

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>.

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General Information

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

After closing schools in compliance with the Shelter-in-Place Order due to the COVID-19 pandemic, Emery Unified School District restructured all program offerings to facilitate instruction via virtual delivery. In response to the new reality the modes of content delivery changed as students were unable to have face-to-face instruction with their teachers and in person collaboration and peer tutoring with their classmates. During Phase 1 of the shelter-in-place period the district’s academic focus was primarily on reviewing with students the previously taught content and maintaining their learning skills. Beginning on April 27, 2020 EUSD entered a new phase of its Distance Learning Plan which included teaching new content and skills aligned with the California content standards. The goal of the district during this time of extended distance learning was, to the extent feasible, to provide continuity of high quality educational offerings for the district students.

It is important to acknowledge that the pandemic and the school closures that have followed exerted significant hardships on our students and families. Many of our parents lost employment after non-essential businesses were shut down. Considering that most of the families in our district were already low-income, the economic impact on the community was particularly devastating. Additionally, as in many neighborhoods around the country, our community suffered as some of its members were infected with the virus. Some of the district students lost family members; others witnessed their loved ones getting sick and had to step in as caretakers for their parents and siblings.

At the same time, while participating in distance learning, many of the district students, especially the younger children, needed on-going monitoring and supervision from their parents. This at the time when, as evidenced by the survey data, 53% of the district parents became essential workers full or part time during the pandemic, 28% reported that they work from home, and 20% are presently stay-at-home parents. The necessity to continue full time work either outside of home or from home while simultaneously providing additional support and supervision to their children during school distance learning hours exerted an even greater burden on already stretched-out family resources.

The district staff has not been immune to the hardships of this pandemic either. Our kitchen staff and our custodians became essential workers distributing meals for the community and students during the time when their own children needed supervision while learning from home. Our teachers had to teach while supporting their own kids who now became their students during the day. As with the rest of the community, our teaching staff were and still are experiencing the stress of social isolation, the economic challenges, and the concerns for their personal and their family’s health connected to this pandemic.

Despite these challenges, the EUSD teachers and staff truly raised to the occasion as the district transitioned to virtual teaching by modifying instructional delivery and incorporating various technologies, such as Zoom Meetings, Google Hangouts, Google Classroom, and Sceencastify into their teaching practice. The EUSD staff provided office hours and conducted individual check-ins with children and their parents. Many teachers produced customized instructional videos in addition to distributing paper-and-pencil work packets. According to the survey responses from our stakeholders –families, students, and teachers, during emergency distance learning of 2019-2020, about 92% of our youngsters participated in live virtual instruction, 49.12% took part in live small group learning, and 73.68% used paper-and-pencil packets either distributed by teachers or electronically sent for printing out at home.

To support our hard-working and dedicated staff in making the shift to remote teaching and learning during this challenging time, the district developed the EUSD Distance Learning Plan. While the district administration and staff understood that distance learning could not offer the quality of experiences our students would have in a classroom setting with the face-to-face attention from their teachers and through collaborative interactions with their peers, to maximize the quality of teaching and learning during this time some of the essential components of this plan were professional learning resources and ongoing collaboration and support provided by English Language Development teachers, SPED specialists, school principals, and district administrators. The EUSD Distance Learning Plan was developed in congruence with the California Department of Education Guidelines for Distance Learning and was aligned with the Memorandum of Understanding between EUSD and ETA signed on April 20,2020.

From the outset of the school closures, one of the challenges for the district was that 246 students, or 34% of the student population, didn't have access to devices and almost 60% of the children didn't have Internet connection at home. To ensure equitable access to learning, the district immediately began the work of sanitizing, deleting old profiles, updating software, applying patches, assigning and otherwise preparing and distributing electronic devices and hotspots to those of the district students who were in need of technology and access to the Internet. This was a big undertaking for the district with only two technology specialists on staff. To complicate the situation, it appears that as the time goes by more and more students are requesting devices. As families become more experienced with distance learning, they realize that it will be a reality for the immediate future and sharing devices between siblings or working from home adults is not practical. As of July 2020 38% students still needed a personal device and 5% still needed access to a hot spot. At the time when this plan is being written, 300 students still need devices and 450 still need hotspots. To aggravate the circumstances even further, many of the district devices are on the last leg of their shelf life and need to be replaced. The technology team has been working diligently to provide accessibility to all the students and the district is in the process of purchasing new Chromebooks and iPads for all students.

During the summer of 2020 the work of planning for schools re-opening continued. As the rate of infections grew, the recommendations from CDC and ACPHD kept changing, and the district had to be flexible and adjust its plans. In the interest of collaboration and transparency, the district instituted a Reopening School Committee which is comprised of teachers, union representatives, classified staff, the City of Emeryville employees, and the district management. This Committee created two instructional models - the hybrid model (in anticipation of the time when the district can resume teaching students on campus with social distancing provisions) and the distance learning model. With Alameda County still being on the Governor Newsom's watchlist, along with the majority of the districts in the county EUSD began the 2020-2021 school year in distance learning.

Stakeholder Engagement

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

To gather the feedback from all of the stakeholders, the district sent out multiple surveys to families, teachers, administrators, students, and the classified staff. These surveys were available not only via e-mail but also in paper at the schools' offices, and parents who don't have internet were notified by phone. The surveys were translated into two prevalent district languages – Spanish and Arabic. The district made every effort to notify all of the parents and guardians about these opportunities for feedback. Messages also were sent via robocalls, SMS, emails, and via social media. All parents and guardians in the district were invited to join and participate in the Learning Continuity Plan Parent Advisory Committee which was held on August 28, 2020. Additionally, all the district stakeholders were able to take part in a town hall meeting held by the district. Participants were given options to connect virtually or by phone.

The second advisory group that contributed to this plan were the members of the District English Learner Advisory Committee (DELAC) which met on August 13, 2020. Again, the parents/guardians were able to participate virtually or by calling in during the DELAC meeting. The district translated all the communications into Spanish and Arabic and during the DELAC meeting interpreters in both languages assisted parents and guardians in the language they best understood.

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

During the public meetings and public hearings the stakeholders were invited to either join on-line, call in, or submit written statements.

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

During the DELAC meeting on Aug. 13,2020 the parents of English Learners shared many concerns. The DELAC members requested assistance with technology. These requests ranged from classes in how to write and receive emails to learning about ZOOM and/or Google Meet, using Aeries, our new information system, and the ways to access student assignments. The parents requested separate technology sessions by language with an interpreter present. Several parents were concerned about communications between parents and teachers in real time about their children's academic progress. Most DELAC parents requested regular office hours for parents of English learners to be scheduled after 3:00 PM.

Several parents expressed their frustration with not being able to assist their children during asynchronous instructional time and requested office hours for students and parents together with a Spanish and an Arabic interpreters present so that parents can support their children when the teacher is not available.

Among other suggestions, the DELAC members proposed that parents who speak the same language form a support group, and the parents requested that the district provides a method for them to connect with each other. The DELAC members also asked the district to assist with establishing phone trees for parents of English learners, by language.

In addition, the DELAC members expressed that it would be more helpful for their children if the teachers worked with smaller groups of students, even if it means that the students will get shorter periods of instructional time. Some parents requested more help with reading, speaking and mathematics and more opportunities to learn another language.

Once the students can come back to campus, the parents proposed that the district should orchestrate opportunities for students of the same language group to come in during some designated periods of time to receive individualized small group instruction with social distancing protocols in place.

Parent/Guardian Feedback:

With the goal of soliciting parents' and guardians' feedback, the district collected data from multiple surveys sent electronically and made available in paper form, in addition to the feedback from a town hall meeting held by the district. According to these data, 74% of the respondents felt that the district can help students to be successful in distance and/or hybrid learning by offering a variety of ways to learn from home - paper packets, recorded videos, live teaching, one-on-one or small group tutoring, small group activities, etc. 68% of respondents underscored that live meetings or lessons between a teacher and a small group of students, rather than the whole group, are most helpful for their students' success in distance learning and 62% submitted that frequent feedback on a student's progress helps their children to succeed.

Equally important, 53% of parent-respondents requested live instruction at least once a day and 46% of parents wanted clear and consistent daily schedules.

When asked about best actions to improve student engagement, 85% of respondents suggested that the district can improve student engagement by allowing time for questions about the assignments at the beginning of each school day, and 80% felt that immediate communication with parents, if a student is not engaged, would have real positive impact. 72% of parents felt that assigning activities which provide for the students to work remotely with their friends would also greatly improve student engagement.

With regards to supporting students with unique needs, 60% of respondents emphasized the importance of ensuring that English learners consistently receive daily designated and integrated instruction. 47% of parents suggested providing office hours specifically assigned for English learners and offered by the ELD specialists on a weekly basis, and 23.7% of parents requested weekly office hours with the Spanish Bilingual Parent Liaison. For students with disabilities, 44% of parents proposed weekly office hours to be provided by the SPED specialists and 41% expressed that it was critical to continue delivering services for Sp. Ed. students by SPED specialists, as described in their IEP. Finally, 44% of parents and guardians encouraged the district to provide free school supplies for the students experiencing homelessness.

In response to the questions about how the district can best assist parents during the distance and/or hybrid learning, 58% of respondents requested regular virtual "office hours" for students and parents/guardians to meet with teachers together and 55% urged the district to offer regular open hours with a technology department specialist. In addition, the district solicited parents' ideas about how we can build the parents' and guardians' capacity to support their children during asynchronous learning time. Many of the respondents requested learning sessions for parents - 41% wished to learn more about Google Classroom and 28% and 24% of parents were interested in professional development sessions about Zoom and Google Meet, respectively. In response, the district offered these sessions led by our technology coordinator twice before the school year began - once during the week after 4:00 PM and once on a Saturday, to accommodate parents who are essential workers or work from home during the day. The district plans to continue offering such learning opportunities for parents throughout the school year based on the needs expressed by the parents.

Regarding social and emotional needs of our students - even more critical during this pandemic, 44.00% of respondents recommended that the district orchestrates more social interactions between the classmates online. 46% requested incorporating daily activities that support social-emotional well-being, such as mindfulness exercises and meditation; 52% of respondents felt that using more projects-based lessons would promote greater emotional investment into the learning process, and 36% of parents and guardians suggested that daily virtual

physical education activities such as yoga, Pilates, line dancing, etc. would have a great impact on their children's emotional and physical well-being in the distance learning environment. Lastly, 52 % of parents asked for regular office hours with the high school counselor.

Another group that greatly influenced the development of the actions for this Learning Continuity was the EUSD Reopening Schools Committee – Learning which is comprised of teacher-leaders, the district ELD coordinator, the school principals, the Director of Instructional Programs, and the Technology Specialist. This committee met many times and was instrumental in contributing important ideas to the EUSD LCP.

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

The district strongly believes in a collaborative approach to governing and decision-making between the district administration and all the stakeholders. Accordingly, most of the actions in this plan originated in the feedback received from the different district's constituents.

For instance, actions such as:

- a minimum of 60 minutes of live daily instruction
 - identifying the essential grade-level standards between the previous and the current school year and articulating between the different sets of standards
 - conducting diagnostic and progress monitoring assessment activities
 - ensuring a balance between digital and physical resources
 - continuing with the implementation of the district-adopted Standards-based curricula with the necessary modifications for distance learning
 - providing essential school supplies for each student in distance learning
 - maintaining of the daily and weekly participation records for each student using tools built into the apps and on platforms such as Clever, Zoom, iReady, and Zearn
 - taking attendance multiple times a day to encourage greater student participation
 - representing student participation as a learning outcome with a weighted percent of the overall grade
 - allocating more 1:1 and small group synchronous instructional time for English learners to assist the development of oral language skills in a socially non-threatening and peer-pressure free environment
 - orchestrating peer-to-peer and adult-to-student activities for English learners to accelerate oracy development
 - employing instructional strategies specifically beneficial for students with special needs and for English learners -
- all of these actions resulted from suggestions from the certificated staff.

Likewise, many other actions in this LCP stemmed from the parent input. For example, actions about:

- biweekly non-instructional socializing virtual activities for students

- homeroom teachers identifying themselves as a confidante for students in need of emotional support
- weekly wellness surveys
- mental health small group check-ins
- individual interviews and phone calls with students who need additional support related to mental health and emotional well-being
- regular office hours for parents and students to problem-solve social-emotional setbacks, including referrals to the appropriate outside agencies
- actions about translating all the communications not only into Spanish and Arabic also into other languages the parents speak to the extent possible –

all these ideas came from the suggestions of parents and guardians.

Some actions were proposed by several groups – teachers, students, parents/guardians, and the classified staff. Among the examples are:

- a provision for the high school counselor to offer virtual in-person sessions for students in need of social-emotional support
- teachers incorporating mental health wellness practices, such as mindfulness activities, meditation, gratitude practice into daily lessons
- suggestions for physical exercise throughout the day to support students' mental health and social and emotional well-being
- consistent grade-wide daily schedules
- providing ongoing training for parents about the best ways to support their children in distance learning
- more frequent, specific communications and feedback from teachers to students and parents explaining every morning the assignments for the rest of the day
- increased mandatory live instructional time for students
- the workload for students that is equitable to in-person classes and easier access to teachers when students have questions –

are some of the example of actions requested by more than one group.

Continuity of Learning

In-Person Instructional Offerings

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

The district is planning to resume classroom-based instruction as soon as possible. We will follow the recommendations from the Centers for Disease Control and Prevention (CDC) and Alameda County Public Health Department (ACPHD) with regards to reopening schools. The district has been planning to ensure that we are ready for students to come back to campus when the situation with COVID-19 allows.

As part of this planning process the district convened Reopening School Committee(RSC) which is comprised of representatives of the various district stakeholders – teachers, site administrators, ETA, City of Emeryville, CSTA, and management. The RSC met many times as a whole group and in several subcommittees focused around curriculum and instruction, facilities management and operations, nutrition services, student services, and before/afterschool program. As a result, the district has produced plans for reopening, including schedules for hybrid and distance learning models. These schedules were created to be flexible enough to allow for seamless transitions if it becomes necessary to switch between hybrid, virtual and in-person instructional models. Our Hybrid Model will place students in groups A/B and will follow a Monday/Tuesday and Thursday/Friday schedules, respectively, with Wednesday as a period of life instruction in the morning and a distance learning day for all students. On Wednesdays our janitorial staff will conduct deep cleaning of all facilities to allow the next cohort of students to come to campus.

The plan provides that once the district can return to in-person instruction, the groups that experienced a significant learning loss due to school closures such as English learners, students with disabilities, Foster Youth, students experiencing homelessness, and students who were disengaged during distance learning will be prioritized to return to campus first. Another student group which will be prioritized to return to campus first are the youngest students who are in greatest need of assistance at home. If the numbers allow, the youngest children may attend school for four days a week as opposed to two days a week that the older students will be able to attend to allow for social distancing provisions in the hybrid learning model. These decisions will be based on assessment, on demographic data, as well as on the teachers' recommendations.

When students return to in-person instruction, the teachers will continue implementing the district-adopted CA standards-based curricula and will infuse their teaching with acceleration strategies such as content chunking, prioritizing essential standards that needed to be learned during the pandemic, and mini-lessons for the deficit skills due to the pandemic learning loss. Teachers will assess student learning following the school assessment cycles. These will include multiple forms and multiple types of assessment, including programmatic formative and summative assessments, diagnostic and progress monitoring assessments, performance assessments, and student self-assessments. This data collected by teachers will inform and modify the consequent instructional planning regardless of the mode of instructional delivery. Additionally, based on this data, the students will participate in after-school tutoring in small groups to get a more individualized support. Finally, schools will schedule intervention blocks to help accelerate learning and mitigate learning loss due to COVID-19.

Teachers will continue student outreach and close communication with parents via phone calls, open hours, virtual conferences and with physical correspondence. The district will provide a comprehensive, ongoing, and embedded professional development for teachers and staff which will be offered virtually and/or in person, if allowed by the ACPHD. This professional learning will be based on teachers' needs as determined by surveys and observations, and it will be flexible and responsive.

In addition, the district will use multiple surveys and other instruments to gauge the teachers' and students' social and emotional needs. The district will enter in contract with the non-profit, Mindful Life Project, to provide a coach for social and emotional learning

who will engage students in social and emotional activities while modeling and coaching our teachers in best practice in social/emotional learning (SEL).

For safety purposes, during the hybrid learning the students will be organized into pods and will have designated areas for transitions and recess to avoid possible spread of the virus. When possible, the instruction will be held outside to minimize the danger of spreading the virus among the group.

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

Description	Total Funds	Contributing
1. Once schools return to in-person instruction, the district will ensure that 100% of staff and students are provided with appropriate PPEs.	\$100,000	N
2. All school facilities will undergo regular and ongoing deep cleaning consistent with the recommendations from CDC and ACPHD.	\$40,000	N
3. Schools will institute district-wide safety procedures such as staggered day, transitions, lunch and recess.	\$ 0.00	N
4. When the ACPHD permits schools to resume in-person instruction with social distancing, the district will transition to the hybrid model developed by the district RSC in agreement with ETA and CSEA.	\$ 0.00	N
5. Once schools return to in-person instruction, 100% of teachers will positively communicate the need for social distancing in the classroom during the COVID-19 pandemic and will model and monitor the health and safety procedures mandated by the ACPHD.	\$ 0.00	N
6. Teachers will conduct age-appropriate lessons on the science behind infection.	[\$ 0.00]	N
7. For in-person instruction, schools will follow the guidance of the ACPHD and will organize students into pods and will use designated areas for transitions and recess to contain the spread of the virus.	\$ 0.00	N
8. All teachers TK-12 will be licensed and appropriately assigned according to their certification.	\$5,706,280	N
9. To the extent feasible, students at AYES will stay with the same teacher in cohorts consistent with the assignments from the prior year (looping practice) to maintain and strengthen relationships between students and teachers and to provide more targeted and efficient instruction.	\$ 0.00	Y
10. Schools will prioritize transition to in-person instruction based on the needs of the unique populations, students struggling with school engagement in asynchronous environment, and of the youngest students to deliver much needed assistance to these groups in a strategic way.	\$ 0.00	Y
11. 100% of students will have access to Standards-aligned instructional materials.	\$833,189	Y

Description	Total Funds	Contributing
12. All school facilities will be clean, safe, and maintained in good repair. The facilities will be deep cleaned often and regularly, as required by the ACHD.	\$ 0.00	N
13. 100% of certificated staff will continue engaging in professional development, including SEL, to build instructional capacity across the district.	\$71,527	Y
14. 100% of teachers will use Integrated ELD QTEL strategies across content with English Learners.	\$ 0.00	Y
15. 100% of English Learners will receive integrated ELD instruction and will receive designated ELD instruction to the greatest extent that the scheduling allows.	\$ 0.00	Y
16. At least 80% of the faculty will use effective differentiation strategies to meet the needs of all learners.	\$ 0.00	Y
17. 100% of students at ESS, including youngsters with special needs, will have access to a college and career center.	\$ 0.00	Y
1. 100% of high school students will have access to a Career Technical Education pathway.	\$ 136,008	N
2. The district will use School Attendance Review Board (SARB) as a vehicle for preventing poor attendance, tardiness, and suspensions.	\$39,559	Y
3. 100% of 9th graders will be enrolled in science courses.	\$0.00	Y
4. Continue employing the second FTE science teacher at the high school.	\$81,896	Y
5. The district will continue employing an additional full time ELD teacher position to provide services for the ESS and AYMS students.	\$136,047	Y
6. The district will continue re-purposing the ELD teacher's position to allow for a 50% of position of the ELD coordinator and 50% of an ELD teacher for AYES.	\$139,516	Y
7. English Learners, Foster Youth, low income, and at-risk students will receive support through various district initiatives, including the high school's college and career center, acceleration strategies, daily intervention block, and after school tutoring.	\$0.00	Y
8. 100% of students with special needs will have access to all programs and services through EUSD's full-inclusion model with support of the special education specialists.	\$1,151,335	Y
9. The district will provide learning hubs for students with more intensive needs to receive at-school support with their virtual sessions and digital assignments.	\$0.00	Y

Description	Total Funds	Contributing
10. The district will continue using technology-based intervention programs for students in need of credit recovery in high school. Edgenuity will replace Odyssey as a more student-friendly and effective program.	\$20,250	Y
11. All Spanish-speaking and Arabic-speaking parents will have access to a Spanish bilingual Parent Outreach Coordinator and to an Arabic interpreter. The district will contract a part-time Arabic interpreter to assist parents and students.	\$ 103,844	Y
12. All district and school communications with parents will be translated into Spanish and Arabic – the two prevalent second languages in the district.	\$5,000	Y
13. All important district planning and funding documents, such as LCAP, LCAP Budget for Parents, Federal Addendum and Learning Continuity and Attendance Plan, will be translated into Spanish and Arabic.	\$11,300	Y
14. 100% of families will have access to the district family portal through the new Aeries Student Information System.	\$ 30,000	Y
15. All classified office staff and the certificated staff will receive training in the use of new Aeries Student Information System.	\$ 24,000	N
16. 100% of teachers will integrate technology into instruction to enhance learning across content areas.	\$0.00	Y
17. 100% of students will have access to social-emotional supports and mental health services.	\$37,500	Y

Distance Learning Program

Continuity of Instruction

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

The school closures and the resulting pivot to distance learning presented a multitude of challenges for families, students and teachers at the EUSD. At present the district is on the state’s coronavirus watchlist which has prompted our schools to begin in 100% virtual learning. Under these circumstances, to the extent possible, the district will ensure continuity of instruction by using the district-adopted, CA content standards-based curricula. However, important instructional modifications will need to be made to adjust to the new models of instructional delivery – the distance learning and the hybrid mode. To support continuity of instruction and to build upon social and emotional frameworks from before-COVID school year, the district teachers, to the extent feasible, will teach the same group of students that they taught in 2019-2020. This will support students’ social and emotional well-being, maintain existing relationships and connections between students and teachers, and maximize the consistency of learning routines and expectations.

Due to the challenging circumstances of this pandemic where the students' asynchronous work will frequently need to be monitored by parents or conducted independently, when scheduling synchronous and asynchronous instructional delivery, teachers will create activities that allow students greater flexibility to do work at their own pace and permit parents to assist on the schedule that works for the family.

Schools will provide a minimum of 60 minutes of synchronous instruction daily. According to the data from our staff and family surveys, one of the critical negative impacts on students' mental health during the emergency distance learning of 2019-2020 was lack of opportunities for collaborative learning as well as for non-instructional social interactions. The district understands how essential social interactions are for our students' emotional, social, and academic development. In 2020-2021 schools will provide increased opportunities for students to interact with their peers and teachers in frequent and multiple formats – whole group and small group discussions during synchronous instruction in zoom breakout rooms, participation in chat rooms and discussion boards at synchronous and asynchronous times, quick polls and votes to inform discussions, collaborative projects and presentations, instructional games that lend themselves to peer interactions and other creative ways to support greater engagement and to facilitate a positive and healthy school culture.

Equally important to continuity of instruction is the flexibility of scheduling during the distance learning, hybrid learning, and in-person learning. Due to the high volatility of the COVID-19 situation, the district will have daily schedules that are flexible and fluid to allow transitions between the periods of the virtual, blended, and in-person learning. The district will consider moving between these models of instruction first based on the recommendations from the Alameda County Public Health Department but also, to the extent feasible, at logical times in the instructional calendar to prevent unnecessary disruptions and to allow teachers to prepare for the needed transitions.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

From the outset of the distance learning, the district began the work of distributing devices to the students who needed them and hotspots for the students without internet connectivity. The technology team created a device/hotspot request form. Parents and students with unique needs (Special Education, Foster Youth, English Learners, students from low socio-economic background and homeless) have a priority in receiving devices. The technology team announced to all the parents about an opportunity to request devices via emails, robocalls, a newsletter, and with in-person calls from the front office staff. Parents without access to the internet were invited to request technology by phone and if they didn't have a phone, a paper copy of the request form was provided, or the parents had an option to have the front office staff fill out the form on their behalf.

Since the demand for devices and connectivity keeps growing and the current technology in the district is old and outdated, the district purchased all new Chromebooks for students at the middle and high schools. These devices are being distributed to students every week. Consequently, there appeared access of old devices from the high school and the middle school which are temporarily distributed to our elementary youngsters. Meanwhile the district is in the process of purchasing new devices – Chromebooks for the upper elementary students and iPads for our youngest kids.

Additionally, the district applied and was awarded a grant from CDE in partnership with Google & T-Mobile. This grant will furnish hotspots for our students who do not have access to internet.

Finally, we are in the process of purchasing Swivl for use in the classrooms. Swivl is a motorized tripod that follows the teacher around the classroom and better transmits instruction to students in distance learning.

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.]

During live contacts and synchronous instructional time teachers will employ formative assessment observing students during share-outs, discussions, debates, and collaborative problem-solving in break-out rooms on ZOOM along with the pair-shares and while following along on Google Docs.

For asynchronous work the teachers will chunk tasks and estimate the time durations within which these chunks can be reasonably completed. Teachers will also take into consideration the amount of time these tasks may require from students with special needs so that their participation can be fairly assessed. Teachers will plan the assignment completion around the office hours so that the students can ask questions or get support they may need. To assess students' participation and process, the teachers will analyze student artifacts such as videos submitted to flip grid, work samples, rigorous projects, and various other assignments.

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.]

To support our teaching staff and our families and to help them engage the students in quality instructional learning opportunities, the district created a curated collection of electronic resources intended for teachers, parents, and community. These resources are frequently updated and grouped into various applicable categories – by subject, by developmental level, by audience, etc. During the summer of 2020 the EUSD staff was offered a choice of more than 100 of different professional development virtual sessions focusing on a variety of topics - from technology to best practice pedagogy in distance and blended learning, to program-specific professional development sessions for district-adopted standards-based curricula. The majority of teachers took advantage of these opportunities, based on their professional development needs. Individual teachers took 10+ hours of optional virtual professional development during the summer. On August 17-19 the district offered three more days of professional learning. Teachers who were not able to take advantage of the optional offerings in the summer were able to attend professional development sessions during these three days. In addition, teachers engaged in collaborative lesson planning to prepare for the upcoming distance learning instruction.

The district staff will continue engaging in on-going virtual professional development throughout the 2020-2021 school year around a variety of topics. This learning will focus on best practice in distance and blended instruction, the district-adopted curricula, culturally responsive pedagogy, equity, technology, social and emotional learning and many other topics to build the teachers' capacity to implement best practice in teaching in various modes of instruction. Some of this professional development will be scheduled after work hours and the teachers will be compensated for attending these sessions. According to research, best professional development is based on the practitioners' inquiry into their practice; therefore, teacher-leaders will be encouraged to lead professional development sessions for their colleagues. Also, our educators will have regular time to collaboratively plan together, share their discoveries from professional inquiry and best practice, and develop lesson plans on Wednesdays during weekly scheduled collaboration planning times. On top of that, the district will offer optional paid collaboration opportunities in grade levels and departments for up to 30 hours of lesson planning after work. Teachers will have opportunities to discuss pacing, standards-based practices, as well as supports for students with unique needs - English learners, students with

disabilities, foster youth, students from low socio-economic background, and students experiencing homelessness. Special education and ELD specialists will collaborate with the general education teachers around best ways to provide supports for students with unique needs.

Further, to support the teachers' learning about technology, our technology coordinator will offer sessions focused around various programs, platforms, and apps. On top of that, the technology team will hold weekly office hours for teachers, students, and parents. Additionally, the district is currently collaborating with OTIS for Education to develop a year-long plan for virtual professional development focused on technology and on best teaching practices using technology in distance and blended learning environments.

Finally, the district will also provide a variety of tech tools and apps for teachers' use. We will also allow teachers to get reimbursed for purchasing up to \$500 in various teaching resources for their classrooms.

Staff Roles and Responsibilities

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

As a result of the COVID-19 many responsibilities of our staff have changed. From the very outset of schools closing the teachers had a steep learning curve to master the new technology with a very short notice to be able to execute virtual instructional delivery; this process is still in motion. To add to the complexity, our educators were called upon to continuously experiment with and quickly adopt to new teaching methodologies because best practice for in-person instruction and for virtual and blended instruction differ in important ways. It became incumbent upon the district to ensure that we preserve the programmatic integrity and instructional rigor as schools move between the three models of instructional delivery.

Another added responsibility for teachers was that in distance learning the burden of social isolation calls for even greater innovation and creativity in the way the teachers orchestrate peer connectivity and engagement. To boot, learning loss due to COVID-19 requires a paradigm shift in how we approach teaching – instead of resorting to traditional remediation strategies, the district will have to adopt an acceleration approach to mitigate learning loss. This necessitates even more professional development and collaboration time. Furthermore, many traditional responsibilities – e.g., providing support and accommodations for students with special needs, reclassification of English Learners, ensuring integrity of assessment, protocols for digital citizenship, classroom management and behavior/discipline strategies, enrichment and extracurricular activities, school-wide events, upholding equity in teaching and learning – all of these look different in the new distance learning context and require almost an immediate update in the teachers' skill set. Due to pandemic, our staff must adopt fast and be very nimble, ready to transition between the three different modes of delivery on a short notice as the pandemic situation calls for it.

The current pandemic doubled up the responsibilities of many a staff. For instance, when the district moves to a hybrid model, some students will not be allowed by their parents or their doctors to come back into the classroom. This means that our educators may have to teach in two modes simultaneously – some students in-person while others in distance learning. Such additional responsibilities add pressure for educators many of whom are already overwhelmed with all the new roles they have to take on. Not the least of these new responsibilities will be the implementation and monitoring of the new health and safety procedures, promoting social distancing, adhering to staggered schedules and transitions, enforcing the use of personal protective equipment, supervising frequent hand washing for students in addition to sanitizing surfaces, manipulatives and classroom materials, as the need arises.

Also, many of our teachers will stay with the same group of students for another year (looping) to capitalize on the existing relationships and familiarity with classroom routines which they had already developed with their students in year prior. This means that these educators will have a different teaching assignment this year. For other teachers, the very nature of their subject necessitates radical change in content

within the confines of a digital screen. For instance, our gym teachers will have to teach physical activities that are feasible to be conducted virtually (yoga, Pilates); in other cases they may have to co-teach with their colleagues and incorporate short exercise breaks between other teachers' lessons.

To complicate matters further, when the district will transition to the hybrid model, some of the certificated staff may not be able to return to campus for health reasons. In these cases, their teaching assignments may need to change or they may have to accommodate several grade levels of students in distance learning, as the schedule demands.

Most importantly, all the district educators and staff will be responsible for dealing with increased student anxiety and stress due to COVID-19. This means that social and emotional learning strategies, such as mindfulness, meditation, and relaxation techniques will need to be incorporated into the daily teaching practice. To make this happen, the district will provide additional training and coaching for teachers to support our students' social and emotional needs.

Finally, one of the added responsibilities for our teachers this year is a more complex and time-consuming way to track student attendance and participation to meet the requirements from the State. This additional duty adds more work to their already full plate.

For our administrators, the new situation calls for the designing of the new systems of support for their staff, for creating multiple schedules, establishing spaces for teachers to utilize outside of the classroom, and collaborating with the city of Emeryville to ensure that cohorts are maintained between the classrooms, in the after-school programming, and in the childcare. Administrators also have to create safety procedures for substitute teachers, build even deeper relationships with families and the community, and handle increased responsibilities regarding emotional and health needs of their staff.

For the district classified employees, there are many new responsibilities as well. The custodian staff will have to implement the cleaning and disinfecting procedures consistent with the newly adopted manual, perform cleaning of facilities multiple times a day, sanitize common areas between student cohorts, disinfect the high-touch areas throughout the day, perform nightly disinfecting of classrooms and restrooms and utilize Wednesdays for deep cleaning before the next cohort of students comes in.

Some of our classified employees who had yard and security responsibilities may have to provide direct classroom support. Just as our teaching staff, the district classified personnel will have to monitor and enforce health and safety procedures. The front office employees will be responsible for enforcing guidelines with students and with families and will need to increase outreach to the families and the communities.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

During these challenging times the district is committed to meet the needs of our unduplicated students – English Learners, low income children, and foster youth. Our English Language Development (ELD) teachers are continuing collaborating with the general education instructors to provide maximum support for our English Learners in content areas. The ELD teachers is delivering one-on-one and small group assistance for our English Learners. The district ELD Coordinator/Elementary ELD teacher and the ELD middle school /high school teacher meet regularly to plan support for our students. The English Learners at the high school and at the middle school receive designated ELD instruction via Google Classroom. The ELD instructor has modified the English 3D curriculum, so that students could continue building

academic vocabulary and engage in academic reading, writing, and listening tasks embedded within the units. These tasks are supplemented with TED talks and with Newsela articles and videos. Also, the students engage in online discussions on Padlet. The high school and middle school ELD teacher and the students meet during office hours on Google Hangouts to go over any material that needs clarification. In addition, the district newcomers practice reading and take quizzes on Raz Kids and they have been asked to submit one recording of themselves reading each week. Students also join the teacher on Google Hangouts for integrated language support in content areas.

The ELD teacher at AYE tracks English Learners and their participation in online instruction based on IReady data. Students receive weekly assignments and prompts to respond to. The teacher facilitates ongoing electronic chats with individual students and small groups of pupils via Google Hangouts, FaceTime, and Zoom. The teacher sends emails and makes ongoing phone calls to parents and guardians with ideas for supporting student learning. These communications are supported with Spanish and Arabic translations and with the help of our Spanish Bilingual Parent Liaison and our Arabic interpreter.

Both ELD instructors will provide additional one-on-one times for content support as a form of Integrated ELD instruction and dedicated language support as a part of the designated ELD teaching. English Learner Aides will continue providing small group academic support.

Since the DELAC members suggested that our English learners need more support with the various technology platforms, the district technology coordinator will provide tutorials for all English learners and especially for emerging EL students on Zoom, Google Meet, Google Classroom, and Clever.

Teachers will utilize Total Physical Response (TPR) strategies and provide sufficient language scaffolds to assist newcomers and students with special needs. ELD teachers will also administer additional newcomer small group support. Integrated ELD strategies will be incorporated into all content area instruction (e.g., structured student talk, vocabulary in context, writing across content areas). Designated ELD will be provided for all ELs during small group support with ELD teacher. Additionally designated ELD will continue being provided by classroom teachers during universal access time.

During the summer, the district began offering classes for parents as a form of family outreach, especially for the parents of our low income students (the majority of our population), English learners, homeless students and Foster Youth. These classes have been thus far focused on the use of technology. In response to the DELAC recommendations, we will continue the classes for parents throughout the school year; however, for parents and guardians of English learners these sessions will be separated by language and accompanied by an interpreter to assist parents in their home tongue. Our bilingual Parent Liaison will help with providing wrap-around services for English learners and communicate frequently with their families. Ongoing communication will continue via various means (telephone, electronic, mail) to reach the families, utilizing relationship building as well as tracking families who have not been reached directly.

For Special Education services, SPED specialists will provide at home supports to families and students with moderate-severe needs and their families. Access to counseling services and mental health support will be available through the school counselor and with the help of interns from our Health Center. The district will continue to implement full inclusion for students with special needs across all content areas to ensure access to peers without disabilities so that the special education students remain in the least restrictive environment.

SPED specialists will continue collaborating with the general education teachers to ensure that the students with disabilities receive all the services specified in their IEPs. The district will take all the necessary measures to ensure that students with disabilities have the Personal Protective Equipment (PPE) and Essential Protective Gear (EPG) that may need modifications based on students' unique needs. Special

education specialists will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19.

The district will ensure that children with disabilities are included in all offerings of school education models and will use the IEP process to customize educational opportunities and provide supports when necessary. If a student with disabilities is unable to return to campus during the hybrid learning due to health concerns, the schools will build in flexibilities to keep students connected and included in the class and school community regardless of the amount of physical time they are able to attend school.

Since the majority of our students come from low-income families, we use a district-wide approach in addressing the needs of this population so that all the efforts described above are also geared towards our low-income students. The same approach, coupled with frequent check-ins with students and parents/guardians, is applied to our Foster Youth student. All of our students with unique needs – children with disabilities, English learners, students experiencing homelessness, Foster Youth and low income students will receive additional small group instruction and individualized guidance, as needed.

The district will continue providing nutrition services and will work with the city to provide daycare options for families experiencing homelessness.

Finally, all of our students with unique needs will be prioritized in getting all the technology they need to ensure successful learning.

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

Description	Total Funds	Contributing
Continuity of Instruction Goals:		
18. During distance learning, all the teachers will provide a minimum of 60 minutes of live instruction daily across the district.	\$ 0.00	N
19. Teachers will work in department/grade level groups to identify essential grade-level standards between the previous and the current school year and to determine the articulation between different sets of standards (CA Common Core, Next Generation Science Standards, ELD, College and Career Standards, History-Social Science Standards) to plan distance learning instruction that is standards-based and rigorous.	\$ 0.00	Y
20. Schools will institute consistent, grade-wide daily schedules that are fluid between distance learning, hybrid learning and in-person instruction to ensure learning continuity and seamless transition between these different modes of instruction.	\$ 0.00	Y
21. Following the district-wide assessment calendar, the schools will continuously engage in diagnostic and progress monitoring assessment activities based on multiple forms of assessment and followed by collaborative data analysis to accelerate instruction and to mitigate learning loss due to COVID-19.	\$ 34,991.75	Y

Description	Total Funds	Contributing
22. In addition, the teachers will employ formative forms of assessment such as observations, interviews, self-assessment instruments and student artifact analysis during live contacts and synchronous instructional minutes to inform instructional planning.	\$ 0.00	Y
23. Teachers will incorporate regular daily transition activities that require movement to ensure that students have energy and are not fatigued by spending a lot of time on screens.	\$ 0.00	Y
24. Teachers will maximize the use of resources by balancing digital and physical materials (based on their quality and availability) to limit the time students work on screens.	\$ 0.00	Y
25. Schools will continue the implementation of the district-adopted Standards-based curricula with necessary modifications for distance learning and integrating strategies for social and emotional learning.	\$ 0.00	Y
26. The schools will adopt a variety of digital programs, Zearn, Seesaw, Newsela, Biology, STEMScopes, Eureka In Sync, Raz Kids, Learning A-Z, Accelerated Reader 360, Starfall, Edgenuity to enable educators to teach virtually in distance learning and hybrid learning modes.	\$70,686	Y
Access to Devices and Connectivity:		
27. The district will purchase new Chromebooks for students at the middle school and high school.	\$ 400,000	Y
28. The district will purchase new Chromebooks and iPads for the elementary students.	\$ Accounted for above	Y
29. The district will provide a device and/or a hotspot for every student who needs technology and/or connectivity to enable participation in distance learning.	\$ Accounted for above	Y
30. The district will purchase SWIVL devices for all classrooms.	\$31,000	Y
31. The district will institute the new Student Acceptable Use of Technology policy to ensure quality digital citizenship.	\$ 0.00	N
32. The district will purchase various instructional digital tools, aps, and programs such as EdPuzzle, NewsELA, ScreenCastify, Padlet, Zoom license, Clever, IReady, Zearn, KAMI and many others to assist students and teachers in distance and hybrid learning.	\$34,991	Y
Pupil Participation and Progress:		

Description	Total Funds	Contributing
33. Schools will maintain daily and weekly participation records for each student including data collected with tools built into the apps and platforms such as Clever, Zoom, iReady, and Zearn to track student participation. Teachers will take attendance multiple times a day to encourage greater student participation. Teachers will contact students or parents if a student didn't participate in either synchronous or asynchronous instruction on a given school day.	\$ 0.00	Y
34. Teachers will use a school-wide system of positive incentives to encourage student attendance and participation.	\$5,000	Y
35. The district will develop a re-engagement plan for students who dis-engaged from participating in distance or blended learning for 60% of the time in a given week.	\$ 0.00	Y
36. Teachers will use attendance data during synchronous learning time and the value of assignments with percent of completion and submission to gauge student engagement.	\$ 0.00	Y
37. During collaboration times, the teachers will develop rubrics for each grade level to assess student participation with various agreed-upon weighted criteria such as coming to class, commenting on peer's thinking or asking a question in a chat, or participating in whole group or small group discussion. Participation will be represented as a learning outcome with a weighted percent of the overall grade.	\$ 0.00	Y
38. Each homeroom teacher will reach out to students in the first week of school to identify themselves as a safe person to talk to when in need of emotional support. Teachers will conduct ongoing weekly wellness surveys, mental health small group check-ins, individual interviews and phone calls with students who need additional support related to mental health and emotional well-being.	\$ 0.00	Y
39. The high school counselor will provide virtual in-person sessions for students in need of social-emotional support.	\$ 95,102.87	Y
40. Schools will orchestrate biweekly social interactions opportunities for students to socialize and support each other emotionally.	\$ 0.00	Y
41. Teachers will hold regular office hours for parents and students to learn about and discuss students' social and emotional needs and to problem-solve support strategies, including referrals to the appropriate outside agencies for help.	\$ 0.00	Y
42. Teachers will incorporate mental health wellness practices, such as mindfulness activities, meditation, gratitude practice, and suggestions for physical exercise throughout the day to support students' mental health and social and emotional well-being.	\$ 0.00	Y

Description	Total Funds	Contributing
43. The district will contract with the Mindful Life non-profit to provide impactful mindfulness-based social-emotional learning supports and programs for students, school/district staff, and families. The Project staff will provide virtual coaching for teachers to enhance their expertise in SEL.	\$37,500	Y
Distance Learning Professional Development:		
44. During the summer, the teachers will participate in ten+ hours of professional development sessions to hone their skills in using a variety of technology tools, such as Zoom, Google Meets, G-Suite, and various apps based on individual needs of the participants.	\$13,500	Y
45. The district staff will engage in on-going virtual professional development throughout the 2020-2021 school year around a variety of topics. This learning will focus on best practice in distance and blended instruction, the district-adopted curricula, culturally responsive pedagogy, equity in education, technology, social and emotional learning and many other topics to build teachers' capacity in teaching via various modes of instruction and to implement best practice. Teachers will be compensated for their attendance of professional development held after work hours.	\$63,000	Y
46. The district will provide professional learning opportunities and tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning and in the transition to reopening schools.	\$5,000	Y
47. The teachers will be offered opportunities to lead professional learning sessions for their colleagues.	\$3,000	Y
48. The district will provide ongoing training for parents about best ways that they can support their children in distance learning; the importance of a dedicated quiet space for students will be communicated to parents and families.	\$ 0.00	Y
49. The district will provide additional collaboration time opportunities for teachers on Wednesdays and up to thirty hours of paid collaboration time between departments and grade levels after work hours. During these collaborative meetings the teachers will explore and exchange best practice ideas to improve pedagogical coherence across the district in Distance Learning and in blended learning modes.	Already accounted for in Q.12	Y
New Staff Roles and Responsibilities:		
50. Teachers will weekly communicate with parents and families via emails, virtual office hours, or phone calls to discuss learning plans, students' progress, and assignments due.	\$ 0.00	Y
51. Teachers will offer daily small group virtual instruction which was found to be particularly effective during the emergency distance learning of 2019-20.	\$ 0.00	Y

Description	Total Funds	Contributing
52. Teachers will create a variety of time-valued assignments for asynchronous learning, including videos and customized activities within apps.	\$ 0.00	Y
53. Teachers will allocate more 1:1 and small group synchronous instructional time for English learners to help them practice oral language skills in a socially non-threatening and peer-pressure free environment.	\$ 0.00	Y
54. Teachers will orchestrate intentional peer-to-peer and adult-to-student activities to encourage the practice of oral language skills for English learners and to accelerate oracy development.	\$ 0.00	Y
55. Teachers will use acceleration strategies, such as amplifying the curriculum, providing additional content chunking, scaffolds, and assigned additional office hours for English learners, Students with Disabilities, socio-economically disadvantaged, foster youth, and homeless students for additional support.	\$ 0.00	Y
56. General education and Special Education teachers will collaborate to offer additional time and support for students with special needs as described in their IEPs.	\$ 0.00	Y
57. Teachers will make more frequent contacts with the parents and students to ensure that English learners, students with special needs, socio-economically disadvantaged, foster youth, and homeless students receive all the support that they need to be successful regardless of the mode of instruction.	\$ 0.00	Y
58. English learners will receive ongoing flexible and comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to students' proficiency level with additional academic instruction in a language acquisition program.	\$ 0.00	Y
59. Teachers will implement an asset-oriented and needs-responsive approach to supporting all students will unique needs.	\$ 0.00	Y
60. All communications to students and families, written and oral, will be translated into Spanish and Arabic (the two prevalent languages in the district), and into other languages as much as possible.	\$ 5,000	Y
61. The school counselor, the ELD and the classroom teachers will provide additional check-ins on a weekly basis with English learners to discuss their social-emotional and physical health needs	\$ 0.00	Y
62. All students with unique needs will receive devices, access to educational apps, and training or tutorials for accessing and using technology to ensure success in both English and in content areas.	\$ 0.00	Y

Description	Total Funds	Contributing
63. English learners will receive instruction from ELD teachers and from CLAD-certified general education staff using additional physical packets, virtual programs, apps, such as RAZ-KIDS, ELA/ELD curricula, such as <i>Reach for Reading</i> and specifically designed for English learners programs, such as <i>English 3D</i> , in synchronous and asynchronous modes of instruction	\$ 0.00	Y
64. Students with disabilities will have equitable access to all programs and offerings consistent with the Free Appropriate Public Education (FAPE) requirements which will be provided in collaboration by the Special Education specialists and the general education faculty.	\$ 0.00	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.]

To address learning loss that has occurred as a result of the emergency distance learning of 2019-2020 due to COVID-19 pandemic and 2020–21 school years the district will conduct diagnostic assessments in the beginning of the 2020-2021 school year. The staff will use STAR reading literacy, including ELD, and math assessments; running records for ELD and English; IReady diagnostic instruments for math, English and ELD; phonics inventory for English learners and CAASPP Interim Assessments as a baseline, along with various programmatic assessments in social studies and science to diagnose the students' needs. Throughout the year, these assessments will be conducted quarterly followed by data analysis and strategic planning cycles to inform and modify instruction, as necessary. Collaboratively, teachers will identify prerequisite skills that may create barriers to learning for each new concept, scaffold critical missing pieces, and then design acceleration strategies.

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.]

Using data from the assessment cycles, the schools will implement acceleration strategies to remediate learning loss. These strategies will focus on incorporating prior knowledge, introducing critical academic vocabulary, ensuring real-world relevance and purpose, identifying the basic and the new skills needed to master the concept, pacing considerations, and how the concepts fit into the big picture. The acceleration strategies will be incorporated into instruction of new concepts via mini-lessons.

Since 80% of our district population are socio-economically disadvantaged, only 0.1% are Foster Youth, and no known students are registered as homeless, the district will take a district-wide strategic approach to mitigating learning loss and will use best practice research-based methods to eliminate the learning gap. All the students who need resources will receive manipulatives, supplies and meals.

For English learners, which constitute 21% of our student population, the acceleration strategies will be integrated with methods that promote language acquisition such as language scaffolding, opportunities for carefully crafted social interactions with language supports, amplification strategies, multiple visual representations to reinforce vocabulary, and targeted small group work led by a content teacher or an ELD specialist.

The acceleration strategies will be used throughout the school day during universal access times with the support of teachers, specialists, and the classified support staff. They will also be implemented during targeted synchronous small group instruction and in the after-school tutoring for small groups of pupils and for individual students. In planning for the transition to a Hybrid and/or in-person teaching models, the district will prioritize in such a way that our vulnerable populations, such as Foster Youth, newcomers, socio-economically disadvantaged, and English learners will return to campus first. In addition, whenever possible some of the cohorts, including TK-K, will come back to school for 4 days a week instead of 2 days a week as planned for the rest of the students in the hybrid model. Equally important, the schools will incorporate intervention blocks into a school day for a small group of students and will use the universal access time for individualized assistance.

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.]

Schools will engage in iterative assessment cycles based on the district-wide assessment calendar to evaluate student progress and the effectiveness of supports and services based on assessment data vis-à-vis agreed-upon rubrics. In collaboration, teachers will consistently discuss best outcomes based on this professional inquiry into practice and will share their expertise with each other to capitalize on the most effective strategies to mitigate learning loss for all student groups.

The district will use multiple forms of diagnostic, progress monitoring, formative and summative assessments and will engage in iterative cycles of data collection, analysis, and resulting instructional planning and modifications, as necessary. The baseline assessments will be the initial reference point for gauging the progress, and the ongoing benchmark assessments will inform the work and the effectiveness of the supports. The district will do this in close collaboration with students and parents and will use their feedback to also inform instructional decisions. Students who need additional help will be assisted in small groups and/or in afterschool tutoring which will be closely aligned with the needs of students. All the assessments will be listed in the district assessment calendar.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary] Description	Total Funds	Contributing
50. In grade level collaborative groups, the EUSD teachers will identify and use multiple forms of diagnostic, progress monitoring, formative and summative assessments to diagnose learning loss and to engage in iterative cycles of data collection, analysis, and consequent instructional planning for eliminating the learning loss.	\$ 0.00	Y

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary] Description	Total Funds	Contributing
51. Teachers will work collaboratively to design and implement asset-based acceleration strategies for all the students who, as evidenced by assessment data, experienced learning loss due to the emergency COVID-19 distance learning of 2019-2020.	\$ 0.00	Y
52. Teachers will design additional small group synchronous learning opportunities for English learners to promote the development of English oracy based on the students' proficiency levels to remediate learning loss.	\$ 0.00	Y
53. Teachers will leverage technology tools and the services of the Arabic interpreter and Spanish-speaking district bilingual coordinator to provide translations for newcomers and the English learners who need these supports.	\$ 0.00	Y
54. Teachers of English learners will engage in on-going two-way communications with the parents and guardians of ELs to collaborate about students' needs in the language that the parents understand and to support students for success in distance learning, hybrid learning, and in-person learning.	\$ 0.00	Y
55. Teachers will design additional small group synchronous learning opportunities for English learners to promote the development of English oracy.	\$ 0.00	Y
56. Teachers and Special Education specialists will collaborate to develop effective acceleration strategies for students with disabilities based on the students' IEPs.	\$ 0.00	N
57. Schools will provide after-school tutoring opportunities for small groups of students in need of additional support and priority will be given to English learners, students with disabilities, socio-economically disadvantaged, and foster youth.	\$28,000	Y
58. Technology Specialists will hold open hours for students and parents to assist with the use of technology.	\$ 0.00	Y
59. Technology specialists will hold professional development sessions for parents to assist with tech skills necessary to be able to support their children's education at home.	\$ 3,000	Y
60. Teachers will work in departments/grade level groups to identify the essential grade-level standards and to plan acceleration strategies that can help mitigate the learning loss.	\$ 0.00	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.]

The COVID-19 pandemic, the resulting economic downturn, and the school closings produced trauma across all strata of the population and increased the demand for social and emotional supports among both children and adults. The district understands this critical need for social and emotional supports and trauma-informed practices for our students and staff. To monitor and support mental health and social and emotional well-being of pupils and personnel, the district will use surveys to diagnose these social and emotional needs.

In the first weeks of the school year, the teachers will reach out to students in their homerooms and to their parents to identify themselves as a safe confidante and a resource to approach when they need help. The district will create partnerships with the outside mental health agencies to provide mental health supports and to create a system in place to allow for student and staff support referrals. Early on and throughout the year, the district will conduct universal screenings to identify social–emotional needs of students and will use instruments such as the mental health survey available through Illuminate, to monitor students’ mental wellbeing. Schools will conduct routine check-ins employing a trauma- and resilience-informed lens.

To promote wellness of students on a daily basis, the district will contract with Mindful Life Project(MLP) which will deliver daily wellness sessions for all students and will offer coaching in social and emotional learning (SEL) to teachers. MLP will support students, families and staff with mindfulness practices that address anxiety, stress and trauma.

Also, the district will purchase some programmatic resources, such as the new Newsela’s SEL component, to help teachers conduct daily wellness sessions and incorporate wellness texts and exercises into daily content. The district will share student mental health needs assessment data with stakeholders during LCAP stakeholder engagement process and will encourage our governing board to adopt policies that support staff and student wellness.

Last year the district participated in professional learning about culturally responsive pedagogy with Partners in School Innovation. The district will continue implementing culturally-responsive practices to increase student engagement and to improve attendance and participation. The district will expand our engagement with parents and will consistently solicit their take on the social and emotional wellbeing of their children. Additionally, the staff will engage in professional development sessions to build their capacity in SEL and competence in trauma-informed practices.

The district will continue utilizing existing resources, such as our Wellness Center, which includes a Behavioral Health Unit and a school based health center to provide services for students, staff members, and the community. The Behavioral Health Unit is comprised of licensed clinical social worker, 4 master's level interns and three community based mental health agency partners: New Bridge/Aspire, Crisis Support Services of Alameda County, and A Better Way. The school-based health center offers a range of services, physical health, dental health and students groups to address student health and developmental needs.

The district will continue using and will expand the services of the Coordination of Services Team (COST) at each site to triage teacher initiated or student/family initiated student/family referrals for academic or behavioral health services. COST will link students to services and monitor the progress of services and their alignment with the student and family needs. The district will continue capitalizing on this team approach to allow in-house staff and community partners to address student needs.

The Wellness Center via the Behavioral Health program will continue providing counseling and mental health services to students and families. Behavioral Health is staffed with Master’s level student social work and counseling interns supervised by the Behavioral Health Manager, a licensed professional. They will continue providing behavioral health and/or social services to address a range of student needs including mood, trauma and anxiety associated with COVID and/or racist attacks on Black and communities of color.

The district will share the National Suicide Prevention Lifeline and will include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls).

If students and families prefer services in the wider community, we will work with families and assist with the referrals to the appropriate community service.

The Behavioral Health Manager will work with the district's Parent Liaison to update our district's community resources binder to ensure we have a comprehensive list of resources available to students and families. The Parent Liaison will also work with the Behavior Health Manager to assist families and connect them to critical services.

The Wellness Center will hold counseling drop-in hours weekly so that students and staff can have essential support.

The district will make EAP programs available to the staff in order to help them receive services to address staff anxiety and trauma needs.

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 is not engaging in instruction and is at risk of learning loss.]

The district will reach out to all parents and students via virtual school meetings and during the office hours as well as via phone calls to communicate the importance of student attendance and participation as well as what constitutes participation in distance and hybrid learning. The Spanish Bilingual Parent Liaison and the Arabic interpreter will be closely involved and all the communications will be in three languages to ensure that the parents can easily understand these messages. This will ensure that we raise the awareness of school personnel, parents, and guardians of the effects of chronic absenteeism and the importance of full participation in the educational program.

The district will track student participation and attendance by using multiple tools. We will use the Aeries information system to track students' attendance along with various programs and platforms that can track participation such as Google Classroom, Seesaw, and IReady. In addition, schools will track participation via synchronous live instruction and asynchronous completion of assessments. The attendance and participation will be recorded daily and tracked weekly. This will help to identify attendance problems immediately and provide support and interventions early. For students who miss 60% or more in a week the district will develop a tiered reengagement protocol.

Schools will use proactive, responsive and consistent messaging to contact students and parents at the first signs of absenteeism and will help to determine what the obstacles to participation might be and will help problem-solve so that the student can resume participating in the work as soon as possible. Schools will actively engage parents, students and families the decision-making process.

If a student continues being absent, they may be referred to the s school attendance review board (SARB). The SARB will help develop strategies for remediating the absenteeism situation and may connect the family and the student with the necessary community resources and/or health services.

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.]

To meet the needs of our community, during the emergency school closings, the district distributed over 25,000 meals – breakfasts, lunches, and snacks, which were made available to all of the community, regardless of whether or not the recipients were families that had students in the district. The boxed meals were distributed on Mondays and Thursdays and provided families with the surplus of food to last for the whole week. While handing out meals, the district staff were very intentional and responsible about adhering to social distancing practices. The district staff wore masks and gloves; special markers placed on the ground six feet apart helped to remind community members about social distancing procedures. If parents, students or community members were not wearing protective gear, they were given masks by the district employees and were asked to put them on. The tables used for the meal distribution were placed at least 6 feet apart. According to the respondents of the surveys sent out by the district, at least 22% of students took advantage of this meals program.

The district will continue providing meals for students who are eligible for free or reduced lunch during distance, hybrid, and in-person learning in 2020-2021 school year. We will distribute boxed meals twice a week for all eligible students to ensure that students have food throughout the week.

When the district transitions to a hybrid or in-person model, we will adhere to the national, state, and ACPHD health and safety guidelines. Our Food Service Manager is a member of the Reopening Schools Committee and is closely involved in all the decision-making.

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

Section	Description	Total Funds	Contributing
School Nutrition	The district will continue providing meals for all eligible free and reduced lunch students daily. In distance learning, the meals will be distributed twice a week with enough food for a full week.	\$356,762	N
	Heat, ventilation, air conditioner repairs to ensure air flow during in-person instructional mode	500,000	N

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
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Our district has 80% of low-income students and 21% of English learners. We also have only 0.1% of Foster Youth; therefore, it makes sense that we used a district-wide approach for the entire student population. When choosing our support strategies, we took into consideration effective strategies for English learners, Foster Youth, and socio-economically disadvantaged students. These are research-proven best strategies for serving these populations; moreover, the district believes that these identified strategies are good for all students.

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

Many of the services for foster youth, English learners, and low-income students are being increased or improved in this plan. For instance, looping at the elementary school will help all the students to capitalize on the existing close relationships with their teachers and on the familiar classroom routines. This will benefit all students while being particularly advantageous for our unique populations. Also, prioritizing the return to the campus for these student groups is essential to their academic success and their social and emotional wellbeing. Expanding the scope of professional development for teachers in the areas of technology, ELD strategies, and SEL will also significantly contribute to the quality of supports that are critical for our foster youth, English learners, and low-income students. These are a few of the many expanded and improved services for our unique student populations covered in this plan. The total increase or improvement of services is 35%.