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**East Side Union High School District  
DAC/DELAC 2020-2021  
Learning Continuity and Attendance Plan  
Questions/ Areas Needing Clarification**

Questions/ Areas Needing Clarification	Responses by district
<p><b>Other districts are handing out one hot spot for each family, but we are only giving them out to certain families who request them. Why is there a difference among districts? Do we have a plan to give out more hotspots?</b></p> <p><b>Are we able to provide hotspots for individual students versus families? When two students are sharing the hotspot it slows down their connection. Not sure if this is site based. We also have a waiting list for hotspots.</b></p> <p><b>Will we be offering more cell phones to students during DL? The number of students needing free cell phones has and will continue to increase during DL.</b></p>	<p>As a district we provided devices and hot spots for our most-at-need students (low-income, foster youth, home insecure) to ensure they would have access and connectivity. 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.</p> <p>We have ordered additional hot spots to meet the need and will continue to provide them for students who inform us they are in need of connectivity.</p> <p>Additionally, our school sites open to students in need of connectivity and/or a quiet space to engage in their distance learning.</p>

<p><b>How does purchasing hotspots, kits, and chromebooks for all students impact the district's budget?</b></p>	<p>In response to the shifts in education that happened as a result of COVID19, all districts received on-time funds to use to provide devices and hot spots to ensure student access and connectivity. There is no impact on the general fund as a result of the increased expense.</p>
<p><b>How are assessments being done for courses?</b></p>	<p>Assessments for courses vary by subject area. Teachers are using online assessments available via each course's digital textbook as well as Illuminate. Teachers are also assessing students' learning using tasks such as projects, presentations, and written work.</p>
<p><b>Does everyone need to be vaccinated in order to go back? How do we know who has been vaccinated?</b></p>	<p>Although Public Health and School Nurses in Santa Clara County have discussed this, no directive has been given. If a directive is given, the District would establish a protocol to ensure compliance.</p>
<p><b>Online registration parents need to search for their appt# and often cannot pass this stage because they can not find the appt. (need to contact the D.O. to update) Is there a way to streamline this process? Parents are requesting that they can type in their appt number instead of having to search for it in our system.</b></p>	<p>We are working to streamline the online registration process to ensure accessibility and ease of use.</p>
<p><b>How are we ensuring that all teachers are meeting the same standard in teaching and are supporting their students in meeting the state standards?</b></p>	<p>Since July 2020, in preparation for this school year, we have provided professional development training to all our teachers to support the transition from in person to virtual teaching. The method of delivery and the bell schedules have changed but not our commitment to provide continuity of instruction. Our Subject Area Coordinators are working with and leading committees of teachers to ensure that teachers identify and teach the essential Common Core Standards in their respective courses. In addition, school site administrators conduct drop-in visits to the virtual classes regularly to observe the teaching and learning at their sites.</p>
<p><b>Do we have a timeline for hybrid or in person instruction?</b></p>	<p>We are taking a phased approach to our return to in-person instruction. For Phase 2 our plan is to meet with key staff who work within some of</p>

	<p>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?</p>
<p><b>How are we addressing the needs of students who have a 1:1 assigned to them every day but due to DL do not have this service in the same way they used to?</b></p>	<p>Students who have Intensive Individual Instruction in the form of 1:1 paraeducator support have been provided with that support during distance learning. Paraprofessionals meet with students in breakout rooms, help them in virtual classrooms, and communicate via phone and text with students and parents.</p>
<p><b>Do we have a plan to distribute books to those students who are required to have a printed copy at home?</b></p>	<p>Any student who requires a printed copy of the textbook can contact the school's administration to make arrangements to pick up the textbook.</p>
<p><b>Can we use the Bus drivers to deliver food to families that might not have transportation?</b></p>	<p>The shifting of duties for staff such as Bus Drivers is a bargaining unit item that would need to be addressed through our CSEA agreement.</p>
<p><b>What are some of the strategies that can be implemented to motivate students to take advantage of Tutorial Advisory</b></p>	<p>The Tutorial time embedded into our weekly schedule is an excellent opportunity for students to meet with their teachers one to one or in small groups to ask questions, get homework help, or review concepts and/or skills. Although students can attend tutorial voluntarily, we are working with teachers to identify students in need of additional help and</p>

	<p>interventions so they can contact parents and ask for their help in scheduling students to specific tutorial sessions.</p>
<p><b>Besides Advisory, what other services or programs do we have available to our ELL students, i.e practice speaking, after school tutoring, etc?</b></p>	<p>All tutoring services available after school can be accessed by any student with unique needs. However, we do offer some services specific to English Language Learners. Every school site will provide a mentor for incoming 9th grade long-term English Learners to support them in achieving English proficiency and academic success. The mentors will meet with the students in their caseloads after school and/or Saturdays. Newcomer students are enrolled in English Language Development (ELD) courses to accelerate their mastery of the English Language. During Distance Learning, we provide our ELD students access to Rosetta Stone so they can practice their speaking and listening outside of the classroom. As part of our Learning Continuity Plan, we are currently working with our non-classroom certificated support staff to develop a plan that addresses the learning loss of our students with unique needs like our English Language Learners.</p>
<p><b>How are we addressing the needs of parents and families that are not technically savvy? Are there any trainings planned, videos in several languages, etc?</b></p>	<p>Classified and Certificated non-classroom support staff is available to support parents and families in need of technology support. If the site staff cannot address the language needs of the student or parent, they can contact the interpreter service which can provide translation in any language. For support, families can contact the Parent and Community Involvement Specialist (PCIS) or any administrator at their school site.</p>
<p><b>How are the needs of the EL and Special Ed students going to be addressed in this plan?</b></p>	<p>To ensure placement of our students with disabilities in the least restrictive environment and to provide modifications and accommodations as per an individual student's IEP, we are currently developing our Comprehensive Coordinated Early Intervening Services Plan (CCEIS) and our Special Education Plan (SEP).</p> <p>We address the needs of our English Learners by ensuring continuity of instruction in all their classes, providing access to online textbooks and resources and providing additional training to teachers of English</p>

	<p>Language Development courses and as well teachers of English Learners who teach other subject areas. We are also currently working with our non-classroom certificated support staff to develop a plan that addresses the learning loss of our students with unique needs like our English Language Learners.</p>
<p><b>How are we dealing with the language in IEPs around Distance learning?</b></p>	<p>We have kept IEP language on the supports and services pages the same as it was prior to distance learning. However, each IEP team discusses differences in service provision during distance learning and indicates this on the IEP notes page.</p>
<p><b>Will the MTSS team consider what PBIS strategies for creating positive virtual school culture and climate?</b></p>	<p>PBIS strategies to create a positive school culture fall under the umbrella of MTSS. Our site principals are working with their respective site's Activities Directors, teachers and administrative teams to provide virtual school activities similar to those offered in previous years. Creating and maintaining a positive school culture and climate during distance learning is a priority now so we can support all of the members of our school community and will help all of us make a successful transition back to school when the time comes.</p>
<p><b>What funding is going to be available for additional training during the school year?</b></p>	<p>We have been allocated one-time funds to provide additional professional development to staff specific to preventing pupil learning loss. We also continue to have Title II and Title I funding available for professional development.</p>
<p><b>Are IT, Student Services, and Special Services talking about expectations and implementation of services?</b></p>	<p>Each of these departments has worked collaboratively with schools and families to ensure uninterrupted service provision during COVID-19 distance learning.</p>
<p><b>How will consulting services be provided during the current situation?</b></p>	<p>When it comes to educational consulting, the services will be provided virtually and when appropriate and deemed safe to do so, in-person coaching will be provided.</p> <p>As it pertains to consulting services within special services, the services will continue to be provided as per each student's IEP virtually and when</p>

	deemed safe to do so, in-person.
<b>Will the district attempt to continue other, non-instructional services (PSAT, college info nights) virtually?</b>	During distance learning, our district is committed to providing services of substantially similar quality to the services we have provided in previous school years. That will mean that some of our events will be held virtually and/or following Public Health guidelines for our county. For example, our Virtual College Night will be held on Thursday, October 8, 2020 5pm-8pm. In the case of any event managed by outside organizations, like the PSAT, we will make decisions with the health and safety of our students and staff as our main priority.
<b>How do we intend to monitor the progress on our plan this year?</b>	We will monitor progress of our plan by reviewing the actions listed and assessing where we are. We will continue to use our identified metrics which include course grades, attendance and participation rates, behavior referrals and responses, and survey responses.
<b>Some schools do not receive additional funds (Title 1) to serve their EL students, can the district support these schools to provide tutoring or interventions during or after the school to these students?</b>	Non-Title I schools receive support to provide services for English Learners at their sites through added staff funded by the general fund, Title III, and/or LCAP funding. Additionally, these sites work with district staff to request funding support as needed.
<b>How can the ASSET's program help with after school programs to support struggling students?</b>	The Goodwill ASSET's program continues to provide enrichment and support opportunities for students at the designated ASSET's schools. Program offerings include after school tutoring, yoga classes, and exercise sessions. ASSET's is currently operating in a virtual environment and when deemed safe to do so will shift to in-person provision of services.
<b>How can we get schoolloop to be presented in other languages other than English?</b>	Currently, Schoolloop is only available in three languages: English, Spanish and Chinese.
<b>How are social workers and counselors supporting the social-emotional wellbeing of students who may be unable to discuss sensitive matters in their home environment?</b>	Our social workers are available via telehealth and to meet in-person based on needs. Site social workers are assessing the need for in-person during the initial intake call.
<b>How did the input from the survey last year as well as the multiple</b>	The survey results informed our decision as a district to start the school

<p><b>community forums inform the changes made to the distance learning schedule as well as the creation of the Learning Continuity Plan?</b></p>	<p>year in a distance learning setting. Additionally, all aspects of the Learning Continuity and Attendance Plan (LCP) 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.</p>
<p><b>If students are still having technological problems how do we provide additional support? For example, Hot Spot, Zoom is not working ...</b></p>	<p>Each site has staff designated to provide assistance to students and parents as they navigate the digital tools for distance learning. We also have links that parents can access to request assistance:</p> <p><a href="#">Fall 2020 Parent Request for Information</a>  <a href="#">Otoño 2020 Formulario para pedir ayuda</a>  <a href="#">Đơn yêu cầu hỗ trợ của phụ huynh Fall 2020</a></p>
<p><b>If our high need students, homeless, foster youth, Sped need to be on campus for additional support, how do we monitor and provide county health restrictions?</b></p>	<p>Currently, students who may come to site include McKinney Vento and Foster Youth. These students participate in the distance learning program but are able to access the internet on campus. They meet in small cohorts supervised by a staff member. The members of the cohort including the staff member are consistent to ensure alignment with the county health restrictions.</p>
<p><b>As far as attendance is concerned are mod/sev students given the same expectations as gen ed students? In terms of Rawee and how we use mediation.</b></p>	<p>Although teachers of students with moderate to severe disabilities are expected to be online following the same schedule as general education and mild to moderate special education teachers, the expectations for students with more severe disabilities are individualized.</p>

<p><b>For pupil learning loss strategies: what other practices or expectations are in place among other staff and admin to support teachers in tracking, investigating, and addressing learning loss among individual students?</b></p>	<p>In an effort to ensure all students participate fully in their education and prevent learning loss as much as possible, our non-classroom certificated and classified staff was tasked with following up with students who have not been attending classes regularly or at all.</p> <p>In addition, we have embedded a tutorial/advisory period three days per week to provide time for teachers to work with students in need of additional academic support. As part of our district-wide implementation of Multi-Tiered Systems of Support, Educational Services will be supporting teachers in their use of formative assessments to determine the skills or content in which the student needs additional support. To address the whole child, designated tutorial/advisory periods can also be used to meet with students and find out if a student has social emotional/wellness needs that impact his/her learning.</p>
<p><b>Should we consider defining student absences? If a student is home, they could still attend class if they are sick from cold or flu.</b></p>	<p>The criteria for student absences are defined by the Education Code. Student absences are primarily coded as unexcused or excused absences. Students are marked absent if they are unable to attend the synchronous learning sessions. Students may still receive credit for participation that week for completing work, and attending advisory even if they were unable to attend the synchronous learning session.</p> <p>We recognize that there are various circumstances impacting a students ability to attend synchronous learning sessions at this time. We offer alternative options to support families based on their needs. These options include Pupil Learning Loss and Prevention Plans, Home Hospital and Independent Study. The need for these programs are assessed on a case by case basis.</p>