



Learning Continuity and Attendance Plan



Adopted by the Board of Education
September 28, 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elk Grove Unified School District	Mark Cerutti, Deputy Superintendent Education Services & Schools	mcerutti@egusd.net (916) 686-7784

General Information

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

Unprecedented. Historic. Once in a lifetime. The COVID-19 pandemic has caused social, economic, and political upheaval worldwide. School closures, job losses, and health crises have generated uncertainty and anxiety among our Elk Grove Unified School District (EGUSD) community. EGUSD was the first district in Sacramento County to close schools in response to COVID-19 in March 2020. The fear of the unknown was palpable: schools were shuttered, sports put on hold, Visual and Performing Arts (VAPA) performances delayed. As families hunkered down at home to the extent possible, the district community rallied, rapidly amassing digital academic and enrichment resources that could be accessed virtually, and sharing daily updates with EGUSD staff and families.

Elk Grove Unified is a resilient community, and our whole community response to the pandemic illustrates our adaptability, responsiveness, and care for our students, families, and staff. In an early response to the COVID-19 pandemic, with student health and safety being of utmost importance, EGUSD made the decision, in consultation and in cooperation with its seven labor associations, to start spring break a month earlier than previously scheduled (new dates: March 9-13, 2020). This change facilitated the removal of students and staff from campuses with as little instructional impact as possible. It also allowed EGUSD to use the time to assess and adjust to the rapidly changing situation and the likelihood that students and staff would be unable to return to the classroom for an indeterminate length of time. The District’s early decision to close all schools proved to be prescient, as shelter-in-place recommendations soon followed at the county and state levels, nationwide.

Following school closures, the District immediately developed and implemented a distance learning educational program. All departments within the Education Services and Schools division, and Business Services and Facilities division, accompanied by Human Resources, Technology Services, Safety and Security and Communications collaborated closely to develop a comprehensive distance learning strategy. An immediate priority was to provide distance learning guidance to teachers along with training in online pedagogy and digital platforms. District experts also amassed a wide range of resources and materials for teachers and staff. Support services for our special populations, such as English Learners (EL), Foster Youth, homeless, low-income, and migrant students, were adjusted for the new platform and continued. Special Education services, to the greatest extent possible, were provided in alignment with students’ individualized education

plans (IEP) using District-approved distance learning platforms. All students continued to have access to mental health services while teachers received guidance on how to respond to mental health concerns given the new teaching and learning environment. EGUSD has also listened carefully to the feedback from families, students, and staff on the District's pandemic response. For example, based on personal phone calls to families whose primary language is other than English, we are aware that many need support to comprehend English and do not use e-mail; therefore, they need information and explanations in their own language and one-to-one support for individual situations. Many families with parents whose jobs necessitate working outside the home share that they cannot support their children's school work until after 5:00 p.m. Many of our teachers are also parents who are juggling learning to teach in a new virtual environment while simultaneously supporting their children in distance learning during the day. All of these complex, nuanced, individualized, and varied challenges that our community faces as a result of COVID-19 are important to the District's decision-making. Without understanding the needs of our students, families, and staff, we would not be able to develop a robust and responsive distance learning and transitional learning education model. To that end, EGUSD has conducted extensive efforts to solicit stakeholder input on the development of the Learning Continuity and Attendance Plan (LCP).

Stakeholder Engagement

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

April 16, 2020: In response to fast-changing public health recommendations, EGUSD pivoted to full distance learning on April 16, 2020. On April 26, 2020, the District sent a Connectivity and Communication survey to parents, students, and staff in order to gauge our community's access to technological devices, internet service, technical assistance, and teaching/learning supports necessary for successful distance learning. Parent and student survey forms and informational fliers about the surveys were translated into Spanish, Vietnamese, and Hmong, the top three languages in the district other than English. To maximize outreach to families, EGUSD distributed the survey using various methods: The District sent the survey electronically via email and text message. In addition, families who participated in drive-thru meal pick-up services also received the flier inviting them to complete the survey. Food and Nutrition Services estimate they served about 11,000 students per day, reaching approximately 5,000 families.

District staff also developed targeted call lists to prioritize personalized phone outreach to families historically underrepresented in electronic survey responses. Factors that may influence families' low electronic survey responses include English Learner status, socioeconomic status, race/ethnicity, special education status, and school of enrollment. District departments and offices that work most closely with families, such as Learning Support Services (LSS) and Family and Community Engagement (FACE), called individual families and administered surveys over the phone. Bilingual Teaching Associates (BTAs) from the department of English Learner Services (ELS) contributed to the effort, making parent phone calls to administer the survey in primary languages other than English. Over a two-week period, district staff placed 1,273 phone calls to families.

In sum, the District received a total of 7,286 responses from parents, 10,014 from students, and 1,505 responses from certificated staff. EGUSD used the survey information to respond to families' acute distance learning needs. Survey responses helped the District identify families and staff in immediate need of devices, internet connectivity, and technical assistance. Respondents who indicated insufficient technology for distance learning were asked to include contact information for follow-up assistance. During the survey data collection

window, school site staff received daily updates of families requesting devices. On a rolling basis, sites arranged for families to pick up Chromebooks from the school or directed them to resources for free or low-cost internet solutions.

May 17, 2020: As a follow-up to the Connectivity and Communication survey, EGUSD distributed a Distance Learning (DL) Reflection survey to parents, students, and staff on May 17, 2020. The primary focus of the DL Reflection survey was to measure student engagement and satisfaction with distance learning and to better understand the various instructional practices across grade levels and individual classrooms. The District requested input by inviting families, students, staff, and school administrators to participate in the DL Reflection via email, text messages, and website/social media distribution. In addition, EGUSD continued the practice of distributing informational fliers in multiple languages at meal pickup service, and staff members placed individual phone calls to families historically underrepresented in survey responses. District administrators also shared information about the surveys with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) representatives, who then reached out to their respective communities. Over a two-week period, District staff placed 973 phone calls to parents. Similar to the Connectivity and Communication survey, if families responded with serious concerns about areas such as community support or perceived low levels of school communication, employees from the FACE office followed up individually with families to address concerns. The District received responses to the DL Reflection survey from a total of 4,861 parents, 12,978 students, and 1,569 teachers.

June 19, 2020: After the close of the 2019-20 school year, EGUSD developed a new tool, the Parent Input and Preference Survey, to collect family preferences for the fall educational model. On June 19, 2020, EGUSD initiated distribution of this survey. By the end of the survey window, the District received input on learning model preferences for 62% of students districtwide (including 45% of the district's EL students.)

June-July 2020: Employee input is also essential for designing a distance learning model that best serves our entire community. The process of collecting staff member input included collaboration with the Elk Grove Education Association (EGEA) bargaining unit. Together, EGUSD and EGEA developed a survey for EGEA unit members to learn about staff concerns for the coming school year. This survey was later adapted for use with local American Federation of State, County and Municipal Employees (AFSCME) and Elk Grove Team for Education/Administrative Management and Support (EGTEAMS) unit members. The District received 2,677 responses from EGEA members, 471 AFSCME members, and 245 EGTEAMS members. On July 9, 2020, the District administered a Preference and Intent to Return survey to certificated non-management employees, asking staff to express their preference for an educational model. We received 3,006 responses representing 90% of targeted staff.

August 3, 2020: For feedback specific to the LCP, EGUSD developed the Learning Continuity Plan survey for distribution to families, students, and District staff. The Learning Continuity Plan Parent Survey consisted of six open-ended questions asking each group about ways the District can improve in-person instruction, distance learning, learning loss, mental and social-emotional health, student engagement, and meal service. The survey was open for input from August 3, 2020 through August 21, 2020.

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

The District's Distance Learning and Transitional Schedule models and the services and supports offered throughout the COVID-19 pandemic rely on a careful understanding of our district families' needs and concerns. To this end, EGUSD has offered numerous opportunities for the public to ask questions and share feedback through safe, remote participation platforms. The District standardized its video conferencing platforms to improve ease of participation for students, staff, administrators, community members, and other stakeholders. For internal district meetings, EGUSD relies on Zoom and Google Meet. For public meetings and hearing, EGUSD uses the Zoom Webinar feature, which allows for Authenticated Officials to use video and audio to converse with one another while simultaneously allowing non-authenticated participants (the public) to listen to and view the discussion, decisions, and votes.

The collection of public comment for regular virtual Board of Education meetings began on May 5, 2020. Public stakeholders who want to ask questions may use a Google Forms posted to the District's website along with information about the Board Meeting schedule and agenda. The Google Form allows stakeholders to pose questions prior to the public Board Meeting. Meeting facilitators from EGUSD read the questions aloud to the Authenticated Officials during each meeting. To date, a total of 742 public comments have been submitted, and 426 of those comments have related to COVID-19, schools, and learning programs and options.

Throughout the District's process for developing our Distance Learning and Transitional learning plans, we remain committed to soliciting stakeholder input to guide our decisions. Public stakeholders have opportunities for remote participation in the District's DAC/DELAC meetings. Participants in DAC meetings include parents from our Title I schools, and vice principals from our Title I schools frequently attend as well. The District's DELAC meetings are open to EL parent representatives from every school site, EL Coordinators, and English Learner Advisory Committee (ELAC) site representatives such as vice principals and additional parents. On August 10, 2020, EGUSD hosted the DAC/DELAC meeting via Zoom to review and approve the Consolidated Application. Approximately 20 participants were in attendance. At the next DAC/DELAC meeting on August 27, 2020, District administrators shared the annual Title I evaluation and received feedback on the Parent and Family Engagement Board Policy as well as the DAC/DELAC Participation Training. This meeting facilitated breakout rooms, dividing the large group into DAC participant training and DELAC/ELAC training. On September 17, 2020, participants in the DAC/DELAC meeting had the opportunity to review and provide feedback on this LCP

For DAC/DELAC meetings, EGUSD administrators facilitated feedback surveys. Participants received a Google Form prior to the meeting in which members could submit questions and feedback on the documents that would be reviewed during the meeting. All documents provided are translated into the District's top three languages other than English: Spanish, Vietnamese, and Hmong. In March through May 2020, leading up to the August and September meetings, the directors of LSS and ELS send emails to the DAC and DELAC committees with updates, check-ins, and pertinent District information. In addition, prior to DAC/DELAC meetings, the LSS and ELS teams made personal phone calls to parents. At the meetings, interpreters are available for services in multiple languages, and administrators use the Zoom interpretation feature to provide access to our district's multilingual families. Responses to parent/community members questions were provided in writing by the Superintendent's Office.

For our Special Education students and their families, the District hosted a Community Advisory Committee (CAC) meeting on September 16, 2020 in the evening to answer questions and provide an opportunity for families to submit recommendations for the LCP. Families were asked to submit questions four days prior to the meeting to allow time for the District's Special Education Department to research answers and provide specific, accurate information during the meeting. The District's education specialists attended in order to be introduced to our

families. EGUSD's Director of Special Education and the Special Education Program Coordinators provided answers to specific questions and addressed areas of concern.

The District's FACE office has worked closely with families to support adults and their children through distance learning. In July and August 2020, the FACE office hosted two meetings on Zoom for the District's newcomer and refugee families. Forty-one participants attended the first session, and 81 attended the second. At the meetings, District staff explained how families can receive support and resources during distance learning. Families had the opportunity to ask questions and describe needs or concerns. Interpretation in multiple languages was provided at all meetings.

In August 2020, the FACE office hosted Zoom meetings for the Valley Region, a lower-income area of the District, where residents also face greater health, environmental, and transportation disparities. The meetings covered distance learning questions and concerns, tips for parents to help children cope with stress and anxiety, and strategies for adult and child self-care. Interpreters were available to families, and 22 parents attended the sessions.

To continue direct support for families while the District is offering full distance learning, the FACE office piloted Virtual Office Hours (VOH) in late August 2020. The VOH are intended to support families on an ongoing basis with their distance learning questions. The VOH are offered four evenings a week, and to date, 29 families have participated. Interpretation is provided as needed, and the meetings will continue at least until the end of September 2020. Families have the opportunity to share what is going well and areas where they need additional information or support.

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

Learning Continuity Plan Survey: We received 9,718 survey responses from parents, representing approximately 30% of district families. For parents of EL, we received 985 responses, representing 24% of EL families. We received an additional 1,566 responses from staff members and 21 responses from students. All of the survey questions were open-ended, asking the respondent to provide suggestions for how to improve services under six areas. Across all three surveys, we received about 45,000 individual comments to read and analyze for summary.

Improving In-Person Instruction

Respondents were asked "Once in-person instruction resumes, how can the district expand and improve in-person instruction?" Prevailing suggestions included:

- Prioritizing the health and safety of staff and students. (Parent, Staff, Students)
- Modify the pace of the curriculum to help ease the transition from distance learning to in-person instruction. (Students)
- Offer equity and de-escalation training to teachers. (Students)
- Provide additional supports to address learning gaps and social emotional health. (Staff)
- Offer ongoing training for teachers. (Staff)
- Maintain open communication with students and families. (Parent, Staff)

Improving Distance Learning

Respondents were asked "How can the district improve distance learning?" Prevailing suggestions included:

- Provide high quality, ongoing professional development opportunities that are responsive to staff needs. (Staff, Students)
- Purchase full version of applications and programs that support teaching and learning. (Staff)
- Reduce the length of synchronous instruction. (Parents, Staff, Students)
- Empathy and support for the constraints/needs of parents and teachers. (Parents, Staff)
- Provide district-wide lessons, templates, or documents that minimize duplicated efforts and improve teacher efficiency. (Staff)
- Offer live instruction that engages students and includes opportunities for peer interactions. (Parents)
- Create regular opportunities for students to obtain extra help from teachers or ask questions. (Parents)
- Set clear expectations for students and maintain timely communication with both students and families. (Parents)

Assessment and Learning Gaps

Respondents were asked “How should the district assess student learning and address learning gaps related to the COVID-19 pandemic?”

Prevailing suggestions included:

- Use assessments to gauge student learning. (Parents, Staff, Students)
- Schedule regular, individual meetings between teachers and students for evaluation. (Parents, Staff)
- Use assignments and projects to gauge students’ understanding of content. (Parents, Staff)
- Provide additional support and tutoring to students. (Parents, Staff, Students)
- Provide adequate WiFi and language translation services for families. (Staff)
- Extend the school year to help close the learning gaps. (Parents, Staff)
- Make sure students have sufficient technology to support learning. (Students)

Social-Emotional and Mental Health

Respondents were asked “How can the district support the mental health and social-emotional health of students?” Prevailing suggestions included:

- Hire and train more counselors and mental health professionals. (Staff, Students)
- Monitor student mental health at the classroom level. (Parents, Staff)
- Embed mental health and social emotional competencies in instruction. (Parents, Staff)
- Modify instruction and classrooms to reduce student anxiety. (Staff, Students)
- Build SEL and mental health capacity with student families. (Staff)
- Build SEL competencies with staff. (Staff)
- Adapt extracurriculars and enrichment programs for distance learning. (Parents, Students)
- Connect students with counselors or mental health practitioners through Zoom. (Parents)
- Create outlets for students to socialize virtually, during or after school hours. (Parents, Students)
- Promote online resources, district programs, and/or external support services for mental health. (Parents)

Student Engagement

Respondents were asked “How can the district improve student engagement through distance learning?” Prevailing suggestions included:

- Offer more trainings on student engagement. (Staff)
- Provide fun activities and rewards for students. (Parents, Staff)

- Establish relationships with families and hold parents/guardians accountable for student engagement. (Staff)
- Teach students in smaller groups. (Parents, Staff)
- Decrease the amount of time on Zoom or incorporate more breaks. (Parents, Staff)
- Expand the offerings of apps that may help increase student engagement. (Staff)
- Reduce class sizes. (Parents)
- Provide regular and timely feedback on student work. (Parents)
- Require student cameras to be on during instruction. (Students)

Meal Service

Respondents were asked “How can the district improve meal service for students?” Prevailing suggestions included:

- Increase the number of sites where meals may be picked up and allow families to select their pick-up site. (Staff, Students)
- Provide weekly service rather than daily service. (Parents, Staff, Students)
- Offer meal delivery for families with transportation difficulties. (Parents, Staff)
- Provide free or reduced-price lunch for all students. (Staff)
- Improve communication to parents about the availability of meals. (Staff)
- Adjust/lengthen the time frame for meal pick-up so that it works with the synchronous instruction schedule. (Parents, Staff, Students)
- Offer a wider variety of nutritious meals. (Parents)
- In lieu of meal services, provide EBT funds, as it’s more convenient and enables families to have more options. (Parents, Students)

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

Our District’s primary role is to serve the broad educational needs of our PreK-12 community and ensure that Every Student is Learning, in Every Classroom, in Every Subject, Every Day to Prepare College, Career and Life Ready Graduates. Therefore, stakeholder feedback is at the crux of our Distance Learning and Transitional learning models. Based on the extensive outreach to stakeholders described above, five key themes emerged that influenced particular components of EGUSD’s LCP: 1) Health and Safety; 2) Equitable Instruction and Assessment; 3) Technological Support; 4) SEL and Mental Health; and 5) District/School/Family Communication.

Multiple surveys documented that the greatest concern for teachers and other employees, students, and families about return to in-person instruction is exposure to COVID-19 infection. Therefore, the District is committing \$3 million to ensure schools and staff are outfitted with sufficient cleaning supplies, personal protective equipment, Minimum Efficiency Reporting Values (MERV) filters, expanded daily cleaning, and other recommendations to reduce the circulation of the novel coronavirus among our school communities. We are also dedicated \$3.2 million to additional health services including the expansion of certified nursing assistance, medical assistants, and licensed vocational nurses to serve our students as well as \$1 million for supplemental COVID-19 testing.

Equitable instruction and assessment also emerged as a central issue for teachers, administrators, and families. In the Learning Continuity and Attendance Plan survey (LCP, to differentiate from LCAP), parents, staff, and students all suggested using assessments to gauge student learning and provide additional support and tutoring to students as needed. Students also reported that access to sufficient technology to support learning was essential to their success. In response to this feedback, EGUSD is dedicating over \$5 million to professional learning and implementation of new student assessment systems compatible with distance learning as well as Special Education assessments, EL curriculum software and assessment support, recorded online lessons, virtual science labs, and Language

Essentials for Teachers of Reading and Spelling (LETRS) training for all K-1 teachers. The District will also offer K-12 supplemental academic, behavioral, and SEL support on Saturdays and in the evenings to accommodate families' need for flexibility in school assignments and home support. EGUSD's expanded newcomer/immigrant/refugee program will also include academic and English language support for students as well as parents.

In a virtual learning environment, access to up-to-date technology, stable high-speed internet, and technical support is imperative to successful teaching, learning, and communication. Staff cited the need for adequate Wi-Fi and language translation services to ensure all families are connected to District resources and supports. Digital platforms help create engaging student environments and opportunities for peer-to-peer interactions in age-appropriate formats. These types of engagement were cited as highly important to parents and students in the LCP survey. In response to this fundamental need identified by staff, families, and students, the District is dedicating over \$28 million to technology. Technologies include webcams, hotspots, Zoom subscriptions, webinar licenses, Chromebooks, laptops, and replacements for lost or damaged equipment.

School is a safe space for many children, and the potential isolation at home coupled with increased stress to home life has made social-emotional and mental health top priorities among our stakeholders. Both staff and students cited the need to hire and train more counselors and mental health professionals as important. Parents and staff requested training and communication to build SEL and mental health capacity with students and families as well as adapting extracurriculars and enrichment programs for distance learning to increase peer socialization. The District is expanding our SEL and mental health supports and resources by allotting more than \$6.7 million to professional training that includes technology platforms used for virtual home visit training and supporting teamwork and development; an Multi-Tiered System of Supports (MTSS) module for our student information system, Synergy; After School Education and Safety (ASES) Day Camps; Science, Technology, Engineering, and Math (STEM) and VAPA after school enrichment; and an expanded peer-to-peer mentoring program operated in partnership with PRO Youth and Families.

Lastly, transparent, accessible, and trustworthy communication is necessary between the District and families to support students in both home and school environments. From family feedback over the past few months, especially from individual phone calls home in multiple languages, EGUSD has learned to temper communication and shared resources, prioritizing quality and outreach in multiple methods over quantity and frequency. In turn, we are building trust with our families, especially those who are often underrepresented in traditional email communications. To facilitate improved communications with families across our district, EGUSD is dedicating \$3.5 million to expand family support through our FACE office and ELS Department; purchase Talking Points software to support multilingual communication in over 100 languages; staff professional development in virtual home visits and EL/newcomer support; K-12 supplemental Saturday/evening support; and an expanded newcomer/immigrant program to include academic and English support for students and parents.

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.]

Using State and County Public Health Guidelines as planning parameters, EGUSD has developed transitional schedule models to return students to in-person instruction prior to a full reopening of schools. Plans have been developed for elementary schools (PreK-6), middle schools (7-8), and both comprehensive and alternative high schools (9-12).

Elementary (K-6):

The elementary model is designed to create two cohorts for each class, thereby dividing each class in half to allow for physical distancing inside the classroom. The Transitional Schedule model operates on an AM/PM design, where students will attend 170 minutes of in-person instruction and then will participate in a minimum of 70 minutes of independent practice outside of the physical classroom each day, four days a week. In this model, one day each week will be dedicated to full distance learning, where students may be involved in synchronous learning time with their teacher on a digital learning platform or participate in small group instruction and/or intervention or other specialized activities. The District is maximizing our resources of academic support staff, after school/extended day programs, and resource teachers to assist with intervention and individualized outreach to struggling students. This personalized outreach and support will be provided during the students' independent practice time or on the full day designated solely for distance learning.

Secondary (7-12):

The secondary model includes three Transitional Schedule models:

(1) Six-Period Traditional Schedule Schools (Middle Schools: Katherine Albiani, Samuel Jackman, Joseph Kerr, and James Rutter; High Schools: Elk Grove and Pleasant Grove)

Students attending traditional six-period schools typically complete six classes per semester. In this Transitional Schedule model, students will complete three classes the first nine weeks of the semester and complete three new classes the second nine weeks of the semester. This design fosters greater student-teacher connection and increased focus time on specific classes by allowing students to concentrate more on fewer classes at a time.

Students will attend in-person school two days per week for three 80-minute periods each day. The in-person attendance model will be either Tuesday/Thursday or Wednesday/Friday. On days when students are not on campus, they will engage in full distance learning. One day a week will include synchronous learning time and the other two off-campus days will be devoted to independent learning.

(2) Block Schedule Schools (Middle Schools: Harriet Eddy, Edward Harris, Jr., Toby Johnson, Elizabeth Pinkerton, and T.R. Smedberg; High Schools: Cosumnes Oaks, Florin, Franklin, Laguna Creek, Monterey Trail, Sheldon, and Valley)

Students attending block schedule schools will continue to complete four classes every nine weeks. Students will attend school in person, two days per week for four 75-minute periods per day. The in-person attendance model will be either Tuesday/Thursday or Wednesday/Friday. On days when students are not on campus, they will engage in full distance learning. One day a week will include synchronous learning time and the other two off-campus days will be devoted to independent learning.

(3) Alternative Education Schools (Calvine, Daylor, Rio Cazadero)

For students at our alternative education sites, they will attend school in person four days per week for two 55-minute periods per day. Students will be divided into cohorts in an AM/PM schedule, Tuesday through Friday. Students will also engage in daily distance learning.

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

Description	Total Funds	Contributing
Professional learning and implementation costs of the new student assessment system (including Illuminate subscription)	\$2,050,000	N
Special Education assessments	\$300,000	N
Tablet and pen pads, scanners on mobile stands	\$383,000	Y
Mobile carts to transport food	\$41,000	Y
Packaging line	\$135,000	Y
Commercial truck	\$140,000	Y
Food and Nutrition Services labor costs	\$2,100,000	Y
Food pre-ordering software	\$30,000	Y
Cleaning supplies	\$150,000	N
Electrostatic disinfecting sprayers for each school	\$120,000	N
Personal protective equipment	\$1,000,000	N
Hand held thermometers	\$7,000	N
Sneeze guards	\$82,000	N
Custodial support	\$1,200,000	N
Dispensers	\$30,000	N
MERV filters	\$340,000	N
Night shift differential for custodians	\$30,000	N
Signage	\$26,000	N
Elementary supplies	\$400,000	N
Secondary supplies	\$235,000	N
Lost or damaged materials, equipment, or library books	\$4,840,000	N

Description	Total Funds	Contributing
Additional health services - Certified Nursing Assistants (CNAs), Medical Assistants, and Licensed Vocational Nurses (LVNs)	\$3,200,000	N
Supplemental COVID-19 testing (with County contract)	\$1,000,000	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.]

Drawing on the content and pedagogical expertise of EGUSD's Curriculum and Professional Learning (CPL) specialists, the District created an **Innovating Education Handbook: Transitional and Distance Learning** to use for instructional planning, decision making, and lesson development. All educators in the district received this handbook, which is intended to create consistency, parity, and common expectations throughout the district. The handbook clearly defines high-quality instruction and explains how distance learning overlaps and intersects with learning in a traditional classroom. By understanding the universal principles of high-quality instruction and analyzing how students interact with content, teachers can make the most appropriate decisions for delivering content both synchronously and asynchronously. In addition, grade level and/or content area teachers received guidance on a Scope of Learning, which prioritizes content standards alongside the most effective methods for instruction. This Scope of Learning also specifically addresses how to support students with special learning needs. The principles, practices, and lenses of access, equity, and inclusivity guided the District's creation of the entire handbook. The District will also continue to use previously adopted curriculum and ensure student access either to digital copies and/or hard copy textbook, to maintain consistency and quality of the District's curriculum. Prior to the start of the 2020-21 school year and with guidance from the PreK-12 Education Division, all site administrators developed plans to disseminate materials to students and families. Common lesson platforms were also specified for class use, and EGUSD provided specialized training for all educators to build and strengthen their ability to teach in a digital environment.

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.]

The District is committed to providing devices and connectivity to all students. Starting in March 2020, using the District's current inventory of Chromebooks, EGUSD began assigning and distributing devices to all students who needed them to participate in distance learning. To facilitate the transition from the 2019-20 to 2020-21 school year, re-enrolling students kept the devices over the summer for continued use in the new school year. Throughout the summer, EGUSD continued to identify additional families who needed devices and distributed Chromebooks as needed.

To ensure that all students in grades K-12 who need a Chromebook for distance learning have one, the District purchased an additional 21,000 Chromebooks as well as 2,000 Touch Chromebooks for all Transitional Kindergarten (TK) and Pre-Kindergarten (Pre-K) students. To date, all students in grades K-12 who previously indicated that they needed a Chromebook have received one. The District will continue to deploy the additional 23,000 Chromebooks and Touch Chromebooks in September and October of 2020. As of September 1, 2020, EGUSD has distributed 41,355 Chromebooks to students. The District is also developing plans to replace approximately 18,000 aging Chromebooks by Summer 2021. Despite the global back-log of Chromebook orders, EGUSD is responding quickly to device requests. The District established an efficient distribution system in Spring 2020 by gathering all of the District's Chromebooks, cleaning and testing them, and then redistributing to school sites for rapid dispersal to individual families in each region.

Along with families' needs for devices, the District recognized early on that access to internet connectivity would be an issue for some families. EGUSD's Communications Department initiated an information campaign to inform families about low-cost or free programs from home internet providers. In March 2020, EGUSD purchased 1,000 T-Mobile Hot Spots and configured them to work with any EGUSD Chromebook. Families in need of a hot spot completed a request form, and within two business days, the District delivered one to the family home. Throughout March and April 2020, the District distributed 500 of them to families. Similar to Chromebooks, the hotspots remained with families who have children re-enrolling in the District for 2020-21, ensuring connectivity for EGUSD Chromebooks. Newly-identified families began receiving hotspots again in July 2020. The demand for 2020-21 is so high, EGUSD purchased and configured an additional 1,000 hotspots for a total of 2,000, and the District is poised to obtain more devices if needed. As of September 1, 2020, EGUSD has distributed 1,300 cellular hotspots that are used by 2,526 students.

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.]

Elementary/Secondary:

Teachers will start the 2020-21 academic year analyzing baseline data generated from a variety of assessments created by the District at large and/or individual grade levels. Daily progress monitoring of students will take place since teachers have set consistent schedules for the delivery of their synchronous and asynchronous learning blocks. In addition, in the full Distance Learning model, the afternoon schedule is designed to provide additional time for assessing students individually. During morning instruction, teachers and support staff can offer breakout sessions where support staff guide a larger group of students in the class, allowing the classroom teacher the opportunity to assess the smaller group.

Every day during full distance learning, participation will start with teachers recording daily attendance. Teachers will follow the same attendance procedures as they would during in-person schooling. Our district's instructional scope for full distance learning consists of students being involved in synchronous instruction for 75% of their day and asynchronous engagement for the other 25%. The synchronous time will include focused and guided instruction, collaborative work, interventions, formative and summative assessments, and designated ELD time. The asynchronous instruction will consist of daily independent work, projects and long-term assignments, and additional formative and summative assessments.

Distance Learning Professional Learning

[A description of the professional learning and resources that will be provided to staff to support the distance learning program, including technical support.]

Since Spring 2020, EGUSD has identified and prioritized the need for certificated and classified staff to receive professional learning, both for technological and digital content support, to ensure the delivery of high-quality distance learning. The District designed a comprehensive professional learning plan, acknowledging the unique and ongoing needs of staff to meet the demands of distance learning. Initial training in Spring 2020 focused on the use of multiple platforms including Zoom, Google Suite, SeeSaw, Screencastify, Edpuzzle and more. For staff already well-versed in the basics of different platforms, the District offered two courses that emphasized the pedagogy of distance teaching and learning, with a special emphasis on engaging students in a digital environment. Over 130 sessions were offered in July and August, prior to the beginning of the 2020-21 school year. All educators attended virtual preservice training in July and August 2020, according to each site’s calendar. The 2020 preservice theme was Innovating Education, and the training provided staff with a baseline understanding of SEL. Additional themes included ensuring staff knowledge of teaching support resources, promoting routines, and planning effective high-quality lessons in a distance learning environment. Ongoing training through Fall 2020 will continue to focus on the connection between content, technology, and pedagogy. Academic coaches will support all sites throughout the school year to further enhance ongoing training, concentrating on areas of interest and need that emerge based upon staff input and/or changing health/education conditions.

Special Education staff including teachers, administrators, and related service providers were provided training on IEPs, assessments, and the provision IEP-defined services to the greatest extent possible.

Specific to the needs of paraeducators a series of 13 trainings, held on a weekly basis through fall, were designed to provide the fundamentals of Zoom, Google Suite, navigating Chrome, Google Drive, a variety of digital curriculum, and SEL. Additional opportunities for all classified employees to enhance their skills with Zoom and Google Meet are scheduled on a monthly basis through December.

Throughout the 2020-21 school year, administrators and teachers will receive ongoing training on Illuminate—a standards-based assessment and reporting platform that helps guide instruction for better learning outcomes. Each training will provide experiences to internalize the vision for assessments, understand individual roles and responsibilities, and systematically learn how to access, create, administer, and interpret student data to further student learning outcomes.

Staff Roles and Responsibilities

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

The majority of EGUSD employees have nimbly and enthusiastically embraced modified roles and responsibilities as a result of COVID-19, transitioning quickly to work that now needs to take place physically distanced from the communities we serve. Teachers, in particular, have adapted to new responsibilities in world of virtual instruction.

Elementary school teachers have expanded individualized outreach to students and families. This outreach ensures that students attend class and complete assignments. It also supports students experiencing barriers to active participation by connecting them to helpful resources and supports. Teachers are also facilitating drive-thru materials pick-up as well as meeting families in the drive-thru breakfast and

lunch pick-up. All teachers have had to learn and facilitate multiple technology platforms and their features such as breakout rooms and multiple teachers joining class for specialized services. Developing and implementing new methods of administering student assessments is part of each teacher's adapted role as well as ensuring students' safety from "Zoom bombers" or other virtual classroom disruptions.

Secondary school teachers have faced similar new responsibilities including the development of grading strategies in the virtual space, designing assessment security and formative assessments, and learning new instructional technologies such as Zoom and Google Classroom.

To support classroom instruction in distance learning, the District's academic coaches pivoted to offering trainings, coaching, and facilitation in a virtual environment, and they learned these skills within a matter of weeks. Within the same truncated timeline, coaches became proficient users of technology tools to help grow teachers' repertoire of virtual teaching methods. Curriculum content-area program specialists also assumed new roles as specialists in teaching and learning in a virtual environment to provide additional guidance to teachers. Within the period of a few weeks, program specialists were trained in and became super users of new technology tools, troubleshooting these tools to help the District navigate and select the best options.

For teachers and education specialists working with students with disabilities, they have assumed increased roles and responsibilities including increased parent communication and distribution of materials to home. They have all had to learn and implement SB98 IEP forms, the required distance learning documents for Emergency Circumstances Consideration. In addition, all special education assessors (including speech therapists, teachers, school psychologists, occupational therapists, and more) have been newly trained on safety procedures and protocols for completing essential in-person assessments including, but not limited to, Special Education IEP testing and vision and hearing screenings.

School nurses and the District's Health Coordinator have also had to adapt the needs of the COVID-19 pandemic. In the past, District health services staff have been focused on student health. In response to the COVID-19 pandemic, they have become an integral aspect of the COVID-19 Case Response Team (CCRT), which facilitates the implementation of the appropriate measures when a school site or office area is notified of someone who has tested positive for COVID-19 or when an employee comes into close contact with someone who has tested positive for COVID-19.

Supports for Pupils with Unique Needs

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

The District remains committed to equity in education, which includes providing supports to students with unique needs. Our students with disabilities will receive the supports and services outlined on their IEP in a virtual format to the greatest extent possible. Teachers throughout the District will receive training on accommodations and modifications appropriate to implement in distance learning formats to ensure access to the core curriculum for all students. There will be opportunities for individual and small group remedial instruction where appropriate or necessary for individual students. Students with disabilities will be provided with alternatives to web-based learning, including paper and pencil packets, for those who have difficulty accessing online instruction. To support our students with disabilities, the District will

provide increased parent support and contacts beyond what is offered to our general education student population. Contact between the case manager and the parent will take place weekly, at a minimum. In addition, EGUSD will work with our Special Education CAC to provide increased parent trainings to students with disabilities as well as opportunities for parent-to-parent networking.

EGUSD continues to meet the needs of its ELs through the distance learning platform. The ELS Department contributed to the PreK-12 teacher guidance handbook, **Innovating Education: Transitional Learning and Distance Learning**, covering TK-12 designated and integrated English Language Development (ELD), with regularly updated examples of best practices, training videos, lessons, screeners, and other support materials. To encourage accelerated language acquisition in the domains of reading, writing, listening, and speaking, designated ELD will occur during synchronous periods of instruction. For supplemental support, all newcomers have access to Imagine Learning, available digitally through the District's portal. For EL newcomers and refugees, ELS continues to collaborate with the FACE office to assist families in the transition to the United States and to help teachers connect to newcomer students and families. ELS continues to provide translation and interpretation services for District departments and schools for the new District learning documents, communications, and services required for the unique and changing situation, including translations for videos, parent calls, check-ins with students and families, virtual home visits, lessons, and IEPs. EL instructional coaches continue to provide teacher check-ins, office hours, co-teaching, demos, and professional learning based on feedback and EL needs. The ongoing professional development offerings include, but are not limited to, designated ELD TK-12, integrated ELD, second language acquisition, and EL new teacher trainings.

Foster Youth students are supported through educational case management services, including referrals and access to resources such as meals, Chromebooks, Wi-Fi, transportation assistance, mental health support, housing, and school supplies. Foster Youth Services (FYS) individual case managers will be assigned to each identified student in foster care and will conduct phone and online meetings with students on a bi-weekly basis to monitor each student's well-being and access to distance learning and other available resources. Additionally, FYS centralized staff will support student transitions through assistance with student enrollment, transfer of school records, notification to district liaisons, Graduation Exemption Plan development, and Free Application For Student Aid (FAFSA) verification letters.

Student Support Center (SSC) staff will assist homeless youth participation in school and family engagement by inputting case management service records into Synergy; creating and maintaining up-to-date community resource lists; distributing resources as requested by case managers; collaborating with Food and Nutrition Services (FNS) and Technology Services to assure students enrolled as homeless receive free meals; notifying school counselors of student eligibility for graduation exemptions; and providing FAFSA Verification of Homelessness Letters to unaccompanied homeless youth in grade 12 who are preparing to graduate.

The Homeless Education Liaison and SSC staff will provide ongoing information and training for teachers, support staff and administrators through web-based and electronic mediums (district website, videos, video conference email, phone) regarding the definition of homelessness, student educational rights, and how to refer students to the Homeless Education Program. SSC staff will also direct teachers to information for resources to share with students and families regarding their educational rights while experiencing homelessness as well as contact information for the District's Homeless Education Liaison.

Low-income (Title I and socioeconomically disadvantaged) students' needs continue to be met through supportive online educational programs and specially designed supports. Ensuring families of Title I students in need of technology and connectivity receive such was and is a top priority built into the District's technology distribution plan.

Teachers have served as the primary point of contact for routine check-ins and to monitor and provide supports for students' social-emotional and educational needs. The District's FACE office conducted outreach via phone calls to provide and/or arrange support for the District's most vulnerable families, and EGUSD continues to provide school breakfast and lunches to low-income students. To recover from learning loss, the District offered a credit recovery program during summer 2020 to meet the needs of low-income high school students. The four-week summer program allowed students to make up credits and align course completion to graduate on time. The program also enabled students to accumulate courses/credits to allow for options in their schedules to participate in Career/Academy course and programs.

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

Description	Total Funds	Contributing
Computer monitors	\$200,000	N
Expanded family support (FACE, ELS) - translation services	\$40,000	Y
EL curriculum software	\$1,100,000	Y
English Learner Proficiency Assessments for California (ELPAC) assessment support	\$483,000	Y
Additional office staff and library technicians	\$10,000	N
Creation of recorded online lessons	\$120,000	N
LETRS training for all K1 teachers	\$300,000	Y
Virtual science labs	\$100,000	N
SEL curriculum and steering committee	\$1,031,460	N
Technology to include such things as webcams, hotspots, Zoom subscriptions and webinar licenses, Chromebooks, laptops, and digital tools and online curriculum	\$24,200,843	N
COVID-19 relief planning tactical teams	\$10,000	N
Electronic driver log software	\$30,000	N
Talking Points to support multilingual communication (four years)	\$882,000	Y
STEM and VAPA after school enrichment	\$75,000	N
Professional learning for, including, but not limited to: technology platforms being used, virtual home visit training, EL/newcomer support training, supporting team work and development, Illuminate student assessment system, and effective distance learning teaching strategies	\$1,925,260	Y

Pupil Learning Loss

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

Assessing the academic, emotional, and physical well-being of students is critical to addressing the needs of the whole child. Assessments that identify student strengths and challenges will continue to be used and adapted to the Distance Learning model. The District is committed to providing a variety of baseline assessments at the start of the school year for teachers to use. In addition, the District will support teachers' training in how to administer assessments in a distance learning environment. Assessment results will be available throughout the semester to inform instruction within a continuous improvement model, to understand students' current knowledge and skills, and to identify students' academic as well as social-emotional needs. A comprehensive assessment plan in Math and English Language Arts (ELA) was developed for K-12 teachers to use, including diagnostic and interim assessments. District staff will provide training and support to teachers throughout the school year in methods for administering, collecting, and analyzing the data. Assessments include diagnostic tools for the beginning of the year and interim benchmark assessments that support a scope of learning for each trimester or semester (elementary or secondary, respectively). Site coaches will support the data collection for diagnostic assessments and the training of the **Illuminate** system, an educational assessment and data tool that helps teachers comprehend and visualize student progress and determine best next steps.

Common assessments will be used for EL reclassification: This is an important and mandated process to ensure students are sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. Until the ELPAC is reopened, ELS has created screeners for each grade level to support teachers in identifying the language acquisition needs of incoming students. In addition to the screener, EL Instructional coaches have developed additional progress monitoring assessments teachers are able to use (based in ELD standards) to identify next instructional steps throughout the year. The Framework Observation Notetaking Tool (FONT) identifies the principles of high-quality instruction (e.g. Student Talk, Active Participation, Learning Targets and Success Criteria, Formative Assessment and Feedback) and the specific key ideas and methods related to each (based on evidence-based best practices for ELs), for example: equitable culture which includes oral language support. The tool also allows observers to provide narrative to identify connections to EL PD implementation by the teacher and other evidence. The reports allow observers to see how many ELs are in each class (both designated and integrated ELD), rating level of implementation and comparing across grade levels, departments, etc.

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.]

Staff will systematically conduct cause analyses to identify barriers to progress. Individualized plans will be developed to reduce or eliminate the barrier/s to learning. If lack of attendance or participation in distance learning is identified to be the cause of the learning loss, the District will contact families to identify barriers to participation. District staff will work closely with the FACE office to ensure culturally and linguistically responsive family outreach is provided to optimally communicate with and support families. In an effort to remediate learning loss, the

District's distance learning schedule allows time for teachers to provide individual and small group remedial instruction. For students with disabilities, data on IEP goals and objectives will be collected to accurately measure progress. Remedial individual, or small group instruction can be provided based upon the needs of the student/s. Paraeducators, under the direction of a teacher, will work with students and families to provide increased individualized support. The District will provide additional parent support through supplemental materials that allow for independent practice of skills at home or through parent training sessions offered in multiple languages or with BTA interpretation services. Extended school year services will be offered to students needing such to ensure adequate IEP goal progress is made.

Foster Youth staff and additional contracted staff will provide academic tutoring for students via online platforms, such as Google Classroom and Zoom. In coordination with the students' teachers and caregivers, supplemental educational services will continue to be provided on a weekly basis depending on need and availability.

Families experiencing homelessness face monumental personal and educational challenges. These challenges have been exacerbated during this period of pandemic. EGUSD supports students experiencing homelessness by providing information to District coaches, teaching staff, support staff, and administrators regarding the impact of homelessness on participation in distance learning. For example, EGUSD will continue to convey the need for school teachers and staff to allow additional flexibility for deadlines and participation requirements for students experiencing homelessness who may not be receiving information and or acquiring needed materials in a timely manner. All students enrolled as homeless who are in grades 11 and 12 will be screened for eligibility for a Graduation Exemption determination per California state law. Counselors will be informed of eligible students and the Homeless Education Program will monitor Graduation Exemption Plan development.

Homeless Education Program staff will continue to explore newly-available free and low-cost resources in the community that address literacy, SEL, academic remediation, and enrichment to best support families and unaccompanied homeless youth. Training will be provided to Homeless Education Program staff regarding District programs and resources for academic and social emotional support. They will also learn best practice strategies for sharing these resources with parents, guardians, caregivers and unaccompanied youth using virtual modalities.

ELs will receive supplemental supports from their schools based on identified gaps and needs. These supports will include but are not limited to additional small group or one-on-one virtual instruction, supplemental digital programs, and virtual tutoring. Certificated and classified staff will receive professional development of sufficient intensity and duration to provide comprehensive EL supplemental supports. As a follow-up to this training, EL instructional coaches and site administrators will regularly observe instruction during distance learning, including both integrated and designated ELD, to ensure teacher implementation of learned EL-specific skills and instructional techniques is taking place with fidelity. ELS, in collaboration with the FACE office, will align additional academic, SEL, and family resources to support the whole child. Graduation exemption will be examined for newcomers meeting State criteria.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The District has an extensive history of and established protocols for evaluation of programs. Program leaders and research analysts in EGUSD's Research and Evaluation Department (RED) collaboratively develop logic models, implementation rubrics, and data collection

tools, as well as analyze results by implementation levels. All of this work is captured and displayed in a graphical analysis system called the Program Implementation Continuum (PIC), an internally-developed tool created by RED’s professional analysts. This web-based program is the culminating work product of EGUSD’s theory of action that if we systematically measure program implementation, we can measurably improve program implementation, and when program implementation improves, student outcomes will improve.

The development and utilization of each PIC follows a series of steps: program leaders develop logic models to articulate how each program is intended to affect student outcomes. Programs are then conceptually deconstructed into key implementation components that can be measured. RED operationalizes data collection for each component of implementation and the degree to which each program component is implemented as intended. This information is summarized into program implementation levels and displayed in the PIC system. This data visualization allows district and school leaders to understand where each program falls on the PIC and to target improvement efforts to specific implementation components thus eliminating well-intended but misdirected actions.

The PIC system also allows for exploratory analysis of the relationship between program implementation and outcomes. For example, the PIC helps the District determine whether improved, increased, or higher quality implementation has a positive effect on student outcomes. The PIC can also reveal which program component is most impactful and whether a program is effective in meeting its stated objectives.

EGUSD has successfully developed PICs for various major programs in the district including English Learner Services, Family and Community Engagement, Positive Behavioral Interventions and Supports (PBIS), Attendance Improvement, Early Literacy, and Career Technical Education (CTE) programs.

The District will use this protocol and the PIC reporting/analysis system to assess the effectiveness of the Distance Learning and Transitional Models for the 2020-21. EGUSD will develop program implementation measures for both educational models: full Distance Learning and Transitional. The measures will consist of objective elements such as number/percentage of live meetings per instructional day, length of live meetings, and number of live meeting attendees, as well as subjective elements such as students’ feedback and perceptions of teacher interactions and individualized support. Program implementation measures will be captured periodically and used formatively to monitor and deepen the level and quality of the program. In addition, this information will be used to verify and explore the relationship between implementation of various program components and student outcomes. The data will also help determine which components of each program model are most effective for various student outcomes or for different populations of students. To the extent that we have exposure data for individual students, which includes the frequency of intervention services such as referrals for mental health support, we will analyze the impact of services on student outcomes, including learning loss.

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

Description	Total Funds	Contributing
K-12 supplemental Saturday/evening support (all students with a particular focus on EL, Foster Youth, and Special Education academic, behavioral, SEL support)	\$150,000	N
MTSS module for Synergy	\$150,000	N
Expanded newcomer/immigrant program to include academic and English support for students and parents	\$500,000	Y

Description	Total Funds	Contributing
Intersession for EL at year-round sites	\$54,000	Y
Summer School 2021	\$1,000,000	N
Behavior Intervention Monitoring Assessment System (BIMAS) SEL Universal Screener (five years)	\$472,500	N
Edgenuity	\$116,000	N
ASES Day Camps (internal and vendor-provided programs)	\$4,005,937	Y
Expand PRO Youth and Families mentoring program	\$105,000	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 District's Student Support and Health Services (SSHS) department has developed a PBIS Guidance document to support schools in PBIS implementation during both full Distance Learning and Transitional learning models. Importantly, the document details the Multi-Tiered System of Supports (MTSS) Request for Assistance process, which is a teacher's first step in seeking additional academic, social-emotional, or behavioral support for students. Each school in EGUSD has a Tier 2 support team that will review the Request for Assistance and provide the necessary supports and services. Our Wellness Providers will also support teachers with strategies to respond to students' social-emotional needs. The PBIS guidance document also includes the process for identifying a student who may be in crisis and or needing immediate support and how to access mental health support for students.

The District will continue to provide ongoing counseling to students through tele-counseling. EGUSD Wellness Providers are developing guidelines for tele-counseling for both individual students and groups. The guidelines address confidentiality and other issues specific to a virtual tele-counseling environment. Our group counseling will focus on the development of the five social-emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each school site Tier 2 team will regularly review student progress and adjusts supports as needed. Additionally, the District has provided staff with several links on district websites that support self-care: <http://www.egusd.net/students-families/family-and-community-engagement-face/>; and <https://sites.google.com/egusd.net/family-resources>.

As was noted previously, SEL was a primary focus of the August preservice professional learning for teachers, administrators and other staff. Teachers will continue to receive ongoing training in SEL and specific to trauma informed care. To expand supports for students, EGUSD will be providing a series of professional learning opportunities focused on SEL and making connections with students. Below is a list of professional development that will occur in 2020-21.

SEL Professional Development

- Overview of SEL and why it's important; this will be a two-part series with the first part covered in preservice
- Trauma Informed Care (trauma compounded by COVID-19 and racism)
- Culturally Responsive Teaching/how to be an anti-racist teacher and support students who are frequently marginalized
- Adult Social Emotional Learning and Self Awareness
- Building relationships with students/staff
- Teaching and modeling expectations in virtual and in-person learning environments
- Response strategies for teachers, administrators and staff to support and assist students in distress

In addition, EGUSD is developing a series of instructional videos to support teachers with SEL strategies in the virtual classroom.

SEL and Behavior Support Videos

District wellness providers are creating instructional videos for teachers. Topics include strategies for distance learning, engaging students in distance learning, creating work space in the home for distance learning, and how to implement PBIS and classroom expectations in distance learning settings.

EGUSD has a five-year history of measuring and monitoring SEL, which will expand in scope and frequency in 2020-21. Students in grades 3-12 will be surveyed in mid-September as a diagnostic measure, again in January 2021 to monitor progress, then a final time near the end of the year as a summative measure. Individual student responses will be reported back to teachers via the Illuminate assessment system to identify individual and group SEL needs in order to implement appropriate support strategies. In addition, supplemental survey items are being developed to serve as a pre-screener to identify students who may need a full MTSS assessment. To fully understand SEL needs in grades K-2, teacher surveys will be administered to capture classroom measures. This data will enable us to targeted strategies to support students and staff.

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.]

EGUSD has several strategies to identify and address students who are absent from distance learning. A comprehensive plan was developed by the District's FACE office that focuses on student and parent/guardian engagement and outreach. The plan encompasses two essential themes: 1) how to support students and families to stay connected and engaged and 2) how to assist schools to build trusting and welcoming relationships with their students and families. The plan also includes the Attendance Improvement Office's (AIO) tiered system of support for students during distance learning, which prioritizes personal outreach alongside auto-generated communications.

Tier I of AIO's plan consists of the following strategies: First, the school site will contact the parent/guardian to check-in on the pupil's well-being. The school's auto-dialer will also call every day the pupil is absent, and after five "unexcused" absences of more than 30 minutes of missed instruction, an AIO letter will be automatically generated and sent to families.

The following strategies will take place under Tier II: contact will be attempted once again by a Site Administrator/Counselor and an AIO Referral will be made for appropriate services. Based on the ability to make parent contact and the result of the communication, this will be followed by a second AIO letter sent home. If the above strategies do not work, a student attendance review team meeting (via Zoom) will take place. The meeting will include regional attendance improvement technicians, the student, the family, teacher(s), administrator, and other support staff as needed. The process is meant to be supportive and to increase students' school attendance for student and family benefit rather than being a punitive process.

The FACE office has also created several opportunities to train educators on how to better communicate and engage with their students and families during distance learning.

Virtual Bridge Visits

The office has facilitated several workshops on how to conduct positive virtual bridge visits to welcome students to the new school year. Virtual bridge visits are an adaptation of the national best practice of Parent/Teacher Home Visits and have been proven to help families and students feel more connected to their school. These visits allow teachers to build positive relationships with families; in return, these visits help families to become more engaged throughout the school year. Both Parent/Teacher Home Visits and bridge visits have been proven to increase student attendance and engagement in school. In partnership with EGUSD's ELS department, translation is provided for any bridge visit.

Connecting with Families and Students to Improve Attendance

The FACE office is also offering workshops for educators on how to improve connection and communication to improve attendance. These workshops provide teachers with tools they can use immediately to keep pupils connected and engaged. The workshop provides research-based strategies from Attendance Works and is being adapted this year to focus on how to keep pupils engaged and connected through distance learning.

Communicating with Families 101

The FACE office created an internal website for principals and teachers, which provides schools with various tools to help improve communication. At any time, principals and educators have access to the latest research, recorded family engagement webinars, videos and other tools to help provide them with various strategies for outreach to pupils and their families.

Outreach to Families

The FACE office staff, in collaboration with the AIO and all EGUSD schools, will continue to work together to provide support and resources for pupils who are absent from distance learning. The two offices will continue to work closely with schools to provide strategies for improved attendance. Through the new distance learning school schedules, time has been built in every day for teachers to connect with families. The FACE office will work with schools to provide support on different best practices to reach families. Both offices will also reach out to families to find out what barriers are limiting students' attendance at distance learning sessions and will offer resources and support to help eliminate the barriers. Additionally, the FACE office has created videos in various languages to help empower parents to help their children with learning at home. The FACE office will also continue to focus on the most vulnerable pupils and families (i.e., refugee students, newcomers, undocumented youth, and students who qualify for free and reduced lunch). In coordination with ELS, the FACE office will

provide translation for all phone calls and communication home. By using the well-coordinated resources available through the AIO, FACE office, FYS, and ELS, EGUSD will provide regular check-ins with pupils and families throughout distance learning to maximize student attendance and learning success.

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.]

During the school closures, EGUSD immediately mobilized to provide well-balanced, nutritionally-sound meals to all students in need. As this need for meals increased, EGUSD's capacity to serve student quickly ramped up to serve the community. In early March 2020, the District's FNS department worked with the California Department of Education (CDE) and received approval to operate the Summer Seamless meal program to provide free meals to children 18 years and younger. Children were provided both breakfast and lunch in a non-congregate service model by first providing a drive-thru meal service at 13 of the District's highest need schools. A week later, FNS added seven meal sites to serve free-and-reduced-meals to all eligible students enrolled in the District. Secondary schools were strategically chosen for this expansion to provide at least one meal service location in each community. These schools quickly became busy as a result from the increased community need. Therefore, FNS added more schools for a total of 37 schools distributing meals by the latter half of March 2020. In addition, five bus routes were added to serve high-need families residing in apartment housing located a notable distance from schools. One bus route was later converted to support two schools to meet the needs of EGUSD's distant and rural communities. On average, the District has served 10,700 students daily and provided 21,400 meals per day at 39 schools and four bus routes. According to many families, the meal service created a sense of normalcy and routine that they have missed during this crisis.

The FNS meal service model was designed to be safe for families and employees, eliminating human touch points by using a cart service for meal pickups. Families drove up, meals were provided on a cart at their driver side window, drivers took the meals off the cart, and then the cart was sanitized and readied for the next service. All FNS staff were provided with sufficient personal protective equipment (i.e., masks, gloves, disposable aprons, hand sanitizer) and maintained social distancing protocols.

FNS will continue to provide families with the opportunity to receive fresh, nutritionally balanced meals while children are participating in distance learning. Families who would like to participate can pick up lunch and breakfast meals curbside at their school of enrollment. Supper meals may be provided at some schools within the district. Meals will be pre-packaged, cold meals to be consumed at home. Families will be offered a choice of meat or vegetarian option. Meals will be available for pick-up without children present; however, proof of a child's enrollment will be required on the initial pick up if the child does not accompany the adult. FNS will provide a validation form that lists all children eligible for meals through the curbside meal program. This list can be used for all future meal pickups without requiring daily verification, which reduces the burden on families participating in the program. Due to federal requirements, meals will only be available to school-aged children enrolled at an EGUSD school.

Once the District shifts to the Transitional Schedule with students on campus for instruction, FNS will provide families with the opportunity to receive meals whether they choose to attend school or continue with the Distance Learning model. FNS will provide meals options that will work for both models. Meal distribution will be based on multiple factors like grade level, school of attendance and cohort. FNS is also

looking at technology to assist both families and schools in making the meal distribution process seamless. However, FNS understands that not all families have access to technology so all decisions are made with alternate options available to ensure families without reliable technology access are not excluded.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

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
11.95%	\$62,685,318.00

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.]

For all supplemental/concentration-funded actions, the District follows a series of required steps before approving the expenditure. These steps include: 1) confirmation that the action/service is principally directed toward unduplicated students; 2) research documenting and supporting the action/service as an effective practice; 3) confirmation that the action/service contributes toward improved student outcomes; and 4) confirmation of increased or improved level of action/service. Using this process with fidelity and discipline ensures the District plans for the use supplemental/concentration monies for the specific needs of Foster Youth (FY), English Learner (EL), and Low-Income (LI) students from the initial planning stages.

Technology is a notable priority in the District's LCP. Additional technology and assurances of connectivity support the needs of low-income students ensuring access to curriculum and learning opportunities in both distance and in-person learning settings. This also expands opportunities for teachers to increasingly utilize the web-based curriculum and supplemental resources enhancing lesson design and delivery.

Students in foster care receive educationally-based case management services, individual tutoring, and coordinated interventions based on each student's identified Educational Success Plan. Evidence of the positive impact of these actions includes improvements on state metrics in the areas of academic engagement and academic performance. Chronic absenteeism improved from "red" to "yellow" on the State's Data Dashboard and ELA and Math indicators improved from "red" to "orange." While graduation rates remained "red," the District's Foster Youth did achieve an increase of 13.9% in these rates.

Individual case managers also work with students in foster care to achieve college and career readiness by setting targeted goals that are aligned with the College Career Index (CCI) metrics. Students' progress is monitored in the Sacramento County Office of Education's (SCOE) Foster Focus Database, and individual student interventions are provided to support attainment of goals. Students in foster care improved two levels from "red" to "yellow" on the CCI Dashboard indicator.

The District's SSCs have actively engaged in informational outreach campaigns, expanding awareness of the resources and services available to Foster Youth, EL, and low-income families. Examples of this outreach include posting of families' rights and supports at school sites and on the district website; ensuring immediate enrollment; providing assistance with transfer of school records; implementing the dispute resolution process; providing backpacks, school supplies, and hygiene supplies for students; providing families and unaccompanied homeless youth with information and referrals to district and community-based resources; providing transportation assistance for eligible students to attend their school of origin; consulting with school site and district staff regarding individual student and family needs; and providing professional development to site and district staff.

The District realizes that we all hold the responsibility and privilege to serve our ELs, so our supplemental/concentration funds are tailored to the needs of each individual school site's ELs. Based on the EL Needs Surveys, schools have supplemented their EL program to accelerate English language acquisition for all typologies, from newcomers to Long Term English Learners (LTEL). This includes, but is not limited to additional tutoring, primary language supports, digital extensions to allow further access to the core, professional development to build teacher capacity in serving ELs, additional opportunities for 1x1 or small group instruction, and supplemental digital and print materials. This includes supplemental instructional support (extended day) for students based on ELPAC outcomes. It also includes supplemental professional learning in regards to connections between ELPAC and ELD/ELA standards and instructional next steps based on ELPAC outcomes. Schools progress monitor these services to ensure we are meeting or exceeding the needs of our ELs.

Supplemental/concentration monies are distributed directly to schools based upon the numbers of low-income students enrolled. These funds are specified in the Single Plan for School Improvement (SPSA) online template, what we term the Site Local Control Accountability Plan (LCAP). The Site LCAP replicates the State LCAP template. Site LCAPs are electronically submitted to the District for review and approval. District review team membership includes all departments within the Education Services and Schools Division including RED, Special Education, SSHS, LSS, ELS, the FACE office, and the Office of Educational Equity. The District's Budget Department plays an integral part in the review and approval process supporting assurances of appropriate funding use. School goals and measures are analyzed as is each expenditure including all actions/services funded by supplemental/concentration monies. Targeted support staff, professional learning, expanded school day activities, supplemental curriculum, and family support resources are examples of the types of actions/services funded with site-based supplemental/concentration funds that are contributing to student academic and social emotional success.

Given the reduction in funding noted above, we will not be increasing actions/services. The District will be taking steps to continuously improve the educational services provide to students and families, which is a cornerstone of our operations. EGUSD utilizes the Decision-Making Model (DMM), a continuous improvement methodology adapted from Human Performance Technology endorsed by the International Society for Performance Improvement, as the means by which we design, develop, implement, and evaluate our educational programs and services.

The DMM ensures input, output and outcome data analyses are conducted to completed gap and cause analyses. Once these steps are completed actions/services are considered to best ameliorate the cause/s for identified gaps. Implementation plans are then developed including measures of effectiveness, training of staff (if applicable), and steps to communicate progress to the Board of Education and all stakeholders.

Notable supplemental/concentration funded program improvements include:

- Professional learning for teachers, classified staff, and administration specific to supporting English Learners, through EL Walkthroughs (founded in our Framework for High Quality Instruction (FHQI)). (EL)
- Regional professional learning for principals and teacher for teaching and observing integrated ELD. (EL)
- Ongoing trainings followed with EL instructional coaching, and communities of practice. (EL)
- Welcoming newcomers to a safe and thriving school environment, whether in-person or during distance learning. (EL/LI)
- Supporting with supplemental translation/interpretation, (virtual) home visits, and video tutorials in a variety of languages to support with access and technology. (EL)
- Supplemental curriculum, instructional materials, and targeted additional staffing support all teachers in engaging all typologies of ELs, from our newcomers to LTELs. (EL)
- Strategic planning and data analysis, EGUSD builds off the assets our of multilingual students come with to accelerate their growth in language acquisition and school success. (EL)
- Training for school site administrators in social-emotional learning environments and how to observe those supports for students during classroom instruction. (EL/FY/LI)
- Adapted and improved home visit training and implementation through a virtual model with the goal of increasing the number of teachers trained and families home visits completed. (LI)
- Revised protocols and letters to improve communications with families of students who are chronically absent. (FY)
- Added sessions of Family Wellness series of workshops due to popularity. (LI)
- Created videos in multiple languages supporting the technology needs of parents – how to help students with distance learning, how to log in for attendance purposes, etc. (EL/LI)
- Created and piloted a consistent coaching protocol for district administrators to use with site leaders regarding the School Plan for Student Achievement. (LI)
- An improved English Learner classroom observation tool. This will increase the level of calibration of observations and provide timely and valuable feedback to teacher. (EL)

- Social Workers are providing enhanced liaison services to foster youth families connecting home, school and community supports, and resources. (FY)
- The role of Guidance Technicians was modified enabling them to provide improved services to foster youth and homeless students. (FY)
- Student Support Centers are utilizing a part time counselor to work with high school counselors of students enrolled as homeless who qualify for the Graduation Exemption Determination process and monitors Graduation Exemption Plans. (EL/FY/LI)

Evidence of improvement (Pre-COVID Local Control Accountability Metrics)

- EGUSD's California Assessment of Student Performance and Progress (CAASPP) ELA and Math (grades 3-8, 11) scores showed continued improvement in the percentage meeting or exceeding standards. CAASPP ELA improved overall and for all student groups.
- CAASPP Mathematics improved overall including the LI and FY student subgroups.
- The district's Dashboard colors for the ELA and Math academic dashboard indicators are both yellow. The FY student group improved from red to yellow on both the ELA and Math indicators.
- FY students also improved two levels from "red" to "yellow" on the chronic absenteeism and College Career Index indicators.
- The district's first posting of the English Learner Progress Indicator was "medium," as 48.7% of students progressed to a higher level of English proficiency. It's a respectable first showing and represents our baseline for improvement moving forward.
- Suspension rates improved from 7.9% in 2016-17, to 7.1% in 2017-18, and then to 6.9% in 2018-19. Improvements were substantial with FY (66.1%, to 50.8%, to 48.0%).
- Improvement in FY dropout rate from 29.4% to 21.8% to 20.5% 2017-2020.