

LCFF Budget Overview for Parents

Received 12/14/20

Local Educational Agency (LEA) Name: Escondido Union High School District

CDS Code: 37681060000000

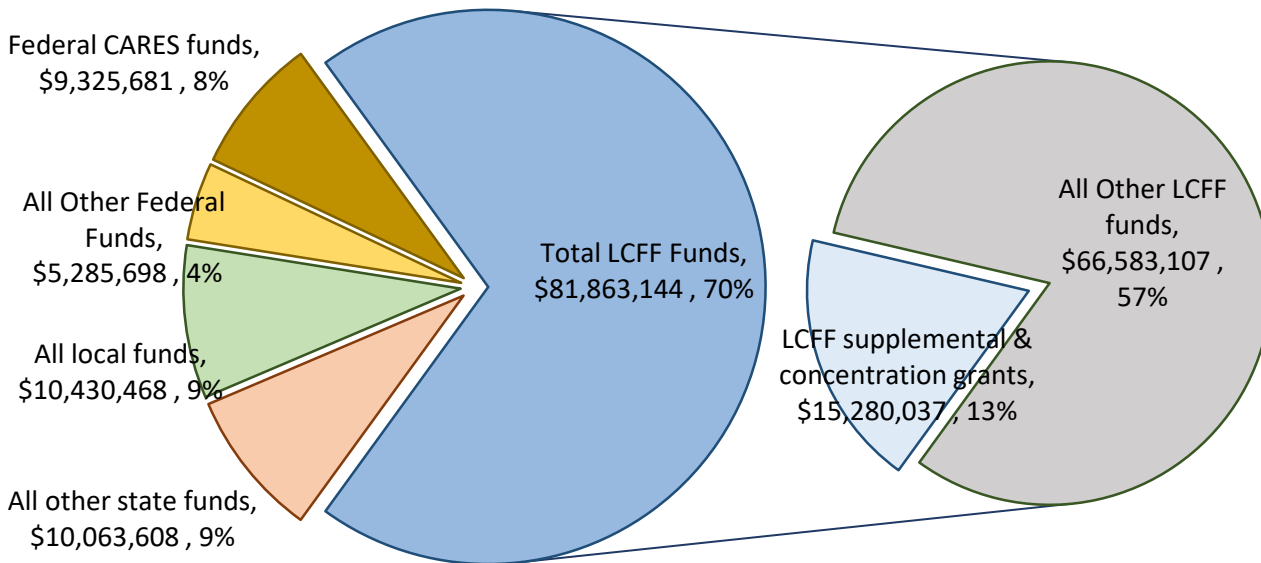
School Year: 2020-2021

LEA contact information: April Moore, Assistant Superintendent Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

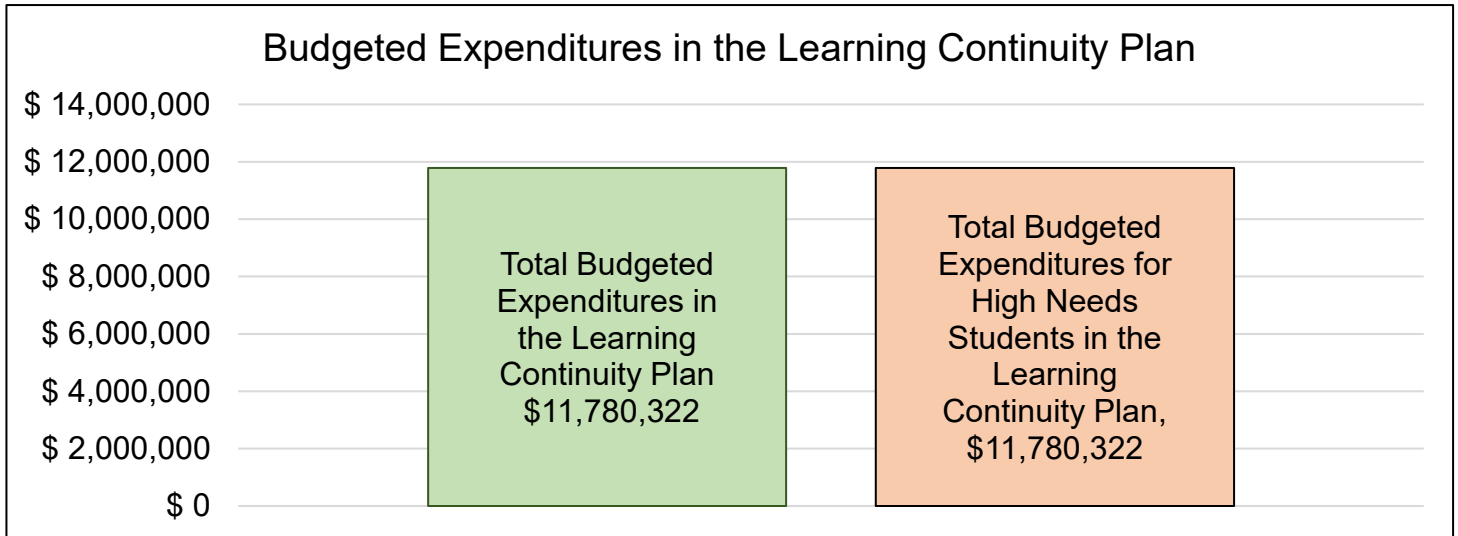


This chart shows the total general purpose revenue Escondido Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Escondido Union High School District is \$116,968,599.00, of which \$81,863,144.00 is Local Control Funding Formula (LCFF) funds, \$10,063,608.00 is other state funds, \$10,430,468.00 is local funds, and \$14,611,379.00 is federal funds. Of the \$14,611,379.00 in federal funds, \$9,325,681.00 are federal CARES Act funds. Of the \$81,863,144.00 in LCFF Funds, \$15,280,037.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Escondido Union High School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Escondido Union High School District plans to spend \$119,115,683.00 for the 2020-2021 school year. Of that amount, \$11,780,321.68 is tied to actions/services in the Learning Continuity Plan and \$107,335,361.32 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

EUHSD budgets for a variety of expenses out of the General Fund including: employee salaries, benefits, utilities, instructional materials, classroom supplies, travel and conference expenses, legal services, field trips and athletics transportation, technology infrastructure and replacement, software, custodial supplies, and facility repairs. We also budget for Special Education costs such as Non-Public School expenses, transportation, and service contracts that exceed the amount of money we receive from State and Federal programs.

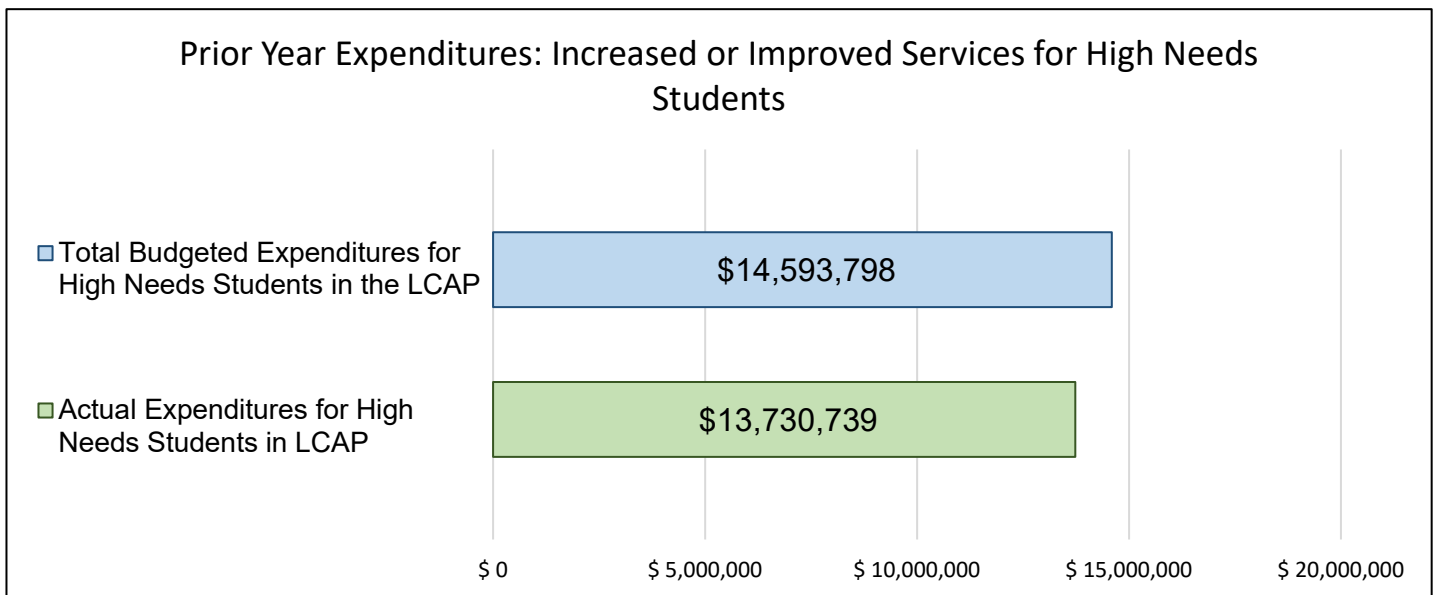
LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Escondido Union High School District is projecting it will receive \$15,280,037.00 based on the enrollment of foster youth, English learner, and low-income students. Escondido Union High School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Escondido Union High School District plans to spend \$11,780,321.68 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

The Learning Continuity Plan template was separated from Parent Budget Overview by Senate Bill 98. The purpose of the plan was to memorialize the planning process that was underway for the 2020–21 school year and included descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. While the Learning Continuity Plan does not reflect the 15,280,037 in all the actions and services listed in each area outlined in the larger areas covered by the LCP, at the end of the document, the action or service rationale is listed by LCAP Goal for the total amount.

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Escondido Union High School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Escondido Union High School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

LCFF Budget Overview for Parents

In 2019-2020, Escondido Union High School District's LCAP budgeted \$14,593,798.00 for planned actions to increase or improve services for high needs students. Escondido Union High School District actually spent \$13,730,739.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$863,059.00 had the following impact on Escondido Union High School District's ability to increase or improve services for high needs students:

Due to the COVID-19 outbreak and shelter-in-place order effective from March 19, 2020, not all funds were expended. EUHSD met all legal obligations for contracted services and our Labor Partners agreements. With an ever-changing landscape of changing health guidelines and no set end date, as many in-person supports as possible were shifted to a remote setting. This difference minimally impacted the actions and services for our high needs students as reflected in the Spring data from the Learning Continuity and Attendance Plan (p. 3).



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
Escondido Union High School District	Dr. April Moore Assistant Superintendent	amoore@euhsd.org 760-291-3250

General Information

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

As our campuses closed in March due to the COVID-19 pandemic, our priorities have been the safety of students and staff and flexibility. These priorities were echoed throughout our stakeholder meetings, and plan development. The following general description addresses school and district response during the emergency campus closures for March 13 to June 30, 2020. In the Spring of 2020, during emergency closure, the program offerings for EUHSD were designed to minimize the impact of school closures on students, families and staff. Our plan was developed around these main points – communication, roles and responsibilities, sources of support, technology needs, health and safety, and use of funds. Our communication plan has been broad using several platforms from Qualtrics surveys to engage in stakeholder feedback, use of Blackboard, Social media, and District website for broad messaging, EUHSD email for internal communications, softphone services like jabber and google phone for external calls, virtual meetings using Office 365, Google classroom and Zoom. Zoom was used because it allowed for interpretation services for stakeholder meetings for the Local Control Accountability Plan, School Site Council, site English Language Advisory Committees and Individualized Education Plan meetings.

Plan Components

Roles and responsibilities during distance learning were defined for stakeholders including district office administrators, school leaders, teachers and the tech team. Virtual meetings were held to gather input for the LCAP budget and Operations report. Sources of Support were identified and, to the extent possible, services and supports were provided in a virtual environment, including extensive and ongoing professional learning. Technology usage demonstrated that weekday average daily page views 6 weeks prior to school closure was 1,025. That number jumped to 2,564 the week we started distance learning in Canvas LMS. Student logins in Edgenuity, the platform used by independent study, credit acceleration, and credit recovery students, slowly declined from 1,000 average daily to about 500 in May. This trend reflects most students electing not to take additional coursework after completing their online course.

2,181 laptops and 1,000 internet hotspots were deployed for students. An online registration module in the Student Information System (SIS) was acquired. Site funds were redirected to provide additional technology resources to students and personal protective equipment (PPE) for employees. All athletics, visual and performing art performances and school activities were canceled. Graduation celebrations for the class of 2020 reflected survey feedback and included an on-campus cap and gown photo of every graduate, a districtwide celebration video, and plans to conduct a face to face graduation as soon as allowed per public health guidelines. Due to the need of ensuring students were well and engaging those who had not yet engaged in Distance Learning, 120 wellness checks were conducted by staff.

A shift in curriculum also began with consideration as to how to intentionally align distance learning experiences with our EUHSD Vision.

The Distance Learning Plan was developed that was designed to address the following scenario:

- Asynchronous learning to ensure the opportunity to learn for all students given varying schedules and responsibilities at home
- Limited and/or variable online access to technology and internet for some students
- Extended flexible timeline for Distance Learning delivery

This Distance Learning Plan for Spring 2020 defined the expectations required of both teachers and families for the successful continuation of student learning and family communication, hold harmless grading, and developmentally appropriate and meaningful student learning experiences. The timeline for closure included enrichment activities curated by Education Services for students that was posted on the district website. During this opportunity, educators participated in professional learning opportunities that were geared to their level of comfort using an internal website.

Distance Learning in Spring 2020

On April 14th, distance learning efforts were launched by the teachers in platforms such as Google classroom, Edgenuity or Canvas LMS. Students were able to receive computer devices, software and internet hot spots to support their continued development. In the Spring closure, student engagement in distance learning was high from April 14, 2020 to May 29, 2020, the last day of school. As school teams recognized that they had not been in contact with some of their students, school sites began pursuing contact with these students. Through phone calls to homes, as well as emergency contacts, the initial number was dramatically reduced. School site teams then began making home visits in the community.

Spring 2020 Data

- Student enrollment as of March 13: 7,023 students.
- Engaged in learning and/or in contact with EUHSD: 6,890 Initial results: 133 students not engaged.
- Home visits: 103 visits connected with students.
- Still unknown: 30 students, .43%

We believe that, because of the shutdown, the cost of living in SD, and a need for family support, some of our students have left the area without notice. Of the 7,023 students in the EUHSD, only .0043% remained unaccounted for at the end of the 2019-20 academic year.

Student Grades Earned in during Spring 2020 Campus Closure

- Completed one or more assignments: 91% of students.
- Improved letter grades in 1 or more classes: 72.3% of students.

Summer School 2020

During the summer of 2020, students who were at a greater risk of experience learning loss were offered a virtual summer school learning option.

- 968 students received credit through Edgenuity at 4 different sites (EHS, SP, OG, Valley)
- 17 completed Response-Ability Training Program (RTP) at Valley High School,
- 36 Students completed AP Calculus Bridge Program
- 62 Students completed the English Language Development Enrichment Program
- 107 students completed the Moderate/Severe programs
- 1190 students received some form of credit during the 2019-2020 Summer School Program.

- Approximately 400 students who started the Edgenuity program did not complete their coursework or they were going to receive an F.

The school sites were provided a list of students who began courses so they can prioritize students completing these courses in the Fall.

Meal Service

Since the first day of district closure on March 16th and working in conjunction with the nearby elementary district, meal service has been provided at the three comprehensive high school sites along with the elementary district schools. Initial meal service took place from 11:00 a.m. to 12:00 p.m. (noon) Monday – Friday. Maps were publicized on both district websites and sent out to parents. Other marketing efforts included social media posts, “all-calls” or mass automated calling messages, Superintendent messaging to families, as well as paper flyers distributed at the meal distribution sites. Food has been served curbside at each of the comprehensive high school sites. The operation is set up so that the food is distributed to the vehicle on the driver’s side. Bags containing meals are placed on a 3-foot cart that is wheeled to the driver. Between the cart and the length of the staff member’s arm, we are maintaining 6 feet. For walk-up participants, meals are placed at the end of a 6-foot table for retrieval or at the end of a 3-foot cart like the protocol for vehicles. Social distancing in our kitchens is a challenge secondary to their tight layouts. Our strategy has been to keep staffing to a minimum and to diligently remind each other to maintain a safe distance. A menu has been chosen specifically and carefully to minimize the time staff must spend preparing it.

Prior to the closure, the Student Nutrition Services (SNS) program served approximately 5,500 meals/day. These meals consisted of breakfast, lunch and supper. Post closure, the SNS program is averaging 2,500 meals/day. We served breakfast and lunch meals and from March 16th – May 5th, SNS served 96,743 meals. On May 1st we added weekend meal distribution to our Friday curbside service. Participants may take home a total of 3 breakfasts and 3 lunches every Friday. During the summer, we saw an increase of families accessing the meals.

Stakeholder Engagement

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

Stakeholder engagement is a priority for the District leadership. During distance learning, in order to gather diverse perspectives from students, parents, classified, certificated and management staff (including site principals, assistant principals and district leadership), we continued to hold meetings reviewing local indicators, feedback surveys, the COVID operations report, and the work of the Futures Advisory Taskforce. Thirty-eight surveys (recorded data of 19,787 responses) were sent. Topics included LCAP Priorities Survey, Student Grading, Distance Learning feedback, Class of 2020 activities, Parent Engagement, LCAP proposed actions and goals, staff remote working survey, Taskforce interest surveys, distance learning models, stakeholder survey, learning commitments, curriculum surveys, testing and

professional learning. Not every stakeholder group answered every survey. Followup was completed by the school site personnel to encourage more participation, and links were posted in twitter, Facebook, website and Blackboard.

Responses by Stakeholder Group

- Administration - 260 responses
- Certificated – 2,105 responses
- Classified – 715 responses
- Parents – 14,328 responses
- Students – 2,153 responses
- Incomplete/Unidentifiable – 226 responses

Futures Advisory Taskforce

A Future Advisory Taskforce was launched on May 21, 2020 by Dr. Staffieri to selected classified, certificated and administrative staff to plan for the safe reopening of physical school sites. Collective bargaining unit leaders were involved in all subcommittees to ensure that their voice was included. Staff was assigned to either an Education or Operations subcommittee and tasked with developing plans for the safety of students and staff and flexibility for students and staff in the ever-changing conditions. The subcommittees met weekly to develop recommendations that were presented to the larger committee at the end of June. As state and county regulations were released, planning and actions shifted in response. Starting on June 23, parents and students were invited to participate in several virtual meetings to provide feedback on the draft plans, survey results, and their experiences during distance learning and how they would prefer for the Fall opening of schools to be. Parents could phone in or use another internet connected device. There were eleven meetings held with 189 participants total for a total of 728 minutes. Five of the eleven meetings were for students only and facilitated by the superintendent. The parent meetings had the interpretation feature enabled and a bilingual chat moderator. Feedback was provided in the chats and verbally during the meetings. Parents were contacted about attending the meeting through email and phone calls from bilingual parent liaisons.

Learning Continuity and Attendance Plan presentation

This plan was presented to the District Leadership Team (including site principals and all district leaders) on Aug. 17th, the District English Language Acquisition Committee on Aug. 19, 2020, the Parent Advisory Committee on Aug. 20, 2020, ESTA on Aug. 20 and CSEA on Aug. 24. A draft plan was posted on the website on Aug. 18 through September 10th with a link to provide feedback. The meetings for input on the LC and AP was captured through chat features and polls.

Stakeholder Feedback

District Leadership Team

This group is also known as Management and includes school and district leaders. They were in favor of moving forward with the plan, and questioned the inclusion of the section In-Person instructional offerings. After discussion, the issue related to why this was needed in the plan as the current status was for distance learning and not the information presented. The participants were satisfied, as they understand we are

planning for a stringent, phased reopening of campuses. The feedback that was given was about instructional assistants and their evolving job duties (pending negotiations), the use of Remind as communication tool (pending board approval), trainings for leadership in the use of Canvas, and school nutrition for the Community Eligibility Program (recently approved by CDE).

Parents

Parents were contacted about attending the meeting through email and phone calls from bilingual parent liaisons. The parents from the District English Language Advisory Committee (DELAC) were in favor of moving forward with the plan and had questions related to registration and class assignments. The parents from the Parent Advisory Committee (PAC) were in favor of moving forward with the plan. They questioned how Grade Guardian worked, use of hot spots, the way tardies and absences would be documented, school nutrition and the plan for the first week back to class. As a result of this feedback, we explained Grade Guardian more in depth and how to document tardies and absences. Parents were in favor of moving forward with the plan.

Collective Bargaining Units

Members of ESTA were varied in their support of moving forward with the plan – Stakeholder Engagement, In-person Instructional Offerings, and Pupil Engagement and Outreach were the areas that received the least support. The feedback that was given was on the wording of students being back at campus, the number of Bilingual Instructional Assistants, the ELD Content Specialist position being vacant, how the learning kits were assembled at the sites, the responsibility for the Attendance outreach strategies, ongoing trainings and time cards, SART, and school nutrition. As a result of this feedback, we adjusted wording in the plan on students being back on campus. The ELD content specialist position was filled. Additional items were pending negotiations with ESTA.

Members of CSEA were in support of moving forward with plan except for School Nutrition. The concern was for school nutrition personnel when parents would not wear masks when picking up food during the appropriate hours; signage and reminders to wear face coverings are now provided at meal distribution locations. Additional feedback that was put into the plan was on the training of classified support staff on implementing Restorative Practices. In follow-up conversations, a request also was raised for additional staff surveys and training opportunities, both of which are in the planning stages.

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

EUHSD distributed hot spots and devices to families that were not connected to the internet to eliminate the digital divide. Through these technology enabled devices, families were able to access meetings and provide feedback/input during the process of enacting plans for implementing learning in the Fall. All written communication was translated, sent through messaging services like Blackboard and posted to the website as appropriate. Virtual meetings were held in zoom to allow for simultaneous interpretation and all oral communication sent out was also interpreted. Since the closure in March and during the implementation of the Futures Advisory Taskforce, all stakeholders were surveyed multiple times to provide their thoughts, recommendations and concerns. Thirty-eight surveys (recorded data of 19,787 responses) were sent. Topics included LCAP Priorities Survey, Student Grading, Distance Learning feedback, Class of 2020 activities, Parent Engagement, LCAP proposed actions and goals, staff remote working survey, Taskforce interest surveys, distance learning models, stakeholder survey, learning commitments, curriculum surveys, testing and professional learning. Not every stakeholder group answered

every survey. Follow up was completed by the school site personnel to encourage more participation and links were posted in twitter, Facebook, website and Blackboard. Bilingual parent liaisons and school staff called parents to fill out the surveys or followed up with the parents when they had questions or requested follow up from the surveys. In addition, during virtual meetings polls were launched so that agreement and understanding between committee members could be reached. The Futures Advisory Taskforce meetings for parents and students were held in zoom. Parents could phone in or use another internet connected device. There were eleven meetings held with 189 participants total for a total of 728 minutes. Five of the eleven meetings were for students only and facilitated by the superintendent. The parent meetings had the interpretation feature enabled and a bilingual chat moderator. Feedback was provided in the chats and verbally during the meetings.

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

Stakeholder feedback shaped the work of the Future's Advisory committee and was shared with the Board of Trustees. This process resulted in updates to all bargaining units, Executive cabinet and the Trustees who provided direction for inquiry and decision making. Education areas investigated in response to stakeholder inquiry were: professional learning and training for all staff, learning models, student attendance/engagement, students with unique needs, mental health supports, teacher schedules, student activities, technology access and support, contingency protocols and education. Operation areas investigated were staff schedules, trainings, school nutrition, transportation, COVID-19 testing, entrance/exit procedures, sanitation and sanitization, technology access and support, facility use and PPE requirements. Stakeholders first and foremost expressed a strong desire for in-person instruction and increased safety procedures to reduce risk to staff and students. Feedback from this plan and how it adjusted the plan is noted in description of efforts to solicit stakeholder feedback above. Here is a link (<https://www.flipsnack.com/euhdsd/safely-reopening-euhdsd-7-29-20/full-view.html>) to the recommendations booklet resulting from the work of the Futures Taskforce. These recommendations formed the basis for our Learning Continuity and Attendance Plan.

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

To meet the needs of parents requesting in-person instruction, each meeting with education subcommittee and larger Taskforce addressed different and varying iterations of possibilities based on the county health guidance that was current to that date of discussion. Students and families requested that learning platforms and communication be standardized across the district so that students could become proficient at understanding requirements and parents could check their students' progress. A priority for staff groups, students and parents were that specific safety procedures were enacted for PPE. Procedures for ensuring health and safety were developed and implemented as aligned to the current health standards. Trainings were created and delivered to all staff regarding health and hygiene practices. Additional trainings were implemented where appropriate for staff in nutrition, custodial, transportation and special education.

Considerations for feedback from the Taskforce

1. Learning for all students: The District continues to fund Bilingual Instructional Assistants, special education related services personnel, social workers and social worker interns, and additional counselors. Using Grade Guardian, identified staff can create dashboards of groups of students where student progress is monitored for attendance, engagement and participation. The intention is to better identify, and support struggling students and get those students back on track with appropriate interventions as needed.
2. Professional Development: Increase professional learning for staff in distance learning, culturally relevant pedagogy and focused support for Emerging Multilinguals and Students with special needs. Include classified staff in professional learning with their partner teachers.

3. Social Emotional Support: Continue to provide counseling services with mental health supports for staff and students. Additionally, counselors, social workers and social worker interns are funded. A weekly class for students that supports social emotional learning will be implemented along with surveys on social emotional health.
4. Student Activities: As allowed per health guidelines, consider how to implement traditional student activities to ensure students are connected to their high school peers and school personnel.
5. Distance Learning: Students and Families could choose between two models. Students could either return in a two-day blended format or opt for online independent study program. However, with guidelines current at the beginning of the school year, students in the two-day blended learning began with virtual instruction via Canvas LMS. Online independent study via Edgenuity continued in the virtual environment.
6. Communication: Remind was adopted by the Board of Trustees as a communication platform because it allowed for two-way communication for updates and instruction. Notable features are messaging, translation, integrations with Canvas and urgent messaging.

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.]

Instructional Model Overview

Due to the Governor's order issued on July 17, 2020, the school year began in a distance learning format beginning August 25th, 2020. When San Diego county conditions allow for opening for in-person instruction and the MOU with ESTA completed, the board will identify a phased approach to allowing students to return to campus. Parent/guardians and student groups highly prioritized a return to campus for students when it can be done in a safe manner, preferring a speedy return for students. Students and Families were able to choose between two models. Students could either return in a two-day blended format or opt for online independent study program. However, with guidelines current at the beginning of the school year, and collective bargaining, students in the two-day blended learning began with virtual instruction via Canvas LMS. Those that opted for online independent study via Edgenuity were able to do so.

As allowable and based on County public health data, public health guidelines, state mandates, we will allow for a blended learning option. The transition will follow the continuum of learning and begin with the 100% Distance Learning Model for first quarter. When able, students will then transition to the Cohort Model for two-day blended learning, and eventually transition to the Original Model of full-time, on-campus learning. In the two-day blended learning, students will be on campus 2 full days per week for 6 classes and will continue with all 6 classes virtually 2 days per week. Class sizes will be reduced and students will follow a bell schedule when taking classes on and off campus. Teachers will continue to use their learning management system to communicate clear expectations to students and support them during

independent practice outside of the school day. This will make the possible transition back to distance learning at any time seamless if deemed necessary.

Ensuring Equity in Canvas LMS

In the Canvas LMS, the district team worked with teachers to mitigate learning loss by developing Blended Learning Modules in 115 of 212 blueprint courses in Canvas LMS. The purpose was to create consistency across all sites and content areas on how learners will access and engage with the curriculum. This idea guided the use of a common format, icons, and design principles, so that each course had a student-facing set of week-long modules to help students navigate the complexity of blended learning. This approach helped to set clear expectations, ease transitions between asynchronous and synchronous learning, and help families plan their week to make time for other essential priorities. Each Canvas course provided students with an orientation to Canvas and other ed tech tools such as Office 365, Outlook email, StudentVUE and Google Apps. As well, specific design elements were embedded into each Canvas course with the goal of drawing connections between what a teacher might do in class to support special populations and the correlating Canvas tool that will enable that teacher to provide similar supports online. The “Designing for Special Populations” strategies are listed on a page that are helpful to all scholars but are particularly helpful for scholars with IEPs and Emerging Multilingual learners. For example, a strategy that might be used in a classroom would be to have students speak their responses instead of writing them. Two ideas for use in Canvas might be to use Flipgrid for video discussion or having students submit videos to discussion boards. As appropriate and needed, Bilingual Instructional Assistants and Special Education instructional assistants may work with individual students or small groups to ensure that the instruction is comprehensible.

Ensuring Equity in Edgenuity

In online independent study via Edgenuity, students will have online learning five days a week in an independent personalized format and flexible schedule under the direction of credentialed teachers. Students will have weekly check-in meetings with a credentialed teacher for individual support. Students will have access to a variety of electives.

In all of our instructional models, rigorous standards for instruction, effective pedagogy, planning, assessment, and feedback will be provided to students and families regularly. Students who have or are at greater risk for experiencing learning loss would be provided with supports such as online learning platforms, additional time for instruction, and targeted supports for learning. These supports would be implemented after assessment of students' learning.

Social Emotional Well-being

Students' social-emotional well-being will be addressed in three ways. First, students in blended learning will participate in weekly lessons focused on social-emotional learning. Second, we will conduct surveys using the Panorama platform for screenings and pulse surveys as needed. Students identified through these surveys may receive more intensive supports within the school or be referred to a local agency as appropriate. Third, students who are not engaging in the learning due to social-emotional concerns will be supported through the tiered re-engagement strategies and outreach. At two of the comprehensive high schools, BARR grant funds will be used to support the 9th grade transition.

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

Description	Total Funds	Contributing
Curriculum work that was completed to develop transfer goals, curriculum blueprints for courses, courses developed in Canvas LMS and work with a consultant to support this.	2,000,000	Yes
Personnel to support in-person instruction and social emotional needs including Bilingual Instructional Assistants, part time assistant principal on special assignment, social workers and social worker interns.	1,350,872	Yes
Bus passes will be provided to students (3.2.7)	60,000	Yes
Futures Advisory Taskforce work to develop a comprehensive reopening plan that addresses in-person instruction.	11,298.60	Yes
Actions related to High Risk Programs and MTSS may be reenacted when in person instruction continues as outlined in the LCAP (5.2.1 and 5.2.2).	777,800	Yes
Actions to support Emerging Multilingual programs (1.2.2).	1,512,106	Yes

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.]

Curriculum Development

EUHSD developed a curriculum storyline in school year 19-20 that was adjusted to allow for both distance learning and in person learning experiences. Our mission and vision are centered on future focused learning that values self-direction as students engage in authentic challenges and deep thinking. We could never have predicted how COVID-19 closed school sites and moved us to emergency distance learning. For the upcoming school year, we have been working throughout the summer to design a year-long curriculum and blended learning modules so that staff can be agile in accommodating new scheduling possibilities and be more effective in their use of Distance Learning resources to create greater learning consistency for our students. It is more important than ever for every student to have clarity in expectations, engage in deep thinking, grow skills from regular and actionable feedback, and demonstrate learning through authentic and compelling experiences. The curricular work is described with the metaphor of climbs. Climb 1 was to develop the EUHSD mission and vision. This was completed in Fall 2019. The 3-month development plan included 60 people attending public forums and 1,678 staff, family, students responding to the survey.

Climbs

In Climb 2, 77 team members in 11 content areas developed Content Area Transfer goals. Feedback was solicited from certificated staff from those content areas and 198 responded. During Climb 3, staff examined, and revised yearlong curriculum plans to ensure a guaranteed, viable, and worthy curriculum for all students regardless of where and when learning would be happening in the upcoming school year. This curriculum climb focused on developing a curriculum that is manageable, compelling, and in service to the Transfer Goals as our North Star. In Climb 4, Blended Learning Modules were developed in 115 of 212 blueprint courses in Canvas LMS. The purpose was to create consistency across all sites and content areas on how learners will access and engage with the curriculum. It was guided using a common format, icons, and design principles; the goal was for each course to have a student-facing set of week-long modules to help students navigate the complexity of blended learning. This approach helped set clear expectations, ease transitions between asynchronous and synchronous learning, and help families plan their week to make time for other essential priorities.

Each Canvas course provided students with an orientation to Canvas and other ed tech tools such as Office 365, Outlook email, StudentVUE and Google Apps. Students would also know where to go to get help with their district provided laptop or internet hotspots. Login instructions were provided during textbook/laptop/hotspot distribution. EUHSD has integrated Google Drive, Office 365, EdPuzzle, Kahn Academy, YouTube, MS Teams, NewsELA (OGHS only), TurnItIn, FlipGrid, Google Assignment, Springboard and OER Commons into Canvas LMS.

Learning Principles

Next, to ensure that distance and blended learning are powerful, a set of learning principles will be developed. Learning principles are a set of shared agreements across the EUHSD learning organization that guide reflection and promote imaginative, thoughtful, and strategic actions to develop deep and meaningful learning experiences. These research-informed statements are applicable to all learners and

provide a shared language for collaboration to inform powerful teaching and learning practices and examine impact on inclusivity and cultural responsiveness. Learning principles matter because they unify our shared identity and values to guide us in providing equitable and aspirational learning experiences. For teachers, the shared language of Learning Principles guides the ongoing pursuit of effective and engaging instructional practices with colleagues. For school and district leaders, the shared language of Learning Principles will help guide resource allocation (e.g., technology, personnel, budget, innovation), professional learning, and meaningful inclusion of other stakeholders in the decision-making process. A group of 15 staff members will work together to develop them, and they will be presented to all staff to generate input and identify possible opportunities for staff to use to examine their own instructional practices (e.g., self-examination, departments, PLCs, site-based conversations).

Continued Work

The original goals of the curriculum work were to create consistency in curriculum, use a common format, icons and design principles and set clear expectations and help families plan their week. While 115 courses were developed with the first 4 to 6 weeks of learning detailed, this was only the beginning, and more of the courses need to be developed for the yearlong goal. The current approach was to survey staff to better understand strengths and challenges of the first set of learning modules. There were 175 responses, and 47 of them indicated that they would like to participate in continuing to develop curriculum. The curriculum development will be ongoing throughout the school year.

Connections to In-person offerings:

Students and Families were able to choose between two models. Students could either return in a two-day blended format or opt for online independent study program. However, with current guidelines, students in the two-day blended learning began with virtual instruction via Canvas LMS. Those that opted for online independent study via Edgenuity were able to do so.

In all of our instructional models, rigorous standards for instruction, effective pedagogy, planning, assessment, and feedback will be provided to students and families regularly. Students who have or are at greater risk for experiencing learning loss will be provided with supports such as online learning platforms, additional time for instruction, and targeted supports for learning. These supports will be implemented after assessment of students' learning. As appropriate and needed, Bilingual Instructional Assistants and Special Education instructional assistants may work with individual students or small groups to ensure that the instruction is comprehensible. The curriculum development continues to be a priority for ESTA, and the accelerated pace of the work was influenced heavily by the urgency expressed by our teachers.

Access to Devices and Connectivity

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

All students had the opportunity to check out a laptop during on-site registration, when they would also receive their other instructional materials. This took place the week of August 10 for all campuses. Students/families participated in an online registration process which included questions identifying if students need internet access at home. Students in need of access were issued a hotspot prior to the first day of school, August 25. All students, staff, and families have access to a tech support hotline. Students who subsequently need a device or hotspot may check one out from their school site directly throughout the year.

During emergency closure in spring 2020, site teams conducted home visits for students who had not accessed distance learning online. At those visits, they were able to issue technology and support student access online and/or refer students to on-site technology distribution opportunities. Because of these visits, over 99.5% of students were connected to schools in the spring 2020 term. This process continues in the 2020-21 school year, and teams making home visits are assisting families with access to devices, connectivity, and troubleshooting.

As technology issues arise, students and staff have access to a technology support hotline. Drive thru technology support is provided when large-scale devices issues necessitate installation or uninstallation of software on district-issued devices and the remote software management is not sufficient.

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.]

Grade Guardian

Designated school site personnel will monitor student engagement in Canvas and Edgenuity. Using Grade Guardian, identified staff can create dashboards of groups of students where student progress is monitored for attendance, engagement and participation. The intention is to better identify, and support struggling students and get those students back on track with appropriate interventions as needed.

Outreach

Students who have not engaged will be contacted and supported. Students can continue to call our district tech support hotline for assistance with their district-issued laptop or hotspot, login, Synergy and Ed Tech (Canvas, Office365, Google Apps). The district manages student enrollments in Canvas during the fall and spring just like the previous 2 years. All courses will have the course icons, school graphics/logos, and student-facing support pages for teachers to use (aka Design Elements). Courses that have a “blueprint” created by teachers will have modules available for teachers to use if they choose.

Attendance

Teachers shall take daily attendance once per assigned period. All teachers shall utilize the weekly engagement record to reconcile period attendance on a weekly basis. This attendance reconciliation shall take place as part of the unit member’s weekly student engagement analysis during asynchronous instructional time. Prior to the opening of school, the district provided training and support necessary to ease the facilitation of using the weekly engagement record for attendance reconciliation.

Daily Live Interaction

For teachers, Daily Live Interaction was defined in the Memorandum of Understanding for Reopening Schools. For the purpose of instruction, progress monitoring, and school connectedness, the primary mode of interaction shall include videoconferencing instruction such as but not limited to directed lessons, modeling, simulations, labs, project discussion, feedback, intervention, and enrichment support for student. In the best interest of students, synchronous instruction should be a minimum of 40 minutes, or 34% of the period daily per period, except Mondays. Monday will include: 30 minutes live instruction for TEE time, at a set time, will be sequentially (1-6) rotated weekly.

Periods 1-6 will be asynchronous. This Monday schedule is consistent at all comprehensive high schools and is modified slightly for our alternative schools. Teachers will reconcile weekly attendance on Mondays and update gradebooks.

Meetings during distance learning: in person meetings will not be required and shall be held virtually (including but not limited to staff meetings, 504s, IEPs, SSTs, professional development, committee meetings, district meetings, staff gatherings, and parent meetings) unless the unit member requests an in person meeting and the district can ensure screening protocols as required by local health guidance are in place, a minimum of six (6) feet of physical distance between all employees and community members and require that all parties present will wear a face covering for the duration of the meeting and for entering/ leaving the meeting

Distance Learning Professional Development

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

Both bargaining units continue to prioritize ongoing professional learning targeted to staff needs.

Spring 2020

At the start of the emergency closure in spring 2020, a week was dedicated to professional learning, teacher planning, and collaboration. A variety of synchronous and asynchronous professional learning opportunities were available for the purpose of supporting student learning in virtual environments resulting in students leveraging technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals. The professional learning opportunities were organized in six strands: Learning Strand 1: Getting Set Up, Learning Strand 2: Creating & Nurturing Community, Learning Strand 3: Online Pedagogy, Learning Strand 4: Grading & Assessing Online, Learning Strand 5: Educator Wellness, Learning Strand 6: Content Specific. The learning events and resources have been archived on our staff website for asynchronous access.

Summer 2020

From late spring through summer 2020, professional learning efforts continued and centered on how to prepare and intentionally plan for the kind of learning experiences we want to engage all students in regardless of the “toggling on/off school”. Our learning focused on how we might ensure every student has clarity in expectations, engages in deep thinking, grows skills from regular and actionable feedback, and demonstrates learning in authentic ways. With 164 teachers participating, we launched a collaborative curriculum redesign process that was in alignment with our overall vision while poised to be agile in accommodating new scheduling and making more effective use of Distance Learning resources to create greater learning consistency. Prior to the start of the 2020 school year, all certificated teachers were introduced to this redesigned curriculum to support the new instructional model.

Canvas and Edgenuity for all

All teachers attended training on the Canvas LMS and/or Edgenuity as determined by which platform they were going to use. All instructional assistants and bilingual instructional assistants were trained on supporting students in Canvas LMS and the use of MS Teams. Teachers and instructional assistants were provided paid time to plan and/or develop working agreements. School administrators, counselors and bilingual parent liaisons were provided with training on Canvas LMS as it pertained to their job classification and the intended use.

Professional Learning Symposium

All certificated staff participated in a 2-day professional learning symposium in August. To support the theme, Navigating a Changing World with Equity, and based on staff input, the workshop sessions were focused in four areas: Cultural Proficiency/Culturally Relevant Pedagogy; Ed Tech Tools to Support Teaching and Learning; Creating and Nurturing Community (including student wellness); Online Pedagogy, Curriculum, Instruction, and Assessment.

Additional Professional Learning

In addition, certificated and classified staff participated in a day of training together. The focus of learning: Supporting Students with Disabilities; Supporting Emerging Multi-Lingual Students: Integrated and Designated ELD; Attendance Procedures; and Substitute Lesson Planning.

This year, we will continue to provide job embedded professional learning. Content Specialists and Teachers on Special Assignment (instructional coaching and Ed Technology) are available to support teaching and learning. We will engage in the Professional Learning Community (PLC) process and have built time into the weekly schedule for educator collaboration. Additional trainings will be scheduled based on staff need, interest, and available funds.

Technical Support and Assistance

To provide technical support and assistance to families, the Education Technology Director and supporting staff with the Technology Department created the Technical Support Request Phone Line. These supports are provided remotely. Families, student and staff call the helpline and work with personnel from Education Services or the Technology Department to resolve any issues over the phone. For support that requires physical work, arrangements are made with families to bring in the device to the Technology Department. District staff and teachers continued to submit technical support requests through the District's Work Order System and the help line. Technology staff provided synchronous "live" remote support using software tools (Canvas and Microsoft Teams) for staff and teachers that are working remotely from home. The Technology Dept. remained opened during the school closure in 2019-20 school year to provide onsite support and equipment repair. The Technology Dept. will continue to deploy the same technical support procedure for staff, teachers, and students in the 2020-21 School Year. All communication to families about technology will be available in both English and Spanish.

Staff Roles and Responsibilities

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

Some roles and responsibilities have been reviewed and refined to better align to the virtual environment.

Certificated employees

For teachers, Daily Live Interaction was defined in the Memorandum of Understanding for Reopening Schools. For the purpose of instruction, progress monitoring, and school connectedness, the primary mode of interaction shall include videoconferencing instruction such as but not limited to directed lessons, modeling, simulations, labs, project discussion, feedback, intervention, and enrichment support for student. In the best interest of students, synchronous instruction should be a minimum of 40 minutes, or 34% of the period daily per period,

except Mondays. Monday will include: 30 minutes live instruction for TEE time, at a set time, will be sequentially (1-6) rotated weekly. Periods 1-6 will be asynchronous. This Monday schedule is consistent at all comprehensive high schools and is modified slightly for our alternative schools. Teachers will reconcile weekly attendance on Mondays and update gradebooks.

Meetings during distance learning: in person meetings will not be required and shall be held virtually (including but not limited to staff meetings, 504s, IEPs, SSTs, professional development, committee meetings, district meetings, staff gatherings, and parent meetings) unless the unit member requests an in person meeting and the district can ensure screening protocols as required by local health guidance are in place, a minimum of six (6) feet of physical distance between all employees and community members and require that all parties present will wear a face covering for the duration of the meeting and for entering/ leaving the meeting.

As the initial day for students was pushed back to Aug. 25th, and after negotiations with ESTA, this allowed teachers more time to attend professional learning sessions for 4 preservice work days to address the curriculum roll out work, additional prep and planning for the use Canvas LMS, professional learning sessions that addressed cultural proficiency, Education Technology tools, building community in a virtual environment, addressing emerging multilinguals and students with special needs in a virtual environment and collaboration time with bilingual instructional assistants and special education instructional assistants. In addition, counselors received 8 additional days to support schedule changes necessitated by families selecting one of the two learning models.

Classified Staff

The roles of classified staff are to support classroom learning in a virtual space. Some examples of how their roles have evolved, in collaboration with CSEA, is to provide academic support to students, connecting with families to prevent student disengagement and putting learning kits together. As well, as appropriate, classified staff may be trained in restorative practices.

Temporary Work Assignments

During our Distance Learning, many of our classified staff will be supporting sites with daily screenings, inventory, cleaning high touch surfaces, etc.

Site and District Administrators.

Site and District Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year. Principals have had to create their own site reopening plan to keep students and staff safe while they are on campus. Pupil Services at the District Service Center has evolved to provide more student engagement and outreach for MTSS, attendance and restorative practices and less disciplinary-focused supports. As the need arose for teachers on special assignment to support education technology, two individuals were hired. They provided and will continue to provide professional learning for teachers in education technology tools as appropriate.

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.]

Support for our pupils with unique needs continues to be a priority for all stakeholder groups and was a major topic of discussion in focus groups, task force meetings and input gathering sessions.

Access to Technology

All students could check out a laptop during on-site registration, when they would also receive their other instructional materials. This took place the week of August 10 for all campuses. Students/families participated in an online registration process which included questions identifying if students need internet access at home. Students in need of access were issued a hotspot prior to the first day of school, August 25. All students, staff, and families have access to a tech support hotline.

Unique Needs

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to information in multiple languages for distance learning and preventative measures for protecting their families. We have surveyed families to determine the best way to communicate with them through phone calls, text, and/or emails. We have also used built-in networks for support to locate homeless families and children in order to account for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselors provide support or prepare referrals for higher levels of service to support the family. We have encouraged parents to set up daily routines for students at home that mirror the school day, as best as possible, and shared best practices for accomplishing this. Teachers may work in PLCs to consider students who need additional support as evidenced by curriculum embedded assessments.

Support for Emerging Multilinguals

The District will continue to provide additional support to English Learners in the areas of reading, writing, listening and speaking. While we are in a distance learning format, bilingual instructional assistants will be assigned to classes as appropriate to work with students virtually in small groups, or individually, on areas of need. Emerging Multilingual TOSAs will work collaboratively with their school sites to make sure students are supported during their classroom synchronous learning time. All of our core curriculum embeds both integrated and designated English Language Development (ELD) into weekly lessons. Teachers will monitor growth of English Learners as they work toward language proficiency using Grade Guardian dashboards as well as classroom-based assessments.

Support for Students with Special Needs

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. Instructional assistants may be assigned as needed to support students. Students' days will consist of both a synchronous, live interaction, with teachers and service providers as indicated on the IEP, as well as asynchronous time when students may be working on individualized instruction in research-based programs. Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher.

Support for Homeless Students and Foster Youth

The Director of Pupil Services will work collaboratively with social workers and social worker interns to support foster students as well as students experiencing homelessness. Teachers, counselors and administrators receive training on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends) and suicide prevention.

Accessibility in Canvas LMS

The Canvas LMS has accessibility features built in to support students with unique needs. It supports screen readers and makes use of ARIA landmark regions. Common design elements were built into each Canvas course, and each teacher was trained on the common design elements. The purpose was to create consistency across all sites and content areas on how learners will access and engage with the curriculum. It was guided by the use of a common format, icons, and design principles; the goal for each course is to have a student-facing set of week-long modules to help students navigate the complexity of blended learning. This approach helps set clear expectations, ease transitions between asynchronous and synchronous learning, and help families plan their week to make time for other essential priorities.

Each Canvas course provides students with an orientation to Canvas and other ed tech tools such as Office 365, Outlook email, StudentVUE and Google Apps. As well, specific design elements were embedded into each Canvas course with the goal drawing connections between what a teacher might do in class to support special populations and the correlating Canvas tool that will enable that teacher to provide similar supports online. The strategies listed on that page are helpful to all scholars, but are particularly helpful for scholars with IEPs and emerging multilingual learners. Students will also know where to go to get help with their district provided laptop or internet hotspots.

Students who are on IEPs will have access to the Independent Study Option if the student's family deems it is appropriate for their child's health & safety. School personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school. Assessments for students' IEPs will be administered in compliance of federal law. Special education teachers will work collaboratively with core content teachers via a virtual platform to accommodate and/or adapt lessons to meet the needs of each student's Individualized Educational Program (IEP) and ensure that lessons and activities are appropriate as documented in the student's IEP or 504 plan. Individual accommodations will be provided for the student.

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

Description	Total Funds	Contributing
Turn It In software and Grade Guardian software will help all users monitor student engagement, attendance and participation in Canvas LMS.	83,676	Yes
District Education Technology Teachers on Special Assignments (TOSA) to provide professional learning and support to sites.	276,762	Yes

Description	Total Funds	Contributing
Time cards submitted as of 8/12 for teachers for professional learning in Canvas on using the Learning Management system. This was differentiated for experienced and novice users. Included are time cards for the curriculum blue print and course development.	220,828.50	Yes
Additional Edgenuity licenses purchased for independent study for students choosing this pathway of learning.	254,520	Yes
Communication tools for two way parent communication - Qualtrics, Blackboard, Remind, Canva and Zoom. Zoom enabled site leaders to communicate with families and provide concurrent interpretations for meetings.	70,200.40	Yes
At home learning kits for students in science, math, VAPA, CTE and other supplemental learning supplies.	17,502.68	Yes
Hot Spots and connected devices were purchased for students without access.	80,812.50	Yes
Actions to support Attendance outreach and re-engagement strategies, parent involvement, social emotional needs and guidance and counseling (3.2.3, 3.2.4, 3.2.6, 3.2.7, 3.2.8).	1,715,065	Yes
Actions to improve teaching and learning, professional learning, academic support, accelerating credits and opportunities to recover credits including middle college and dual enrollment. (2.2.3, 2.2.5, 3.2.1, 3.2.2)	2,914,725	Yes
Actions for technology support and data analysis (1.2.1 and 1.2.3).	422,153	Yes

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.]

In the Spring closure, student engagement in distance learning was high from April 14, 2020 to May 29, 2020, the end of the school year. During the shutdown, schools recognized that they had not been able to contact some of their students. Because of this knowledge, school sites began pursuing contact with these students. Through phone calls to homes, as well as emergency contacts, the initial number was dramatically reduced. School site teams then began making home visits in the community.

Student enrollment as of March 13, 2020 was 7,023 students. Data showed that 6,890 students were engaged in learning and/or in contact with EUHSD. Therefore, initial results demonstrated that 133 students were not engaged.

To re-engage students, 103 home visits were conducted. This left 30 students unaccounted for which is 0.043% of the population.

We believe that, because of the shutdown, the cost of living in San Diego, and a need for family support, some of our students have left the area without notice.

Additional data points

Spring 2020

- 91% of the students earned grades on one or more assignments during the Spring semester.
- 72.3% of students improved letter grades in 1 or more classes.

Summer 2020

Students who were at a greater risk of experience learning loss were offered a virtual summer school learning option.

- 968 students received credit through Edgenuity on at 4 different sites (EHS, SP, OG, Valley)
- 17 completed Response-Ability Training Program (RTP) at Valley High School,
- 36 Students completed AP Calculus Bridge Program
- 62 Students completed the English Language Development Enrichment Program
- 107 students completed the Moderate/Severe programs
- 1190 students received some form of credit during the 2019-2020 Summer School Program.
- Approximately 400 students who started the Edgenuity program did not complete their coursework or they were going to receive an F.

The school sites were provided a list of students who began courses so they can prioritize students are to completing these courses in the Fall.

Fall 2020 and beyond

All students will be instructed at their grade level, and supports will be increased as their needs are identified through assessments and teacher evaluation. The following assessments have been identified to be used to evaluate pupil learning loss. Teachers may work in PLCs to consider students who need additional support as evidenced by curriculum embedded assessments.

Panorama provides student assessments in social and emotional domains. Teacher made assessments and work products will provide teachers with formative and summative data that will help to guide instruction. As well, attendance, grades and school counselor referrals will be monitored. Grade Guardian was also adopted as a comprehensive system that allows for the school site designated personnel and the District's Director of Pupil Services to retrieve data on a daily basis and help to identify students needing additional supports. The reports allow users from teachers to counselors to see all classes and all grades for each student on one page, get personalized dashboards, and share notes on students to monitor student attendance, engagement and participation. A dashboard coordinator will be assigned at each site to monitor data and begin the re-engagement procedures as outlined in the attendance and outreach section.

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.]

In Canvas LMS, the courses that all teachers will use have design elements in common to ensure an experience is common and consistent across all classrooms in EUHSD. Specific strategies and teaching points were uploaded into each course to replicate common identified strategies used in-person and how it translates to a virtual experience for all students with unique needs. As well, specific design elements were embedded into each Canvas course with the goal of drawing connections between what a teacher might do in class to support special populations and the correlating Canvas tool that will enable that teacher to provide similar supports online. The strategies listed on that page are helpful to all scholars, but are particularly helpful for scholars with IEPs and emerging multilingual learners.

Designated ELD courses have been built, and the design team ensured that their modules had lessons on using the platform, advocating in the online experience and understanding digital citizenship. Low-income students will be provided with support in accessing wifi, connectivity, materials for learning, and differentiated instruction that accelerates their progress. Children in foster care and pupils experiencing homelessness will have targeted outreach to them by employees to identify and address needs that impact accessing learning. This includes referrals to community supports, mental health supports, and increased access to instructional supports. Students with exceptional needs will receive specialized instruction from certificated Education Specialists, modifications and accommodations to access instruction, virtual therapies, and intersessions as defined in their individual education plan.

Logging Student Contacts in Synergy

Synergy offers features to track student/parent contacts made throughout the day by counselors, teachers, administrators, and social workers. For teachers, the contact is efficiently logged within the seating chart view by clicking a student's picture then selecting "Log Student

Contact.” The teacher can log the date/time, person contacted, contact outcome, contact category, and notes as needed. For counselors, administrators, or other support staff, the same contact data elements are logged within the main "Student" view in Synergy SIS. This will help us keep track of the many interventions and supports we are providing our students.

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 effectiveness of services and supports provided to address learning loss will be evaluated using multiple measures. Performance on common assessments over time will be one way to evaluate the effectiveness of the supports. Engagement rates and number of hours of services provided and used will be another measure of effectiveness. Student grades, attendance and teacher evaluation of student progress will also be used to evaluate the effectiveness of services and supports to students. Adjustments to services and supports will occur as identified to improve student outcomes and ensure we are mitigating pupil learning loss.

Grade Guardian

Designated school site personnel will monitor student engagement in Canvas and Edgenuity. Using Grade Guardian, identified staff can create dashboards of groups of students where student progress is monitored for attendance, engagement and participation. The intention is to better identify and support struggling students and get those students back on track with appropriate interventions as needed.

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

Description	Total Funds	Contributing
Software services to track data for analysis of student progress. Videri dashboard; CORE collaborative dashboard; Panorama social emotional surveys for students and Grade Guardian (Cost allocated in a different action)	12,000	Yes

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.]

Mental health and social and emotional well-being of students and staff is a shared priority with all stakeholder groups. We are committed to continuing to monitor this area and seek supports and resources for students and staff.

Assistant Principals have been trained in Restorative Circles for general campus discipline prior to the pandemic shut down. This fall, school site admin teams have begun the process of being trained in Restorative Conferences for larger campus issues that require the use of the restorative practice model. School Site Social workers employed by EUHSD have been trained in Trauma Informed Practices. They have successfully employed this practice as needed during the 2019-20 school year. They will continue to use this practice. Home visits were made during the 2020 Virtual Summer School program. Home visits continue to be utilized for the 2020-21 school year. Protocols were developed, and all site teams have been trained. Social workers will continue to offer services to teachers and students in crisis through the use of counseling, counseling and community referrals, and home visits. Social Workers will continue to advise site teams on anticipated COVID response needs and new resources as they become available. Social workers will be a part of Home Visit Teams. MTSS work will continue for the 2020-21 school year.

EUHSD will continue to partner with the Escondido Education COMPACT, Mental Health Services (MHS), and Palomar Family

Counseling (PFT) in an effort to meet our students' needs. EUHSD will also continue its successful relationship with the Juvenile Court and Community Schools (JCCS) for alternative student placements as needed. The BARR model uses eight interlocking strategies that build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social and emotional outcomes for each and every student.

Weekly lessons are being implemented at comprehensive high schools during the tutorial/extended period/embedded support portion of the day ("TEE" time). The purpose of the Weekly Lessons is to provide consistent support for all students in Social and Emotional Learning, Goal Setting, and Academic Preparation. Each week, teachers will deliver the lesson that is provided. Each lesson comes with a detailed lesson plan, a script, and links to any supplemental materials. Panorama surveys will be implemented for diagnostic and pulse options for students.

School counselors explored their roles in promoting social justice, equity, and access - especially when students' data-driven needs trigger a call for systemic supports. All school counselors calibrated and developed intentional guidance lessons by grade level with corresponding data cycles. Interactive guidance lessons, including virtual meetings are being developed in an online platform to allow for access for all students. Work to promote social emotional supports and referrals will be heavily promoted and supported. Counseling teams will have virtual professional learning supports based on best practices identified by California Association of School Counselors. Student data cycles, student service referrals, and staff self-care will be ongoing topics. Local, regional and national resources have been curated in an online platform to provide just in time resources for staff. Topics include technology tools in guidance, remote engagement strategies, resources related to COVID, College COVID updates (such as self-care), links to official sources, mental health resources, and community resources.

VEBA Resources provide a caring and safe environment that supports staff members as they define their path to well-being. VEBA has been included in staff training at the beginning of the school year, and the resources are available to all staff members. According to their website, “VEBA’s top priority is empowering our members to become advocates for their own well-being. At the VEBA Resource Center, a diverse team of professionals supports members in developing personalized plans for becoming their healthiest selves. We want each member to have the tools they need. That’s our goal. We look beyond symptoms to understand what’s really occurring with our members and why. Health care is not one-size-fits-all, which is why we created the VEBA Resource Center.” Their programs include:

- Fitness classes including dance and yoga
- Hands-on healthy cooking demos
- Health screenings
- Personalized health coaching
- Meditation and mindfulness courses
- Mental health and counseling
- Acupuncture services
- Telemedicine
- Childcare Services.

Employee Assistance Program (EAP) is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders. EAP counselors also work in a consultative role with managers and supervisors to address employee and organizational challenges and needs. Many EAPs are active in helping organizations prevent and cope with workplace violence, trauma, and other emergency response situations.

Kaiser Permanente has a “Positive Choice Integrative Wellness Center”. According to their website, “The Positive Choice Integrative Wellness Center at Kaiser Permanente San Diego strives to not merely treat symptoms or illness, but to evaluate a person’s entire lifestyle and then create a lifestyle plan for balance and overall wellness. They use traditional Western medicine therapies where needed and then incorporate proven alternative medicine therapies to enhance recovery from illness and maximize wellness.

They offer a variety of programs to help a person achieve their ultimate well-being. Their services include medical weight management programs, nutrition counseling, fitness testing, personal training, exercise classes, free wellness seminars, biofeedback, mindfulness programs, plant-based healthy cooking classes, integrative physician appointments, and therapeutic massage. Except for the services listed under Health Education for KP Members all the programs are open and available to the entire San Diego community.”

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

This process is pending negotiations and has been recommended as follows. The process for attendance has been outlined in the following steps. In Tier 1, teachers take daily attendance for each student who attends class : Teachers shall record attendance in Synergy (SIS) by 3:30pm each day. Synergy (SIS) will automatically generate reports to monitor and use as needed for follow up. A daily automated call will be made to the student's residence to report non-attendance/non-participation. Teachers take weekly attendance for all periods for each student who participates in distance learning and/or completes assignments that were absent (Edgenuity, or Grade Guardian in Canvas, weekly engagement record). A report can be run to see who has, or has not, logged in. A report can be run that provides a graphical representation as to who is not submitting work. The student engagement record shall be updated each Monday by 3:30pm for the prior week.

In Tier 2, students who do not participate in live interaction and/or do not complete assignments are reengaged in a tiered approach. Teachers should reach out to students and parents to create a dialog in an effort re-engage students in the learning process. After 2 attempts, a referral will be made to the student's counselor to determine why students are not participating. Targeted academic, technological, and/or social emotional supports will be referred to and/or assigned as needed. Daily automated calls will continue to be made to the student's residence to report non-attendance/non-participation. A parent/guardian and teacher conference may be held, and the School Attendance Review Board (SARB) process will be started using the School's School Attendance Review Team (SART).

In Tier 3, when there is a concern for the student's social emotional well-being, an assessment may be done by the Administrator, Social Worker, and Counselor. A Service Plan will be developed for the student that may include community agencies and supports. Where appropriate, home visits will be scheduled by DSC staff in conjunction with school site teams in an effort to re-engage the student in regular school attendance. Where appropriate a SARB 3 referral will be made.

Concerns were raised by one stakeholder group regarding the sufficiency of staff available to implement these plans. Therefore, a progress monitoring tool will be used to monitor student attendance data districtwide and further inform the plan. Adjustments will be made as needed.

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.]

This plan is reflective of guidance available as of 8-7-20 and is updated as new guidance is released. School meals will remain something our students and families can count on regardless of the reopening phase. Our focus is on a feeding plan for distance learning. To feed students remotely, we will be offering drive-thru or walk-up distribution twice a week, Mondays and Thursdays, at our three comprehensive high schools: Escondido HS, Orange Glen HS and San Pasqual HS. Limitations and considerations include Federal program requirements and available waivers, school nutrition staff availability and kitchen capacity. Meal distribution includes three (3) breakfasts and three (3) lunches on Mondays and two (2) breakfasts and (2) lunches on Thursdays. Students do not need to be present to receive meals however.

New federal waivers now allows us to include support and weekend meals In addition, EUHSD will be implementing the Community Eligibility Provision (CEP) at all five high schools so that all EUHSD students are able to secure healthy meals at no cost. CEP ensures that all EUHSD students have the opportunity to secure two free, healthy meals every school day, giving them the tools they need to succeed in school. CEP will reduce burden on our families. CEP will reduce administrative burden on School Nutrition Staff. There will not be a need for cash exchange/payment or inputting student ID numbers via keypad or scanner for prepaid meals or free/reduced qualified meals. Everyone can get a breakfast, lunch and supper daily at no cost. Given the current unstable economy, it is our hope that serving free meals to all students will improve engagement and success in our classrooms.

Student Nutrition Services staff returned in force on August 21 at which time annual mandatory training was conducted to include COVID-19 and Food Safety and Sanitation. Topics such as health and hygiene and cleaning and sanitation are typical of annual and ongoing Student Nutrition Services training. We added training to educate around face coverings and social distancing as well.

The menu will be grab and go. Considerations for grab and go menu include more staffing to pack meals individually and to operate and stage carts of meals. Carts and racks are cleaned and sanitized after each use.

Strategies actively employed for grab and go meal distribution include:

- Physical distancing in kitchens during meal preparation,
- Mandatory mask coverings at all times for both Student Nutrition staff as well as participating parents and students,
- Individually wrapped items,
- Dividing staff into two groups to afford for physical distancing in the kitchens,
- Simplified 2 week cycle menu, and
- Administering grab and go meals using a cart onto which meals are placed at the driver side window or designated walk-up 6' table while Student Nutrition Staff steps away to afford for distancing requirements.

Back-to-school communication with students and families included a letter to all households regarding the Community Eligibility Provision and a meal distribution site list with schedule.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
23.29%	15,280,037

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.]

All actions were designed to meet the needs of foster youth, English learners, and low-income students first, and evaluated for effectiveness in meeting the academic goals for students.

The Escondido Union High School District presently has an unduplicated student count of 72.5 % representing English Learners (EL), Foster Youth (FY), and Low Income (LI) students. In 2020-21, our district will receive \$15,280,037 in Supplemental/Concentration grant

funding. These funds will be expended on actions and services principally directed toward our unduplicated student groups so that they may graduate college and career ready.

Since our district has a high (72.5%) unduplicated student count, all actions and services are principally directed at our unduplicated student population. The increased services are at least equal to 23.29% of the total LCAP budget.

Action or Service Rationale

Goal 1: Academic Achievement: Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

1.2.1 Provide resources and support for the appropriate use of technology.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional technology provides instructional tools that expand resources to better serve students who are struggling academically, as shown by research and our past practice showing increased student engagement with rigorous material. Such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures. Additionally, we have secured additional Edgenuity course licenses and Grade Guardian software as an integration for Canvas.

1.2.2 Provide English Learners additional support (instructional aides, collaborative classes and reduced class size courses) to be successful in rigorous academic classes.

1.2.2.3 Reduce class size in sheltered classes (EHS, OGHS, SPS). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes and student to adult ratios, teachers and aides are better able to differentiate and support struggling students, as shown by research and our past practice showing increased student engagement with rigorous material.

1.2.3 Analyze data to inform practices. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

Goal 2: Effective Instruction and Leadership: Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

2.2.2 Additional time for teacher collaboration and professional learning. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Learning Communities will support teachers by building professional capacity in order to better serve students who are struggling academically. Such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.3 Improve teaching and learning through the work of content specialist and instructional coaches. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through instructional coaching, research-proven best practices in literacy, math and the transition to NGSS in science will be provided to teachers to differentiate instruction to support closing the achievement gap of our unduplicated students. An EL Content Specialist will support the schools in the implementation of the ELA/ELD Framework with particular support for the transition to the ELPAC, as well as all Title III mandates. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures. Additionally, fund Education Technology TOSAs to support distance learning.

2.2.4 Increase instructional leadership capacity to improve student learning. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through professional learning for support providers including PAD and SOS staff, social workers, counselors, and teachers of sheltered classes, staff and teachers will be better equipped to support the socio-emotional and academic capacities of unduplicated students who have scored below expectations on student achievement measures. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

2.2.5 Engage staff in professional learning to build capacity and systematically implement Goals 1-5. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional development will support teachers, paraprofessionals and administrators by building professional capacity in order to better serve the unduplicated count students with implementation of actions and services described in Goals 1-5. As we have seen in our past practice and research, such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

Goal 3: Support to Students: Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready.

3.2.1 Provide release periods for “house” leads to support 9th Grade Academies. (EHS and SPHS). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support unduplicated students who need tutoring and additional 9th grade supports to ensure they are exiting 9th grade on track to being college and career ready. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

3.2.2 Provide opportunities to recover and accelerate credits. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is provided to students who are credit deficient to accelerate progress towards graduation from high school. The unduplicated students have lower percentages of high school completion, and these supports provide extra opportunities to work towards graduation. Additionally, fund services for Middle College and Dual Enrollment.

3.2.3 Maintain staff (social workers, bilingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students.

3.2.3.1 Provide a social worker dedicated to support the needs of Foster Youth (FY)

3.2.3.2 Provide a bilingual psychologist to support the needs of EL students and families. (EL)

3.2.3.3 Provide a student outreach coordinator to support pregnant and parenting students. (LI) This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted supports for social emotional and academic needs. As we have seen in our past practice and research, unduplicated students principally benefit from these services with social emotional support so they can better access the instruction throughout the day.

3.2.4 Provide guidance and counseling services, targeting college and career readiness. Provide 3.5 additional counselors to implement counseling plans. (LI, EL, FY) This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and LI students.

3.2.5 Continue support for AVID program. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Research shows the AVID program is designed to support unduplicated students through academic and social-emotional support toward academic success and college acceptance.

3.2.6 Implement systemic academic intervention program. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is specifically designed to provide an accelerating intervention system for struggling 9th graders to achieve college and career readiness in ELA and beyond. The program mainly targets Long Term English Learners and, as demonstrated in our past practice, helps to close the achievement gap to attain college and career readiness.

3.2.8 Monitor and support EL and RFEP students so they graduate college and career ready. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Increased supports through systemic monitoring tools will lead to increased academic supports and interventions for our English Learners and Reclassified students. As shown by research, such improvements will impact language acquisition goals as demonstrated through the ELPAC and increase our ELs' readiness for college and career.

Goal 4: Engaged Parents: Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

4.2.1 Engage parent liaisons to support the implementation of the family engagement plans, including having bi-lingual parent liaisons and hiring a translator to translate informational documents and resources in Spanish both in hard copy and electronically. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Bilingual parent liaisons and translators support parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth. Research shows that engaged families who feel connected to the school and the resources available are more likely to have students take advantage of these resources, resulting in higher levels of student

success. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

Goal 5: Safe and Respectful Environments: Foster respectful, collaborative, safe and secure environments that support teaching and learning.

5.2.1 Implement evidence based programs with intentional focus on high risk students. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The Prevention and Diversion drug/alcohol education program, Safety Outreach for Students bullying/fighting intervention program, and the Escondido Police Diversion Program are each research-based programs shown to keep students in school and in positive, learning environments. These services primarily support unduplicated students through behavior and social emotional supports towards academic success for college and career readiness.

5.2.2 Provide resources, programs and services that support a collaborative, safe and respectful learning culture and climate. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Pupil Services at the District Service Center has evolved to provide more student engagement and outreach for MTSS, attendance and restorative practices and less disciplinary-focused supports.

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

Throughout the LCAP are actions and services which address the needs of ELs, FY and LI students designed to strengthen first best instruction, focused intervention, social emotional support and positive school climate. All systems in Escondido Union High School District will continue to be refined through careful, frequent monitoring. Social workers and intern social workers will work with foster and homeless youth to provide support in meeting learning goals. English learners will have the support of designated ELD courses, integrated ELD courses and bilingual instructional assistants as appropriate. Students with special needs are assigned case managers for their specific IEPs. Federal funds are used to support supplemental instructional programs, materials and services to students in direct relation to the needs of students based on the number and concentration of unduplicated pupils.