Math students and teachers, our district bought e-licenses for textbooks used in Math Analysis, AP Calculus AB, AP Calculus BC and AP Statistics. In addition, Math 1-3 students have access to printed journals. Physical copies of the e-textbooks will be provided to any student who requests it. We have also provided Math kits made up of compasses and rulers to all students enrolled in our CSU Mathematical Reasoning with Connections courses (MRWC).

The ELD department continues to provide instruction to ensure English learners (ELs) in the program have access to a full curriculum. Using the California ELD standards as a guide, teachers will continue to follow the curriculum to teach the units that need to be covered by ELD levels during each semester. All teachers have access to the online standards-based textbooks and resources. The District has provided videos and written instructions in English, Spanish, and Vietnamese to help students access the platforms their teachers use in distance learning. Due to technology and language barriers, each student was able to check out a physical textbook and two workbooks. Students develop their speaking, listening, reading, and writing skills during synchronous sessions with their teachers. They practice their oral language skills with their family and friends and use the workbooks as a tool to enhance their vocabulary, reading skills, grammar, and writing skills. We have also provided subscriptions to Rosetta Stone to our ELD students so they can continue to practice their speaking and listening skills from home.

For CTE and other computer-based courses, availability of online resources/programs similar to those used during in-person instruction are available. During the summer, Instructional Services staff worked with the CTE teachers and IT staff to determine their distance learning needs in the areas of supplies, technology and sector-specific software and programs. Our CTE Sector Leads in coordination with the Director of Career Services will meet with CTE teachers throughout the year to continue to address the instructional needs during distance learning. Industrial Technology CTE teachers will continue to work with students to receive online certification with Ford Motor Company, Honda Motors, and the Occupational Safety and Health Administration (OSHA).

To support the academic success of our students and ensure our students are college and career ready, our school counselors will continue to provide services similar to those that were offered prior to the pandemic but this year, the services will be offered using our approved video conferencing platforms. School counselors are available for one to one meetings with parents and students via Zoom and/or phone (via Jabber), depending on the parent's technology comfort level. Large group grade level meetings will be conducted via Zoom Webinars. Some sessions will be pre-recorded and available for viewing prior to the large group meeting to allow parents and students an opportunity to provide feedback, make suggestions, and ask questions. In addition, to support our district's implementation of MTSS (Multi-Tiered Systems of Support), school counselors will work in grade level teams to create universal supports (common assurances) for all students that can be provided virtually or during in-person sessions.

Teacher Librarians will continue to teach research lessons to students by visiting content-area teachers' virtual classrooms. Common lessons taught by the Teacher Librarian include teaching students how to use the Gale databases provided by the district, how to effectively evaluate sources on the web, how to correctly cite and document research sources to avoid plagiarism, and how to determine the validity of various print and digital sources. Teacher Librarians will also continue to provide individual student research assistance via LibChat, social media, and email. Teacher Librarians will continue providing students access to a virtual library through electronic resources like LibGuides, LibChat, online reader's advisory, and electronic and audio books. To support students' academic and informational needs, Teacher Librarians will create easily accessible online research guides using the LibGuides platform. Teacher Librarians will create video content, including technology tutorials, to support instruction and students' information needs. Teacher Librarians will upload these videos to a YouTube channel that is easily accessible by students and teachers. Teacher Librarians will continue to support teachers by doing individual outreach as well as by attending Department meetings and sharing library resources that can support teachers' curricular needs. Teacher Librarians will also continue to meet virtually with teachers to co-plan lessons to be taught in the virtual classroom.

## 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.]

From the onset of our school closures, we have been able to provide devices and connectivity for our students by providing them with chromebooks and hot spots as needed. As we planned for the new school year, school site personnel identified students in need of devices and connectivity and distributed equipment to students in need. We have issued 3900 hotspots and we have community WIFI available in the James Lick and Overfelt neighborhoods. We are installing WIFI in the Yerba Buena neighborhood and plan to have it operational by Thanksgiving. We have distributed 7864 chromebooks and have enough chromebooks to ensure students can access one immediately should student need change. Each of our school sites set up a distribution location in an area that would allow for traffic flow and ensure all safety and health protocols would be adhered to. Students were able to come up to the distribution area to pick up the device needed and receive help with onboarding if needed.

We have created videos in three languages to help our families understand how to navigate some of our digital platforms such as google classroom and our secure server ARMS. We also have instructions in all three languages that have been mailed home to all of our families.

Additionally, each school site has designated staff to support parents and students with navigating the digital learning platforms. School Advisors, Parent and Community Involvement Specialists, and other front office staff are available during school hours (8:00am - 4pm) to respond to access and connectivity issues that surface.

## 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.]

Our schedule for the 2020-21 to start the school year is based on 100% distance learning for all students given our county is on the State's watch list. The figure below shows our schedule consisting of a 90-minute block for each period. Students have been scheduled into their traditional 6-period day with the option of

starting with Period 1 and ending with Period 6 or starting with Period 2 and ending with Period 7. Students are required to attend each of their periods for the duration of the 90-minute block for synchronous live interaction with each of their teachers. Our schedule also allows for added tutorial and advisory periods for extended instruction and intervention support. Students will also receive academic counseling during these times. On Wednesday mornings students have the opportunity for asynchronous work time to complete assignments posted by teachers for each of their periods.

During the synchronous block periods, teachers will use formative assessments, daily tasks, projects, discussions, and other assignments to determine student progress and identify students needing additional support and intervention so that they can be assigned to the tutorial periods. The Subject Area Coordinators have compiled a list of subject specific formative assessment tools and online apps for which they will provide professional development. This list includes but is not limited to EdPuzzle, FlipGrid, AP Classroom, Lab Simulations, Kahoot, Peardeck, Kami, Mentimeter, Remind, Seesaw, videos, journal entries, etc.

Participation will be assessed on a weekly basis and noted in our Student Information System (SIS) Infinite Campus. Teachers will use level of engagement during video conferencing, submission of assignments, and attendance to tutorial periods to note participation. We have developed codes to indicate the evidence used to mark a student’s participation:

PARTICIPATION COMMENT CODES		
Participation	CODE	Description
Student has a checkmark when at least one code applies	AVS	Attended at least one video session for the week
	WOA	Worked on assignments synchronously or asynchronously
	ADV	Attended Advisory/Tutorial
No check mark if these codes apply	DNA	Did not attend video sessions for the week
	NAS	No assignments submitted for the week
	OC	<b>Outreach Contact</b> - This code should be added if either DNA or NAS is assigned and to indicate the teacher has contacted student or parent due to non-participation.

When assigning tasks and assignments, teachers will evaluate the average amount of time needed to complete those assignments so that students have the opportunity to complete those assignments on Wednesdays during the asynchronous time.

For students with disabilities, services and supports usually provided in person will take place in a distance learning format. This includes Specialized Academic Instruction as well as related services and supports including, but not limited to, Speech and Language, Occupational Therapy, Counseling (individual, group, family), Services and Supports for Vision Impairments and Hearing Impairments, and Behavior. So too, accommodations and modifications that are agreed upon elements of a student’s Individual Education Program (IEP) will be provided throughout distance learning.

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:00	Period 1	Period 2	Independent work time for students: Students are expected to complete assignments from their classes and/or access online resources.	Period 1	Period 2
10:00-10:15	<b>BREAK</b>	<b>BREAK</b>		<b>BREAK</b>	<b>BREAK</b>
10:15-11:45	Period 3	Period 4		Period 3	Period 4
11:45-12:50	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
12:50-2:20	Period 5	Period 6	Tutorial/ Advisory Period	Period 5	Period 6
2:20-2:30	<b>BREAK</b>	<b>BREAK</b>		<b>BREAK</b>	<b>BREAK</b>
2:30-4:00	Period 7	Tutorial/ Advisory Period		Period 7	Tutorial/ Advisory Period

## 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.]

In preparation for our school year, various professional development opportunities were offered to our staff. The figure below shows the professional development sessions offered along with the number of participants:

Topic	# of Sessions	# of Participants
Zoom (video conferencing)	21	368
Google Meet (video conferencing)	21	200
Schoolloop (grading, communication, class management)	21	216
Google Classroom (grading, communication, class management)	31	453
SEL and Relationship Building / Self-care	9	314
Using Assessments	3	118
<b>Total</b>	<b>106</b>	<b>1669</b>

Additionally, during summer 2020, we partnered with the Krause Center for Innovation (KCI) to provide a more in-depth learning experience for 100 of our certificated staff. The professional development consisted of a **4-day (18 hour) distance learning program that focused on three key areas in distance learning: Communication, Workflow, and Content Delivery.** Each of these areas are important when engaging students and families in the learning process, and there are strategies to implement specific technology that will create an effective virtual classroom.

Prior to the opening of school, our Career Services Department facilitated a three-day online training for our CTE teachers with a series of industry sector workshops to help educators prepare for short and long-term changes in future workplaces and what career educators can expect to see in the next one to five years. Educators were invited to interact with highly informative industry panelists and make new industry contacts for their pathway through this series of Industry Sector Sessions.

During the school year, our Educational Services department will continue to offer professional development opportunities that provide strategies and solutions to the challenges teachers and students face during distance learning.

To support the teaching and learning in our Specialized Academic Instruction (SAI) classes, South East Consortium, ESUHSD's SELPA, continues to offer multiple professional development opportunities. These include support for teacher wellness, distance instruction, social emotional learning and development for

students, assessment, Individual Education Program (IEP) development, and compliance with federal Individuals with Disabilities Act (IDEA) and California Education Code requirements.

We will continue our partnership with the Krause Center for Innovation and will support our teachers' participation in the workshops they provide after school, Saturdays and during school breaks. In October KCI will provide a four-session workshop series for teachers of English Learners. Participants will learn engaging activities and routines to engage newcomers in a virtual classroom as well as strategies and routines to develop math and language skills.

However, not all of our professional development offerings will be through partnerships with outside organizations. Our distance learning bell schedule allows for school sites to provide tailored professional development that addresses the needs of teachers and staff at a specific site. Each site has a Professional Development Committee that will continue to survey a site's interests and needs as well as organize the PD calendar for the site.

In addition, our district's Subject Area Coordinators will organize and/or lead district wide professional development workshops during designated Wednesday PD time, after school and on weekends. Subject specific plans are as follows:

**Science** - During distance learning science teachers will participate in ongoing conversations regarding curriculum modifications to reflect distance learning practices. These modifications include identifying essential objectives that must be covered to address the California State Standards and Next Generation Science Standards with the decrease in face-to-face time between teachers and students. Professional Development (PD) offerings are going to be prioritized and discussed through department chair meetings surveys provided to all science teachers. From these discussions, Best Practice Forums, Tech Forums focusing on the use of laboratory simulations, and "logged on but off-screen" home-based activities, engaging students in the DL setting, and the use of our new online textbook CK-12 will be offered based on the teacher's needs. PD on use of Snap N Read, Gale Database, Kami, and Peardeck across content areas is discussion for the fall of 2020. The Specialized Academic Instruction (SAI) teachers will work with the Subject Coordinator to review the current curriculum and modify it to be more accessible to students enrolled in SAI courses.

**Physical Education** - The Subject Area Coordinator for Physical Education held a "Best Practices" PD session. Based on the results of a teacher interest survey that will be sent out each month, PE will offer PD sessions. Examples of sessions to be offered are teaching apps such as FlipGrid, Ed Puzzle and Train Heroic. We will also offer small group strategy sessions at the end of each PD. Collaboration also seems to be the key to offering a positive and robust PE program as teachers learn and explore ongoing technology offerings that they then share with their peers. "Best Practices" is an ongoing concept as new strategies are being developed for Distance Learning.

**English/Language Arts** - ELA teachers have been given PD on CommonLit access and have access to a recording of the PD as a means to access digital copies of informational and literary texts as well as curricular units accompanying those texts. Turnitin Feedback Studio training will be offered beginning in October to enable teachers to use Feedback Studio as a means of giving feedback on assignments to students. English 1 Essentials PD was given to SPED English 1 teachers to review the essential standards as well as the curriculum and pacing of the course as well as how to use the curricular resources provided. All ELA teachers will be given PD on the Degrees of Reading Power (DRP) assessment to understand the assessment and what data is gathered through the assessment. Additional PD for accessing rigorous text will be offered for teachers to learn strategies for bridging the gap between students reading comprehension levels and the levels of the texts offered for students to read. Teachers will be offered PD on writing DOK 3+ tasks and strategies for preparing students to show that they gained proficiency in the essential standards. PD on how to best utilize Kami and PearDeck in the ELA classroom. In addition, the Subject Area Coordinator will continue to provide professional development sessions to teachers of Specialized Academic Instruction (SAI) English Essentials courses to ensure alignment to Common Core Standards and to the general education pacing guides.

**Visual Arts:** Visual Arts teachers will work in course specific committees to create pacing guides for each course. The pacing guides incorporate the elements of art and principles of design, as well as the new California State Arts Standards and the National Arts Standards for both Visual Arts and Media Arts standards. The Subject Area Coordinator will organize and/or lead technology training for the modes of delivering content. These trainings will integrate district purchased



apps to which all students have access. The visual arts instructors will share best practices in the specific courses they teach via committees that are formed. For assessment practices, the use of our district's Illuminate as an online assessment will be used to measure students' engagement and learning. Visual Arts teachers will share general visual art rubrics for each course. They will also incorporate the use of online portfolios with a common rubric for visual arts portfolios in the general visual art courses.

**Performing Arts:** PA teachers in collaboration with the Subject Area Coordinator will continue holding ongoing meetings sharing "best practices" with each other during our District Professional Development and monthly meetings. During future sessions we will be receiving training with the various applications we have purchased for use in our courses. For the most part, the teachers in subject specific areas will be grouped together to allow them to collaborate with each other.

**Social Studies** - With the support of the Subject Area Coordinator, teachers will develop and enhance their offerings of primary source materials in covering the state curriculum standards in order to offer a more inclusive view of historical content. A special committee has been created this year to widen the lens of history so that our students can see themselves in our content. Social Studies teachers have requested Professional Development time to learn how to utilize Google Forms and Google Sheets in their courses. With all the new apps our district has provided us with, we will need more training on how to implement them into our curriculum and can complete these during our monthly PD meetings. Best practices and grading for equity are also vital areas needed to be addressed during this school year and will require PD time to discuss and create. Our department has a Shared Google Drive for all courses offered where teachers are sharing lessons, units, assessments, and primary source material. Teachers from each course will be given time during our PD to discuss and create more materials to add to our drive.

**World Languages** - WL teachers have been provided with both proficiency training and technology training opportunities in the summer and will continue to be supported throughout the school year. Teachers were provided not only with an introduction to various technology platforms, but also training on the process of completing a lesson plan using these technology tools to specifically enhance language acquisitions and skill development in all three modes of communication. Once a month throughout the school year teachers will continue to be provided with new opportunities to learn new applications or to simply meet with other World Language teachers. During the collaborations teachers will be able to discuss, share and reflect on their successes and challenges and therefore support each other which is important because many times they are the only person at their site teaching a specific language or level. Additional PD access will be provided for those teachers piloting or using digital textbooks. The PD opportunities include a variety of resources, platforms to fit teacher individual needs determined by a series of surveys which were sent out to them and based on exit tickets given after every PD. All platforms and applications are specifically geared on how to enhance language proficiency and student interaction and engagement.

**Math** - With the support of our district's Math consultant we have been able to provide workshops on effective distance learning strategies suitable for the Math classroom. As soon as the new Subject Area Coordinator for Math is hired, s/he will develop a staff development plan to support the teaching and learning in the Math classrooms. To support the teaching and learning in Specialized Academic Instruction Math classes, for the 2020-2021 school year, Math 1 and Math 2 Essentials teachers are working with a consultant who provides 1:1 coaching and consultation, facilitates collaboration meetings, and presents workshops on distance learning strategies. The consultant is also working with the teachers to adapt the Math 1 and Math 2 Essentials curriculum maps to the challenges of distance learning.

**English Language Development (ELD):** To address the needs of teachers in the department, the Coordinator of Academic Language Development has created the 2020-21 ELD Resources Google Drive folder so teachers can access materials, professional development PowerPoints, and assessment tools by ELD level. ELD chairpersons met during the summer of 2020 to plan for a district-wide ELD teacher training on curriculum, assessment, and technology. ELD teachers have been trained in these areas prior to the opening of the 2020 Fall Semester and will continue to attend training throughout the school year in the areas that they need based on teachers' input. In addition, teachers had the opportunity to attend the Comprehensive Center and California Teachers Association sponsored workshops on how to meet the needs of English learners' language development during distance learning.

**CTE-**Our Career Technical Education (CTE) sector navigators are working with their team members to provide Professional Development in the use of technology and to share best practices and collaborate across the sector to leverage the online learning environment to create projects that can be done across the district. In addition, we continue to work with our industry partners to provide training to our teachers on the various web-based tools to enhance our teaching in the online environment. While these sessions are brought to us through our career pathway partnerships, they will be made available to all teachers at ESUHSD.

**Library Services-**Teacher Librarians will attend professional development to develop skills for various tech tools in order to lead professional development with other staff and students. Teacher Librarians will provide professional development opportunities to staff on the use of GALE research databases in the classroom, including the use of interactive simulations and labs for science classes. Teacher Librarians will attend professional development to inform and enhance collection development and programing that addresses the complex and diverse needs of contemporary young adults.

This school year, our district's IT department in collaboration with our Subject Area Coordinators has provided and will continue to provide online applications to teachers to engage with their students during distance learning. Some of these applications include but are not limited to Flipgrid, Jabber, Edpuzzle, Zoom, WeVideo, etc. In addition, our IT department provides support to all staff using our online help desk ticket system. Any staff member experiencing technical issues or in need of specific equipment can submit a help desk ticket and an IT tech will reach out to resolve the problem. Staff members can also submit a help desk ticket on behalf of a student who is experiencing equipment or technical difficulties.

Lastly, ESUHSD will continue with our commitment to use the Multi-Tiered Systems of Support (MTSS) framework to create equitable communities within our classrooms, in our schools and across the district. This will be the third year of planning and implementation in partnership with Collaborative Learning Solutions (CLS). CLS has converted all their work to virtual platforms and will provide individual coaching sessions to our site principals, coaching support for Tier 1 teams and Tier 1 team leads as all schools in our district continue with their implementation of Tier 1 interventions and supports across all systems in our district. Due to the challenges of distance learning, our MTSS work this year will focus on providing Tier 1 interventions and supports in a virtual environment as well as continuing our work of creating Tier 1 interventions and supports for in person instruction.

## **Staff Roles and Responsibilities**

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

We have staff whose responsibilities are very dependent on students being physically present on our campuses, therefore, we are shifting the responsibilities of advisors, campus monitors, librarians, and athletic directors. The staff in these roles will now provide on campus supervision for students in need of a quiet space and access to the internet. In addition, they will identify the students who have been absent and/or have not participated and conduct phone calls to assess the situation and provide assistance as needed.

Our Child Nutrition Service (CNS) workers continue to provide meals for our students but in a slightly different setting. We have established a grab and go meal distribution where CNS workers have set up meals in an open space for car and walk-up access.

## **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 schedule includes three tutorial periods for students to receive additional support, counseling, and other services as needed. We are also providing our most at need students such as our foster youth and McKinney-Vento students access for onsite space and WIFI access should they need it. In addition, we completed outreach calls to every McKinney Vento, Foster Youth and Justice Engaged Youth between June and August 2020. Based on the outreach calls we were able to identify additional supports and provide resources to students and families including: bus passes and tokens, backpacks and school supplies and clothing.

Additionally, our Justice Engaged Youth are on a caseload and receive monthly contact from our Justice Engaged Social Worker who is providing case management and connecting families with services as needed. We are in the process of contracting for academic tutoring supports for our McKinney, Justice Engaged and Foster Youth.

Students with disabilities will be provided with a full continuum of supports and services based upon their last agreed upon IEPs. Assessments for Initial and Triennial IEP reviews will take place through multiple alternative methodologies as long as in-person assessment continues to be prohibited.

Teacher Librarians provide a variety of supports for students with exceptional needs. During distance learning, Teacher Librarians introduce research orientation and database training in English Language Development (ELD) and sheltered courses so that English Language Learners (EL) students can access texts at appropriate reading levels via the District's Gale databases. These supports provide ELL, ELD, and students in sheltered classes greater access to content knowledge and academic language. Teacher Librarians identify students, through teacher referrals or through LibChat, who may need online virtual assistance via one-on-one or small groups during the tutorial periods. Teacher Librarians provide synchronous or asynchronous mini-lessons or guided practice to students who require additional support. Teacher Librarians also provide digital materials, eBooks and audiobooks, for student enrichment and for scaffolding for ELD students, students with disabilities, and any other students. Digital eBook access for students is currently available only at Yerba Buena. Teacher Librarians will provide eBooks (print and audio) in different languages that reflect the community, different reading level eBooks, and graphic novels for ELL students and students with exceptional needs. To support students' social and emotional health during distance learning as well as during school reopening, Teacher Librarians will provide personal development eBooks that are of interest to young adults.

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

Description	Total Funds	Contributing
Supply kits for targeted student populations (Low-income, foster youth, English Learners) to engage fully in visual arts courses	\$167,269	Y
Hot spots for students at need, foster youth, English Learners, and low-income, to access internet	\$566,251	Y
Professional development offerings for staff: extra duty pay for certificated staff	\$220,000	Y
Technology tools to support distance learning: EdPuzzle, Zoom, Adobe apps	\$46,286	N
Technology for lab simulations for our Biology, Chemistry, and Physics courses	\$138,103	N
Equipment such as musical instruments (guitars and keyboards) to ensure low-income students could access the full spectrum of course offerings such as guitar and piano	\$39,000	Y
Dance floor kits and equipment for dance teachers to provide full spectrum of curriculum to students enrolled in the class	\$1171	N
Physical Education e licenses to support physical activity and instruction for targeted student populations	\$55,833	Y
Instructional supplies such as compasses and rulers to support students in high need (Low-income, foster youth, English Learners) in the Mathematical Reasoning with Connections course	\$5894	Y
E licenses for Physics courses for students to access full spectrum of curriculum	\$7085	N

E licenses for Music Appreciation textbook for students to have access to the curriculum	\$560	N
Mailings to ensure our most at need students received all relevant information	\$2124	Y
Technology equipment and supplies for teachers to use to enhance instruction for English Learners and low-income students	\$81,260	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.]

At the end of the 2019-2020 school year, our district coordinated and offered a complete summer school program for students in need of recovery as well as for students wanting to accelerate. We offered a summer school program at each of our comprehensive schools and at our continuation sites. We also offered an extended school year to our students with disabilities. We offered courses in Math, Science, English, and Social Studies through a distance learning setting within a synchronous and asynchronous schedule where students received live instruction via video conferencing platform every day for the duration of summer school. We also offered online courses through our online course platform, Cyber High, for students in need of credit recovery. Summer school was offered as a means to support students who may have struggled as a result of our school closures and to ensure students who failed courses during the 2019-2020 school year would be able to recover those credits lost as well as fill in learning gaps that may have occurred as a result of the school closures in March.

For this new school year, ESUHSD will monitor pupils' progress in earning credit toward graduation and UC/CSU A-G Course completion, specifically in core subject areas. Grades will be monitored every 6 weeks to ensure students are on track to earning credit at the end of each semester. A warning system will be created to target students who earn D's and or F's in core subjects for intervention and instructional support. We will also be implementing an online reading assessment, Degrees of Reading Power (DRP), to determine a student's reading level so that teachers are able to address students' reading gaps by scaffolding and providing chunked reading text as needed. Teachers are also using formative assessments to determine the areas of growth needed for students and adjust their instruction. Students identified as needing additional support will be assigned to report to tutorial by their teacher so they are able to receive interventions.

To prevent learning loss, we will be providing on-demand web-based tutoring services to our most-at-need students. We will be partnering with Princeton Review to use their tutoring services through tutor.com. This service will allow students to access live tutoring support 24 hours a day, 7 days a week. Students will be able to submit written assignments for feedback, pose questions, and make appointments to connect with a live tutor who will support the student via a recorded chat session with interactive digital whiteboards to assist the students in understanding the problem at hand.

To support the transition to high school for our 9th grade long-term English Learners (LTELs) and ensure that they earn sixty credits in their first year of high school, each school site will provide a teacher mentor to case manage and tutor struggling 9th grade LTEL students. These virtual tutoring sessions will be held after school and on weekends and will focus on tutoring in English, Math, Science and Social Studies and embed study skills instruction into the sessions.

In addition, as a district, we are committed to continue to provide opportunities for credit recovery so that our students graduate on time and/or are eligible for university admission. In collaboration with CyberHigh, we have restructured our district processes and protocols to provide CyberHigh courses during distance learning. This credit recovery program was available to students during spring and summer 2020, and will continue to be available during the 2020-2021 school year.

Our district recognizes that the impact of COVID-19 on learning will be felt beyond this school year. To address specific content loss and prepare for the 2021-2022 school year, the Subject Area Coordinators will incorporate this conversation into their staff development workshops and sharing of best practices. During

the monthly Subject Area Coordinator department chair meetings and as part of the work that course specific committees will do this year, we will develop a plan to assess students' skills and address any skills deficits when we return to in person instruction.

## **Pupil Learning Loss Strategies**

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

As a district we continue to be committed to our work of creating equitable communities through Multi-Tiered Systems of Support (MTSS). All of our sites continue to work on developing common assurances at the Tier 1 level to ensure students' instructional and behavioral needs are met.

The daily schedules at all schools include a support/tutorial period three times a week. Teachers will use that time to target students whose grades fall below a C to provide extra support and reteaching so that students can improve their grade. We have also partnered with Khan academy to offer content support for students to access any time they need help. Teachers are able to assign content support and track what students are accessing and what topics within a content area is more frequently accessed.

We are also partnered with Goodwill Industries who have secured grant funding through the ASSET's program to offer after school tutoring support and other virtual enrichment activities for students at need.

Given that our county is still on the State's COVID watch list, we are unable to offer any in-person instruction or supports. However, we are planning to provide in-person support to targeted student populations such as English Learners, low-income, foster youth, students experiencing homelessness, and students with exceptional needs once it is deemed safe to do so. This will happen by identifying staff who will provide tutoring and academic counseling to these students during the tutorial sessions and/or before or after school hours.

To address the learning loss of our English learner students, teachers will be participating in professional development focused on instructional strategies to meet the unique needs of our ELs. The professional development will be provided by West Ed. WestEd's Quality Teaching for English Learners (QTEL). This virtual training will provide secondary educators with the tools they need to accelerate language development, academic literacy, and disciplinary knowledge of all students, particularly English learners. A cohort of teachers of ELD and Sheltered courses will participate in this workshop series. Site administrators will be encouraged to participate so they can support the cohort of teachers in their implementation of the newly acquired strategies.

Learning loss for students with disabilities will be measured by the means described above, in addition to regular evaluation of their progress toward individual IEP goals. Case Managers will hold amendment IEP meetings for students with at home behaviors that be impeding their learning, students who have demonstrated regression during COVID 19 school closures, and those who are not making progress toward their IEP goals. Those IEP teams will be responsible to determine next steps toward mitigating or remediating learning loss.

Our district Counseling Coordinator and our school's counselors have begun to adapt their work to our new virtual environment, particularly the work that they do with students who need extra support i.e. students earning D's and F's, English Learners, students with disabilities, and/or students in unstable housing situations. School counselors will identify these students using data from our student information system. They will provide small group targeted interventions in the form of workshops and presentations. These presentations will provide strategies for how students can get the help they need to improve academically. For

students needing intensive intervention, school counselors will meet with these students in one on one counseling appointments. During Distance Learning these interventions are provided through Zoom Meetings and also through Phone Meetings (via Jabber) depending on the technology needs of our students and parents.

During distance learning, our school sites' Instructional Support teams will be conducting their meetings via Zoom and will continue to support individual struggling students with accommodations and strategies that can support their academic success. To support the IST teams, implement common practices and assurances districtwide, and provide individualized interventions and supports to our students, this school year, Educational Services will provide a series of trainings to IST team members and site administrators.

To prevent learning loss for our students who may experience home insecurity, a change in placement as a result of the foster system, or for any student needing to be away from their home of residence during distance learning due to emergencies or extended illness, we have developed a plan that will protect students' access to instruction as well as their right to submit coursework for full credit. Depending on the length of "absence" and accessibility to technology and connectivity, students will be able to 1) stay connected in their current distance learning setting following the same schedule, or 2) work with school staff member to develop a Pupil Learning Loss Prevention Plan (PLLP) that will allow students to submit work upon their return to school and if work is submitted, attendance will be adjusted to Present and students will receive full credit for assignments submitted within 15 days of their return, or 3) enroll in an alternative program such as Independent Study or Home/Hospital instruction, if the absence will be for a longer period of time (over 15 days).

In addition, Teacher Librarians will identify students through teacher referrals or through LibChat who may need additional assistance via one-on-one or small groups. They will then be available to provide synchronous or asynchronous mini-lessons or guided practice for students who require the additional support. Teacher Librarians will provide reader's advisory assistance and both physical and digital book resources to promote reading growth for ELL and exceptional students, including materials in mother tongue languages. Research shows that regular reading stimulates imagination and creativity, helping writing to become more descriptive and original.

## 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.]

We will measure the effectiveness of our strategies by analyzing grade reports collected every 6 weeks to identify students who may be off track of earning a passing grade by the end of the semester. Using our data collection tool, Illuminate, we will use the Early Warning System (EWS) report to identify students needing additional support and interventions. Additionally, we will measure effectiveness using attendance and participation records which can be used to monitor students' level of engagement. Teachers will use the data to contact and outreach students who are not engaging. If students continue to not be engaged as indicated by the participation log reports, site outreach teams will communicate with students and their families to assess the situation and provide support and referral to additional resources as needed.

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

Description	Total Funds	Contributing
Access to online resources such Khan Academy for use by our most-at-need students at risk of experiencing learning loss	\$115,000	Y

Online virtual tutoring services for our most-at-need students including our foster youth, English Learners, and low-income students	\$ 95,201	Y
Online version of the Degrees of Reading Power (DRP)	\$27,714	N
MTSS coaching work at sites to address building of common assurances within the three tiers to support student learning and interventions	\$150,000	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.]

The East Side Union High School District has 17 full-time social workers across the district. Each high school has a full-time social worker employed by the district and an additional social worker assigned to support our students enrolled in the 4 ED programs we offer. In addition, we have a robust school social work intern program and will have 33 interns for the 20-21 school year. Lastly, we partner with over 15 community-based organizations to offer services including: Justice Engaged Advocacy, support groups, social emotional, physical health supports and mental health services.

The East Side Union High School District will respond to the mental health and social and emotional well-being needs of our students using a Multi-tiered System of Support which includes prevention, targeted group supports & one-to-one support. At the Tier 1 level, social workers at each site will be providing weekly psychoeducation using social media, schoolloop, email and other tools. Psychoeducation will contain information about the available mental health, social and emotional resources available to them through their school site while on distance learning. In addition, social workers and community-based partners will also provide psychoeducation on topics including; anxiety, stress, grief, loss and other common areas of concern that have surfaced as a result of the coronavirus pandemic. At the Tier 2, social workers in collaboration with our community-based organizations will provide small groups at their various school sites. Small groups will be offered virtual telehealth sessions using Zoom and other videoconferencing technology. The small groups will be identified using the referral data, which indicates the reasons requests are being made for students. At the Tier 3, individualized supports will be identified and offered to students based on an intake assessment with students. Our Tier 3 services will include individualized counseling, case management, and referral to community resources for services as it relates to mental health, substance usage, teen parenting, gang-impacted youth, academic support and health screenings.

Additionally, school sites are using the allotted tutorial and advisory times to conduct schoolwide lessons focused on building positive relationships with students.

To support the mental health and social and emotional well-being of our staff, both classified and certificated, our Teacher on Special Assignment (TOSA) working on embedding Mindfulness and Social and Emotional Learning into our daily practice districtwide has adapted her full day sessions to the virtual environment by providing shorter sessions that can be offered during teachers' preparation periods or during our Wednesday 1.5 hour PD sessions. These sessions as well as all district PD sessions, and staff meetings with administrators, teachers or classified staff have embedded SEL check-ins at various points during the sessions to ensure that our staff feel supported and connected, and to model the activities we would like all teachers to incorporate into their daily practice with their students.

To further support our students and prepare for their needs upon return to in-person instruction, each school site will have a team trained on Therapeutic Crisis Intervention (TCI) and Safety and Assessment Intervention. Teams will have the opportunity to be certified in TCI and become trainers which will allow us to provide training to other staff members.

## 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.]

Notifications to families for excused and unexcused absences are sent using text, phone, email, and mail in the three main languages for our district as indicated by a families' preferred language for communication. Staff will outreach to families of students with both excused and unexcused absences. Our tiered approach is outlined as follows:

Tier	Notices	Outreach	Interventions
<b>Tier 1</b>	-Infinite Campus (SIS) automated calls to households were a student has been marked absent -Text, email after one absence	-1-3 class period absences teacher conducts outreach	-Teachers provide support -Referral to our Parent Community Involvement Specialist (PCIS), School Counselor, Social Worker
Automated by RaaWee (attendance data system) - Notes at this Tier kept in RaaWee and our SIS Infinite Campus			
<b>Tier 2</b>	-3 day absence email -5 day absence email -Infinite Campus (SIS) automated calls	-1-5 days of absences -Advisor, PCIS, campus monitor outreach -RaaWee call parent trigger 1 & 4 days	-Referral to school counselor or social worker -Referral to CBO using resource guide -Access to all supports from previous tier
Automated by RaaWee (attendance data system) – Notes at this Tier kept in RaaWee or our SIS Infinite Campus			
<b>Tier 3</b>	- 7 day email and postal mail - 13 day email & home drop off - Infinite Campus (SIS) Calls	-5 - 10 days of absences (site outreach team) -RaaWee call parent trigger 7 & 10 days	Student Services Staff: - Virtual SARB (7 days unexcused) - Contact PO, DCFS, CBOs working w/ families - Access to supports from previous tiers
Community Specialist to Notify County DA Office – Notes at this Tier kept in RaaWee or out SIS Infinite Campus			
<b>County</b>	-15 day email and postal mail	-Ongoing District Outreach	- Virtual JAID Meetings (9th grade unexcused focus)



		Student Services Staff: -3 days consecutively missed home letter drop off or phone call	- Access to supports from previous tiers
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At each of our school sites, outreach teams have been organized to make calls and outreach to students who have not been reporting to their class sessions. We are also working to develop a process for conducting home visits when allowed by Public Health.

## 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.]

Since the closure of our schools we have continuously offered meals to our students and our community. With the start of the new school year, we continue to offer a grab and go lunch and supper meal to all of our students Monday through Friday from 11:45am – 12:50pm.

A bag lunch is available to all East Side students. Currently, we are able to continue to provide meals to anyone in the community 18 years or younger as the community meal program has been extended until the end of December. Bag supper can be picked up at the same time as bag lunch pick-up. Meals are offered at the following sites:

Lunch AND Supper

- Andrew Hill High School •Independence High School •James Lick High School •Mt Pleasant High School •Oak Grove High School •Silver Creek High School
- Wm. C. Overfelt High School •Yerba Buena High School

Lunch only at Evergreen Valley High School

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well being	Athena online platform for use by social workers to maintain confidential records of students they are servicing with focus on foster youth, homeless youth, and justice engaged youth.	\$60,000	Y
Mental Health and Social and Emotional Well being	Provide stipends to social worker interns as a means to recruit more interns to provide services to our most-at-need students (Foster youth, low-income, students with exceptional needs)	\$65,000	Y

Access to devices and connectivity	Information technology staff overtime to ensure devices were set up and equipment was tagged and ready for distribution for our most-at-need student populations (low-income, foster youth, English Learners)	\$11,079	Y
School Nutrition	As we continued to provide meals for our low-income students and the community at large, our Child Nutrition staff was at the frontlines and received a daily stipend of \$25	\$94,516	Y

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.03%	\$20,844,391

### 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 following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low-Income students but are being made available for all students across an entire school or the whole district.

**-Technology Access for low-income, foster youth, and home insecure students:** It is evident by data collected after distance learning from Spring 2020 that students from low income families struggled to access instruction in distance learning. We have provided these students with access to chromebooks and hotspots because we believe it will be effective in mitigating loss, allow for daily live interaction with teachers, and keep students engaged.

**-The addition of technology tools to support teachers to provide effective instruction during distance learning:** It became evident when we first closed our schools and entered into distance learning that teachers needed tools to support the lesson planning and delivery of instruction to ensure our most at need students, low-income students, foster youth, and English learners, were able to access the curriculum and supports needed to attain academic success. We recognize that by providing this to all teachers for the specific purpose of supporting our target populations, all students will be able to benefit from the addition of tech tools.

**-Staff professional development:** With the shift to distance learning, it was apparent that many of our teachers and support staff would benefit from professional development focused on the use of technology and on engaging students in a new learning setting. In particular, teachers needed to learn how to

integrate ELL strategies, adjust lessons to reluctant or struggling learners and students who may be disengaged. The areas of focus for PD, although principally directed for ELs, Low SES and Foster Youth, will benefit ALL students as teachers become effective with teaching in a distance learning environment.

**-Access to online tutoring and supplementary materials:** Students at greater risk for learning loss (low-income students, foster youth, students with disabilities, and English learners) are being provided with materials so that they are able to fully engage with the curriculum in Visual Art, Performing Arts, and other courses with our CTE pathways. In addition, we are partnered with Princeton Review to offer online on-demand tutoring for our students at greater risk of experiencing learning loss. We recognize that there are students across our district who would also benefit from having access to these materials and online tutoring services so we have expanded the availability for all students.

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

East Side Union High School District is required to increase services for EL, Foster Youth, and Low Income students by 10.03% which is equal to \$20,844.391 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learners, Foster Youth and Low-Income students. The following actions described below meet and/or exceed the totality of the required percentage increase.

### **Actions in the Learning Continuity Plan**

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage:

- Mental Health and Social and Emotional Well-being support for students including addition of social worker interns and software to allow for confidentiality of services.
- Information technology staff overtime to ensure devices were set up and equipment was tagged and ready for distribution for our most-at-need student populations (low-income, foster youth, English Learners)
- As we continued to provide meals for our low-income students and the community at large, our Child Nutrition staff was at the frontlines and received a daily stipend of \$25
- Online virtual tutoring services for our most-at-need students including our foster youth, English Learners, and low-income students
- Access to online resources such Khan Academy for use by our most-at-need students at risk of experiencing learning loss
- Instructional materials and equipment to access full scope of curriculum

### **Actions outside of the Learning Continuity Plan**

Actions to support EL, Foster Youth, and Low-Income students that contribute to the increased percentage outside of the Learning Continuity and Attendance Plan include:

- Addition of school counselors to provide direct services
- Social workers at each of our school sites to provide mental health and social-emotional support
- Parent and Community Involvement Specialists to provide direct services to students and families
- Librarians to provide additional supports to English Learners
- Partnership with a consulting organization on the implementation of Multi-Tiered Systems of Support to ensure equitable academic and behavior instruction, intervention, and support for all students with focus on English Learners and low-income students
- Provision of credit recovery options for students in need of academic support
- Provision of summer school for acceleration and recovery of credits for low-income and English learners