Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eastside Union School District	Dr. Joshua Lightle Superintendent	jlightle@eastsideusd.org (661) 952 - 1200

General Information

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

The Eastside Union School District is in eastern Lancaster, California and serves a diverse population of 3,275 transitional kindergarten through grade 8 students. Approximately 88.5% of our students are identified as low-income, 26.2% are English learners, and 3.5% are foster youth. The student demographics are as follows: 64.5% Hispanic, 22.5% African American, 7.4% White, and the remaining Asian/other. The district includes four elementary schools, one middle school, and one Community Day School.

Our community has suffered through COVID-19 in the same way as other communities and also in unique ways. Similar to other communities the threat of contracting COVID-19 has resulted in increased stress for children and adults alike. Many of our families work in service industries and therefore, loss of employment and steady work has caused food insecurity, unstable housing situations, and increased anxiety. Additionally, our remote location, in the farthest north-eastern corner of Los Angeles County, means that there is limited access to many county resources. Approximately a quarter of our students live in areas that have not yet received the fiber optics necessary for internet connectivity. A smaller sub portion of our students in these remote areas do not receive cell service, and therefore cannot benefit from a hotspot. We also have a significant portion of our families that speak Spanish only, and require additional support via written and oral translation. COVID-19 has amplified these challenges. The closing of schools in March 2020 and the continued need to provide classroom instruction via distance learning puts our students at greater risk of falling behind educationally than children in more affluent suburbs or in city locations.

Eastside Union School District's Learning Continuity and Attendance Plan reflects the needs of the student body, community, and staff as it has been impacted by COVID-19. Specifically, our plan addresses the need for:
- Technology (Chromebooks, headsets, instructional software, and hotspots)
- Materials (paper, pencils, crayons, additional reading materials, etc.)
- Child nutrition and community access to food
- Coordinated Distance Learning Plan and Blended Learning Plan
- Social Emotional Support for students, staff, and community
- Increased services for English Learners, Foster Youth, and Low-income students
- Stakeholder engagement through two-way communication and various outreach modalities.
- Safety protocols and the purchase and use of personal protective equipment (PPE)

Stakeholder Engagement

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

Eastside Union School District prides itself on our work over the last 3 years to improve community relationships and engage the community and schools in authentic two-way communication. To this end, stakeholder engagement has been an integrated component of our work through-out the COVID-19 crisis. Efforts to solicit stakeholder feedback were developed as a multi-pronged approach utilizing a distributed leadership model.

At the beginning of the crisis in March and April of 2020, teachers were tasked with making regular contact with all students and their parents or guardians at least weekly via phone calls. During these weekly conversations, the teachers conducted a survey of each family (*Virtual Learning Parent Survey*) and we received input from approximately 90% of all families. The survey provided us with information regarding:

- Best way to contact families (e.g. updated phone numbers, best time of day, call or text)
- Translation needs
- Technology needs (devices and connectivity)
- Childcare needs
- Other needs (food, shelter, mental health services)

Based on the information from this survey, schedules were developed to ensure families requiring oral translation were scheduled for calls that included either the district translator or a bilingual Parent Liaison. Families that could not be contacted via phone or internet, or that required other services were scheduled for home visits by a combination of principals, assistant principals, counselors, district social worker, and district and site parent liaisons. Individual plans for families with specific health, welfare, and educational needs were developed and implemented by this team.

In May 2020, in partnership with Panorama Education, we implemented a *Distance Learning Survey* of students, staff, and community.

Ninety-seven grade 3 – 8 students took the survey. We collected data on:
- Well-being: Positive Feelings
- Social Support
- Needs with Distance Learning
- Well-being: Negative Feelings
- Distance Learning Environment
- Daily Habits

Two-hundred eighty staff (classified and certificated) took the survey. We collected data on:
- Collaboration with Distance Learning
- Student Support
- Professional Needs with Distance Learning
- Family Communication
- Well-Being and SEL
- Student Engagement with Distance Learning

We sent the survey out to the community via email, text, posting on social media outlets, and website and received 754 responses from community members. We collected data on community needs, specific to:

- Food
- Housing
- Children's social and emotional well-being
- Childcare
- Children's learning
- Technology needs
- Best ways to communicate

In June 2020, we asked teachers to conduct a survey (*Re-Opening Schools Survey*) via phone with all families. This survey collected data on:

- Student retention (who would be returning in 2020-2021)
- Potential TK or Kindergarten enrollment
- Preferred instructional model

Between May and July 2020, the superintendent led a Reopening Schools Task Force.

Task Force Objectives:

- Build the knowledge of task force members with regard to current Executive Orders, Department of Public Health guidelines, and local frameworks (e.g. LACOE materials).
- The task force will consider models of instructional programs and make programmatic recommendations to best meet the needs of EUSD.
- The task force will help determine needs for extended learning, after school care, and intervention programs to mitigate learning loss.

Meetings were held virtually from 12:00 p.m. - 3:00 p.m.

- May 27, 2020
- June 11, 2020
- June 25, 2020
- July 13, 2020

Task force members:

- Superintendent
- Assistant Superintendents (Human Resources, Educational Services)
- Chief Technology Officer
- Manager, Maintenance and Operations
- Manager, Support Services
- Elementary Principal

- Middle School Principal
- Eastside Teachers Association President
- California School Employee Association President
- District Nurse
- Student Transportation of America representative
- ASES Partner – RISE Education
- DELAC Parent
- LCAP Advisory Committee Parent

The Reopening Schools Task Force reviewed and analyzed the data from district surveys. Committee members participated through Microsoft TEAMs or could join telephonically. This information combined with guidance for CA Department of Education and the Los Angeles County Department of Public Health guided the development of the Reopening Schools 2020-2021 document. This document outlines the safety protocols and instructional program models (both in person and distance learning) in detail.

Much of the work of the Reopening Schools Task Force has guided the development of the Learning Continuity and Attendance Plan.

At the close of schools (March 2020) EUSD was well into the development of the 2020-2021 Local Control and Accountability Plans (LCAP). The LCAP Advisory Committee met on 1/27/2020, 2/10/2020, and 3/9/2020 to conduct the annual update and provide guidance on goals for the new plan. Goals 1 – 3 were well under development. Guidance and recommendations from the LCAP Advisory Committee were included in the writing of this plan in order to continue to focus on the successful work underway in the district.

The superintendent and cabinet members meet weekly with both association's leadership to maintain ongoing dialogue and gather input for district planning.

Bi-monthly meetings are held with the district management team (certificated and classified) to maintain ongoing dialogue and gather input for district planning. Principals and classified managers share information with staff and relay important input back to the superintendent to ensure all voices are included in the development of district plans.

All public communication is provided in both English and Spanish, and public meetings always include Spanish oral translation. Other translation services (languages other than Spanish, sign language, etc.) are provided as needed.

The superintendent presented the draft Learning Continuity and Attendance Plan to the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) and solicited input on program and expenditures.

- DAC: August 25, 2020 9:00 a.m. and 4:00 p.m.
- DELAC: August 27, 2020 9:00 a.m.

A written response to all questions from DAC and DELAC was provided on September 2, 2020. It was sent to all parent via Aeries Communication and posted on the district website and social media outlets.

Members of the public were provided the phone number and email address for the Assistant Superintendent of Educational Services to submit further input or comments regarding the district plan.

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to "attend" a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20).

Anyone wishing to attend a public Board of Trustees' meeting, may do so via the following link: https://rebrand.ly/EUSD_Board.

If community members wish to participate in the Public Comments, they submit comments electronically by clicking on the following link: https://forms.gle/w3G9N7sNHzRSKNb67. All comments must be received no later than 30 minutes prior to the posted start time of the meeting (usually, by 4:30 p.m. PDT). Submissions will be read aloud at the meeting and must comply with the three-minute time limit, per Board Bylaw 9323.

Board meeting agendas and supplementary materials are available for review on the district's public website at the following link: www.eastsideusd.org (from the EUSD's home page, select the "BoardDocs," tab at the bottom of the page). You may also click on the following link to go directly to BoardDocs: https://go.boarddocs.com/ca/eastside/Board.nsf/Public

For questions regarding the meetings or the Board of Trustees, please contact the Superintendent's Office at (661) 952-1200 ext. 8213.

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

We collected robust data in order to make informed decisions to meet the needs of our students, community, and staff.

Data from our collective surveys: *Virtual Learning Survey* (March / April 2020); *Distance Learning Survey* (May 2020); *Re-opening Schools Survey* (June 2020) and our meetings with our association's leaders and district management allowed key trends to emerge:

- Students, community members, and staff experienced stress and anxiety related to COVID-19 at about 30% across all groups, with teachers and staff indicating the highest level of needs.
- Student needs for technology (specifically devices and internet) is at about 40%
- Most families requested the use of a district device for student learning (70%)
- There is a need for increased online software to implement a well-rounded instructional program via distance learning
- All stakeholders want to continue the implementation of programs that are working well to improve student achievement (Instructional leadership teams, Culture and Climate leadership teams, professional learning for all staff, benchmark assessments, instructional design, interventions)
- There is a need for childcare during the COVID-19 crisis
- Most families (approximately 75%) would like to have their children on campus for instruction (either daily or in a blended learning model)
- There is a need for targeted professional learning and support for all staff regarding the implementation of distance learning.

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

The Learning Continuity and Attendance Plan was influenced by stakeholder input to ensure the needs of the students, community, teachers, and staff were included in our final plan.

While there was great overlap between the many groups that provided input into the plan, the following outlines how specific groups influenced the plan.

Parents, Community Members, and Re-opening Schools Task Force:

- Determined the need to purchase and distribute devices to all students TK – K. TK and K students were issued Chrometabs, grades 1 – 8 were issued Chromebooks.
- Determined the need for the distribution of Hot Spots for families without stable internet.
- Determined the need to establish Learning Centers (for childcare) especially for families of essential workers, foster youth, and students experiencing housing instability.

Eastside Teachers Association:

- Determined the need for additional professional learning in the areas of virtual lesson design, Google Classroom, Think Central / My HMH, i-Ready, and Renaissance Learning
- Established the need for additional workdays to provide professional learning before the start of the school year
- Determined the need for online resources to support social studies and science instruction

California School Employee Association:

- Determined the need for safety protocols (by job-alike) and PPE

Certificated Management and Teachers

- Determined the need for supplemental programs (typing program, additional math support)
- Determined the need for ongoing, integrated professional learning to support distance learning and technology integration

District English Learner Advisory Committee

- Advised on the importance of continuing with integrated and designated English Language Development
- Advised on the importance of providing targeted support to English learners, especially those students in the beginning levels of English proficiency

LCAP Advisory Committee

- Advised on the importance of maintaining current programs that increase academic rigor and the development of innovative programs
- Advised on the importance of increasing services for social emotional learning and student well-being

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.]

Per Senate Bill 98 (SB 98) and CA Education Code, districts must offer "in-person instruction to the greatest extent possible." Our goal remains to welcome all students safely back to campus. However, given the recent spike in the number of positive COVID-19 cases throughout Los Angeles County, EUSD will start the 2020-2021 school year in a Distance Learning Model.

Whatever instructional model EUSD implements (Traditional, Blended, or Distance Learning) will constitute compulsory education, and therefore, students will be required to attend school on assigned days, log on to virtual classroom sessions as scheduled, and complete independent work as assigned. Teachers and principals will work with individual families to ensure barriers students are facing regarding school access are addressed to the extent feasible.

When health and safety allow a return to in-person instruction as defined in Ed Code 43500(b), but safety protocols regarding COVID-19 require smaller groups sizes and physical distancing, EUSD will implement a Blended Learning model. In this model, students participate in a combination of learning in a classroom setting for two days a week and work from home 3 days a week. Work from home days require short virtual sessions with the teacher.

Elementary Schools Blended Learning Schedule:

Monday & Tuesday

Time	Group A: Onsite	Group B: Asynchronous Learning	Group C SDC Students: Onsite
8:00 – 2:00 (8:30 – 2:30)	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Independent Practice of content (small group, partners, independent practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Direct instruction of new content (Model, Guided Practice, Independent Practice, formative and summative assessments) ELA, Math, SS, Science, P.E., Music, Art, SEL
2:10 – 2:25 (2:40 – 2:55)	Teacher and student transition time		
	Group A: Asynchronous Learning	**Group B: Virtual - Synchronous Learning**	**Group C SDC Students: Asynchronous Learning**
2:25 – 3:25 (2:55 – 3:55)	Independent practice, homework, and/or computer-based lessons	• Review / pre-teach lessons • Check on work completion	Independent practice, homework, and/or computer-based lessons

Wednesday

Time	Group A & Group B: Asynchronous Learning	Group D *Targeted Students: Onsite	Group C SDC Students: Onsite
8:00 – 10:15 (8:30 – 10:45)	Independent Practice of content (small group, partners, independent practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Targeted support for ELA, Math, ELD, and SEL	Direct instruction of new content (Model, Guided Practice, Independent Practice, formative and summative assessments)
10:25 – 10:40 (10:55 -11:10)	Teacher and student transition time		
	Group A & Group B: Virtual - Synchronous Learning	**Group D: Asynchronous Learning**	**Group C SDC Students: Asynchronous Learning**
10:40 – 11:10 (11:10 -11:40)	Review / pre-teach lessons	Independent practice, homework, and/or computer-based lessons	Independent practice, homework, and/or computer-based lessons
11:10 - 2:10 (11:40 – 2:40)	Teacher prep (140 minutes) and lunch time (40 minutes) Groups A, B, C, and D Asynchronous Learning		
2:10 – 4:10 (2:40 – 4:40)	District / Teacher Collaboration		

Thursday & Friday

Time	Group A: Asynchronous Learning	Group B: Onsite	Group C -SDC Classrooms: Onsite
8:00 – 2:00 (8:30 – 2:30)	Independent Practice of content (small group, partners, independent practice, formative and summative assessments) ELA, Math, SS, Science, P.E., Music, Art, SEL	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Direct instruction of new content (Model, Guided Practice, Independent Practice, formative and summative assessments) ELA, Math, SS, Science, P.E., Music, Art, SEL
2:10 – 2:25 (2:40 – 2:55)	Teacher and student transition time		
	Group A: Virtual Synchronous Learning	**Group B: Asynchronous Learning**	**Group C SDC Students: Asynchronous Learning**
2:25 – 3:25 (2:55 – 3:55)	• Review / pre-teach lessons • Check on work completion	Independent practice, homework, and/or computer-based lessons	Independent practice, homework, and/or computer-based lessons

*Targeted Students will be identified from: Foster Youth, McKinney Vento, Students with Disabilities, and English Learners

Middle School Blended Learning Schedule:

	Monday	Tuesday	Monday	Tuesday	Monday & Tuesday
	Group A: Onsite		**Group B:** Asynchronous Learning		**Group C SDC** Onsite
8:30 – 2:30	Period 1 (Advisory) Period 2 Period 3 Period 4	Period 1 (Advisory) Period 5 Period 6 Period 7	Period 1 (Advisory) Period 2 Period 3 Period 4	Period 1 (Advisory) Period 5 Period 6 Period 7	*Student schedules modified based on block schedule*
2:40 – 2:55	Teacher and student transition time				
	Group A: Asynchronous Learning		**Group B:** Virtual Synchronous Learning		**Group C:** Asynchronous Learning
2:55 – 3:50	Independent practice, homework, and/or computer-based lessons		Period 1 (Advisory)	Period 1 (Advisory)	Independent practice, homework, and/or computer-based lessons

Wednesday			
	Group A & Group B: Virtual Synchronous Instruction	**Group D *Targeted Students:** Onsite	**Group C SDC:** Onsite
8:30 – 10:50	Period 1 (Advisory)	Targeted Support for ELA, Math, ELD, and SEL	*Student schedules modified based on block schedule*
11:00- 11:15	Teacher and student transition time		
11:15 - 2:40	Teacher prep time (175 minutes) and teacher lunch (30 mins) Groups A, B, and C Asynchronous Learning		
2:40– 4:40	District / Teacher Collaboration		

	Thursday	Friday	Thursday	Friday	Thursday & Friday
	Group A: Asynchronous Learning		**Group B:** Onsite		**Group C SDC** Onsite
8:30 – 2:30	Period 1 (Advisory) Period 2 Period 3 Period 4	Period 1 (Advisory) Period 5 Period 6 Period 7	Period 1 (Advisory) Period 2 Period 3 Period 4	Period 1 (Advisory) Period 5 Period 6 Period 7	*Student schedules modified based on block schedule*
2:40 – 2:55	Teacher and student transition time				
	Group A: Virtual Synchronous Learning		**Group B:** Asynchronous Learning		**Group C:** Asynchronous Learning
2:55 – 3:50	Period 1 (Advisory)	Period 1 (Advisory)	Independent practice, homework, and/or computer-based lessons		Independent practice, homework, and/or computer-based lessons

*Targeted Students will be identified from: Foster Youth, McKinney Vento, Students with Disabilities, and English Learners

To meet the needs of a well-rounded instructional program elementary school students continue to receive enrichment services (music, Social Emotional Learning) via synchronous instruction. Each class and group have been scheduled for synchronous learning with the music teachers or the school counselors during their asynchronous class time. This ensures that the time with their classroom teacher is not reduced and students get ample time for ELA, mathematics, Social Studies, Science, and PE instruction. Students at the middle school attend all periods and thus receive their well-rounded instruction via their master schedule of classes.

Students and staff coming back to school will following all public health orders with regards to health screenings before entering the campus, masks, physical distancing, and hand washing. Students and staff will be provided with appropriate Personal Protective Equipment (PPE) (e.g. mask, shields, hand sanitizer, etc.).

Staff has been / will continue to receive professional development on appropriate COVID-19 mitigation strategies.

Three Maintenance Technician I positions were retained specifically for response to COVID-19 per SB 98 prohibiting implementation of classified layoffs or release for permanent or probationary custodial positions.

To ensure we were well prepared to start the school year, EUSD and CSEA entered into a Memorandum of Understanding (MOU) that included increasing the work year by two days, to provide professional learning for staff.

Two days of Professional Learning (PL) prior to the start of school (August 4 & 5, 2020), classified staff

Classified staff attended PL in job alike groups to cover important safety, health and welfare, the use of PPE, and other job specific trainings.

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

Description	Total Funds	Contributing
Purchase of PPE for staff and students • Masks (cloth and disposable • Face Shields (adult and student) • Hand Sanitizer and stations • Disinfecting Wipes • Protective Shields (Sneeze guards) • Gloves • Disinfectant Foggers	$ 693,000 (ESSER 3210)	N
Professional Development • 2 additional days for all 10 month classified staff (COVID-19 Cleaning, Sanitation, and Best Practices)	$ 27,683 (CRF 3220)	N
Maintenance Tech I Positions (3 FTE) • Centralized Disinfecting Team	$250,000 (ESSER 3210)	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.]

EUSD's plan for distance learning has been developed to maximize student's access to rich, rigorous, and deep learning experiences that includes all content areas leading to a well-rounded education. To prepare for the potentially tumultuous instructional year, with the need to move between distance learning, blended learning (in person and at home combination), and the return to a normal school schedule (5 days a week, all students on campus), we developed a plan that would maintain a stable schedule for students, allow teachers to provide in-depth instruction with students in smaller groups, and support safe cleaning and sanitation practices between groups (when on campus).

The Distance Learning plan for all students (transitional kindergarten – grade 8) uses a grouping model. Students have been assigned to either Group A, Group B, or Group C. Principals worked carefully on group assignments to keep siblings on the same schedule, to balance the number of students on bus routes (for the transition to a blended model when allowed), to consider special education needs for students with Individualized Educational Programs (IEPs), and to balance group sizes.

Students participate in DAILY synchronous (with the teacher) and asynchronous (without the teacher) learning from home.

The schedules below reflect the first semester (with an additional hour of instruction) and the second semester.

Semester 1 Elementary Schools (August 10 – December 18, 2020)

Elementary Schools Distance Learning Model

Monday & Tuesday

CES, EES, TB 8:00 – 2:00 Lunch & Recess 10:30 – 11:45 ENT 8:30 – 2:30 Lunch & Recess 11:00– 12:15	Group A: Virtual Synchronous Learning	Group B: Asynchronous Learning	Group C SDC Students Virtual Synchronous Learning
	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Independent Practice of content (small group, partners, independent practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL
2:00 – 2:25 (2:30 – 2:55)	Teacher and student transition time		
2:25 – 3:25 (2:55 – 3:55)	Group A: Asynchronous Learning	Group B: Virtual Synchronous Learning	Group C SDC Students Virtual Synchronous Learning
	Independent practice, homework, and/or computer-based lessons	• Review / pre-teach lessons • Check on work completion	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL

Wednesday

CES, EES, TB 8:00 – 10:15 ENT 8:30 – 10:45	Group A & Group B: Asynchronous Learning	Group D *Targeted Students: Virtual Synchronous Learning	Group C SDC Students: Virtual Synchronous Learning
	Computer based ELA and Math Lessons Social Studies Science	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL
10:25 – 10:40 (10:55 – 11:10)	Teacher and student transition time		
10:40 – 11:10 (11:10 – 11:40)	Group A & Group B: Virtual Synchronous Learning	Group D *Targeted Students: Asynchronous Learning	Group C SDC Students: Asynchronous Learning
	Review / pre-teach lessons	Independent practice, homework, and/or computer-based lessons	Independent practice, homework, and/or computer-based lessons
11:10 – 4:10 (11:40 – 4:40)	Groups A, B, C, and D Asynchronous Learning (11:50 – 2:15) or (12:20 – 2:45 ENT only) District / Teacher Collaboration (120 minutes) 11:50 – 1:50 or 12:20 – 2:20 Teacher planning/prep time (140 minutes) 1:50 – 4:10 or 2:20 – 4:40		

Thursday & Friday

CES, EES, TB 8:00 – 2:00 Lunch & Recess 10:30 – 11:45 ENT 8:30 – 2:30 Lunch & Recess 11:00– 12:15	Group A: Asynchronous Learning	Group B: Virtual Synchronous Learning	Group C SDC Students: Virtual Synchronous Learning
	Independent Practice of content (small group, partners, independent practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL
2:00 – 2:25 (2:30 – 2:55)	Teacher and student transition time		
2:25 – 3:25 (2:55 – 3:55)	Group A: Virtual Synchronous Learning	Group B: Asynchronous Learning	Group C SDC Students: Virtual Synchronous Learning
	• Review /Pre-teach lessons • SEL – MTW lesson	ELA and Math (Homework and/or computer-based lessons)	Direct instruction of new content (Model, Guided Practice, formative and summative assessments): ELA, Math, SS, Science, P.E., Music, Art, SEL

*Targeted Students will be identified from: Foster Youth, McKinney Vento, Students with Disabilities, and English Learners

Semester 1 Middle School (August 10 – December 18, 2020)

Middle School Distance Learning Schedule

	Monday	Tuesday	Monday	Tuesday	Monday & Tuesday
8:30 – 2:35 Lunch 10:30-11:45	**Group A:** Virtual Synchronous Learning		**Group B:** Asynchronous Learning		**Group C SDC** Virtual Synchronous Learning
	Direct instruction of new content (Model, Guided Practice, formative and summative assessments)		Independent Practice (small group, partners, independent practice, formative and summative assessments)		*Student schedules modified based on block schedule*
	Period 1 (Advisory) *8:30-8:50 Period 2 *9:00-10:20 Period 3 *11:15-1:05 Period 4 *1:15-2:35	Period 1 (Advisory) *8:30-8:50 Period 5 *9:00-10:20 Period 6 *11:45-1:05 Period 7 *1:15-2:35	Period 1 (Advisory) Period 2 Period 3 Period 4	Period 1 (Advisory) Period 5 Period 6 Period 7	
2:35 – 3:00	Teacher and student transition time				
3:00 – 4:00	**Group A:** Asynchronous Learning		**Group B:** Virtual Synchronous Learning		**Group C SDC** Virtual Synchronous Learning
	Independent practice, homework, and/or computer-based lessons		Period 1 (Advisory)	Period 1 (Advisory)	*Student schedules modified based on block schedule*

Wednesday			
8:30 – 10:50	**Group A & Group B:** Virtual Synchronous Instruction	**Group D *Targeted Students:** Virtual Synchronous Learning	**Group C SDC** Virtual Synchronous Learning
	Period 1 (Advisory)	Targeted Support for ELA, Math, ELD, and SEL	*Student schedules modified based on block schedule*
11:00 – 11:15	Teacher transition time		
11:15 – 4:45	Groups A, B, and C Asynchronous Learning (11:45-2:50) District / Teacher Collaboration (120 minutes) 11:45 – 1:45 Teacher planning/prep time (180 minutes) 1:45 – 4:45		

	Thursday	Friday	Thursday	Friday	Thursday & Friday
8:30 – 2:35 Lunch 10:30-11:45	**Group A:** Asynchronous Learning		**Group B:** Virtual Synchronous Learning		**Group C SDC** Virtual Synchronous Learning
	Independent Practice (small group, partners, independent practice, formative and summative assessments)		Direct instruction of new content (Model, Guided Practice, formative and summative assessments)		*Student schedules modified based on block schedule*
	Period 1 (Advisory) Period 2 Period 3 Period 4	Period 1 (Advisory) Period 5 Period 6 Period 7	Period 1 (Advisory) *8:30-8:50 Period 2 *9:00-10:20 Period 3 *11:15-1:05 Period 4 *1:15-2:35	Period 1 (Advisory) *8:30-8:50 Period 5 *9:00-10:20 Period 6 *11:45-1:05 Period 7 *1:15-2:35	
2:35 – 3:00	Teacher and student transition time				
3:00– 4:00	**Group A:** Virtual Synchronous Learning		**Group B:** Asynchronous Learning		**Group C SDC** Virtual Synchronous Learning
	Period 1 (Advisory)	Period 1 (Advisory)	Independent practice, homework, and/or computer-based lessons		*Student schedules modified based on block schedule*

*Targeted Students will be identified from: Foster Youth, McKinney Vento, Students with Disabilities, and English Learners

Distance Learning Model: Elementary Schools

Monday & Tuesday

CES, EES, TB 8:00 – 8:10 ENT 8:30 – 8:40	**Group A and Group B:** Synchronous Learning Attendance, Move This World, Introduce the schedule for the day for both groups		**Group C SDC Students:** Synchronous Learning Attendance, Move This World
8:10 – 1:00 ENT 8:40 – 1:30	**Group A:** Synchronous Learning Direct instruction of new content ELA, Math, SS, Science, Art, SEL *Lunch & Recess: 10:30 – 11:45 / ENT 11:00 – 12:15*	**Group B:** Asynchronous Learning Independent Practice of content ELA, Math, SS, Science, P.E., Music, Art, SEL	**Group C SDC Students** Virtual Synchronous Learning Direct instruction of new content ELA, Math, SS, Science, P.E., Music, Art, SEL *Lunch & Recess: 10:30 – 11:45 / ENT 11:00 – 12:15*
1:00 – 1:25 ENT 1:30 – 1:55	Teacher and student transition time		
1:25 – 2:15 ENT 1:55 – 2:45	**Group A:** Asynchronous Learning Independent practice, computer-based lessons	**Group B:** Synchronous Learning Direct instruction of new content: ELA, Math	**Group C SDC Students:** Synchronous Learning Direct instruction of new content: ELA, Math
2:15 – 2:25 ENT 2:45 – 2:55	**Group A and Group B:** Synchronous Learning Move This World		**Group C:** Synchronous Learning Move This World

Wednesday

CES, EES, TB 8:00 – 10:15 ENT 8:30 – 10:45	**Group A & Group B:** Asynchronous Learning Independent Practice of content ELA, Math, SS, Science, P.E., Music, Art, SEL	***Group D:** Synchronous Learning Direct instruction of new content ELA, Math, SS, Science, Music, Art, SEL	**Group C SDC Students:** Virtual Synchronous Learning Direct instruction of new content ELA, Math, SS, Science, P.E., Music, Art, SEL
10:15 – 10:40 ENT 10:55 – 11:10	Teacher and student transition time		
10:40 – 11:10 ENT 11:10 – 11:40	**Group A & Group B:** Synchronous Learning Direct instruction of new content: ELA, Math	***Group D:** Asynchronous Learning Independent practice, homework, and/or computer-based lessons	**Group C SDC Students:** Asynchronous Learning Independent practice, homework, and/or computer-based lessons
11:10 - 3:10 ENT 11:40 – 3:40	**Group A, B, C, and D:** Asynchronous Learning		

Thursday & Friday

CES, EES, TB 8:00 – 8:10 ENT 8:30 – 8:40	**Group A and Group B:** Virtual Synchronous Learning Attendance, Move This World, Introduce the schedule for the day for both groups		**Group C SDC Students** Virtual Synchronous Learning Attendance, Move This World
8:10 – 1:00 ENT 8:40 – 1:30	**Group A:** Asynchronous Learning Independent Practice of content ELA, Math, SS, Science, P.E., Music, Art, SEL *Lunch & Recess: 10:30 – 11:45 / ENT 11:00 – 12:15*	**Group B:** Synchronous Learning Direct instruction of new content ELA, Math, SS, Science, Music, Art, SEL	**Group C SDC Students:** Synchronous Learning Direct instruction of new content: ELA, Math, SS, Science, P.E., Music, Art, SEL *Lunch & Recess: 10:30 – 11:45 / ENT 11:00 – 12:15*
1:00 – 1:25 ENT 1:30 – 1:55	Teacher and student transition time		
1:25 – 2:15 ENT 1:55 – 2:45	**Group A:** Synchronous Learning Direct instruction of new content: ELA, Math	**Group B:** Asynchronous Learning Independent practice, computer-based lessons	**Group C SDC Students:** Virtual Synchronous Learning Direct instruction of new content: ELA, Math
2:15 – 2:25 ENT 2:45 – 2:55	**Group A and Group B:** Synchronous Learning Move This World		**Group C:** Synchronous Learning Move This World

*Targeted Students will be identified from: Foster Youth, McKinney Vento, Students with Disabilities, and English Learners

Semester 2 Middle School (January 12 – June 4, 2021)

Distance Learning Model: Middle School

	Monday	Tuesday	Thursday	Friday
8:30 – 2:35	**Group A, Group B, and Group C:** Virtual Synchronous Learning Direct instruction of new content (Model, Guided Practice, formative and summative assessments)			
	Period 1 (Advisory): 8:30-8:50 Period 2: 9:00-10:20 Student Lunch: 10:20 – 11:45 Period 3: 11:45-1:05 Period 4: 1:15-2:35	Period 1 (Advisory): 8:30-8:50 Period 5: 9:00-10:20 Student Lunch: 10:20 – 11:45 Period 6: 11:45-1:05 Period 7: 1:15-2:35	Period 1 (Advisory): 8:30-8:50 Period 2: 9:00-10:20 Student Lunch: 10:20 – 11:45 Period 3: 11:45-1:05 Period 4: 1:15-2:35	Period 1 (Advisory): 8:30-8:50 Period 5: 9:00-10:20 Student Lunch: 10:20 – 11:45 Period 6: 11:45-1:05 Period 7: 1:15-2:35
2:35 – 3:00	Office time for individual and small group support			
3:00 – 4:00	**Title I:** Extended Learning (intervention and enrichment) and office hours			

Wednesday (Student Schedule)

8:30 – 10:50	**Group A, Group B, and Group C:** Virtual Synchronous Instruction	
	Period 1 (Advisory)	Targeted Support for ELA, Math, ELD, and SEL
10:50 – 11:15	Teacher transition time	
11:15 – 3:00	**Group A, Group B, and Group C** **Asynchronous Learning**	

EUSD uses Google Classroom as our Learning Management System. Teachers use this platform to provide students with access to assignments and resources necessary for the instructional program. Google Meet is used for synchronous instructional time.

To ensure our students continue to receive a CA Common Core Standards aligned educational program several expectations are intertwined.

- Teachers use the CA Common Core and content standards to develop lessons
- Teachers use the EUSD Board Adopted Curriculum to support instruction
- Both the English Language Arts and Mathematics programs provide all teacher and student materials in an online platform
- Teachers develop lessons using the Gradual Release of Responsibility (Fisher and Frey) to provide modeling and guided practice during synchronous time and assign independent practice during asynchronous time
- Grade level / content teams utilize Professional Learning Communities (PLCs) to develop common lessons and assessments

EUSD had several online programs to support distance learning:

- Houghton Mifflin Harcourt, Journeys English Language Arts program (Kindergarten – grade 6)– Think Central
- Houghton Mifflin Harcourt, Collections English Language Arts program (grades 7 -8) – MyHMH
- Houghton Mifflin Harcourt, Math Expressions English Language Arts program (Kindergarten – grade 6) – Think Central
- Renaissance Accelerated Reader (Kindergarten – grade 8)
- Renaissance STAR 360 Assessments (Kindergarten – grade 8)
- Pearson Interactive Music (Realize) program (Kindergarten – grade 6)

Additional online supplementary programs were purchased to support a robust distance learning program:

- Curriculum Associates, i-Ready (ELA and Mathematics Kindergarten – grade 8)
- Kesler Science (grades 7 – 8) online program
- Screencastify
- Flipgrid

To meet the needs of a well-rounded instructional program elementary school students continue to receive enrichment services (music, Social Emotional Learning) via synchronous instruction. Each class and group have been scheduled for synchronous learning with the music teachers or the school counselors during their asynchronous class time. This ensures that the time with their classroom teacher is not reduced and students get ample time for ELA, mathematics, Social Studies, and Science, instruction. Students at the middle school attend all periods and thus receive their well-rounded instruction via their master schedule of classes.

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.]

All students of Eastside USD have received a device for remote learning during a districtwide drive thru distribution on August 6 & 7, 2020 prior to the first day of the school year. Principals tracked pick-up and contacted families who did not pick up a student device. Additional opportunities were provided on Saturday August 8, 2020 and before the start of instruction on August 10, 2020. Principals and school counselors made home visits throughout the first weeks of school to deliver equipment as needed.

Students in grades TK through first grade were checked out an Acer Chrome Tab for distance learning use. Students in grade levels second through eight received a Lenovo Chromebook for distance learning. Families of the Eastside USD were surveyed to identify their needs for internet connectivity, specifically for distance learning. Those families that have informed the district of their lack of internet connectivity at home, or families identified as needing internet connectivity through poor attendance, have been issued an internet hotspot for their student/s distance learning needs.

Total district distribution (September 2020):

- Chrometabs: 220
- Chromebooks: 2,837
- Hot Spots: 561

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.]

To monitor student attendance and progress, a multi-step process is being implemented. Senate Bill 98 (SB 98) and Education Code 43504 requires that districts develop a system to track weekly engagement and participation of students. EUSD is using the following process / tools to meet this requirement:

- Weekly Overview and Daily Lesson Plan Template –   provides a clear summary of assignments for synchronous and asynchronous time.
- Distance Learning Schedule – provides a clear record of the amount of time students are synchronous or asynchronous on each day of the school year.
- Blended Learning Schedule - provides a clear record of the location of instruction: in person, online synchronous, or asynchronous, on each day of the school year.

- Aeries Weekly Attendance Report – indicates whether a student was present/participated or absent/No participation and whether the absence was excused or unexcused.
- Teacher gradebook provides evidence of student work completion

Teachers certify the time value of work through their daily lesson plans. Teachers make this certification based on the content of the assignment, the grade level of their students, and their professional experience with student work completion. Additionally, standards based ELA and Math assignments assigned on the i-Ready platform or Renaissance Accelerated Reader program provide the teacher with a completion report that includes work completed, percentage of correct answers, and the amount of time students spent completing the tasks.

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.]

EUSD worked with all stakeholders to develop a professional learning plan that would offer immediate support to start the school year with distance learning, as well as a plan for daily support and ongoing professional learning throughout the year. The content of the professional learning is designed to build a shared understanding of a successful instructional program, including health and safety protocols.

To develop the program, we considered:

- What supports were needed to implement our model program?
- What professional learning structures did we already have in place that would support our plan?
- What new opportunities for learning was required to build confidence and expertise of all staff?

To ensure we were well prepared to start the school year, EUSD and ETA entered into a Memorandum of Understanding (MOU) that included increasing the work year by two days, to provide professional learning for staff.

Two days of Professional Learning (PL) prior to the start of school (August 4 & 5, 2020), certificated staff

All certificated staff received the following PL:
- Virtual Lesson Development and Design
- Google Classroom (Level 1 or Level 2)

Elementary and Middle School ELA and Math teachers received the following PL:

- HMH ELA – How to use Think Central in Distance Learning
- HMH Math – How to use Think Central in Distance Learning
- Renaissance Learning – How to implement STAR 360 assessment in a virtual environment
- i-Ready – How to assign a grade level, standards aligned instructional path to students

Middle School content area and elective teachers received the following PL:

- Shmoop online program

- Using Online Tools (Flipgrid, Screencastify, Edgenuity)

Daily Support for certificated staff

To provide the in the moment support for teachers, our Teachers on Special Assignment (TOSAs) have daily office hours. Teachers may quickly jump into a virtual classroom to ask for specific help on technology, programs, curriculum, instruction, etc. The TOSAs provide real time support for teachers and offer follow-up as needed.

Ongoing Support for certificated staff

Afterschool PL is offered virtually through our TOSA program 1 – 3 times weekly. To target the needs of teachers, the TOSAs have sent out a survey to ascertain the PL needs of teachers. Topics requested by teachers include:

- Google Classroom / Google Meet
- Interactive Whiteboards
- Flipgrid / Screencastify
- Choice Boards
- English Language Development (ELD) support

Houghton Mifflin Harcourt has been contracted to provide ongoing PL (one per quarter) on the Think Central platform to deepen teachers' understanding of the resources and how most effectively use them for distance learning.

i-Ready will provide two additional PLs to deepen teachers' understanding of the platform and how to read and use the student reports.

We will continue to provide PL to our Instructional Leadership Teams and our Culture and Climate Leadership Teams throughout the school year. The Instructional Leadership Team will work on improving Professional Learning Communities and lesson design, while the Culture and Climate Leadership Team will focus on a deep analysis of how our culture impacts learning and strategies to improve instruction through increased engagement and culturally relevant instruction.

Ongoing support for classified staff:

To ensure instructional aides are prepared to provide student support they were provided a laptop and provided training on the use of the laptop. Training also included Google classroom, virtual learning lesson design, and online software programs. Intermittent, ongoing training will be provided throughout the school year.

Substitute Teachers:

To ensure substitute teachers are prepared to provide a seamless instructional program in the absence of the regular classroom teacher, they were provided training on the use of district laptops. Each school site was provided 10 additional laptops for the substitute teacher program. Training also included Google Classroom, virtual lesson design, attendance, and online software programs. Intermittent, ongoing training will be provided throughout the school year.

To ensure we continue to meet the evolving needs of all staff, we will implement periodic surveys and elicit input on needs via all stakeholder meetings.

Staff Roles and Responsibilities

Since COVID-19 began in March 2020 the roles and responsibilities have changed for most certificated and classified members in the district. Beginning March 16, 2020 certificated personnel worked virtually with their students until the end of the school year in June. In early August 2020, the reporting date for certificated personnel to return work occurred. Professional development played a big role in the first couple of days back. Certificated staff experienced professional development which would help them work with students virtually. They also worked together to prepare for the school year and to educate students and meet the emotional needs the best way possible. The school year has begun and students are receiving their education, social emotional support, and state and federal mandates 100% virtually.

Classified personnel have had to also adapt in their positions to provide for our school district during the COVID-19 crisis. When COVID-19 initially hit school districts in mid-March, the education environment for all staff members was drastically different. While certificated staff learned to teach and support virtually, classified members continued to work in their positions, learned to work in different roles and worked more hours than usual. Everyone came together, worked hard and did the best they could to support our students, families, and community.

Many classified staff members have had to play a different role than their job title and job description. For example, the child nutrition department served all students under eighteen years old. The number of students/children fed outnumbered our total district student population. To do this our district started "Meals on Wheels" where meals were taken out to the community. The bus stops were within our school district and all students/children under eighteen were able to be fed both a breakfast and lunch meal. In order to do this our campus safety supervisors and instructional assistants were needed to assist.

Another area where staff members played different roles was when the district needed additional help with the daily childcare that took place for school employee and state identified essential worker's children. Once again, our campus safety supervisors, instructional assistants and also included were licensed vocational nurses and maintenance and operation personnel. All staff members worked together to do the best job possible for our entire school district community.

Supports for Pupils with Unique Needs

EUSD has a strong commitment to all students and is acutely aware of the needs of special student groups that may require additional support to effectively achieve at grade level. To this end, the LCAP Advisory Committee has worked hard over the past 3 years to develop clear programmatic and systematic support to address these needs. When developing the plan for the 2020-2021 school year, our students with unique needs were at the forefront of our decision making.

During the COVID-19 crisis, we have created a "Family Support Form" for teachers or staff to complete when a family expresses a need, or a staff member suspects a family may require additional support. This form is routed to our district social worker who reviews the report and develops an action plan for the family. This may be as simple as a phone call to the family, or it may involve pulling together a team (teacher, principal, counselor, parent liaison, community partners) to develop a plan for wrap around services.

Students with Disabilities (SWD)

SWDs' needs are met in many various and individual ways. A SWD will have an Individualized Educational Program (IEP) which clarifies specific services, accommodations, or modifications that must take place to ensure the student has access to a free and appropriate public education. During the COVID-19 crisis, our special education teachers continue to work with parents to determine how to best meet the IEP goals of each SWD.

Additionally, because we are aware of the potential increase in learning loss for SWDs, we created two distance learning groups to help mitigate learning loss. Group C is comprised of SWDs who are assigned to a Special Day Class (SDC). These students have 4 days of synchronous instruction (with the teacher) compared to the general education population that receives 2 days of synchronous instruction.

Group D students are identified SWDs who receive Specialized Academic Instruction (SAI) through both a general education classroom and support from a special education teacher. Based on need, these SWD may be included in additional synchronous instruction on Wednesdays (Group D).

Foster Youth / McKinney Vento Students (housing instability)

At the onset of COVID-19, in March 2020, the student services staff (parent liaisons and district social worker) made individual phone calls to families and guardians of our Foster Youth and McKinney Vento students to assess family well-being and to offer community resources and supports. Families and guardians who lack access to transportation receive home visits where staff has distributed necessary materials and supplies (Chromebooks, Hot Spots, textbooks, paper, pencils, etc.).

Our school counselors conduct reoccurring check-ins with these families to provide stress relief, conflict resolution, access to district and community resources, etc. These meetings are conducted virtually when possible or through home visits, utilizing all department of public health COVID-19 precautions (use of PPE, physical distancing, meeting outside, etc.).

Foster Youth and McKinney Vento students were given priority during the Learning Center enrollment process (childcare).

Group D includes Foster Youth and McKinney Vento students and provides additional synchronous learning on Wednesdays.

English Learners (ELs)

To ensure we meet the needs of English learners we have the following in place:

- Require the use of a planning template that includes designated English Language Development (ELD) and a how language support will be included in content instruction (integrated ELD).
- Purchasing online lessons and support materials for ELD
- Professional Learning on ELD instruction (TOSA and consultant led)

Group D includes ELs who are at proficiency levels 1 or 2 or have been identified by their teachers as requiring additional support and provides students with additional synchronous learning on Wednesdays for additional English Language Development instruction.

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

Description	Total Funds	Contributing
Professional Development • 2 Additional Days for all certificated staff (strategies / programs for distance learning) • Substitute Teacher • Instructional Aides	$188,098 (CRF 3220)	N
Devices and Connectivity • Student Devices and connectivity • Staff devices to support connectivity • Hot Spots	$2,014,644 (CRF 3220) $165,000 (GEER 3215)	N
Supplemental Instructional Materials • Curriculum Associates, i-Ready (ELA and Mathematics Kindergarten – grade 8) • Screencastify • Flipgrid	$136,183 (CRF 3220)	N

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.]

EUSD uses Renaissance STAR 360 Reading and Mathematics, and Early Literacy assessments as part of our system of instructional learning. Beginning of the year, mid-year, and end of the year assessments allow us to determine how students are progressing through grade level standards. A particularly strong indicator of student progression is the Student Growth Percentile (SGP). An SGP describes a student's growth and academic progress over time.

Because of the School Closures in March 2020, we were not able to implement the end of the year assessment for the 2019-2020 school year. This school year (2020-2021) we will be able to administer the assessment, as all students have a district issued Chrome Tab or Chromebook and access to the internet through personal internet or district provided hot spots. Students in grades 2 – 8 will take the assessment virtually with their class during synchronous instruction. Students in Kindergarten and grade 1 will be invited to their campus to take the assessment in person, one-on-one with a trained staff member. The testing environment will follow all health and safety requirements and offer PPE as needed.

STAR 360 Reading and Math Assessment Schedule (Grades 2 – 8):
- September 8, 2020 – October 2, 2020
- January 19, 2021 – February 5, 2021
- May 3, 2021 – May 28, 2021

STAR 360 Early Literacy Assessment Schedule (Kindergarten and Grade 1)

- September 21, 2020 – October 30, 2020
- January 19, 2021 – February 5, 2021
- May 3, 2021 – May 28, 2021

SGP data will be analyzed to determine the amount of learning loss in ELA and math at a macro level (district wide) as well as, by school, grade level, and individual students.

English learners will continue to receive designated ELD and language loss will be measured by classroom teacher assessment, as well as through the summative English Learner Proficiency Assessment for CA (ELPAC).

Additional measures of student learning loss will include teacher assessment through adopted curriculum and online programs.

Panorama Surveys: Social Emotional Learning (SEL) and School Climate Grades 3 – 8

Panorama Surveys provide EUSD with research-backed, valid and reliable data to assist us with determining needed actions to improve the well-being of all students. The SEL survey provides information on growth-mindset, self-efficacy, social awareness, and self-management. The Climate survey provides us with information on school connectedness, adult support, and perceived academic expectations. We have been implementing these surveys for two school years and the data we receive from this school year will allow us to measure areas of growth and areas where students may have regressed. The beginning of the year survey will be implemented in September 2020 through virtual sessions with school counselors. The end of the year survey will be administered in May 2021 and administered by classroom teachers (if we are in person) or by counselors if we are still in distance learning.

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.]

While all of this data will allow us to target specific learning needs by school, grade level, and individual students, we were well aware of the need to address learning loss and make up for lost instructional time at the end of the 2019-2020 school year.

Additional Instructional Time

To this end, we negotiated with our associations and agreed to provide an additional hour of instruction time each day from August 10, 2020 – December 18, 2020. This is equivalent to 87 additional hours or approximately 14 days of instruction.

Additional Wednesday Synchronous Instruction

We also presumed that some student groups: Foster Youth, McKinney Vento, SWDs, and ELs would be more severely impacted by the COVID-19 school closures and move to distance learning than others. To mitigate this, starting the first week of the 2020-2021 school year, we set up Wednesday morning synchronous time to target these specific student groups. Principals and teachers have developed targeted groups of students to provide additional instructional support. Support may be a reteaching of previous standards, a preview of material, or supplemental instructional practices that address a specific need (e.g. phonemic awareness, reading fluency, math concepts or fluency, etc.), or additional designated ELD.

Group D students are identified from these student groups and receive an additional two hours and 15 minutes of synchronous instruction on Wednesdays.

Saturday Intervention and Enrichment

EUSD will offer virtual Saturday intervention and enrichment programs starting in late fall 2020. Programmatic details will be finalized using the beginning of the year assessment and survey data and classes will be designed to meet identified learning loss and achievement gaps. Programs will include both content (ELA, Math, SS, Science) and social emotional learning. Students will be invited to these classes based on identified need.

COVID-19 has isolated children from their peers and has created a void in their developmental process. EUSD will be developing enrichment classes to offer students opportunities to engage with peers in courses designed to build collaboration and community. Classes will be play-based and open to all students, although students may be individually invited based on their assessments and teacher input.

Saturday intervention and enrichment will begin with virtual instruction and will move to in-person when allowed.

Summer Program June 7 – 25, 2021 (15 days)

EUSD plans to provide a summer program to students who continue to demonstrate learning loss through Renaissance STAR 360 assessments, teacher assessments, and report card grades. If allowable at this time, this program will be in-person, however, if that is not possible, the program will run virtually. Students will receive 3 hours of intervention each day.

Targeting Priority Instructional Standards

Using *Addressing Unfinished Learning* (Council of Great City Schools, June 2020) and the *Priority Instructional Content in ELA / Literacy and Mathematics* (Student Achievement Partners / AchievetheCore.org, June 2020), EUSD has developed guidance materials for teachers to guide long term and short term instructional plans. The guidance materials and professional learning support offer teachers a way to address unfinished learning and acceleration through grade level standards for the 2020-2021 school year.

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.]

In order to inform instruction and gauge student learning, a cycle of plan, teach, assess, reflect is used at EUSD. This cycle includes initial screenings, formative assessments, and summative assessments. Our initial and benchmark assessments (STAR 360 Reading and Math, STAR 360 Early Literacy, Initial ELPAC, Summative ELPAC) provide important information about student needs regarding intervention and assist teachers with the creation of instructional groupings.

Formative assessments, such as weekly content assessments, provide actionable information about students' learning relative to the instructional goals. This data allows for immediate adjustments to teaching.

Summative assessments, such as unit assessments or state assessments, provide teachers with data regarding overall programmatic effectiveness and assist with modifications to the scope and sequence of learning targets.

Designated collaboration time is built into our program as part of our Instructional Leadership Team (ILT) work, Professional Learning Communities (PLC), and requirement to plan collaboratively with grade level / content level teams. We have included the extra hour of teacher time on Wednesdays, to extend the collaboration time. Teachers work with principals (2 hours) and in their PLCs (2 hours and 20 minutes) for a total of 4 hours and 20 minutes each Wednesday. Collaboration with the principal

is directly related to planning effective instruction. Teams look at standards, learning objectives, lesson design and review relevant research to determine ways in which instructional design and delivery can be improved.

Wednesday collaboration is time also includes data analysis (using a standard analysis protocol), identifying student needs, and planning instruction in response to the needs.

Teachers have several data streams to use for analysis:

- Common grade level / content area teacher made assessments
- Adopted curriculum assessments (weekly, unit performance tasks)
- Renaissance STAR 360 (Beginning, mid, and end of year) assessments
- State assessment data (CAASPP, ELPAC, CAA, CAST)
- SEL and School Climate Survey Data
- Attendance data
- Behavior and discipline data
- Input from parents and community members regarding student needs

Additionally, teachers have 50 minutes each day during the lunch / recess / nutrition break to prepare for instruction. This time allows for in the moment adjustments to lesson design and content.

EUSD uses Renaissance STAR 360 Reading and Mathematics, and Early Literacy assessments as part of our system of instructional learning. Beginning of the year, mid-year, and end of the year assessments allow us to determine how students are progressing through grade level standards. A particularly strong indicator of student progression is the Student Growth Percentile (SGP). An SGP describes a student's growth and academic progress.

SGP will provide EUSD with a strong indicator of learning loss and how well we are closing achievement gaps. Simply put, an SGP of 50 would indicate 1 years' academic growth over 1 years' time. Since the average range of student growth is 40 – 60 SGP, students who have less than a 40 SGP can be considered to have suffered from learning loss. In order to close the learning loss gap, we will be looking for students to have SGPs between 61 and 99. Students who do not fall into this range are still learning, however, they are not closing the gap in their learning, and therefore require additional time and intervention.

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

Description	Total Funds	Contributing
Extended Learning - Additional hour through December 2020 - Saturday Intervention through December 2020	$1,100,000 (CRF 3220)	Y

Mental Health and Social and Emotional Well-Being

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

EUSD has implemented a robust Social Emotional Learning program for the past 3 years and will continue to implement the model to maintain consistency and support student and staff needs.

Move This World – SEL Curriculum

The Move This World curriculum is implemented daily in all classrooms Transitional Kindergarten through grade 8. It is a video-based program developed on the Collaborative for Academic, Social, and Emotional Learning (CASEL) five competencies. The purpose of the program is to help students and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The counselors provide additional lessons to targeted students to support the development of the CASEL competencies.

Panorama Education Surveys

We implement SEL and School Climate Panorama Surveys at the beginning of the year, and end of the year to determine the needs of students, staff, and community. The survey data is analyzed by the Culture and Climate Leadership Team, as well as, by school and grade level teams to create action plans to support the health and well-being of students and staff.

Professional Development

Professional learning will be provided by Move This World consultants for all classroom teachers and school counselors. It will focus on using the program in a virtual environment and addressing student need and personal need (adult self-care) in the COVID-19 environment.

Professional learning will be provided to all counselors on how to best administer the surveys in a distance learning environment, and how to analyze the data in meaningful ways to develop effective action plans (September 8, 2020).

CARE SOLACE

Care Solace is a contracted resource for all students, staff, and community members. They provide mental healthcare coordination, through mental health care matching, student care tracking, and vetting of resources to ensure that the network of care meets ethical standards.

Students, parents, community members, and staff can access the resource through a direct EUSD contact line posted on our website. Counselors at every site are trained to assist all parties with the Care Solace resource and make many referrals for our families.

To ensure that our community is aware of this valuable resource monthly Aeries communication messages are sent out with information on what the resource provides and how to access the program.

Community Center

EUSD opened a Community Center during the 2018-2019 school year. The center has been critical in meeting the needs of our community during the COVID-19 pandemic as families have experienced trauma due to loss of employment, sick family members, isolation, fear, hunger, and immigration status. Services provided by and coordinated by the center include:

- A Community Closet (filled based entirely on donations)
- Community food giveaways in partnership with the AV Dream Center and the Los Angeles County Food bank
- Connections to Community Mental Health Services
- Connections to Health and Human Services
- Connections to Foster Youth services
- McKinney Vento Assistance
- Latino Family Literacy Project
- Project 2 Inspire

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.]

A Tiered Re-engagement plan has been developed by the student services team, in consultation with principals, counselors, attendance clerks, parent liaisons, and parents.

An English – Spanish bilingual parent liaison is available at every site for assistance with translation, as well as two district translators who can help. Many of our school attendance clerks are also English – Spanish bilingual and therefore do not require translation assistance.

EUSD partners with Attention 2 Attendance (A2A). A2A is a patented attendance and conferencing management system that supports us in triggering early-warnings and interventions for students with poor attendance patterns.

EUSD works with the Abolish Chronic Truancy (ACT) program through the Los Angeles County District Attorney's office. District Attorney Staff members work directly with school administrators, teachers, parents and students to resolve problems that contribute to truancy and get students back in the classroom. The program's goal is to help families understand and comply with school attendance laws to ensure that all children get the education they so vitally need to succeed in life.

EUSD uses Aeries as our Student Information System, where attendance and student records are maintained.

Tiered Reengagement Plan

Tier One

Teacher

1. Takes daily attendance during synchronous instruction.
2. Absences trigger a phone call, Aeries communication, and reminders through Google Classroom.
3. Communication attempts and outcomes are documented in the Visitation log in Aeries.

Attendance Clerk (single day absence)

1. Contacts family to verify absence reason and record
2. Records intervention phone call in Aeries

Parent Liaison (absences equaling 60% of the week)

1. Contacts families who have children who have missed 60% of an instructional week of school
2. Explains A2A letter that is being sent home
3. Refers family to school counselor for intervention planning and support

Attendance Clerk (accumulated 3 unexcused absences)

1. Explains A2A letter that is being sent home
2. Records communication in the Visitation log in Aeries

Tier Two

Students are moved to Tier 2 when they have accumulated 6 unexcused absences or 8 excused absences.

Tier One interventions are continued as needed.

Parent Liaison

1. Hold small group meeting with parents (offer various days and times). Meeting will include:
   a. Discussion on top three reasons for absences
   b. Discuss possible solutions to barriers to regular school attendance
   c. Completion of a short reading or video on importance of regular school attendance
   d. Review of the ACT program
   e. Review of School Attendance Review Board (SARB) process

Counselor

1. Hold small group meeting with students
   a. Provide Social Emotional Learning (SEL) support

    b.   Go over top three reasons for absences and discuss solutions to barriers for regular school attendance

Tier Three

Students are moved to Tier 3 when they have accumulated 9 unexcused absences or 10 excused absences (or 11 absences combined excused and unexcused).

Tier One interventions are continued as needed.

Principal

1. Hold individual parent conference

Attendance Clerk

1. Schedule and attend ACT meeting
   a. Inform parents of SARB
   b. 3 additional absences will trigger a SARB

District Social Worker

1. Meet with family – conduct home visit if necessary
   a. Try to determine need (family members or student has COVID, no access to technology, or no appropriate place for student to access instruction)
   b. Develop a plan of intervention

Monitoring and analyzing attendance data

The school attendance clerk will pull data with the following information:

- Number of excused and unexcused absences
- Absence codes (reasons for absence)
- Teacher names and grade levels

Data will be disaggregated by demographic information. Data will be used to determine content of parent meetings and to assist with solving barriers to regular school attendance, and to determine individual support needed to reengage students in their compulsory education.

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.]

Eastside Union School District provides nutritionally adequate meals for all pupils. Since March, we focused our efforts on providing healthy options that were individually wrapped and easily accessible for parents. Grab and go meals were distributed drive-through style on a daily basis in four schools: Tierra Bonita Elementary, Enterprise Elementary, Columbia Elementary and Gifford C. Cole Middle School. We partnered with Student Transportation of America (STA) to provide grab & go meals on a daily

basis as well at all student bus stops. The staff at Eastside Elementary worked in conjunction with bus drivers to clean and disinfect all high-touch areas. We also set up a system at each bus stop that ensures community members are distanced at least six feet apart when picking up their meals.

Child nutrition staff and other staff members that participate in the preparation or distribution of meals were properly trained to follow health and safety protocols, including proper PPE usage, cleaning and sanitation and maintaining physical distancing. Gloves, face coverings, aprons and face shields are readily available for staff members to use during meal preparation and service.

Eastside USD operates under the Community Eligibility Provision (CEP) therefore, all students qualify for free meals. Our students and community members benefitted greatly from this. We used several platforms to promote that free meals were available for all children ages 18 and under. We posted the times and locations on our district website, social media pages and also printed flyers. We used our student information system to send call outs to our parents with changes or updates.

Throughout the summer, we offered grab & go meals at three of our school sites: Columbia Elementary, Tierra Bonita Elementary and Gifford C. Cole Middle School. Community members were highly encouraged to wear face coverings when picking up meals. When the school year started with distance learning, we informed our parents and community members that under the National School Lunch Program (NSLP) we would only be able to provide meals to our students. We observed a significant decrease in participation. In an effort to boost participation and make it easier for parents, we transitioned to a bulk meal service. We will provide the entire weeks' worth of meals in one day instead of offering daily meals. USDA recently announced that we will be able to provide meals to all children ages 18 and under once again. We informed our parents and community members of this change and plan on increasing the number of meal kits available at our school sites for weekly pickup. Eastside Elementary will work with STA staff to continue to operate the Meals on Wheels program.

When students return to campus, breakfast and lunch will be provided for students on campus. For students who are asynchronous meals will be provided through our distance learning meal distribution program.

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

Section	Description	Total Funds	Contributing
Child Nutrition	Partnership with Student Transportation of America (STA) to provide grab & go meals on a daily basis as well at all student bus stops.	$400,000 (CRF 3220)	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
36.92%	$9,280,868

Required Descriptions

With a three-year unduplicated student count average of 92.03%, it makes sense to include the remaining 7.97% of students in all services. Foster youth, English learners, and low-income students' needs, condition, and circumstances are at the forefront of consideration in all programmatic and districtwide initiatives, as they are the majority of our student population, and we understand the importance of meeting their unique needs. Because we are aware of the needs of this student group, we targeted services to our Foster Youth, English Learners, and economically challenged students in keyways using Learning Loss Mitigation Funds and Coronavirus Relief Funds:

- We negotiated with our teachers' association to add an hour of instruction each day from August 10, 2020 – December 18, 2020. This amounts to an additional 87 hours of instruction, approximately 14 days, for students.
- We provided two hours and 15 minutes of additional synchronous instructional time for the highest need students from our unduplicated population. This amounts to approximately 36 additional hours of instruction, approximately 6 school days.

EUSD has further considered the needs, conditions, and circumstances of our unduplicated students and has developed goals and actions to ensure Local Control Funding Formula (LCFF) supplemental and concentration funds are principally directed on programs and services to meet the needs of these students.

To ensure we were meeting the needs, conditions, and circumstances of our unique student populations we worked and consulted with our community through:
- Reopening Schools Task Force
- LCAP Advisory Committee
- District Advisory Committee
- DELAC and ELACs
- African American Advisory Council
- Cultural and Climate Leadership Team (Certificated and Classified staff)
- Instructional Leadership Team
- Equity Committee (Certificated and Classified staff)
- Management Team
- Series of parent surveys
- Input from Parent Liaisons and Community Center staff

To ensure that our programs are designed to be effective, we develop all our work through researched based practices.
Researchers and programs include, but are not limited to:
- Structured Teaching (Fisher and Frey)
- Understanding by Design (Marzano)
- Leverage Leadership (Bambrick)
- Academic Conversations (Zweirs)
- CA Common Core Standards

- ELD Standards

Culture and Climate Leadership and Equity
- Six Types of Parent Involvement (Epstein)
- Culturally Relevant Pedagogy (Ladson-Billings)
- Restorative Practices (International Institute for Restorative Practices)
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Trauma Informed Practices (Jennings, Craig, Souers and Hall)
- Implicit Bias (Harvard University)
- Microaggressions (Sue)

District and School Effectiveness and Safety
- Industry standards

To monitor the effectiveness of our programs we will use the following metrics:
- Benchmarks (Renaissance STAR 360)
- English Language Proficiency Assessments for California (ELPAC)
- Reclassification
- Suspension and Expulsion
- Attendance and Participation
- Student, community, and staff surveys (Panorama Education)

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

The actions in the EUSD Learning Continuity and Attendance Plan contribute toward meeting the increased or improved services for our Foster Youth, English learners, and low-income students as our unduplicated count is over 90% of our total population. To meet the intense needs in our school community, we provide targeted services above and beyond the regular program because our students' needs demand intensive services.

By highlighting key areas in each section of our Learning Continuity Plan we provide a brief summary of how we meet addressed these identified needs.

Stakeholder Engagement
EUSD has a robust stakeholder engagement program that includes legally required advisory groups (DAC, DELAC, SSCs, ELACs), community surveys, a Reopening Schools Task Force, and community partnerships.

Continuity of Learning
In Person Instructional Offerings:
Per Ed. Code 43500(b) we will offer in-person instruction as soon as health and safety allow. All students will return to school in a blended model, with Foster Youth, English learners, and low-income academically at-risk students receiving an additional 2 hours and 15 minutes of targeted instruction each week.

Distance Learning Program

While we are advised by the Los Angeles Department of Public Health and following orders from the governor's office, we will instruct student in a distance learning model. This model includes both synchronous and asynchronous instruction. Foster Youth, English learners, and low-income academically at-risk students receiving an additional 2 hours and 15 minutes of targeted synchronous instruction each week.

Access to Devices and Connectivity

All students in EUSD were provided with a device (Chrometab or Chromebook), charger, and case to access their instructional program. Home deliveries were made for families who could not travel to the school site for distribution. Families without internet were provided a hot spot.

Distance Learning Professional Development

Two additional days were added to the school year to ensure teachers and staff were trained on the needs of students for the distance learning program. Professional learning included lesson design and development, meeting the needs of English learners, providing SEL support and health and safety protocols for COVID-19.

Staff Roles and Responsibilities

Staff roles, specifically classified staff, have been adjusted to meet the needs of our students. Classified staff assist with meal service, learning centers, and instructional programs (administering assessments 1:1), all to ensure our neediest students' are supported in a robust program.

Supports for Pupils with Unique Needs

Our plan has specific elements designed to meet the unique needs of:
- Families in crisis: School counselors, parent liaisons, and district social workers provide wrap around services and referrals to community services
- Students with disabilities: additional instructional time
- Foster Youth / McKinney Vento families: additional instructional time and priority enrollment in Learning Centers
- English Learners: ELD instruction and additional instructional time

Pupil Learning Loss and Strategies

EUSD uses a system of assessments to identify student needs and provide targeted intervention in the classroom. Additional supports available to students include:

Additional Instructional Time: providing an additional hour of instruction each day from August 10, 2020 – December 18, 2020. This is equivalent to 87 additional hours or approximately 14 days of instruction.

Additional Wednesday Instruction: to target Foster Youth, English learners, and low-income students with high academic needs. Students receive an additional two hours and 15 minutes of instruction on Wednesdays.

Saturday Intervention and Enrichment: starting in late Fall 2020 and running through late Spring 2021. Programmatic details will be finalized using the beginning of the year assessment and survey data and classes will be designed to meet identified learning loss and achievement gaps. Saturday intervention and enrichment will begin with virtual instruction and will move to in-person when allowed.

Summer Program: June 7 – 25, 2021 (15 days) EUSD plans to provide a summer program to students who continue to demonstrate learning loss through Renaissance STAR 360 assessments, teacher assessments, and teacher recommendation

Targeting Priority Instructional Standards: EUSD has developed guidance materials for teachers to guide long term and short term instructional plans

Effectiveness of Pupil Learning Loss Strategies:

EUSD will measure the effectiveness of the learning loss strategies using multiple points of data, including:
Teachers have several data streams to use for analysis:

- Common grade level / content area teacher made assessments
- Adopted curriculum assessments (weekly, unit performance tasks)
- Renaissance STAR 360 (Beginning, mid, and end of year) assessments
- State assessment data (CAASPP, ELPAC, CAA, CAST)
- SEL and School Climate Survey Data
- Attendance data
- Behavior and discipline data
- Input from parents and community members regarding student needs

Mental Health and Social Emotional Well-Being
EUSD implements a robust Social Emotional Learning (SEL) program that targets the needs of students, family, and staff using Move this World curriculum, Panorama Education Surveys, a strong counseling program, parent liaisons, district social worker, and behavioral specialist all working together to support the district community.

School Nutrition
EUSD operates under the Community Eligibility Provision (CEP) therefore, all students qualify for free meals.

Child nutrition staff and other staff members that participate in the preparation or distribution of meals were properly trained to follow health and safety protocols, including proper PPE usage, cleaning and sanitation and maintaining physical distancing. Gloves, face coverings, aprons and face shields are readily available for staff members to use during meal preparation and service.

To ensure that our LCFF funds are principally directed towards our Foster Youth (FY), English Learners (EL), and economically challenged (EC) students the following goals and actions are aligned with our long-term strategic plan, district mission, vision. and goals.

Goal 1: Improve teaching for student learning, achievement, and success.

•**Develop and maintain innovative programs**
   - Early Education Program (*FY, EL*)
   - Curate more culturally relevant library and classroom materials (*EL, EC*)
•**Increase academic rigor in the classroom through professional development and instructional support**
   - Online assessment tools
   - Response to Intervention (RTI / MTSS) (*FY, EL, EC*)
   - Support Instructional Leadership Teams (ILTs) (*FY, EL, EC*)
   - Maintain Teacher on Special Assignment Program
•**Increase academic achievement by providing enrichment and mentoring**
   - Partnerships with Flight Test Historical Foundation and Department of Defense
   - Elementary music program (*FY, EL, EC*)
   - Art program (middle school) (*FY, EL, EC*)
   - Computer Science program (middle school) (*FY, EL, EC*)

- Mentoring program for individual students with university partners (*FY, EL, EC*)
•**Increase student engagement through blended, integrated, and collaborative learning**
    - maintain 1:1 student device program
    - maintain teacher laptop and classroom technology
    - ensure IT support through staffing (Network Analysts, and Help Desk Technicians)
•**Reduce Class Size in TK – 3 from 32:1 to a target of 24:1** (*FY, EL, EC*)

Goal 2: Promote a safe and caring learning environment.

•**Increase social-emotional learning and student well-being through differentiated supports and behavioral support**
    - Move This World, Sprigeo, Panorama Education, IIRP, and AV Helper Foundation (*FY, EL, EC*)
    - Teacher on Special Assignment, Counselors, District Social Worker, Behavioral Specialist, Campus Safety Supervisors, and AV Sheriff's Department (*FY, EL, EC*)
•**Build a robust attendance program and provide attendance support to students and families**
    - Attention 2 Attendance and Abolish Chronic Truancy (*FY, EC*)
•**Promote equity and access through cultural proficiency and culturally responsive teaching**
    - Equity Audit (Education Trust West) (*EL, EC*)
    - Culture and Climate Leadership Team (*FY, EL, EC*)
    - Equity Team (*FY, EL, EC*)

Goal 3: Foster a team commitment.

•**Build family and community engagement**
    - Parent Liaisons (*FY, EL, EC*)
    - Community Center staff (*FY, EL, EC*)
    - Parent Resource rooms at each school (*FY, EL, EC*)
    - Parent education programs (Project 2 Inspire, Family Literacy, district support) (*FY, EL, EC*)
    - African American Advisory Council (*FY, EC*)
    - Volunteer program
    - Community events (*FY, EL, EC*)
•**Engage in two-way communication with families and community and incorporate technology to enhance communication**
    - Graphic Design and communication consultant
    - Media Specialist
•**Develop partnerships to enhance programs and community involvement**
    - ASES, etc. (*FY, EC*)
    - Intramural sports (1/6 middle school P.E. teacher) (*FY, EC*)
•**Provide supplemental transportation routes to ensure students travel to and from school safely**
    - General education bussing to Eastside Elementary, Enterprise Elementary, and Cole Middle School (*EC*)

Goal 4: Operate with increasing efficiency and effectiveness.

•**Maintain qualified staff through recruitment and retention programs**
    - Support programs to recruit qualified employees (*FY, EL, EC*)
    - Support induction and ongoing mentor programs for classified, certificated, and management

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

Section	Description	Total Funds	Contributing
Increased or Improved Services for FY, ELs, and Low-income Students	Early Education Program: TK for 4 year olds (starting in January 2021)	$40,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Purchase library books to build a multicultural inventory that reflects the student body.	$57,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Assessment tools and online platforms to identify student need and develop differentiated services and interventions	$250,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Support for Instructional Leadership Team	$262,500	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Maintain Teacher on Special Assignment Program	$567,882	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Elementary Music program Middle School Art Program	$410,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Reduce class size in TK -3 from 32:1 to a target of 24:1	$2,265,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Increase social-emotional learning and student well-being through differentiated supports and behavioral support	$250,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Counseling, Social Worker, and Behavioral Specialist Program	$847,149	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Campus Safety Supervisor Program	$295,000	Y

Increased or Improved Services for FY, ELs, and Low-income Students	Contract with Sheriff's Department	$215,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Contract with Attention 2 Attendance and ACT	$118,500	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Equity Audit, Culture and Climate Leadership Team, and Equity Team	$192,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Parent Liaison Program, Community Center Program	$256,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Parent Programs and Community Events	$42,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	After-school Intramural Sports Program	$30,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Supplemental School Bussing	$500,000	Y
Increased or Improved Services for FY, ELs, and Low-income Students	Recruitment and Retention of Qualified Employees	$123,000	Y