

# 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
El Dorado Union High School District	Christopher Moore, Assistant Superintendent	<a href="mailto:cmoore@eduhds.k12.ca.us">cmoore@eduhds.k12.ca.us</a> (530) 622-5081

## General Information

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

The COVID-19 pandemic has had a profound impact on teaching and learning in the El Dorado Union High School District. Following the March 2020 county and state shelter in place orders, in-person instruction was replaced with distance learning. The abrupt transition created challenges both pedagogically for educators and access to resources for students. Schools offer more than simply content learning. They also provide meals, mental health services, occupational therapy, speech services, etc. Supporting and engaging students has remained the priority during distance learning, but faculty, administration and staff have had to reevaluate their approach and in most instances recreate innovative ways to support students. Families have also been significantly affected. Distance learning requires access to technology, online connectivity, space, and materials where students can successfully participate and complete assignments. For secondary students, their roles may now include managing not only their school activities but their younger siblings while their parents are at work. Students with disabilities, homeless youth, and English learners were accustomed to receiving direct in-person support from caring adults. The loss of these in-person individualized actions and services has negatively impacted students. School staff worked tirelessly from March to June to adapt to distance learning. The lessons learned were noted and incorporated into the district's reopening of schools plan. The district opened the 2020-21 school year in distance learning, but with a well thought out program designed to lessen the impact on students.

## Stakeholder Engagement

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

Starting in April 2020, when it became apparent that distance learning would stay for the foreseeable future, the district developed processes to engage stakeholders. Formal committees were created to problem solve and improve practices and targeted outreach occurred for students with disabilities, English learners, and homeless youth. Using online meeting software, committees met to address many challenges. For example, district committees met to discuss curriculum delivery, grading policies, assessment strategies, technology access for students, food service delivery, providing Free Appropriate Public Education (FAPE) to students with disabilities, providing students with mental wellness service etc. Engagement in these committees included participation from teachers, administrators, counselors, nurses, staff, and parents. Instead of trying to operate a centralized top down service delivery model, district cabinet members coordinate with others to solve problems and adjust practices through the collective engagement of others utilizing committees. This collaborative approach led to

creative and innovative strategies and increased buy-in for implementation of actions and services. Knowing that certain populations may be more impacted from distance learning, each school formed outreach teams to communicate with students and their families to determine what challenges the students were facing and what resources could be provided to assist them. Tremendous efforts were made to connect with English learners and students with disabilities. These outreach efforts enabled school staff to better understand the students' experiences and needs.

The district realized early on that there was a need to start developing a plan for the 2020-21 school year that included the process by which in-person instruction could resume. While the California Public Health Department and the California Department of Education struggled to release industry guidance on how to reopen schools in California, the district formed a reopening committee in May, consisting of 48 stakeholders. The large reopening committee was further broken down into four subcommittees: Develop Training for Staff and Students on Safety Protocols, Develop Cleaning Protocols and PPE Requirements, Research Best Practices for Prevention and Transmission Mitigation, and Develop School Schedules and Implement Effective Distance Learning Teaching Strategies. The 48 members included parent representation from all four comprehensive high schools, counselors, principals, teachers, classified staff, Faculty Association and CSEA officers, a nurse, and district level administrators. The committee and subcommittees met frequently through May and June and created the district's reopening plans.

The EDUHSD Board of Trustees was also actively involved in hosting public board meetings that could be accessed online, by phone, or in-person following social distancing and face-covering requirement guidelines. These meetings provided the community with information on the status of the district's reopening plans. Draft plans were posted on the district website. The community was able to ask questions and provide input on the reopening plans. These plans were also translated to Spanish. The superintendent used the district mass communication software platform (ParentSquare) to send out weekly text and email notes that provided families with information regarding the district's reopening plans.

The result of all of these meetings was the development of a three-plan continuum for reopening schools (Distance Learning, Hybrid, and All-Students on Campus with Additional Safeguards). The continuum is aligned with the different stages of risk associated with community transmission of COVID-19. The three different plans relate to the number of students and staff on a campus at any given time. With the assumption that COVID-19 will continue to be in circulation, it is possible that district schools may have to transition in and out of the various plans throughout the course of the year.

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

All public meetings and hearings were posted on the district website. Instructions on how to access such meetings and hearings were posted. Participants were given the opportunity to attend online, by phone, or in-person following social distancing and face covering requirement guidelines.

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

Detailed feedback was provided to the numerous committees, outreach teams, and public board meetings/hearings. Stakeholder feedback primarily focused on two areas: 1) Concerns about staff and student safety 2) Concerns about the effectiveness of distance learning. There were many other topics addressed, but most of the feedback ties back to these two areas. Staff, students, and families want to reopen schools and educate students in such a manner where they are safe. Teachers, students, and families remain legitimately concerned about how to effectively provide distance learning. Discussions around safety and concerns about the effectiveness of distance learning in some

instances created tension and consternation for stakeholders. The reopening plan and signed memorandum of understanding with the Faculty Association were refined and adjusted based on this tension and feedback from stakeholders.

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

Stakeholder input created the plan for reopening. It was not a top down process. In particular, the memorandum of understanding with Faculty Association further clarified the conditions under which the three-plan continuum would be implemented. Concerns about the needs of students with disabilities, English learners, and homeless youth also played a significant role in defining how to provide in-person support to these students in a more expedited fashion following state and local health guidance. Stakeholder communication around the concerns with distance learning resulted in the acquisition of additional software, professional development for teachers, and the distribution of Chromebooks and hotspots to families. In the case where connectivity could not easily be solved, district transportation to school is provided for students to access the school's internet while following social distancing guidelines. Due to ongoing health concerns, the district also created a new online distance learning independent study program that allows students and some staff to remain in distance learning for the entire school year and not return to in-person instruction. Lastly, stakeholder feedback in conjunction with state and local health department guidance created the safety protocols the district shall use with distance learning and for in-person instruction as it expands beyond special populations.

## 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.]

In late August, the state released guidance for providing in-person support for special populations, most notably students with disabilities and English learners. Following these guidelines, students with disabilities and English learners are receiving in-person support, even while the district as a whole remains under the distance learning phase of the three-plan continuum for reopening.

When the defined conditions for reopening under the hybrid model are met, in-person instruction will begin for all students. All courses offered during distance learning will transition to partial in-person instruction under the hybrid model. Special populations of students who experienced learning loss may be provided the opportunity to access additional in-person support with greater frequency to improve learning and help such students meet their defined learning targets. Under the hybrid plan, students will be participating in distance learning three days a week, so significant challenges remain for many students. After school and extended school year learning opportunities shall be offered following public health guidelines when conditions for in-person instruction have been met.

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

Description	Total Funds	Contributing
Certificated positions to support well-rounded curricular offerings, including strong, standards-based core subjects and extensive elective options, including electives in career/technical, arts, health, and physical education, that support student development	[\$23,000,000]	[N]
Base academic and career guidance	[\$2,187,800]	[N]
Targeted counseling to support economically disadvantaged and EL students counseling salaries and benefits	[\$ 549,600]	[Y]
Base academic and career guidance technician salaries and benefits	[\$227,600]	[N]
Central Sierra Regional Occupation Program faculty salaries and benefits	[\$378,600]	[N]
Central Sierra Regional Occupation books and supplies	[\$117,000]	[N]
Professional development to increase the academic achievement of all students by helping schools and District (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified. Certificated salaries and benefits.	[\$101,700]	[N]
Professional development to increase the academic achievement of all students by helping schools and District (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified. Professional/Consulting Services and Operating Expenditures	[\$18,000]	[N]
Professional development focused on: 1) implementation of differentiated supports, curriculum, and assessments in core academic classes for struggling learners, students with disabilities, English learners and foster youth, 2) implementation of state content standards, which includes training on the integration of technology for learning, and 3) the effective implementation of IEPs to include paraprofessional training.	[\$28,200]	[N]
Library Media Centers certificated librarians personnel salaries and benefits	[\$524,900]	[N]
Library Media Centers classified technicians personnel salaries and benefits	[\$130,000]	[N]
Library Media Centers certificated books and supplies	[\$42,000]	[N]
Certificated personnel salaries and benefits for base nursing staff	[\$280,000]	[N]
Certificated personnel salaries and benefits for staffing above base	[\$110,000]	[Y]
Classified personnel salaries and benefits for base health techs	[\$200,000]	[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.]

The district reopening plan was designed to allow for the transition from distance learning to in-person instruction. With that in mind, the master schedule created under distance learning allows for students to remain in their same classes when they return under the hybrid in person instructional model. Furthermore, the full complement of career technical education and visual and performing arts classes are being offered under distance learning. The course offerings for the current school year were not reduced as a result of reopening under distance learning. This includes academic support classes and learning centers for special populations. The reopening plan for distance learning provides four days of synchronous learning opportunities. Students follow a daily schedule and participate in live online interactions for each course they are enrolled in. On Mondays, to ensure the teachers are utilizing the most effective practices for distance learning, professional development and department meetings are held. On Mondays, students engage in asynchronous learning activities that equate to a minimum of 240 minutes of activities. The adopted distance learning model provides students with improved structure and interaction, while ensuring teachers have the capacity to effectively develop online activities and assessments that engage students and meet course learning targets. The infusion of new instructional software and improved teacher efficacy are providing students with improved distance learning experiences.

## 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.]

Any student needing a Chromebook to participate in distance learning was issued a device. Students needing online connectivity were offered a hotspot or transportation to the school to access the school's Wi-Fi, where they could participate in synchronous learning following social distancing and masking guidelines. Due to national supply chain issues, it was not possible to issues all requesting students hotspots immediately, but by the fourth week all requested devices were delivered.

## 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.]

Four days a week students engage in synchronous learning activities. Teachers take attendance and record if the student was synchronous engaged or not engaged. Students cannot simply attend for roll and then log off and receive an engaged mark. Similar to a classroom setting, they are expected to be engaged during the live interaction and work on any assigned work that may not require live interaction. The mark of synchronous engaged is recorded by the teachers based on the students time in the live session and engagement on any assigned

independent work. On Mondays, teachers take asynchronous attendance. Teachers assign work such that the overall time value of work for the school day meets or exceeds 240 minutes. Teachers take asynchronous attendance after reviewing the student's submitted assignment and record either asynchronous engaged or not engaged. Attendance is recorded in the district's student database such that engagement can be tracked for chronic absenteeism, but more importantly, so timely interventions can be initiated where a student study team can work with the student and family to address and then support the student's lack of engagement. All teachers are required to use Google Classroom as their LMS. For audit purposes, evidence of the time value of student assignments shall be provided by printing the daily Google Classroom assignments. The combination of the teachers signed weekly attendance log with the Google Classroom record demonstrates that student participation is being tracked.

## 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.]

Providing professional development and resources for distance learning has been ongoing since the shelter in place orders were issued in March. A more formal process was developed with the creation of the district reopening committee. A subcommittee was formed that specifically addressed the training and resources teachers would need. In addition, each school has a leadership team that consists of teachers from every academic department. Each school leadership team, with the support of their principal, collaborated on the trainings and resources they need to better support students. An additional paid training day was offered prior to the start of school that focused on distance learning teaching strategies and tools. This additional day and the two-paid regularly scheduled non-instructional days before the first day of school all focused on providing teachers with a menu of trainings on how to be better at distance learning in their particular content area. Every Monday, this process continues. Leadership teams with the support of their principals identify training needs and such training is provided either by teacher experts within the district or trainers from outside the district. Teachers have access to numerous content specific software programs. Teachers are provided with opportunities to pilot subscription software and assess the effectiveness of the program. If the software is determined to be effective, a lead teacher provides training to other interested teachers and the software is provided. In addition, academic departments within a school meet weekly to discuss training and resources and work with their site principals to address needs.

## Staff Roles and Responsibilities

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

Employee working conditions have changed as a result of COVID-19. The district negotiated a working condition memorandum of understanding with the Faculty Association that addresses the working conditions on the three-plan continuum for reopening. The teachers' roles and responsibilities change to some extent under each plan in the continuum. The CSEA memorandum of understanding is still being negotiated, but the goal is to finalize that MOU prior to the adoption of this plan by the Board on September 22. During distance learning, some classified staff members roles have had to change as a result of students not being on campus. When the district enters the hybrid model, with students on campus, more traditional responsibilities for most classified staff will resume. The nurses' roles, while not changing,

have assumed greater responsibility for developing processes to monitor student and staff COVID-19 symptoms, positive case exposures, positive cases, self-isolation, quarantine, and testing.

## 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.]

English learners at Title I schools have access to Spanish speaking paraprofessionals during the instructional day for in-person support. Even during distance learning, English learners may receive additional academic support in-person and under the hybrid model may receive in-person support beyond two days a week. English learners also receive English language development (ELD) instruction and accommodations to access core content. ELD class sizes on average are less than 20 students per section allowing for greater individualized instruction and support.

Students identified as experiencing homelessness or whom are currently in foster care have an assigned liaison at each school site in the district. This liaison will work closely with these students to ensure that their technology, learning, and in some part, personal needs are met. All liaisons have contacted students in this category over the summer to survey their technology needs. District Chromebooks and hotspots have been provided to ensure students have accessibility to learning. In some areas of our county, hotspot devices may not work. These students have been identified and are provided with the opportunity to come to campus to complete their work and receive assistance. Liaisons also continue to reach out to students to provide resources to meet their personal needs such as hygiene products, assistance with healthy meals, and transportation.

Students with exceptional needs are provided with supports and services necessary to ensure their access to a free and appropriate education. During distance learning, students are provided with intensive individual support, online tutoring, case management, hardware/software, and parent/guardian outreach.

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

Description	Total Funds	Contributing
Internet hotspots for students	[\$94,916]	[N]
Google Education licenses for state provided Chromebooks	[\$6,975]	[N]
Laptop computers	[\$20,946]	[N]
Professional development for teachers on effective distance learning strategies	[\$80,000]	[N]

Description	Total Funds	Contributing
Teacher webcams	[\$9,505]	[N]
Teacher headsets	[\$9,146]	[N]
Online platforms for live video lessons with students and webinar meetings	[\$11,000]	[N]
Online software for delivering content and activities to students non-subject related	[\$42,000]	[N]
Online software for delivering academic content	[\$306,773]	[N]
Virtual emotional Well-being support services	[\$40,000]	[N]
Resources for McKinney Vento students including but not limited to food and hygiene products, transportation.	[\$9,200]	[N]
Certificated teacher salaries and benefits for the Online Distance Learning Program that will remain in distance learning for the year to protect students and families with preexisting conditions	[\$1,154,849]	[N]

## Pupil Learning Loss

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

At the secondary level, educational efforts are focused on meeting graduation requirements and developing college and career readiness. The district provides English language arts and mathematics faculty with additional supplemental software that offers diagnostic testing and virtual remediation activities related to state standards. In English language arts, all teachers have access to NoRedInk software for grammar and writing conventions. This adaptive technology has the ability to adjust questions based on what students get right or wrong, drilling down to their underlying misconceptions. When learners struggle, the software shows them tutorials that help them correct their mistakes and keep going. In addition, struggling readers enrolled in the reading improvement course have access to Read 180 software that is specifically designed to accelerate the rate of learning to help students get to grade level. In mathematics, teachers have access to Math IXL and Math XL. Math IXL provides real-time math diagnostic assessments, and personalized guidance, but can also be used as comprehensive curriculum. Math XL is a software platform that is aligned to the adopted textbooks and allows teachers to assign skill based problems digitally. Students receive immediate feedback on their understanding and are offered remedial guidance if they fail to master a concept. Use of these programs provides actionable analytics so teachers know which students have mastered certain skills.

When in-person instruction resumes, opportunities for after school and extended year learning opportunities will be provided. These opportunities are designed to deliver additional time to master concepts.

Students with disabilities are receiving academic support based on their IEPs. Some in-person supports are being provided during distance learning and when in-person instruction resumes, students will have regular access to learning centers to better address learning loss.

English learners at Title I schools are receiving in-person academic support following state guidance during distance learning. Spanish speaking paraprofessionals assist students with managing distance learning assignments and support English language development instruction.

AVID teachers and classes are being offered during distance learning and will provide additional supports when in-person instruction resumes. AVID teachers assist historically underrepresented groups meet college entrance requirements.

## 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.]

English learners shall receive additional in-person instructional support in both distance learning and hybrid models. At Title I schools Spanish speaking paraprofessionals provide additional support both in ELD classrooms and in core content courses. Class size reduction is implemented in ELD classrooms keeping class size under 20 students. Level 3 EL students also have access to the Read 180 curriculum in a reading improvement course to accelerate reading comprehension and fluency. All English learners are provided with Chromebooks and hotspots if needed.

Upon returning to hybrid and/or full in person instruction, students in these categories will have access to after school tutoring programs, twice per week for one hour each day. Van transportation will be provided by the district as needed by the student.

Case managers for students with disabilities will facilitate outreach and conferences/meetings to assess and evaluate potential loss of learning. Once needs are identified, the team will develop a plan for intervention. This may include intensive individual services or small group instruction/facilitation.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The combination of positive attendance and grades shall be the primary measures.

Student engagement is tracked through the previously described attendance and engagement procedures. Mitigating learning loss begins with student engagement. Students being marked as engaged asynchronous or for synchronous instruction shall be an important measure.

Student performance in each of their classes will be monitored using grade reports from teacher gradebooks in addition to the quarterly progress reports provided to families.

For students with disabilities, the effectiveness of the services provided will be evident if the student met the stated goals in each student's IEP. IEP teams shall make amendments to services provided as needed if there are early indicators the student is not on track to meet the stated IEP goals. To determine the effectiveness of implemented pupil learning loss strategies multiple sources of data shall be analyzed.

Case managers (education specialists, guidance counselors, school psychologists, and assistant principals) will seek student, parent, and service provider input. District and site teams will use data from the student information system and identify struggling students. Using reports of attendance, engagement, and grades, teams will identify areas of effective and ineffective strategies.

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

Description	Total Funds	Contributing
Strategic Intervention Programs for students below grade level, credit deficient or in danger of failing certificated personnel salaries and benefits	[\$437,800]	[Y]
Certificated personnel salaries and benefits for after school academic recovery and June intersession programs	[\$70,000]	[Y]
Certificated personnel salaries and benefits for class size reduction, ELD courses	[\$107,000]	[Y]
Professional development on best practices related to effective programs, student achievement, and accountability systems for English learners.	[\$10,000]	[Y]
Spanish speaking instructional specialist salaries and benefits	[\$150,000]	[N]
Certificated personnel salaries and benefits needed to develop, implement and monitor IEPs	[\$3,986,500]	[N]
Classified personnel salaries and benefits needed to develop, implement and monitor IEPs	[\$2,053,500]	[N]
Certificated personnel salaries and benefits psychologists	[\$701,000]	[N]
Tutoring for students with disabilities	[\$5,000]	[N]
Transportation related to IEP goals and services	[\$15,000]	[N]
Contracted services for students with disabilities	[\$126,212]	[N]
Emotional Well-being support services	[\$62,575]	[N]
After school tutoring for homeless and foster youth	[\$5,000]	[N]
Transportation home from after school tutoring for homeless and foster youth	[\$4,000]	[N]
Note: Software for learning loss was included in the distance learning expenditures listed previously.	n/a	[N]

# Mental Health and Social and Emotional Well-Being

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

The district and Sierra Child and Family Services facilitate Wellness Centers at each of our school sites. Wellness Center staff have provided bi-weekly community outreach and are available to support those in need. Service providers facilitate interventions through a physical location at each site and an online support program. Wellness Center staff have surveyed families and district staff members inquiring about wants and needs relating to mental health and social emotional well-being. Using that feedback, staff created opportunities for service and support. Additionally, students with disabilities are provided educationally related mental health services including transportation as needed.

# 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.]

As previously stated, synchronous and asynchronous attendance is taken daily in the district’s student database by teachers. Teachers, counselors, administrators, support staff and IEP teams all have access to the attendance information. This allows for easy identification of students not engaged and or participating in distance learning. Each school has created an outreach team that contacts families until they are able to communicate. Staff calls, emails, and texts, families until they are able to discuss the student’s lack of engagement. The team works with the family and student to identify ways to help the student, whether it be through technical assistance, additional technology, virtual tutoring, or on campus in-person support. Spanish speaking staff or translation services shall be used by the outreach teams to effectively communicate with families that speak languages other than English.

When the district transitions to the hybrid model, students will receive two-days of in-person instruction but receive three days of asynchronous instruction. Monitoring during the hybrid model will also be crucial to ensure students are succeeding. Interventions will include more in-person support under the hybrid model which may include struggling students attending school more than two-days for in-person support.

## 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.]

The nutrition services staff in conjunction with the Business Department developed a meal distribution plan for all three reopening scenarios. Families are encouraged to submit an application to see if they qualify for the free or reduced meal program for the 2020/2021 school year. A new meal application must be filled out each year. Beginning July 6, a meal application has been available for completion online by going to [www.eduhsdnutrition.net](http://www.eduhsdnutrition.net). Meal applications are available in multiple languages. Under distance learning, meals will be provided for free Monday through Friday between 10:45 A.M. and 1:15 P.M., as grab and go, but students will not be permitted to consume the meals in the cafeteria while in distance learning mode. Under the hybrid plan, one free hot lunch and one free breakfast will be provided to all students during the days they are on campus. Additionally, free grab and go meal service will be provided for pick up on Mondays for the three days a week students are off campus participating in distance learning.

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

Section	Description	Total Funds	Contributing
Communication tools and software needed for stakeholder outreach	Services And Other Operating Expenditures, Parent Square, Aeries.net Parent Portal, Google Forms (survey tools as part of Google Apps for Education)	[\$51,000]	[N]
Communication and Outreach	Administrative Communications Specialist salaries and benefits	[\$101,000]	[N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.25%	\$2,602,110

## 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.]

The district commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. The district 'braids' funds for English learners, low income students, and foster youth using a combination of federal restricted funds and LCFF supplemental funds. The district and schools establish goals and measureable outcomes of unduplicated count students. Due to historical academic achievement gaps associated with English learners, low income students, and foster youth, the Board of Trustees, district advisory committees and the school site councils, review student achievement data and make recommendations how to prioritize federal and supplemental funding to improve learning outcomes for the needs of foster youth, English learners, and low-income students.

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

The El Dorado Union High School District is using supplemental funds to improve academic outcomes and behavior for unduplicated count students. An academic achievement gap exists for unduplicated count students. Using a Multi-tiered Systems of Support (MTSS) approach, unduplicated count students need greater access to tier 2 and tier 3 level supports. Supplemental funds are being used provide extensive tier 2 and tier 3 interventions to ensure unduplicated students have the academic and behavioral supports needed to succeed.

### **Academic MTSS Level 2-3 Supports Funded with Supplemental Funds**

1. Advancement Via Individual Determination (AVID) staffing
2. AVID professional development
3. AVID registration and curriculum
4. AVID field trips
5. AVID tutors
6. Additional guidance counseling staff
7. Remediation and acceleration course staffing for students below grade level
8. After school extended day academic recovery support and tutoring
9. June intersession extended school year for credit recovery
11. Class size reduction for ELD sections of instructions

12. Professional development of faculty to support English learners in core academic classes
13. Professional development for improving ELA outcomes for socio-economically disadvantaged students
14. Class size reduction at Independence Continuation High School
15. Instructional technician at Independence Continuation High School
17. AP exam funding for Foster Youth and Low Income students

**Behavioral MTSS Level 2-3 Supports Funded with Supplemental Funds**

1. Connections Coordinator staffing
2. Nursing staffing above base allocation
3. Non-public school placement

**Transportation Services**

1. Economically Disadvantaged
2. Foster Youth