

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
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General Information

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

The COVID 19 pandemic has heavily impacted the El Rancho Unified School District community. The threat of illness and the resulting school dismissal has affected the medical, financial, academic and socio-emotional reality of the entire city of Pico Rivera. As a district with a significant number of families that meet the criteria for the free and reduced lunch program (5,947 students/75%), the COVID-19 pandemic has had a disproportionate impact on our families. Like families across the nation, some of our El Rancho parents are grappling with unemployment and the resulting financial difficulties associated with extended business closures. Furthermore, a segment of our population lacks medical access, technological capacity and fluency in English to assist their children with learning through a virtual education platform. In sum, the pandemic's overall community impact presents challenges for attendance and learning that will require the mitigation of learning loss through an increase in parent and family outreach by the school as well as intervention by teachers in the coming years.

Throughout the pandemic, ERUSD has maintained the safety of students, families, as it's primary priority. In response to health authority directives to prevent the further spread of COVID-19, the ERUSD Board of Education determined that all students would participate in Distance Learning from March 13, 2020 through the end of the 2019-2020 school year. Distance Learning was subsequently provided during summer school, as well as for the opening of the 2020-21 school year which commenced on August 24, 2020.

Since the initial school dismissal in March, ERUSD has worked closely with stakeholder groups to mitigate the impact of the pandemic on students and families. Specific efforts to support children and families have included the provision of a rigorous instructional program that meets the needs of all students, access to mental health and emotional support systems, and the provision of meals for children across the City of Pico Rivera. The Learning Continuity and Attendance Plan outlines El Rancho Unified School District's ongoing efforts to provide students with a high-quality educational program while attending to their comprehensive health and social emotional well being.

Stakeholder Engagement

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

Since the inception of school dismissal in March 2020, ERUSD administration has worked diligently to obtain input regarding planning from a wide cross section of the district. Stakeholder engagement has been facilitated to better understand our current needs, make informed decisions, create trust among stakeholder groups, and create lasting partnerships. ERUSD has employed the use of various strategies to meet and garner input from members of the community in developing the plan for distance learning that is currently underway across our elementary and secondary schools. As a district, we have utilized proven successful methods of soliciting feedback from our stakeholders; as in previous years, we have relied on traditional forms of communication to invite stakeholder participation such as the physical postings of meeting notices at school facilities and telephone calls (personal/automated in both English and Spanish) to encourage family participation. ERUSD has also employed the use of technology to reach a diverse audience in the midst of a pandemic- email, social media and virtual meetings via Zoom are particularly effective methods for engaging stakeholders in our community. .

Since the release of the Learning Continuity Plan and Attendance template, the team has been working diligently to assemble and synthesize stakeholder input to develop a comprehensive plan that addresses all requirements. The vast majority of stakeholder meetings have been conducted prior to completion of the draft to make certain that stakeholders made authentic contributions to the plan, and were not simply asked to respond to a document that was developed by district administration. Specific efforts to draw upon stakeholders and engage them in the process of developing a high-quality educational experience for ERUSD's students include the following:

School Reopening Task Force: The School Reopening Task Force Committee began meeting in May 2020 to elicit input and assistance from staff in crafting a plan to reopen schools for the 2020-2021 school year. The Task Force was composed of 80 members representing a representative group of ERUSD staff (i.e. teachers, administrators, classified personnel, union leadership). The Task Force was divided into subcommittees, including 12 subcommittees. The group developed a comprehensive plan for reopening schools that addressed critical topics, [COVID-19 Pandemic Plan](#). (If you do not have internet access and would like to review a printed copy of the Pandemic Plan, please contact the Superintendent's Office to schedule an appointment).

Local Expert Focus Groups: During the final week of July 2020, the Educational Services department conducted 12 Focus Group meetings with 83 teachers representing grades TK-12. The focus groups included members of the district ELA and Math Cadres, Nationally Board Certified teachers, the School Reopening Taskforce and content area experts. We focused our meetings on gathering feedback on student schedules; learning management and meeting platforms, and content supplements to enhance learning and mitigate learning loss.

Union Partner Meetings: District administration has worked closely with classified and certificated union leadership in all planning efforts related to the pandemic and distance learning since March 2020. Meetings with union presidents and leadership teams have been held on an on-going basis to ensure that staff perspectives are considered in deliberating critical decisions related to the academic program and overall functioning of the school district.

Student Focus Groups: To include the representation of student voices in distance learning planning efforts, district staff conducted focus groups with students from El Rancho High School. Student input was gathered through two independent, 40 minute meetings with students;

each meeting was held during the school day to ensure that students were available to participate. Two different groups of students were invited to guarantee that there was a variety of experiences and viewpoints. Students were able to share their experiences and feedback on distance learning in the Spring and in the Fall.

Employee Forums: During the four preservice days prior to the start of the school year, the Superintendent convened a series of employee forums with staff. The forums provided an opportunity for classified and certificated staff in an array of instructional and support positions to ask questions and provide feedback regarding school reopening and distance learning. The Superintendent was joined in these sessions by the administrative and extended Cabinet, whose members were critical in addressing employee questions and concerns.

Administrator Meetings and Focus Group: District administration has met with principals on an on-going basis throughout the spring and summer as planning efforts developed based on the evolving pandemic context. During these meetings, principals shared observations, suggestions and concerns to assist with developing and refining distance learning plans. In addition, District administration conducted a focus group with administrators to focus very specifically on input regarding actions and allocation of resources related to mitigation of learning loss.

Parent Surveys: In an effort to obtain input and feedback on the reopening of schools during the summer, a survey on school reopening was sent to parents. Parents were asked about their comfort level on sending their children back to school with social distancing, their preference for a school reopening model (full distance, hybrid, etc.), their ability to have or obtain childcare for their children, and their preferences on PPE for their children. ERUSD received approximately 1800 responses to the survey. The percentage of parents comfortable with their child coming back to school in the fall with social distancing measures in place was 58%. Sixty percent of parents indicated that they were most comfortable with either a hybrid or full distance learning model. Eighty percent of parents indicated that childcare would not be an issue for their family.

In September, a second distance learning survey was shared with parents to elicit feedback regarding the first two weeks of school. Parents were asked about the live instruction their child was receiving, the amount of time that a student engaged in instruction, and the quantity of work assigned to students. Parents were also asked to share their overall level of satisfaction with the ERUSD distance learning program. This information is extremely valuable in adjusting our guidelines, procedures and professional development.

District Advisory Committee(DAC) and District English Learner Advisory Committee (DELAC) Input: The Superintendent and Administrative Cabinet shared the Learning Continuity Plan with DAC and DELAC members on September 3 and September 17, 2020 to elicit feedback regarding supporting students during distance learning. These committees convened separately to engage in dialogue in English (DAC) and Spanish (DELAC) to facilitate accessibility of plan content for our participants. Parents weighed in on various topics including recommendations for enhancing distance learning through additional resources for target student groups and increased parent education. In addition, DAC and DELAC members received a copy of the draft Learning Continuity and Attendance Plan by email (including a translated Spanish version) and were invited to review and comment on the document. To date, the Superintendent has not received any written comments regarding the plan.

Taken together, these efforts to involve stakeholders across the ERUSD community generated significant input regarding strategies to facilitate learning continuity and mitigate learning loss. It is our expectation that these plans represent our best effort as a community to optimize learning for our students while ensuring the best possible working environment for our staff.

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

All of our Board of Education meetings, School Site Councils, ELAC, and DELAC are held through the Zoom platform which provides internet and phone access to the public for viewing, as well as public comment as specified in the Brown Act. All public meetings are widely publicized via the ERUSD website and social media with significant advance notice to facilitate active community participation. All of our community and parent communication is provided in both English and Spanish in an effort to reach our entire community. Links to the surveys were posted on the District website and social media channels. The Community Forums, Employee Forums, Focus Groups and Task Force meetings were conducted virtually; participants could log-in to the meeting on a computer or phone. Regular updates about the stakeholder engagement and the planning process were provided during public meetings of the Governing Board. Spanish translations of messages, surveys and public meetings were provided to all stakeholders. In addition, the Learning Continuity Plan was made available for public viewing and comment in the Office of the Superintendent for 72 hours prior to the Public Hearing on September 15, 2020.

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

The overarching theme in the feedback from all stakeholders was that students have experienced considerable academic, social and emotional disruption. Specific feedback from groups representing English learners also focused on the need to provide those students with additional support with their English language development. The employee groups provided feedback specific to health and safety of students, staff and families when managing in-person contact and maintaining safe working conditions. When considering the plan for the opening of the 2020-21 school year, 76% of parents indicated that health and safety was a critical factor in choosing a learning model. Teachers, parents and students expressed a range of feedback about the effectiveness of Distance Learning in the spring, which signaled the need for improvements in the 2020-21 school year, including more accountability for teaching and learning, increased live two-way interaction between students and teachers, and clear expectations for instructional time.

The summary of the trends from the feedback provided guiding principles for the development of the plan for the 2020-21 school year:

- Keep our staff and students safe and healthy
- Maintain continuity and accountability of learning
- Provide stability, safety and support so students can learn
- Consider the whole child: social, emotional and academics
- Provide teachers with additional educational tools to support distance learning
- Create a schedule that does not overwhelm our students

Teacher Feedback: During focus groups, teachers weighed in on several critical topics related to virtual instruction. We asked teachers to weigh in, by grade span regarding the amount of daily “live instruction” they felt was optimal for students at their specific grade level. At the

elementary school level, teachers grades 1-5 indicated their preference for 60 minutes of live instruction per day. At the TK & K levels, teachers opted for a bit of flexibility, and requested a 45-60 minute schedule to accommodate the specific developmental needs of their young learners who may experience difficulty attending to live instruction beyond 45 minutes per day. At the secondary level, teachers requested that a minimum of 50% of each period be devoted to live instruction.

Teachers also discussed preferred scheduling parameters, with Elementary teachers indicating a desire to address Language arts, math, PE, and ELD on a daily basis, and science and social studies on alternating weeks. Our secondary teachers and administrators shared that many students found attending 6 or 7 classes through distance learning to be overwhelming. In response, they shared their preference for block scheduling with students attending alternating periods on Monday & Wednesday, and Tuesday &, Thursdays.

In respect to Instructional Platforms, teachers, grades TK-2 indicated their preference for Seesaw as their preferred learning platform. These teachers shared that Seesaw enhances accessibility and usability for our youngest learners and is a critical component of effective distance learning. Teachers, grades 3-12, recommended continued use of Google Classroom. Finally, teachers at all levels expressed their desire for a host of edtech supplements to support engaging distance learning.

Student Feedback: Our students shared feedback regarding their distance learning experiences in the Spring and, currently, in the Fall. A recurring theme from our students was that they felt unprepared for the shift to distance learning in the Spring. But, the Fall has provided them with more structure and organization which they found to be a benefit. Students shared that they were concerned about the learning loss they might have experienced in the Spring and were concerned about receiving support and communication regarding the college application process. Students also noted that they experienced a loss of motivation when it came to completing work and appreciated teachers who were understanding of their home situations and commitments.

Parent Feedback: Parents expressed support for the range of recommendations represented, and offered some important insights regarding their suggestions for actions during distance learning. In general, DAC members expressed concerns regarding the rigorous nature of distance learning at the secondary level, with multiple parents indicating that their students felt somewhat overwhelmed by the pace of learning. The need for parent education and workshops to support distance learning was a second theme that emerged during DAC parent conversations. Members of the DELAC articulated strong concerns regarding the learning loss that has developed since school dismissal. This parent group also voiced the need for additional resources to support Newcomers in ERUSD whose need for ELD will be more intensive due to their recent arrival in the United States.

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

The Learning Continuity and Attendance Plan has been developed based on the recommendations of the stakeholder groups and the Governing Board to start the school year with 100% Distance Learning model with the goal of returning students to school for in-person learning when it is safe to do so. Health and safety of students, staff and families was the key factor in deciding which instructional model is provided to students throughout the 2020-21 school year. All plans for the 2020-21 school year were further operationalized through a

Memorandum of Understanding with each of the certificated and classified bargaining units. Specific stakeholder input influenced aspects of the Learning Continuity and Attendance Plan from each of the focus areas:

- **Academics:** Clear expectations for participation, engagement in learning, assessment and grading practices, access to technology, daily live interaction, professional development and supplemental educational tools
- **Health:** Protocols for managing in-person interactions, for accessing district offices and classrooms
- **Social-Emotional Health:** Access to resources, social emotional learning, training for staff
- **Communications:** Outreach to provide support, parent education, technology support including internet access
- **Maintenance & Operations:** Repurposing staff, personal protective equipment, cleaning protocols, modifications to facilities to maintain physical distancing

Stakeholder input in developing efforts to mitigate learning loss are particularly notable. Based on collective input from students, administrators, teachers and parents, the ERUSD Learning Continuity and Attendance Plan invests considerable resources in:

- small group instruction;
- tutoring; and
- parent education/workshops.

The ERUSD community is unified in its commitment to implementing these strategies to address learning loss and facilitate student achievement of grade level standards.

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.]

El Rancho Unified School District is working with staff and parents under the guidance of the California Department of Education, the Los Angeles County Department of Health and the Los Angeles County of Education to provide education in a format that protects staff and students and follows local and state regulations. The goal is for students to return to school full-time for in-person learning when safe to do so. Upon the return to in-person instruction, ERUSD will employ a phased-in approach that will begin with a Blended Learning Model that includes the following components:

- Minimizes the number of students on campus at any one time and limit interactions and exposure.
- Provides in-person instruction at school two days per week in smaller cohort groups.
- Engages students in asynchronous learning activities planned by the teacher when students are not in school .
- Provides time and space for health and safety recommendations.

- Prioritizes in-person 1:1 and small group services/instruction for those students for whom Distance Learning presents the greatest challenges such as English learners, foster and homeless children, students with disabilities and the youngest learners; and
- Provides teachers with time to plan instruction and provide feedback.

All classroom based instruction will take place with the utilization of health and safety measures that include screening for illness, hand washing, masks, regular sanitization of classrooms and campus areas, and all other guidance as provided by the state and county. Once it is deemed safe to bring all students back to in-person instruction on a daily basis, the following measures will be put into place:

- Enhanced health and safety measures: following guidance for PPE, handwashing and protocols for students with symptoms.
- Adequate inventory of supplies and resources for health and safety.
- Limited interactions and congregation of students; keep physical distance; and
- Social-emotional and mental health support.

Classroom-Based Instruction

Hybrid model: This model allows schools to comply with social distancing guidelines by having students learn in a 50-50 combination of distance learning and in-person learning. Students would be divided into 2 groups that would alternate between the distance and in-person learning. Only fifty percent of students would be on campus each day of in-person learning. All staff report daily.

Potential Hybrid Schedules: Preliminary discussions with stakeholder groups, including teachers and administrators, have addressed the possibility of two in-person instructional days for students per week and two days of distance learning completed at home. Following are two proposed hybrid schedules for the elementary and secondary levels.

Elementary

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A in school	Student Group B in school	Student Group A in school	Student Group B in school	Distance Learning- All Students
Student Group B at home	Student Group A at home	Student Group B at home	Student Group A at home	Small Group Instruction for targeted student groups
				Teacher Planning and Professional Development

*To preserve instructional time for students, if a holiday falls on a Monday, professional development will not be conducted on Friday of that week and instructional time will be shifted.

Secondary

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A in school <i>Attend All periods</i>	Student Group B in school <i>Attend All periods</i>	Student Group A in school <i>Attend All periods</i>	Student Group B in school <i>Attend All periods</i>	Distance Learning- All Students
Student Group B at home	Student Group A at home	Student Group B at home	Student Group A at home	Small Group Instruction for targeted student groups
				Teacher Planning and Professional Development

*To preserve instructional time for students, if a holiday falls on a Monday, professional development will not be conducted on Friday of that week and instructional time will be shifted. ** P.E. will be conducted via Distance Learning

Assessment

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Both formal and informal assessments will be critical in checking for student understanding. District-wide assessments such as screening and interim assessments are all administered online and can continue to be administered via hybrid and distance learning models.

The California Department of Education has provided guidance regarding the use of both diagnostic and formative assessment during school reopening. In highlighting the importance of assessment, CDE has noted, “ Deep concerns about learning loss have triggered an urgency that district and school staff have in place useful diagnostic assessments that can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively”.

An inventory of existing ERUSD assessments reveals that we have several assessments at our disposal to assist with this critical task. In particular, we will utilize a combination of the following assessments to assess student learning and inform instruction:

Assessment	Description
ERUSD Interim Assessments (1-12 in ELA and Math)	The district interim assessments are teacher created standards-based assessments that are designed to be administered twice for testing grades (3-8; 11), and three times for non testing grades (1-2, 9-10, 12). Interim assessments were created to provide critical feedback on student progress in the mastery of the standards at critical points during the year. Interim assessments are administered through

	Illuminate, and data from these assessments is analyzed using Illuminate reporting. Teachers use the data from these assessments to inform their instruction throughout the school year.
Star Reading	The Star Reading assessment is a comprehensive examination that tests the range of students' knowledge of reading and language. Questions on this test cover 46 reading skill areas spread across five domains. Reading domains include analyzing literary text, word skills and knowledge, analyzing argument and evaluating text, comprehension strategies and constructing meaning, and understanding the author's craft.
Star Early Literacy (Grades Kinder & First)	Early literacy assessments measure both literacy and numeracy in a single assessment, providing information about phonological awareness, phonics, word recognition, fluency (including estimated oral fluency), vocabulary, early number recognition, and counting.
Star Math (Grades 1-12)	Star Math assessments are designed to track student progress (achievement and growth) both within a school year and across grades, providing a longitudinal view of student growth over time. Individual student reports are linked to math instructional planning tools. Assessment results are also connected to some instructional materials programs and state assessments.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) Face coverings (masks and, where appropriate, face shields) to ensure that students, staff and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% as well as stand-up hand sanitizers throughout the district.	\$450,000	N

Distance Learning Program

Continuity of Instruction

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

During Distance Learning, teachers will use previously adopted core instructional materials across all content areas to ensure students grades TK-12 have access to a full curriculum and to facilitate instructional continuity for pupils. District adopted ELA and math curricula already had on-line components that teachers utilized prior to the pandemic. To enhance accessibility of core curricula during distance learning, ERUSD is providing a host of technology supplements to promote student engagement with academic content. These educational technology supplements include Peardeck - an interactive presentation tool, EdPuzzle - an interactive video and formative assessment tool, Kami - a document annotation and markup tool, Freckle - a standards based skills practice platform, MyOn - a digital literacy platform, Delta Math - a platform providing lesson modules for extra practice, Membean - a multimodal vocabulary instruction platform, Gizmos - an online science simulation platform, and Apex Learning - a platform that provides online digital curriculum for core subjects. Each and every one of these education technology platforms help support teaching and learning.

Another key component of ensuring that students have access to a full curriculum of substantially similar quality regardless of the method of delivery is the daily instructional schedule. At the elementary level, the schedule supports daily instruction in the core subject areas including English Language Development. At the secondary level, the schedule supports daily instruction in every subject area with students being on a block schedule that allows them to attend every class. Significant consideration was taken to ensure that the daily schedule allowed for instruction in all classes and subject matters while at the same time not being overwhelming for students and families.

To further facilitate access, school site staff have worked diligently to provide all students with access to chromebooks and print and/or ebooks for core curricula during the launch of the school year via distance learning. Distribution of these materials has taken place at the school sites via a drive-up distribution process.

Given the uncertainty of the evolving global pandemic, district administration is developing guidance to facilitate a streamlined instructional plan that will facilitate a fluid transition between distance, hybrid, and full in-person instructional models. A central component of this plan is the development of an instructional pacing guide for teachers at all grade levels. This pacing guide will specify, by grade and content/subject area, the specific window of time in which standards/lessons should be taught. Plans are currently underway to convene academic cadre members (i.e. teacher experts by grade/content area) to review and modify existing pacing calendars to accommodate the various learning models. It will be critical to share this information with teachers so that instruction remains on pace and continuity of learning is maintained within the evolving context of the global pandemic.

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.]

Upon school dismissal in the spring of the 19-20 school year, all students were provided with instructional packets to ensure that anyone who may not have had internet and/or device access at the time could have access to instructional materials. ERUSD then moved to survey families regarding their needs for devices and connectivity. Families were then provided with information on device distribution via Aeries

Communication (phone calls and email), via school websites, and via school and district social media. Devices were distributed to all families who were in need of one and packets continued to be distributed throughout the school dismissal in the spring.

El Rancho Unified School District will ensure access to devices and connectivity for all pupils to support distance learning. During school dismissal, and prior to the launch of the 2020-2021 school year, administration surveyed students and families to collect information to assess the need for devices and connectivity. Each school site collected information on device and internet access/needs for each student, and families were notified via multiple avenues (phone calls, social media, school website, etc.) regarding the availability of chromebook devices for check out by students. School sites scheduled various days for initial device distribution, making certain to widely publicize the distributions throughout the community. Following school site distribution events, ERUSD designated a set location and time for the continued distribution and exchange of chromebooks in need of repair.

To date, families who indicate that they are in need of a hotspot for internet connectivity are referred to the ERUSD Student Services Department. Upon confirmation of need, students are provided with a district sponsored hotspot to facilitate distance learning. In addition, families who indicate unique circumstances in the technology survey are contacted by school site employees to assist them in getting devices and a network connection.

To provide assistance for our families who are experiencing technical difficulties during distance learning, the district Information Technology team added a “Distance Learning Assistance” page on the district website. This page contains answers to frequently asked questions, links to resources, and a phone number to the established district IT Hotline.

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.]

The ERUSD Distance Learning model endeavors to provide for continuity of quality instruction through active engagement between teachers and students. To ensure that students are afforded a rigorous instructional program that will equip them to meet grade level standards by year’s end, students will participate in synchronous and asynchronous instruction on a daily basis. Synchronous instruction may include: whole class video conference/lecture during the scheduled classroom time.; Interactive webinars; and Chat-based online discussions. Asynchronous instruction may include: a screen casted lecture for students to view (non-interactive); Independent Practice (e.g., homework; and classwork) and Independent Assignments (e.g., class project).

Teachers will assess pupil progress through live interactions and synchronous instruction by

- Checking for understanding during meetings
- Administering formative assessments via the various educational technology platforms
- Examining student progress on all assignments in the various platforms
- Administering summative assessments such as unit tests, chapter tests, and interim assessments

In addition, student participation and engagement in the instruction are critical indicators of pupil progress. Our daily distance learning schedules list the instructional time that the student is expected to be engaged in for each day. Per Ed Code 51747.5(b): (b) School districts, charter schools, and county offices of education may claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher. During teacher pre-service days, teachers received training and guidance on a variety of topics including taking attendance and determining time value of pupil work. Teachers were informed that the time value of pupil work should be calculated using their professional judgement on how long any given assignment would take a student to complete.

Per SB 98, the instructional day for students will adhere to the following instructional minute guidelines: 180 Minutes per day in transitional kindergarten and kindergarten; 230 minutes per day in grades 1-3; and 240 minutes per day in grades 4-12. In an effort to provide additional specificity and accountability, ERUSD has also implemented guidelines regarding the minimum number of live instructional minutes as follows:

- TK-K: 45 minutes
- 1st-5th: 60 minutes (plus 20 additional minutes for ELD)
- 6-12: 40 minutes per period

These instructional minute requirements are reflected in the ERUSD Distance Learning Schedules included below. At the elementary level, these schedules represent the required instructional minutes for specific grade spans. Secondary school schedules vary based on the number of periods per day.



ERUSD 2020-21 DISTANCE LEARNING

Elementary TK & Kindergarten Schedule



ERUSD 2020-21 DISTANCE LEARNING

Elementary 1st & 2nd Grade Schedule



Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning
9:00 - 9:50 AM Learning Block 1	9:00 - 9:50 AM Learning Block 1	9:00 - 9:50 AM Learning Block 1	9:00 - 9:50 AM Learning Block 1	9:00 AM - 2:30 PM Students attend scheduled live support session(s) / Students work independently on assignments
9:50 - 10:10 AM Recess Break	9:50 - 10:10 AM Recess Break	9:50 - 10:10 AM Recess Break	9:50 - 10:10 AM Recess Break	
10:10 - 11:00 AM Learning Block 2	10:10 - 11:00 AM Learning Block 2	10:10 - 11:00 AM Learning Block 2	10:10 - 11:00 AM Learning Block 2	
11:00 - 11:30 AM Learning Block 3 ELD/Intervention & Special Ed Svcs	11:00 - 11:30 AM Learning Block 3 ELD/Intervention & Special Ed Svcs	11:00 - 11:30 AM Learning Block 3 ELD/Intervention & Special Ed Svcs	11:00 - 11:30 AM Learning Block 3 ELD/Intervention & Special Ed Svcs	
11:30 - 12:40 PM Lunch	11:30 - 12:40 PM Lunch	11:30 - 12:40 PM Lunch	11:30 - 12:40 PM Lunch	
12:40 - 1:30 PM Learning Block 4	12:40 - 1:30 PM Learning Block 4	12:40 - 1:30 PM Learning Block 4	12:40 - 1:30 PM Learning Block 4	
1:30 - 2:30 PM Asynchronous Learning Support/Office Hours				

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning
9:00 - 10:10 AM Learning Block 1	9:00 - 10:10 AM Learning Block 1	9:00 - 10:10 AM Learning Block 1	9:00 - 10:10 AM Learning Block 1	9:00 AM - 3:00 PM Students attend scheduled live support session(s) / Students work independently on assignments
10:10 - 10:30 AM Recess Break	10:10 - 10:30 AM Recess Break	10:10 - 10:30 AM Recess Break	10:10 - 10:30 AM Recess Break	
10:30 - 11:30 AM Learning Block 2	10:30 - 11:30 AM Learning Block 2	10:30 - 11:30 AM Learning Block 2	10:30 - 11:30 AM Learning Block 2	
11:30 - 12:00 PM Learning Block 3 ELD/Intervention & Special Ed Svcs	11:30 - 12:00 PM Learning Block 3 ELD/Intervention & Special Ed Svcs	11:30 - 12:00 PM Learning Block 3 ELD/Intervention & Special Ed Svcs	11:30 - 12:00 PM Learning Block 3 ELD/Intervention & Special Ed Svcs	
12:00 - 1:00 PM Lunch	12:00 - 1:00 PM Lunch	12:00 - 1:00 PM Lunch	12:00 - 1:00 PM Lunch	
1:00 - 2:10 PM Learning Block 4	1:00 - 2:10 PM Learning Block 4	1:00 - 2:10 PM Learning Block 4	1:00 - 2:10 PM Learning Block 4	
2:10 - 3:00 PM Asynchronous Learning Support/Office Hours				



ERUSD 2020-21 DISTANCE LEARNING

Elementary 3rd - 5th Grade Schedule



ERUSD 2020-21 DISTANCE LEARNING

Secondary Schedule (6 Periods)



Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning
9:00 - 10:10 AM Learning Block 1	9:00 - 10:10 AM Learning Block 1	9:00 - 10:10 AM Learning Block 1	9:00 - 10:10 AM Learning Block 1	9:00 AM - 3:00 PM Students attend scheduled live support session(s) / Students work independently on assignments
10:10 - 10:30 AM Recess Break	10:10 - 10:30 AM Recess Break	10:10 - 10:30 AM Recess Break	10:10 - 10:30 AM Recess Break	
10:30 - 11:40 AM Learning Block 2	10:30 - 11:40 AM Learning Block 2	10:30 - 11:40 AM Learning Block 2	10:30 - 11:40 AM Learning Block 2	
11:40 - 12:10 PM Learning Block 3 ELD /Intervention & Special Ed Svcs	11:40 - 12:10 PM Learning Block 3 ELD/Intervention & Special Ed Svcs	11:40 - 12:10 PM Learning Block 3 ELD /Intervention & Special Ed Svcs	11:40 - 12:10 PM Learning Block 3 ELD/Intervention & Special Ed Svcs	
12:10 - 1:10 PM Lunch	12:10 - 1:10 PM Lunch	12:10 - 1:10 PM Lunch	12:10 - 1:10 PM Lunch	
1:10 - 2:20 PM Learning Block 4	1:10 - 2:20 PM Learning Block 4	1:10 - 2:20 PM Learning Block 4	1:10 - 2:20 PM Learning Block 4	
2:20 - 3:00 PM Asynchronous Learning Support/Office Hours				

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning
9:00 - 10:20 AM Period 1	9:00 - 10:20 AM Period 2	9:00 - 10:20 AM Period 1	9:00 - 10:20 AM Period 2	<u>9:00 AM - 3:00 PM</u> Students attend scheduled live support session(s) / Students work independently on assignments
10:20 - 10:30 AM Nutrition Break	10:20 - 10:30 AM Nutrition Break	10:20 - 10:30 AM Nutrition Break	10:20 - 10:30 AM Nutrition Break	
10:30 - 11:50 AM Period 3	10:30 - 11:50 AM Period 4	10:30 - 11:50 AM Period 3	10:30 - 11:50 AM Period 4	
11:50 - 12:50 PM Lunch	11:50 - 12:50 PM Lunch	11:50 - 12:50 PM Lunch	11:50 - 12:50 PM Lunch	
12:50 - 2:10 PM Period 5	12:50 - 2:10 PM Period 6	12:50 - 2:10 PM Period 5	12:50 - 2:10 PM Period 6	
2:10 - 3:00 PM Asynchronous Learning Support/Office Hours				



ERUSD 2020-21 DISTANCE LEARNING

Secondary Schedule (7 Periods)



ERUSD 2020-21 DISTANCE LEARNING

Alternative Secondary Schedule (8 Periods)



Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning	8:00 - 9:00 AM Students Prepare for Learning
9:00 - 10:10 AM Period 1	9:00 - 10:10 AM Period 2	9:00 - 10:10 AM Period 1	9:00 - 10:10 AM Period 2	9:00 AM - 3:00 PM Students attend scheduled live support session(s) / Students work independently on assignments
10:10 - 10:20 AM Nutrition Break	10:10 - 10:20 AM Nutrition Break	10:10 - 10:20 AM Nutrition Break	10:10 - 10:20 AM Nutrition Break	
10:20 - 11:30 AM Period 3	10:20 - 11:30 AM Period 4	10:20 - 11:30 AM Period 3	10:20 - 11:30 AM Period 4	
11:30 - 12:30 PM Lunch	11:30 - 12:30 PM Lunch	11:30 - 12:30 PM Lunch	11:30 - 12:30 PM Lunch	
12:30 - 1:40 PM Period 5	12:30 - 1:40 PM Period 6	12:30 - 1:40 PM Period 5	12:30 - 1:40 PM Period 6	
1:40 - 1:50 PM Afternoon Break	1:40 - 1:50 PM Afternoon Break	1:40 - 1:50 PM Afternoon Break	1:40 - 1:50 PM Afternoon Break	
1:50 - 3:00 PM Period 7	1:50 - 3:00 PM Asynchronous Learning Support/Office Hours	1:50 - 3:00 PM Period 7	1:50 - 3:00 PM Asynchronous Learning Support/Office Hours	

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00 AM Teacher Preparing for Class interaction	8:00 - 9:00 AM Teacher Preparing for Class interaction	8:00 - 9:00 AM Teacher Preparing for Class interaction	8:00 - 9:00 AM Teacher Preparing for Class interaction	8:00 - 9:00 AM Students Prepare for Learning
9:00 - 10:00 AM Period 1	9:00 - 10:00 AM Period 2	9:00 - 10:00 AM Period 1	9:00 - 10:00 AM Period 2	<u>9:00 AM - 3:00 PM</u> Students attend scheduled live support session(s) / Students work independently on assignments
10:00 - 10:10 AM Nutrition Break	10:00 - 10:10 AM Nutrition Break	10:00 - 10:10 AM Nutrition Break	10:00 - 10:10 AM Nutrition Break	
10:10 - 11:10 AM Period 3	10:10 - 11:10 AM Period 4	10:10 - 11:10 AM Period 3	10:10 - 11:10 AM Period 4	
11:10 - 12:10 PM Lunch	11:10 - 12:10 PM Lunch	11:10 - 12:10 PM Lunch	11:10 - 12:10 PM Lunch	
12:10 - 1:10 PM Period 5	12:10 - 1:10 PM Period 6	12:10 - 1:10 PM Period 5	12:10 - 1:10 PM Period 6	
1:10 - 1:20 PM Afternoon Break	1:10 - 1:20 PM Afternoon Break	1:10 - 1:20 PM Afternoon Break	1:10 - 1:20 PM Afternoon Break	
1:20 - 2:20 PM Period 7	1:20 - 2:20 PM Period 8	1:20 - 2:20 PM Period 7	1:20 - 2:20 PM Period 8	
2:20 - 3:00 PM Asynchronous Learning Support/Office Hours				

Documentation of Instructional Minutes:

Each school will ensure that a weekly engagement record is completed for every student. This record will include documenting synchronous or asynchronous instruction for distance learning, verifying daily participation, and tracking assignments. A student who does not participate in distance learning for at least part of an instructional day shall be documented as absent for that particular day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff, students or parents/guardians.

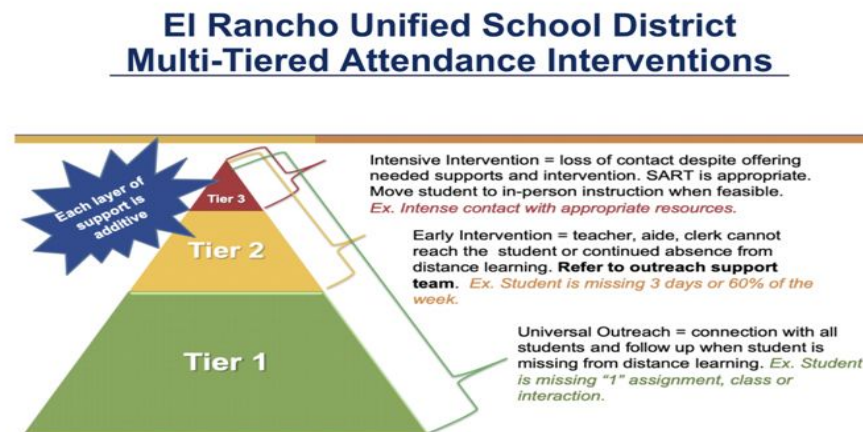
Elementary Level Schools: A Google Engagement Form will be completed on a weekly basis by the classroom teacher. The Google form will include a daily description of the instructional activity/assignment/assessment for the classroom, identify if the student participated in synchronous or asynchronous instruction or both, the minimum number of instructional minutes provided, and the name of the certificated staff responsible for completing the weekly engagement form.

Secondary Level Schools: Documentation of instruction and instructional minutes will be recorded on Aeries Gradebook. Each class will maintain a daily description of the instructional activities/assignments/assessments for the classroom, instructional minutes assigned to each assignment, and whether the assignment was “S” for synchronous or “A” for asynchronous. An example of an entry would be:

Assignment 1: Zoom Meeting - Persuasive Essay lecture (40)

Assignment 2: Persuasive Essay Outline (40)

*The number in parenthesis indicates the number of minutes for the assignment - The total number of minutes assigned to synchronous and asynchronous will total the minimum number of minimum instructional minutes per period. El Rancho Unified School District has developed Tiered Levels of Support as they relate to student engagement and attendance:



Attendance Protocols: Aeries Student Information System Teacher Attendance Portal will be used by all grade levels TK-12 for daily attendance. Teachers will submit attendance by 3:30p.m. each day that school is in session. Teachers will have 7 days in which to correct student attendance utilizing the following codes:

- Code 1 - DLE - Distance Learning Engaged (student participated/engaged in either synchronous or asynchronous instruction, or both)
- Code 2 - DLN - Distance Learning Not Engaged (student did not participate in either synchronous or asynchronous instruction)
- Code 3 - A - Absent - Pre-confirmed absence - parent has notified the school that the student will not be present

ERUSD is committed to providing outreach to families of students who are not meeting compulsory education requirements or who are not engaging in instruction and are at risk of learning loss. The ERUSD Student Services Department has put in place a thorough process to monitor and support students and families in remaining actively engaged in distance learning. To keep families informed regarding participation in distance learning, every parent will receive an automated call for every student absence. All phone calls will be provided in the language selected by the parent in the Home Language Survey. If a student accumulates multiple absences, a teacher will reach out to parents to discuss possible barriers that are interfering with students participating in virtual learning and to refer families to the appropriate district department for assistance in eliminating any potential challenges with participation. Where teachers are not able to reach a parent, an administrator or counselor will step in to support. Families of students who have missed more than 60% of the school week, will receive a letter informing them of student non-participation. The letter will advise families of the importance of positive engagement and will provide contact information for further support. Lastly, if the school level attempts to contact families continue to be unsuccessful, the District's Student Services department will conduct a wellness check, provide the family with resources and support services if needed and consult with any outside agencies as necessary (Tiered Levels of Re-Engagement are included in the section Pupil and Family Engagement and Outreach).

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.]

ERUSD initiated the creation of a professional development infrastructure to support teachers in implementing distance learning during school dismissal in Spring 2020. Key components of this PD infrastructure included: (1) identification of a cadre of individuals (i.e. Nationally Board Certified Teachers, Digital Learning Coaches, etc) to provide high-quality professional development to teachers and staff; (2) identification of a common time and delivery platform for providing professional development; and (3) creation of a website to function as a hub for professional learning in ERUSD. During school dismissal, the PD provider cadre delivered a total of 11 sessions with more than 200 attendees. A recording of each of these PD sessions is currently available on the PD website.

The Educational Services Department developed guidelines, tools, and training to support teachers with Distance Learning. Prior to the first day of instruction, during the scheduled professional learning days, teachers and staff participated in training on the use of new digital tools, best practices for Distance Learning, and specific procedures for students with disabilities.

District staff capitalized on this infrastructure to launch a three day series of professional development for teachers and staff prior to the first day

of the 2020-2021 school year. Professional development addressed key topics related to the start of the year via distance learning and included the following sessions:

- **Overview of Distance Learning Guidelines & Scheduling (Elementary/Secondary):** Provided an overview of the expectations for the El Rancho Unified School District as we engage in Distance Learning for the launch of the 2020-2021 school year. Specific topics addressed included daily schedules, synchronous and asynchronous instruction, office hours and instructional platforms. The purpose of the session was to ensure that all teachers in ERUSD have an understanding of the distance learning guidelines for our district.
- **Supporting English Learners Thru Distance Learning:** Participants explored the essentials for the beginning of the school year through this hands-on interactive session. Presenters discussed design principles and best practices to foster equity, build a positive learning community and promote student engagement with all students, specifically English Language learners (Emergent Bilinguals) in the online environment.
- **Distance Learning Attendance Protocols & Student Engagement:** This session provided participants with the information and strategies needed to maintain positive student attendance and student engagement as well as learn of essential information on attendance requirements under SB 98. Participants were also provided information regarding how to document student participation and engagement using the Aeries Student Information System. Presenters shared engagement strategies that can be used in the distance learning platform and how they intersect with the school site PBIS framework.
- **Meeting the Unique Needs of Special Education Students via Distance Learning:** Staff were provided differences in services, accommodations and modifications in the distance learning environment. We will discuss the use of paraprofessional supports, service delivery models, measuring student progress, remote assessment and complying with the student's IEP
- **Utilizing your Online Learning Platform:** Presenters introduced teachers grades TK-2 to Seesaw and addressed how to view and create posts and utilize the resource to create activities. Teachers were also provided with an overview of new Seesaw features for the 2020-2021 school year. Upper elementary level teachers in grades 3- 5 participated in a Google Classroom presentation that addressed how to manage settings and effectively organize a digital classroom. Presenters also reviewed how to create and score assignments as well as how to communicate with parents via Google Classroom.
- **Educational Technology Supplements:** Various PD sessions addressed the specific educational technology supplements that are being utilized during distance learning. Following is a list of the centrally provided resources on which the district provided training:
 - Freckle - Standards-based Skills Practice Platform (Math, ELA, Science, and Social Studies)
 - MyOn - Personalized Digital Literacy Platform
 - Apex Learning (Secondary) - Digital Curriculum for Core Subjects
 - PearDeck - Interactive Presentation Tool
 - EdPuzzle - Interactive Video and Formative Assessment Tool
 - Kami - Document Annotation and Markup Tool

- Delta Math - Lesson Modules for Extra Practice
- Explore Learning Gizmos - Online Science Simulations
- Membean - Guided, engaging, multimodal vocabulary instruction

Upcoming Professional Development Offerings:

ERUSD will continue to provide on-going support to teachers and staff to ensure that distance learning is successfully implemented for all students. The weekly distance learning instructional schedule has been designed to provide time each Friday afternoon for teachers to engage in professional development and collaboration with colleagues. ERUSD district staff will deliver centralized professional development for teachers on the third Friday of each month plus Next Generation Science Standards (NGSS) training on two dates in October. The remaining Fridays will be reserved for individual schools to address site specific professional development.

During the monthly district provided professional development sessions, department staff will collaborate to deliver comprehensive training on a host of topics related to distance learning. District provided PD will place a premium on building teacher capacity to effectively deliver grade level appropriate, standards based content in a technologically accessible, engaging manner. Following is a list of topics that will be addressed during the coming trimester/semester:

Date	Time	Audience	Topic	Link
September 4, 2020	1:00-2:00pm	Physical Education Teachers (Grades 6-12)	Physical Education Online Best Practices	https://laoe-edu.zoom.us/j/6073649956?pwd=akx2YVFjVTQ0L3BOSWM3Y0pTdE9EZz09
September 18, 2020		All	Social Emotional Learning	
September 25, 2020	8-10am	SRDLA-New Teachers (5th Grade)	Coaching	
	11:30-2:30pm	SRDLA-DLI Best Practices	DLI Best Practices	
October 2, 2020	12pm-3pm	TK-2nd Grade Teachers	NGSS 101	
October 9, 2020	11:30-2:30pm	SRDLA-DLI Teachers	DLI Best Practices	

October 16, 2020	12pm-3pm	3rd-5th Grade Teachers	NGSS 101	
October 23, ELD	11:30-2:30pm	SRDLA-DLI Teachers	ELD	
November 20, 2020		TBD		

Virtual PD Website:

As indicated previously, ERUSD has developed a Virtual PD Website to house all resources, including recordings of professional development sessions, for teachers and staff. The new site includes a multitude of offerings including:

- A schedule of upcoming Virtual PD sessions in ERUSD;
- Tutorials on a wide range of topics including Google Classroom and other Google Suite apps; and
- Curated resources to support online learning for English Learners and Students with Special Needs.

District staff will continue to add resources to enhance the website over the course of the year.

Staff Roles and Responsibilities

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

The El Rancho Unified School District is adapting the roles and responsibilities of employees as a result of COVID-19 by making modifications and/or adaptations to job descriptions that best meet the social-emotional needs as well as ensuring the health and safety of both staff and students. Additionally, employee roles and responsibilities have been modified and/or adapted from their original role or responsibility to better match a remote work environment when necessary. In the event that a staff role cannot be effectively conducted remotely, we work closely with our union partners to find ways to temporarily repurpose that role in a safe, effective, and beneficial manner; always considering how we can best serve our students during distance learning.

All instruction is being provided via remote distance learning for health and safety of both staff and students. Students and families have been provided computers and in some instances internet hot spots required for this new learning environment. Adaptations and modifications continue to be made to meet the learning needs of each student and family. Certificated and classified instructional staff have also been provided modifications and adaptations to job responsibilities as well as provided with computers/equipment to work remotely and provide distance learning instruction. To better support certificated and classified instructional staff various virtual professional development sessions and video recordings have been provided by district departments to best meet the needs of staff and students.

Memorandums of Understanding have been created and the Board approved to include several new agreements between the district and bargaining units regarding the new COVID-19 environment. Important information including modifications and/or adaptations to past procedure and protocols have been made and agreed upon while working within the COVID-19 environment and distance learning model.

Free lunch continues to be provided to students for pick up at specified locations throughout the district. Cafeteria and custodial staff work on location with adaptive responsibilities and equipment to meet all COVID-19 local, state and federal mandated health and safety regulations while distributing these lunches.

Administrative and clerical staff at schools sites and departments mainly work on site with adaptive responsibilities and equipment to meet all COVID-19 local, state and federal mandated health and safety regulations while providing the necessary resources and services to ERUSD staff, students and the community. For example, various district department work spaces have been moved to meet distance protocol. In addition, office hours and appointments with employees or the public have been limited to better track use and clean after every appointment.

Various procedures and protocols have been modified to transpire remotely such as video conferencing for meetings, interviews, and other appointments that were otherwise done face to face. In addition, many resources continue to be made available to staff and the public via remote access such as websites and shared documents on collaborative platforms such as Google Drive.

Certificated and classified Instructional Staff are given the modification to work remotely or to work from their classrooms. In the event that they choose to work from their classrooms, then adaptations to their roles and responsibilities have been set in place for the health and safety of all who work on site, such as; passive and active health screening to be conducted prior to and on site to prevent the spread of COVID-19 when working on campus. Certificated and classified instructional staff are required to report or schedule dates and times they plan to work onsite/campus to their site administrator to better track and prepare for their health and safety. Regulation of common workspaces and facilities have been put in place to ensure the least amount of exposure to potential health risks. Custodians have modified cleaning schedules to ensure these common work spaces and facilities are cleaned properly and frequently.

Maintenance and operation departments/employees continue to plan for and implement the most recent modifications and/or additions to various facilities and work spaces to best meet the latest local, state and federal regulations for health and safety for all staff. For example, plastic shields have been installed at desks where clerical staff interact with public and community members. Personal protective equipment has been ordered and is now provided to staff, students and community members at sites where face to face meetings are required. When at all possible, such meetings are scheduled to be conducted remotely via video conferencing or telephonic communications.

Additionally, important communication such as video recordings of Board meetings or Superintendent community messages have been broadcast and distributed via various channels such as social media, email and letters sent to individual homes through postal services. Constant communication continues to be provided to all staff, students and their families regarding the important modifications and adaptations being implemented districtwide to better ensure the health and safety of all stakeholders.

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.]

Students with unique needs will continue to receive services during distance learning. ERUSD is assigning resources to support: instructional materials for student groups; additional staffing to facilitate small group, in-person instruction for select students based on need; and on-going professional development for teachers to make certain that we are meeting the needs of our students with unique needs. These additional supports are detailed by the student group, below.

English Learners

Students identified as English Learners will participate in daily integrated and designated English language development. Our core ELA curriculum from Benchmark Advance includes a designated ELD component that is utilized with our English learners during their designated ELD time. In addition to our ELA core curriculum, a supplemental component; Benchmark Advance Booster has been purchased, which incorporates ELD as well as the Social Emotional Learning within the units. The Go Math curriculum contains a robust ELA component that lends itself to integrated ELD through the use of scaffolding techniques such as vocabulary instruction, visuals, and cloze reading and writing. Professional development on utilizing Go Math for ELD is being provided throughout the year. At the secondary level, we will continue to utilize the StudySync program , as well as the English 3-D to support our Long Term English Learner population. Student progress will be monitored through formative assessment, and those students on the cusp of reclassification will have the opportunity to complete the Summative ELPAC between September and October.

In order to keep families informed and supported during Distance Learning, ERUSD launched a parent website with resources that are available both in English and Spanish. The family resource tab on the site provides several tutorials, such as creating a learning space for children to support distance learning success. Parental feedback is also being collected via a parent survey on the website. District staff will be utilizing this information to develop parent workshops that are responsive to expressed parent needs and interests. The Parent Virtual Academy, will function as a hub for archiving recorded sessions that will be made available in both English and Spanish.

Pupils with exceptional needs served across the full continuum of placements

Our special education department continues to identify and monitor our students and manage special education services based on their Individual Education Plans (IEP). All students have access to the appropriate general education resources in addition to the required accommodations, modifications and services delineated in the child's IEP. Special Education teachers, case managers and service providers provide students with appropriate modifications and accommodations required to access their education. Services may be provided remotely using telephone or virtual conferencing platforms either directly to the student or through coaching and consultation with parents depending upon individual needs and abilities. IEP meetings and assessments will be conducted remotely using virtual conferencing platforms.

Emergency Learning Plans are added to IEPs as they are revised to address both in person instruction and the varying requirements for distance learning. Our Director of Special Education and Program Specialists support the IEP teams to ensure the needs of our students are met across the various available programs. El Rancho Unified further partners with the Whittier Area Cooperative Special Education Program and its member districts to provide professional development and leverage resources to support students.

As public health orders permit, considerations will be made to modify service delivery for targeted or specialized services for students. These modifications must meet local public health guidance and requirements. ERUSD is currently in the process of developing a plan to support Students with Special Needs and English Learners with Special Needs within a small cohort, in-person model. The Superintendent, Administrative Cabinet, and key special education staff are in the process of developing a plan that will provide support to this critical student group, while attending the health and safety of students and staff.

Pupils in foster care

Support for pupils in foster care is a coordinated effort between the school and county organization's mobilized supports. Foster youth are identified through our registration process, and the District Foster Youth Liaison and Mental Health Interns are assigned to provide case management and connectivity to resources offered through the school district and/or community. During distance learning, district staff and school site staff have continued to reach out to the identified Foster Youth to provide them with services, referrals and support services. Students identified as Foster Youth received hotspots and devices to access online programs if the need was indicated through a family referral submitted to the student's school site.

ERUSD recognizes the need to provide support for students with unique needs as they may experience additional mental health challenges during this time, due to isolation, lack of resources, or support at home. The District's School Psychologist and Mental Health Counselors will offer telehealth services to ensure individual needs are being met. School site and District administration will also provide wellness checks at student homes to support not only the student but also their families.

Through the Los Angeles County Department of Children and Family Services First District Foster Youth Education Program, The El Rancho Unified School District has an assigned School-Based Los Angeles County Social Worker that supports ERUSD Foster Youth and facilitates monthly meetings to discuss student progress and potential barriers. The School-Based Social Worker and the District Foster Youth Liaison have regular interaction and conduct a monthly meeting in collaboration with other district staff to help develop individual student plans for progress.

The school district developed a resource website to provide families with information related to Mental Health and Social Emotional and Behavioral Resources

[Homeless/Foster Youth Resources](#)

[Mental Health Resources](#)

[Social Emotional and Behavioral Supports](#)

Pupils who are experiencing homelessness

Homeless students are identified through a district residency survey and through the district registration process. Students and families identified as homeless are assigned to the District Homeless Family Liaison for case management. The Homeless Family Liaison collaborates with school sites, community, and county resources for the student. Students will be provided with academic materials, clothing, hygiene products, and support services if needed. Necessary resources during distance learning such as, technology, transportation and academic supplies are also being provided to our homeless student population. In addition, the district ensures contact with our identified homeless students and their families and connects them with resources for housing and food insecurity. Any specific challenges faced by our homeless students will be referred to the District Homeless Youth Liaison and our school counselors and administration to develop a plan to support them with school or personal challenges.

ERUSD recognizes the need to provide support for students with unique needs as they may experience additional mental health challenges during this time, due to isolation, lack of resources, or support at home. The District's School Psychologist and Mental Health Counselors will offer telehealth services to ensure individual needs are being met. School site and District administration will also provide wellness checks at student homes to support not only the student but also their families.

[Homeless/Foster Youth Resources](#)

[Mental Health Resources](#)

[Social Emotional and Behavioral Supports](#)

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

Description	Total Funds	Contributing
Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, and Wi-Fi hotspots on an as needed basis. Increased technology needs such as infrastructure and personnel to meet the needs of virtual classes	\$1,146,900	Y
Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.	\$250,000	N
Software Licenses Software licenses for students to receive increased access to learning tool: <ul style="list-style-type: none">○ Freckle - Standards-based Skills Practice Platform (Math, ELA, Science, and Social Studies)○ MyOn - Personalized Digital Literacy Platform	\$500,000	Y

<ul style="list-style-type: none"> ○ Apex Learning (Secondary) - Digital Curriculum for Core Subjects ○ PearDeck - Interactive Presentation Tool ○ EdPuzzle - Interactive Video and Formative Assessment Tool ○ Kami - Document Annotation and Markup Tool ○ Delta Math - Lesson Modules for Extra Practice ○ Explore Learning Gizmos - Online Science Simulations ○ Membean - Guided, engaging, multimodal vocabulary instruction ○ Gradpoint 		
Additional Student textbooks Additional Student textbooks, materials and supplies to allow for home use	\$70,000	N
Early Learning Materials and Professional Development Materials for Teachers and Students; professional development for staff	\$30,000	Y
English Learner Support Supplemental Materials & Resources; Tutoring Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in virtual context. Collaborate with the Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.	\$200,000	Y
Credit Recovery Implementing Apex Learning, a proven digital curriculum to support all three high schools during distance learning. The curriculum will support educators in creating opportunities for students to thrive in distance learning.	\$75,000	Y
Professional Development Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of learning management systems (Google Classroom,	\$400,000	Y

Google Meet and Zoom), and implementation of targeted small groups and 1 on 1 instruction. Professional development related to virtual teaching and learning.		
Special Education Aides and Psychologist Additional staffing to support small group cohorts for in-person instruction	\$1,322,792	Y
Special Education Assessments and Services Additional staffing to conducts assessments and provide services	\$200,000	Y
Social Emotional Curriculum - The El Rancho Unified School District is in the process of purchasing the SEL Curriculum, <i>CharacterStrong</i> . <i>CharacterStrong</i> is an evidence-based curriculum that includes character education and social-emotional learning. <i>CharacterStrong</i> will be used for grade levels TK-12th grades. <ul style="list-style-type: none"> • 10-week Sustainable Program • 5-10 minute-weekly Social Emotional Challenges (opportunity to practice kindness, respect, patience, forgiveness) • Intentional vertically aligned program • Social Emotional/Character Skills for students and adults • Will increase: positive behaviors, purpose, student engagement, and spirit 	\$60,000	Y
Positive Behavioral Interventions and Supports (PBIS) Incentives/Supports <ul style="list-style-type: none"> • Provide school site incentives for staff and students during distance learning (e.g. classroom supplies, spirit wear, reading books, and staff related material and equipment used for student incentives) 	\$10,000	Y
Homeless and Foster Youth Services Maintain existing staffing and support specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations. <ul style="list-style-type: none"> • Support pupils experiencing homelessness through coordinated services • Provide mobile hotspots and a Chromebook to ensure that homeless students have access to the distance and hybrid learning options offered by the district. • Coordinate with local shelters weekly to ensure that homeless students have food, clothing, internet access, shelters/vouchers, and other basic needs. <ul style="list-style-type: none"> ○ When shelters prohibit the use of internet (such as domestic violence victims shelters), reach out to the agency to arrange for the assignment of the hotspot device to a shelter staff, who will 	\$175,000	Y

schedule and facilitate the safe use of technology and/or arrange for alternative educational programs for the student(s) (i.e., Independent Studies)

Provide educational equity to help foster youth feel safe, stable, and supported at school or learning remotely by working closely with the foster student and district staff.

- Counselors will ensure that pupils in foster care have continuity in education and the resources they need to continue in their school of origin
- Promote social-emotional learning (PBIS virtual environments, support services and connectivity to resources and support staff)
- Provide transportation, if necessary
- Reach out to foster families and students weekly
- Perform check-ins to address basic needs (food, clothing, shelter)
- Ensure foster student is provided academic support (technology access, connectivity, tutoring, supplemental academic resources)

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.]

During the first few weeks of school, teachers will be administering assessments to establish students' current level of performance. The assessments detailed in the table below will be given at various points throughout the year to determine how the instructional program is supporting students and to help inform teacher efforts to modify daily instruction and provide additional support when needed.

The Educational Services staff is in the process of collaborating with teacher leaders to develop instructional pacing and assessment calendars to guide teaching and learning throughout the school year. This calendar will delineate specific dates by which teachers will administer interim assessments to monitor student progress. This interim student assessment data will be analyzed at a site-level immediately following the conclusion of testing. In particular, staff will review aggregate data to determine overall student performance, and examine disaggregated data to determine how critical student groups such as English Learners, Foster Youth, pupils experiencing homelessness, and children in low income families are faring. Based on this data, school site staff will identify students for potential placement in after school tutoring and/or in-person support.

Assessment	Description
ERUSD Interim Assessments (Grades 1-12 in ELA and	The district interim assessments are teacher created standards-based assessments that are designed to be administered twice for testing grades (3-8; 11), and three times for non testing grades (1-2, 9-10, 12).

Math)	Interim assessments were created to provide critical feedback on student progress in the mastery of the standards at critical points during the year. Interim assessments are administered through Illuminate, and data from these assessments is analyzed using Illuminate reporting. Teachers use the data from these assessments to inform their instruction throughout the school year.
Star Reading	The Star Reading assessment is a comprehensive examination that tests the range of students' knowledge of reading and language. Questions on this test cover 46 reading skill areas spread across five domains. Reading domains include analyzing literary text, word skills and knowledge, analyzing argument and evaluating text, comprehension strategies and constructing meaning, and understanding the author's craft.
Star Early Literacy (Grades Kinder & First)	Early literacy assessments measure both literacy and numeracy in a single assessment, providing information about phonological awareness, phonics, word recognition, fluency (including estimated oral fluency), vocabulary, early number recognition, and counting.
Star Math (Grades 1-12)	Star Math assessments are designed to track student progress (achievement and growth) both within a school year and across grades, providing a longitudinal view of student growth over time. Individual student reports are linked to math instructional planning tools. Assessment results are also connected to some instructional materials programs and state assessments.
ELD Assessments	<p><u>Elementary</u>--Benchmark ELD Interim Assessments: These assessments are designed to assist with initial placement and ongoing monitoring of English Learner progress. Benchmark ELD Interim Assessments mirror the ELPAC, assess all language domains, and provide immediate and actionable data for teachers to enhance instruction. The ELD Interim Assessments will be administered three times during 2020-2021.</p> <p><u>Middle School</u>--StudySync Assessments: ERUSD monitors language proficiency for ELs in Middle School via the Study Sync program. The assessments monitor outcomes of student learning relative to key instructional content, and students are asked to read and respond to prompts across genres. These assessments are administered at the end of each unit, four times per year.</p> <p><u>High School</u>-- English 3D Assessments: Daily assessments measure student understanding of high-utility vocabulary and allow for personalized instruction. Beginning-of-year, mid-year, and end-of-year assessments measure progress in speaking and listening skills. Academic writing assignments assess writing skills and the ability to write research-based responses.</p>

El Rancho Unified School District has developed the following Assessment Calendar that delineates the frequency with which assessments are administered. Following each assessment window, teachers will engage in data analysis to modify instruction and identify students in need of additional supports.

ERUSD Assessment Calendar

	Grade	Assessment	Testing Window
Local Screening Assessment #1 (Baseline)	K – 9 th	Renaissance Star 360 Assessments *Refer to Star 360 Assessment Guide document for further instructions	September 14 – September 25, 2020
1 st Interim Assessment	1 st – 12 th	ELA – Interim Assessment 1 (Illuminate) Math – Interim Assessment 1 (Illuminate)	November 23 – December 4, 2020
Local Screening Assessment #2	K – 9 th	Renaissance Star 360 Assessments *Refer to Star 360 Assessment Guide document for further instructions	January 25 – February 5, 2021
2 nd Interim Assessment	1 st – 12 th	ELA – Interim Assessment 2 (Illuminate) Math – Interim Assessment 2 (Illuminate)	February 22 – March 5, 2021
3 rd Interim Assessment	1 st , 2 nd , 9 th , 10 th , 12 th	ELA – Interim Assessment 3 (Illuminate) Math – Interim Assessment 3 (Illuminate)	May 3 – May 14, 2021
Local Screening Assessment #4	K – 9 th	Renaissance Star 360 Assessments *Refer to Star 360 Assessment Guide document for further instructions	May 17 – May 28, 2021
SBAC Summative Assessments	3 rd – 8 th , 11 th	ELA & Math	Spring 2021 (Window TBA)

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.]

ERUSD is implementing a comprehensive approach to students' academic achievement during distance learning. In respect to curriculum, elementary students will begin the year with a special “booster” program in language arts that is designed to provide a review of critical standards from the preceding grade level. This program will be an important factor in making certain that any gaps in learning from the previous year are effectively addressed so that students are successful with grade level content this year.

In addition, ERUSD has made a significant investment in educational technology to help make traditional academic content accessible and engaging during distance learning. All students, grades TK-12, will have access to a series of strategically selected educational technology tools to support teaching and learning. ERUSD has invested considerable resources in acquiring these technological tools to ensure students can access grade level content and master grade level standards. Following is a list of the resources that the district has acquired to address learning loss and promote academic success:

- Seesaw (TK-2) - Learning Management System
- Freckle - Standards-based Skills Practice Platform (Math, ELA, Science, and Social Studies)
- MyOn - Personalized Digital Literacy Platform
- Apex Learning (Secondary) - Digital Curriculum for Core Subjects
- PearDeck - Interactive Presentation Too
- EdPuzzle - Interactive Video and Formative Assessment Tool
- Kami - Document Annotation and Markup Tool
- Delta Math - Lesson Modules for Extra Practice
- Explore Learning Gizmos - Online Science Simulations
- Membean - Guided, engaging, multimodal vocabulary instruction
- ALEKS- Web based educational environment for K-12 and Higher-Education mathematics, accounting, statistics, and chemistry

In addition to investments in curriculum and tech supplements, El Rancho Unified School District will also support after school tutoring to address learning loss and facilitate student success with meeting grade level standards. Determinations regarding participation will be data-driven, with students demonstrating the greatest need for additional support receiving priority (i.e. ELs, Low-Income Students with Special Needs, Foster Youth, and Students Experiencing Homelessness). Tutoring will take place within small student groups, and instruction will focus on specific areas in which students require assistance. On-going assessment within the tutoring program will be critical, with student performance being monitored at regular intervals to determine if tutoring support is effectively meeting student needs.

ERUSD will also implement a broadscale effort to support small group instruction for struggling students. To facilitate this, the district will secure substitutes across the grade span to provide coverage for teachers during specified days and times so that teachers are freed up to work with small groups of students who need additional assistance to be successful.

Finally, based on overwhelming stakeholder input, resources will be allocated to support parent workshops to assist families with supporting distance learning. Special efforts will be made to develop sessions to specifically support families of ELs, Low-Income Students with Special Needs, Foster Youth, and Students Experiencing Homelessness. ERUSD is optimistic that collaborating with families will be an effective strategy to support our most vulnerable student groups.

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.]

Student participation and engagement will inform student achievement. Learning outcomes are measured through ongoing formative assessments and benchmark assessments to inform levels of progress for each grade reporting period. In the 2019-2020 school year, ERUSD began creating and administering Interim Benchmark assessments. The assessments are created by teachers in the Illuminate platform for grades 1st through 12th, for Math and English Language Arts. These assessments, along with classroom data, other assessments and communication with families will be used to measure the effectiveness of the support and services offered to address learning loss. A two-way communication structure between school staff and students/families is an essential component to provide feedback on progress of the learning. In some cases, a Student Success Team meeting is advised to develop a comprehensive approach to interventions that address pupil learning loss.

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

Description	Total Funds	Contributing
Special “booster” program in language arts that is designed to provide a review of critical standards from the preceding grade level.	\$40,000	N
Small group instruction: Substitutes across the grade span to provide coverage for teachers to work with small groups of students	\$1,185,000	N
After school tutoring and intervention curriculum to address pupil learning loss	\$500,000	Y
Parent engagement: Parent education workshops to be developed and delivered by school sites to assist families in providing support to students at home.	\$100,000	Y
Elementary, Middle School, High School Summer Learning to address learning loss due to school dismissal. Expenditures include employee compensation; instructional materials; student resources, teacher and staff development.	\$450,000	Y

Mental Health and Social and Emotional Well-Being

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

The overall mission of school-based mental health is to promote the healthy social, emotional, and behavioral development of students. The El Rancho Unified School District has a total of six Mental Health Counselors, two District Mental Health Liaisons, and School Psychologists who provide IEP related counseling services. During Distance Learning, mental health counselors and school psychologists are offering telehealth services for students. In addition, ERUSD has developed partnerships with local universities and the SELPA to support Mental Health/School Psychologist Internship Programs. The programs provide opportunities for mental health and school psychologist students to work within a district and participate in field work and supervision through Licensed Clinician Social Workers or District Psychologists or Program Specialists. The Mental Health Department has 22 interns that will participate in the program for the 2020-2021 school year and who will be trained in all professional development offered to staff to help support distance learning.

During distance learning, the Students Services Department has established guidance regarding the delivery of mental health supports and the role of counselors. For the duration of distance learning, counselors will conduct their work remotely from home. Supports will be delivered via phone conferences or virtual meetings, and counselors will maintain service logs to document the services provided. These virtual supports may take the form of regular check-ins with families to provide links to community resources (minimum of one check-in per week or as needed) or provision of therapeutic services (to include weekly or bi-weekly individual counseling sessions with students over the phone). In delivering these services, mental health staff will adhere to the following risk assessment procedures and protocols:

Distance Learning On-Line Risk Assessment:

- **High Risk** - Reach out to the parent/guardian, and stay live with the student until a responsible adult is able to provide adequate supervision; contact local law enforcement/L.A. County Psychiatric Medical Response Team (PMRT) and initiate a wellness check/assessment.
- **Moderate Risk** - Reach out to the parent/guardian and stay live with the student until a responsible adult is able to provide adequate supervision; complete ERUSD Personal Safety Plan with parent/guardian and student, and provide a digital copy to parent/guardian and student.
- **Low Risk** - Reach out to the parent/guardian at home with the student

Crisis Response Protocols:

- Provide training for staff on risk assessments
- Access to the electronic referral form on all school websites and district website
- Professional development video developed to provide the referral process for staff, students and parents
- Maintain all emergency contacts in accessible locations (i.e., school websites/social media/student ID cards)

Professional Development for teaching and support staff is among the various tasks mental health counselors provide the ERUSD community. This professional development is critical in building our capacity to offer a nurturing learning environment for our students. Specific professional development topics addressed by mental health staff include:

- Trauma informed practices - Building teachers' awareness of the impact of trauma and providing them with skills/strategies to help better support at-risk students.
- Electronic Mental Health Referral process and student Identification - Ensuring teacher awareness of the electronic mental health referral and understanding of the process
- Youth Mental Health First Aid training - Training that provides school site staff with the risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention and teaches individuals how to help youth in crisis or experiencing a mental health challenge
- Mindfulness workshops to help teachers cope better with the stress related to the adaptation to remote learning environment and/or to the pandemic, as well as everyday stress on the job - Partnership with Insight L.A. to provide - drop-in mindfulness for teachers every Thursday from 3:15pm-3:45pm

Mental health staff have also assembled a host of resources for staff, students and community to support overall health and well-being during the challenging period precipitated by the pandemic. These valuable mental health resources range from general information, to more intensive services such as remote assistance with crisis prevention. A list of these supports is provided below:

- Staff will be asked to complete a Social/Emotional Survey in October - The survey will assist district staff in understanding and supporting teacher and staff social emotional needs during Distance Learning. The survey will help guide professional development and resource allocation.
- Staff has been provided with professional development which includes: signs of mental health distress, reporting process, and available supports for staff (i.e., EASE, Mindfulness Strategies, Crisis & Suicide Prevention Hotlines)
- Mental Health Website--A Mental Health Resources website was developed to offer updated staff/parent resources related to COVID-19 mental health supports [Mental Health Resources](#)
- Electronic Referral System--This referral system was developed for district mental health services and is available via school site and district websites.
- Virtual Telehealth System--The virtual telehealth system allows mental health counselors, school psychologists, and mental health interns to continue to provide mental health services related to the emotional impacts of COVID 19 during Distance Learning.
- Crisis & Suicide Prevention-- Pupils and staff will have mental health staff available to assist remotely with crisis and suicide prevention services as necessary
- Employee Assistance Services for Education (EASE) - Assessment and brief counseling services to employees provided by the Los Angeles County Office of Education have been advertised and shared with district employees
- Virtual Professional Development-- This webpage was developed and is accessible to all staff.

In addition to the district provided services, ERUSD's Community Based Mental Health Partners will support mental health services for students and families under Medi-Cal. The following are Board approved partner agencies: ENKI Health and Research Systems Mental Health Clinic, Alma Family Services, Pacific Clinics, and Hillside.

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.]

During the COVID-19 crisis, ERUSD has provided tiered levels of support for student reengagement. The tiers provide Universal outreach and communication with students who are identified as “Distance Learning Not Engaged”. The progressive tiers also provide Targeted supports for students with specific barriers and ultimately Intensive Supports for students who require personalized supports and/or strategies. The following are tiered levels of support for re-engagement developed during Distance Learning:

All communication is provided to parents in their identified home language and the District has translation services as well as contracted interpretation services for students/families who communicate in languages other than English as well as sign language.

Tier 1: Universal Supports: Whole School Safety & Prevention Planning - The school site will identify student(s) not complying with minimum check-in requirements. (Not engaged for 60 percent of the school week - 3 days of absences)

- Absence in Aeries Attendance Portal will trigger automated phone calls to parent/guardian - daily phone calls in the home language
- Teacher/Staff attempt outreach to student(s) via email/phone call(s)/social media (minimum 2 attempts) - Teacher to log all attempts and determine what barriers the student(s) is/are facing, provide family and student with clear behavioral expectations to reflect distance learning, establish and implement daily routines to assist with positive attendance, consider impact of anxiety and trauma when assessing and supporting students, provide opportunities for students to explore, discuss, and regulate their emotions [Social Emotional and Behavioral Supports](#), and use Psychological/Mental Health First Aid to assess immediate needs and provide support.
- Amend the PBIS Behavior Matrix to include Distance Learning at home and in the online environment.
- Lack of device/internet access - Teacher/Administrator to contact family and provide any available resources. School site staff will employ the assistance of the IT and Student Services departments personnel if necessary.
- Mental health concern - provide the student/family with the resources available for mental health. Teacher/Administrator may consult with the school-based Mental Health Counselor, may conduct routine check-ins using a trauma-informed and social emotional learning lens, may use a check-In system to connect with students and families to promote engagement and attendance, may complete an online Mental Health Referral on the school website, may refer family to wellness resources on district and school websites, and may provide the family with the contact information for the LA County Department of Mental Health ACCESS line -1-800-854-7771 and/or ERUSD Text-A-Tip phone number - (562) 551-8472 (TIP2)

- Social, Emotional Concern: Encourage social opportunities for staff to hold events that would allow for recognition, celebration and simple reconnections. (student of the month - virtual or mailed certificate, incentives and rewards for meeting behavioral expectations (lunch zoom meeting with the teacher, homework pass, show and tell, e-gift cards, encouragement of peer-to-peer interaction)
- **First letter** of Non-Participation will be mailed out to the family. The first letter will provide information to the parents regarding non-communication/non-participation of their student in the Distance Learning platform as well as provide families with information related to student supports and services. There will be an allowance of five days after the letter has been mailed to give parents/student(s) an opportunity to respond

TIER 2 - Target Intervention for Students - After 5 Days, If the student/family does not respond after attempted communication from teacher/staff support; then,

- Continued teacher/staff support/outreach. Staff will continue all supports in Tier I and will allow space for connection, listening, and allowing space for students to process and share feelings (i.e., morning greeting, morning meetings, virtual restorative circles, check-ins).
- Modify Check-in/Check-out system to account for Distance Learning
- Teacher/staff report student(s) to administration at your respective school site. Administration will make an attempt to communicate with family via phone call(s), text messages, and/or email. A log of attempts will be made. The administrator may refer the student/family to Attendance Intern from the Department of Student Services to follow up with the family. The administrator may schedule a CARE meeting to discuss student barriers to attendance.
- If applicable, an administrator may request a wellness check to the Department of Student Services
- Continue tele-parent phone calls home
- If there is no response from the family and participation has not improved, a **Second Letter** of Non-Participation will be sent to schedule a video conference/virtual SART (Student Attendance Review Team) meeting.

TIER 3 - Intensive Intervention for Students - After 10 Days, If no response or improvement in attendance:

- **Third letter** of Non-Participation will be sent with a referral to the Student Attendance Review Board (SARB)
- Continue all supports in Tiers I and II
- Scale up social emotional learning to promote social emotional competencies among students (check-ins, individual student meetings, reinforcement of student expectations)
- Fill out the official SARB Referral Form and SARB Checklist
- Video Conference SARB Meeting will be scheduled by the Department of Student Services (SARB Panel will provide wrap-around and case management when necessary)

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.]

Student meal distribution during full distance learning takes place at the three ERUSD middle school locations (STEAM Academy@Burke; North Park Academy of the Arts; and Rivera Middle School). A schedule for serving meals was set and breakfast and lunch meals are served from 10:00 a.m. - 1:00 p.m. daily. Food services staff orders, prepares, and packages food to go, adjusting based on the number of meals served. The "Grab and Go" meals averaged 1,200 to 1,800 meals per site during the Spring and Summer. Donations for the El Rancho community were graciously accepted from partners at Cacique, Northgate Markets, and other local produce distributors. These groceries are received, packaged, and distributed by the ERUSD Food Services department to members of our learning community. Protocols to maintain social distancing and follow all health guidelines are enacted.

In planning for the return of students and staff to the schools site, Food Services is putting plans into place to maximize safety within the COVID-19 context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone. Upon students returning in a hybrid model, meal distribution will require slight changes. ERUSD will continue to provide nutritionally adequate meals for all pupils. All meals will continue to be prepared at the three ERUSD middle schools. Meals for students who are attending school virtually on any given day will be distributed at the three middle schools as has been done throughout the school dismissal. Meals for students attending school in person on any given day will be delivered to every school site and students attending in person will be served at their school sites. This structure will allow for consistency, proper staffing, and minimized contact as the distribution for virtual learners will be limited to three sites.

Information regarding meal service has been communicated to families in a variety of ways. Forms of communication include letters, Aeries Communication messages (voice call, text, and email), school and district website postings, and school and district social media postings. All communication has been delivered in both English and Spanish.

ERUSD food service staff follows all protocols and regulations set up by local, state and federal agencies. Personal Protective Equipment (PPE) is secured and worn by all Food Service staff; PPE will continue to be utilized as necessary. Food Service staff works Monday - Friday to serve the children in the community. Each staff member gets a "Health Day" every 2 weeks and stays at home. Staff are assigned to work at only one of the three middle school operation locations to minimize possible exposure to COVID-19. Scheduling considerations help to keep staff motivated. Professional development is provided for all Food Service staff to ensure proper training, certification, and compliance with all safety and sanitation protocols. All staff are required to take federal mandated training. Cleaning and sanitizing are ongoing occurrences through collaboration with the Maintenance and Operations department. Outside of the schools, distribution lines are evident; lines are placed on the ground six feet apart, so the public can be reminded to not stand close together. Signs advising of the social distancing protocol are posted in many prevalent areas inside and outside of the schools where community members pick-up meals for children.

Funds are secured to support the additional investment to help and meet the need of food scarcity within the community and to be able to provide meals for all children in the district and within the Pico Rivera community. The Food Service program is supported by several

departments in the district such as the Superintendent’s Office, Human Resources, Maintenance and Operations, School Police, Purchasing, and the Fiscal Department. Ongoing communication and support are key to the success of the “Grab and Go” efforts.

The Food Services Department continues to collaborate with community agencies/partners to offer additional food resources and support for our families and students in the new school year.

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

Section	Description	Total Funds	Contributing
N/A	Nurses/Health Aides/Contact Tracing Efforts Nurses will play key roles in the district’s efforts to educate the community about COVID-19, support contact tracing (including point of entry and access tracking), and engage in direct outreach to students and families. The current public health crises has come with a host of other economic and social impacts. Staff will maintain existing staffing and support to provide critical health information, referrals, and connect students and families to the appropriate services and resources.	\$550,000	N
School Nutrition	Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, and salary/benefits.	\$2,797,757	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.34%	\$17,679,527

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.]

Technology

Distance Learning requires that all students have access to an up-to-date digital device and reliable internet to fully participate in a rigorous educational program. Unduplicated pupils are at greater risk of not having the necessary access to digital tools. To ensure equity of access to a quality educational experience, unduplicated pupils will be provided with up-to-date technology and portable internet devices.

Instructional and Assessment Materials

Distance Learning renders it difficult for students to access the level of support and hardcopy instructional materials that were used during in-person learning. Unduplicated pupils are at greater risk of learning loss without the targeted instructional strategies that address their unique learning needs. ERUSD will invest in a wide array of digital resources, intervention curricula, and supplemental learning materials to support learning for these important student groups.

Professional Development

English learners, foster youth, and students from low-income families need differentiated strategies for instruction, which must be considered given the dramatic change in the learning environment. English learners, foster youth and low-income students are more likely to have limited outside support and resources. It is therefore crucial for teachers to learn new approaches that can provide the appropriate support and to plan instruction accordingly. Due to the new approach to teaching and learning demanded by COVID-19 pandemic, teachers are provided remote anytime access to professional development webinars and experts, and the extra time needed to plan effective Distance Learning lessons. These strategies and tools will address the needs of unduplicated pupils and provide additional support and increased engagement.

Direct Services

As a result of COVID-19, unduplicated pupils need additional time to address any learning loss. Given the specific conditions experienced by English learners, foster youth, or low-income students outreach that occurs outside the school day is critical. The school day is extended through tutoring students for these vulnerable student groups. To ensure high-quality supports for students, tutoring will be delivered by certificated staff during after school sessions.

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

Services for English Learners, foster youth and low-income students have been increased by providing more time with certificated staff during tutoring and small group instruction, and more access to technology and high speed internet via the provision of hot spots. The services have improved in respect to quality with the purchase of rigorous, up-to-date digital materials to make core content accessible, and the purchases of supplemental instructional materials to enhance ELD and tutoring supports for these targeted student groups.

ERUSD is also working to enhance program quality for ELs, foster youth, and low-income students by investing in the dedicated staff assigned to work with them. The district put in place an extra professional development 5-part series specific for supporting and meeting the needs of EL's during distance learning. Each session encompasses the CA EL Roadmap Principles, ELD Standards focus, and design principles focusing on equity for English Learners. And, the Student Services Department routinely provides PD and dedicated staff (including a Foster Youth Liaison) to assist Foster Youth with an array of needs based on their unique circumstances.

ERUSD will monitor the effectiveness of these strategic actions through on-going assessment and data analysis. Teachers and administrators will monitor and adjust student supports at regular intervals to ensure adequate student progress toward grade level standards. Taken together, these efforts are designed to provide all ERUSD students with the opportunity to achieve academic success.