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Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The Escalon Unified School District is located in a rural agrarian part of Southern San Joaquin County. The school district serves the greater parts of Escalon, Collegeville and Farmington communities. The district operates 4 elementary schools, 1 middle school, 1 comprehensive high school, 1 continuation high school and 1 charter school. The charter school allows students to access academic program options that are classroom based or home school. The District serves a total of about 3,000 students (including charter students). Current student demographics indicate that about 47.5% of students are White, 47.6% are Hispanic and 4.9% are from other backgrounds. Additionally, about 52% of the students are unduplicated, 51.5% are socioeconomically disadvantaged, 16.3% are Englsh Learners and 0.2% are foster youth. Without question, the COVID-19 pandemic has had a significant impact on Escalon Unified School District (EUSD) and the entire community that we serve. Since school closures in March 2020, EUSD staff and families have worked hard to improve educational opportunities and access especially as the district continues to deliver instruction via distance learning. The largest impacts to students and families in the district include an increased demand for at home support and supervision by parents and other caregivers. Childcare continues to be a challenge faced by EUSD parents, and staff. It is proving difficult for individuals to balance work (jobs) family and schooling, especially during distance learning. Individualized Education Programs (IEPs) for student with disabilities are being implemented to the best of everyones' abilty however, parents have shared challenges with service delivery within distance learning contraints are still a concern. Nonetheless, parents of students with disabilites and special educaiton staff are working together to troubleshoot concerns. In addition, some students who reside within our most rural areas continue to struggle with remote connectivity. EUSD has assisted in mitigating these impacts by providing access to chromebooks and providing internet acess via remote hotspots.

Students and familes have been impacted by not being able to receive in person direct services; including services for English Learners, Foster and Homeless youth and students with Disablities. An increse in isolation and disconnectedness has been experienced by our stakeholders as the pandemic has imposed the need for physical and social distancing. Changes to lesson delivery, the instructional day, and assessment administration have also been impacted. In addittion student access to school provided meals when schools are fully operational has been impacted. EUSD continues efforts to make meals availabe for pick-up through out the District, to continue providing for access to meals.

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All stakeholders have taken on new and or modified roles as a result of school closures. Parents and guardians have taken an increased responsibility as coeducators with students learning from home. The challenge of balancing employment responsiblities child care and child education. Some older siblings have also had to take on greater responsibilities by having to assist with child care and providing academic support for their siblings. This greater responsiblity has at times impacted older students' abilities to focus solely on their own learning. District staff who are also parents and caregivers are also having to balance and struggle with similar challenges.
Stakeholders continue to work together to support one another. EUSD staff continues to provide educational opportunities, access to school based meals and acess to school based mental health supports. Teachers and school staff including office personel and stie administration are reaching out to families and students and remain close communication weekly but in most cases daily. School site staff continues to assess connectivity needs as well as the needs of other needed supports.

Stakeholder Engagement

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

EUSD stakeholders were given multiple opportunities to provide input, ask questions and share concerns about school reopening plans. Opportunities for input will continue to be provided as the planning process continues to evolve and federal, state, and local guidelines change. Input opportunities have been provided via surveys, opportunities for public comment during board meetings, public hearings, meetings with stakeholder's groups and through communication between students, parents and school sites. In addition, the District has been working with school employees and provides opportunities for input through ongoing communication with union leadership, school site leadership teams, staff meetings and school-based parent advisory committees.

EUSD district staff began the stakeholder engagement process regarding school reopening plans as the 2019-2020 school year ended. As the Spring semester came to an end, the district administered a survey to families to obtain their input and feedback on distance learning and school reopening. The survey was made available in both English and Spanish, (the two main primary languages spoken by stakeholders) via Google Forms. A total of 990 responses were received. At this time survey responses revealed that 71.3% of the parents that responded indicated that they would participate in a district provided Distance Learning program if schools were unable to physically reopen. Conversely, 13.1% of the respondents indicated that they would not access a District operated Distance Learning Program while 15.6% of the respondents were undecided. About 90% of the respondents indicated that would send their children to EUSD schools if the District was able to physically reopen in the fall semester. Of these respondents, 67% indicated that they planned on sending their students to EUSD schools regardless of the measures put in place. Another 23.1% of the respondents indicated that they would send their students to EUSD schools if specific safety measures were put in place. For example, a total of 30.3% of those respondents indicated that they would expect students to wear masks; 86.6% indicated that they wanted hand soap and hand sanitizer to be available in all classrooms and 39.9% reported that they wanted procedures in place to implement social distancing. Conversely, about 19.6% of the respondents indicated that

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they did not feel that any additional measures were required for students to return to school. At the time that this survey was administered, 65.8% of the survey respondents who had students that would be eligible to ride the school bus if schools were session, indicated that they planned on providing personal transportation to school for their students; conversely 34.2% indicated that they would require access to the school bus in order to get to school when schools reopened. Responses from this survey indicated that at this time 70.5% of the survey respondents preferred that school sites physically reopen, while 29.50% indicated a preference for continued remote learning.

A second survey was made available seeking input regarding the implementation of Distance Learning and Blended Learning instructional offerings. The survey was open through Friday 09/04/2020. A total of 615 responses were collected. Input was provided by both Spanish and English speaking stakeholders. Suvey responses were representative of students across all school sites throughout the district. Survey responses indicated that a great majority of respondents prefer to receive information from the District Office primarily through phone calls (66% or respondents). Responses also indicated the following: 64% of the survey responders like to receive information via email; 63% like to receive information via text message; 16% like to receive information from the District website; 17% obtain information from the district operated Facebook page; and 9% seek information from the district operated Instagram page. Survey results indicate that 88% of students are currenlty accessing online instruction through a home internet provider. Relatedly, 3% of the respondents indicatd they accessed instruction via district provided hotspots; 5% access instruction between a combination of both home internet provider and a hotspot. Alternatively 4% of the respondents indicated that they were unable to consistently access online learning content even with their home internet provider and hotspot. Survey responses indicated that 74% of the responders strongly agree or somewhat agree that instructional supports to meet the needs of English learners are required for students to receive high quality rigorous distance learning instruction; 81% of survey respondents strongly agree or somewhat agree that instructional supports to meet the needs of students with disabiities are needed in order for students to receive high qualitiy rigorous distance learning.; 44% strongly agree or somewhat agree that distance learning workshops for families are needed; 58% strongly agree or somewhat agree that small breakout groups for students work together are needed. Of great importance was access to online curriculum (93%); access to a computer and internet (96%) and access to direct instruction by a teacher (96%). Survey respondents indicated the following: 41% felt that distance learning workshops geared towards parents were needed; 37% indicated that online/computer/technology training were needed and 57% indicated that resources to support student learning were needed in order to support student success within a distance learning model. Survey responders indicated that in support of student's mental health and social-emotional well being, students primarily need interation with other students (70%). Relatedly, stakeholders reported that in support of student mental health, students need: Social-emotional learning lessons (52%), access to mental health clinicians (22%) and access to school counselors (37%). A greater portion of survey responders would prefer to have their children participate in a blended learning program (61%) vs. continue with Distance Learning (39%) when EUSD is given the ability to reopen school sites. About three quarters (74%) of survey responders indicated that they could commit to assisting the district with COVID-19 symptom screening at home, when the district is able to open classrooms for blended learning.

Addittional written comments were provided that assisted with the ongoing development of this plan. Furthermore, student input solicited from peers by the student board member and school student leadership was taken into account.

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

Since school closures in March 2019, stakeholders have had the opportunity to participate remotely at District board meetings, school meetings and District public hearings via online digital platforms. The District currently uses Zoom webinar to stream board meetings.

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Stakeholders have the opportunity to view and participate in meetings live. The opportunity to provide input is permitted during public comment as well as during public hearings. Participants are asked to raise their hands within the platform and a moderator gives individuals wishing to speak the opportunity to do so.
School sites within the district also use online platforms as a vehicle to convene meetings with parents and specific stakeholder groups incluidng school site council teams and English Language Advisory Committees. Relatedly the District allows for remote participation by offering online meeing opportunities with stakeholder groups including parent advisory committee and District English Language Advisory Committee.

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

As a whole, the information provided by stakeholders included valuable insights, reccommendations and questions. The input provided included experiences from spring 2019 school closures as well as priorities for distance learning and in-person instructional offerings for the current school year. Some of the feedback trends that emerged included the following:
*Concerns with the implementation of Distance Learning in Spring 2019 and the need for standard guidelines and expectations.
*Stakeholders shared concerns with the need for live instruction, access to recorded lessons, as well as access to teachers and staff
*The need to minimize too much variation in program implementation especially during Distance Learning
*The need to determine ways to provide necessary supports and services for students that require them (e.g. students with disabilities, English learners)
*Ongoing training and support for staff including access to the tools, devices, programs and platforms needed for effective distance learning
* The option for students to continue with distance learning even as some in-person instruction becomes available
*Concerns with student's social, emotional well-being due to the limited or lack of in person interaction with peers
*Ongoing concerns with childcare
*Teacher shared concerns with attendance and student engagement
*The need for addititonal supports/access to supplemental programs to support students within a distance learning framework

In addittion the District English Learner Advisory Committee (DELAC) met on September 8, 2020 and provided similar feedback, including:
*The need for ongoing communicaton in languages other than English (e.g. Spanish). The best means of communication include phone calls and text messages
*DELAC members shared concerns with the social-emotional well being of their students and are in favor of implementing a blended model of instructional delivery
*In person instruction is important and needed for students especially for students who struggle
*Training is needed for parents with regards to technology and the use of current online platforms

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

Stakeholder input has influenced multiple components of the district's Learning Continuity and Attendance Plan. For example stakeholders requested live instruction, access to recorded lessons, acess to teachers and staff and a decrease in variation in the instructional day across the district. This input contributed to the "Distance Learning Plan" that EUSD published for public review prior to the start of the school year.

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The plan will be amended as needed with ongoing input from parents, teachers, and district stakeholders in order to meet the needs of our student body. The plan outlines clear expectations for daily live instruction for all students. A description of minimum number of instructional minutes is spelled out in the plan and class schedules are presented to assist in minimizing too much variation in program implementation. The schedules outline both synchronous and asynchronous instruction and total minimum number of instructional minutes per day. Lessons are recorded and made available for later viewing. This is crucial in supporting our students as some students may need to access recorded lessons for future refence and/or may need to access lessons asychronously after synchronous instruction was delivered depending on parent work schedules.

In response to requests for ongoing training and support, EUSD partnered with the San Joaquin County Office of Education and set aside funding for EUSD teaching staff to participate in specific distance learning modules that would best assist teachers with the implementation of Distance Learning. Modules included the following topics: Essential Skills for Virtual and Blended Learning; Model Lessons for Virtual and Blended Learning; Lesson Planning for Virtual and Blended Learning; Unfinished Learning and Learning Loss; and Designated ELD in a virtual setting. In addittion, supplemental training was provided during the District non-student Professonal Development Day held on August 26, 2020. Training topics for elementary teachers including training with online ELA curriculum platforms including distance learning tools and resources as well as supporting English learners within distance and blended learning environments. Secondary teachers received training on content specific modules within a distance learning and blended learning frameworks as well as training on online instructional tools and platforms to support distance and blended learning.

Relatedly, supplemental instructional programs needed to support students, especially struggling learners, students with disabilities and English learners have been acquired to support instruction while implementing distance learning and blended learning instructional models. Furthermore, teacher request for addittional technology including secondary monitors, cameras etc. have been acquired to faciliate remote instruction for teachers and staff.

Regarding teachers concerns with student attendance and re-engagement and consistent with Senate Bill 98 (SB98) guidance, the District has developed a multi-tiered re-engagement plan to support with student attendance and school engagement. The plan is explained in more detail within this plan in a separate section.

Technology support and training is available upon teacher and parent requests and recorded sessions are archived and available for future reference. The goal is to provide teachers with effective training in the tools that are needed to continue providing strong academic programs. Relatedly, teachers have been serving as excellent sources of support and have been coaching and supporting themselves with the use of technology platforms, lesson planning and overall collaboration.

Continuity of Learning

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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.]

Being able to provide as much in-person instruction as can safely be delivered continues to be a priority for many stakedholders within our community. Although current conditions are not allowing for EUSD to provide in-person instruction, the district continues to plan for blended learning models that permit in-person instruction, so as to be ready to bring student's back as it becomes safe to do so.

Reopening Phases:
100% Distance learning will be offered to students, while within the County's Purple range (consistent with mandates for Governor Newsom). However, as the district begins the reopening process, it will begin at the elementary school level and slowly work in phases to reopen, to promote the safety of students and staff. Reopening phases will transition from Distance Learning, Blended Learning (potentially to varying degrees), and In person learning. Blended Learning will be a blend of virtual instruction and in-person instruction. Students will be separated into two groups (Group A and Group B). Each group will receive in-person instruction two days per week. These phases will be gradual and incumbent on current health conditions, guidance from County Public Health, community needs, and student need. This document outlines general guidelines as our schools begin to reopen. Across all phases of learning, Escalon will stay true to our vision, mission, and values. We will ensure that all students learn at high levels. We maintain high expectations and a rigorous and relevant academic focus for all learners through purposeful, collaborative relationships. Our students are highly literate, innovative thinkers who understand the need for continuous self-improvement in their pursuit of excellence. They are socially-responsible and value working with others to build positive and productive relationships. They are inspired and prepared to thrive amidst the challenges of the 21st century. We will also continue to value collaboration, effective teaching, rigorous/ relevant instruction, professionalism, and community. As always, these principles will help guide district decisions.

Cleaning and Disinfection:
How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized. At Escalon Unified, we prioritize student and staff safety and have taken a number of provisions to promote a safe work environment.

Location/ Item and Expection
Staff Lounges: Will be locked and unavailable for use or congregation.
Main Office: No more than 2 school personnel that do not work in the Main Office will be in the Main Office at any given time.
Copy Machines: Will not be available for physical use by teachers/staff. Teachers and support staff are to email digital material to a designated person in the Main Office with instructions on the number of copies to be delivered to your classroom. Copies from a book may be sent to the designated person in the main office to make copies. There should only be one person (office staff member) designated to touch the copy machine. Copy machines have a coating on them that prevents COVID-19 from materializing on them.
Bathrooms: Wash hands thoroughly after use. PurBloc will be used on all communal surfaces using an ionizing spray machine at least every 90 days.

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Classrooms/work station: Sanitize hands after leaving your classroom/work location for any reason. All indoor workstations and classrooms will be sprayed with PurBloc using an ionizing spray machine every 90 days.
Desks and chairs: Students will have static assigned seating
Student belongings: Students will keep their belongings separate so that they don't come into contact the belongings of others
Butcher Paper Room: Access to this room will be given by the office staff and there will be sanitizing before each use. Only one person may use the room at a time.
Library/ Multimedia Center: This will be closed. Call, email, or use Zoom/ Google Meet for any questions for the librarian, requests for classroom reading or resources.
Water fountains: Water fountains will be turned off and inaccessible to reduce the spread of germs. Non-touch Bottle filling stations and/or bottled water will be avaiable
Playground equipment: Students will be unable to use playground structures
Buses: Buses will be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19 using ionic sprayers. Drivers will be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.
Door handles, light switches, sink handles, bathroom surfaces, tables, student desks, chairs: Frequently touched surfaces in the school will be disinfected daily

Shared objects within the classrooms:
Students will have their own individual materials necessary to complete tasks. Each child's belongings will remain separated and in individually labeled cubbies or areas. All tables that were arranged for joint learning centers will be removed from classrooms and replaced with individual desks for students, where allowable. Students will have their own school supplies and will not share scissors, pencils, pens, markers, crayons, highlighters, or other materials. If a student requires an extra pencil or pen, the teacher will provide one that has been sanitized.

Sanitation and PurBloc:
Bathrooms and communal areas will be continuously cleaned with products that will neutralize COVID-19. Teachers will be provided with wipes for their classrooms so they may sanitize any additional areas. Purbloc Nano Extended Barrier is a commercial agent that cleans, sanitizes, and protects surfaces through advanced water based technology. It protects surfaces forming an invisible microbiostatic protective barrier that can be applied to both porous and non-porous surfaces. It provides persistent and continuous protection up to 90 days, while being non-toxic, residue-free, and non-leaching. It kills up to 99.9999% of all microorganisms, is effective on the class of envelope viruses, bacteria, and fungi. After PurBloc is sprayed, using an ionizing spray, onto objects, they are COVID-19 resistant for up to 90 days and there is less than a .001 percent chance that they can transmit the virus.

Heating, Ventilation, and Air Conditioning (HVAC) Systems:
Each classroom has their own HVAC system. Consistent with current safety recommendations, Escalon Unified will turn on the HVAC systems for all locations staff will occupy 2 hours before staff will occupy said location.

Cohorting:

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How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.
Students will be grouped by cohorts that will include half the students in each classroom. Students will be grouped into a Group A and a Group B. Parents will also be given the option to maintain their students in a virtual distance learning environment.

Considerations that may be utilized when considering if students are in Group A or Group B will include:
*Bus routes, grouping students that live near one another
*Household members within the same home
*Designated need (e.g., English Learner, special education student, homeless youth)

On days when Group A is on campus, Group B will be learning at home, and visa versa. The groups will be on an alternating schedule and will receive a 15 minute recess, 30 minute lunch, and a minimum of 4 hours of instruction (with the exception of students in kindergarten who will have 15 minutes of instructional time transitioned to be an afternoon recess). Movement between cohorts will be avoided, to the greatest extent possible. The groups are intended to be fixed, and stable. Class sizes will be as small as practicable, based on evolving events.

School sites will consider blocking restrooms by wings of campuses to prevent cross exposure between groups of students.

Transportation precautions:
*All bus routes are continuously evaluated for maximum efficiency.
*Students will sanitize their hands prior to entering the bus
*Students will be distanced, to the greatest extent possible
*Windows will be opened to allow ventilation, to the greatest extent possible
*Masks will be required upon entry on the bus
*Students that are siblings or from the same household will be encouraged to sit nearest to one another

Cafeteria precautions:
*Alternative lunch and recess schedules will be established so multiple cohorts won't interact with each other.
*Students will eat their lunches with their cohorts, while maintaining social distance of 6 feet. There will be identifying markers for students to know where to sit.

Recess precautions:
*Students play areas will be sectioned off based on cohort colors (e.g., blue team plays on the south field. These will be identified by markers for the students to clearly see and will be monitored by staff.
*Students will line up at the end of recess with 6 feet in between them and other cohorts. Markers will be used to identify where to line up with social distancing.
*Students will travel back to their classrooms in a lined fashion, with their teacher leading, and maintaining distances from other cohorts.
*Students will be required to sanitize their hands prior to reentering the classroom

Entrance, Egress, and Movement Within the School:

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How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.
Until the County Health Offices approves, visitors will not be allowed onto campus to restrict the number of individuals on a school campus at one time and to reduce the number of individuals on campus during pick-ups and drop offs.

Entrances:
Offices will remain locked with no more than two families, socially distanced, allowed into the main office at a time
Each school site will identify a specific entrance(s) to be used that are designated as entrance only
Students will be unable to congregate outside of school entrances upon dropoff and will be asked to stay within their designated play area before school begins

Egresses:
Each school site will identify a specific exit(s) to be used that are designated as exit only
Prior to exiting their classrooms students will be reminded of the importance of avoiding those outside of their cohort when navigating the campus, and will travel in a line, maintaining distance.
At the end of the school day, students will remain in their cohort, be lined up, and will be lead by their teachers to the bus and exit gate(s).
Teachers will be mindful of ensuring that cohorts will remain distanced and will not intermix with other cohorts.

Movement:
Each site will mark the traffic flow for students and staff, to reduce exposure to others (e.g., designated hallways with arrows indication traffic direction)
Students will be introduced to specific movement paths daily for the first week of returning physically to school

Face Coverings and Other Essential Protective Gear:
The Escalon Unified student conduct code will be enforced at all times. Masks or face shields will be required for all staff and all 3rd - 5th grade students. Masks are strongly encouraged for all K - 2nd grade students. Students who come to school without a mask or lose their mask will be given a mask for their use. To be exempt from face covering requirements, students and staff must have a medical exclusion note on file. Students not following this requirement will be sent home and the parent will be notified.

Escalon Unified has provided two cloth masks for each staff member, which may be laundered at home. Staff may wear PPE or cloth face masks brought from home, as well, as long as they are clean and undamaged. Masks or masks paired with face shields (depending on the staff assignment) will be required by all staff unless a medical exclusion note is on file. In limited situations where a face coverings cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable. Any staff not adhering to the requirement will be subject to progressive discipline identified in their respective Collective Bargaining Agreement.

Personal Protective Equipment (PPE) and Cloth Face Masks:
Currently, the San Joaquin County Public Health Department and the San Joaquin County Office of Education recommends that staff wear face masks while at work. The most recent guidance from the California Department of Public Health (CDPH) mandated that face coverings

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be worn state-wide in several high-risk situations including when inside of, or in line to enter any indoor public space, and several provisions for when engaged in work (whether at the workplace or performing work off-site). The expectation at EUSD is that every staff member will wear PPE or a cloth mask when engaged in work, whether at the workplace or performing work off-site, when:
1. Interacting in-person with any member of the public
2. Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time
3. Working in any space where food is prepared or packaged for sale of distribution to others
4. Working in or walking through common areas, such as hallways, stairways, work areas, etc.
5. In any room or enclosed area where other people (except for members of the person's household) are present when unable to physically distance at least 6 feet.

Health Screenings for Students and Staff:
How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.
Symptom Screening:
Staff:Self-Screener sent home for each staff member to review before coming to school each day (e.g., staff has screener on their refrigerator at home and reviews it daily before coming to campus). Temperature checks will only be taken for those that are otherwise symptomatic when on school campus (e.g., sore throat, cough, extremely lethargic), honor system.
Students: Self-Screener sent home for each student's parent/ guardian to review with their child before sending them to school each day (e.g., parent has screener on their refrigerator at home and reviews it with children daily before coming to campus). Temperature checks will only be taken for those that are otherwise symptomatic when on school campus (e.g., sore throat, cough, extremely lethargic)
Volunteers:Restricted access to campus

Escalon Unified School District will:
*Coordinate school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
*Close off areas used by any sick person and do not use before cleaning and disinfecting. To reduce risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable. Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
*Advise sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including 24 hours with no fever, symptoms have improved and 10 days since symptoms first appeared.
*Ensure that all students have access to instruction when out of class, as required by federal and state law.
*Preparing, Triaging, Monitoring Symptomatic & Sick Space
1. If it is determined that students need additional support and are sent to the office, students should be triaged prior to coming to the office
2. In general, the office will need to establish the following three areas:
General Waiting:
*Students waiting to be triaged (present to office with unscheduled needs) Students with nonCOVID-19 symptoms (e.g., injury, assessments)
*Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home.
*Physical distancing marked off

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*Staff conducting triage may consider wearing gloves and masks, depending on the level of COVID-19 community transmission. Plexiglass or plastic barriers may be in place.
Well Student Area (students that have scheduled medical needs eg. procedures, meds):
*Area for well students with health care needs that cannot be addressed in the classroom (e.g. diabetic and other noncontagious health care needs).
*Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home.
*Physical distancing marked off
A trained staff member or school nurse provides care.
Staff delivering care may need to consider wearing gloves and masks.
Students with COVID-19 Symptoms Area (may need multiple spaces):
*Areas for students with possible COVID-19 symptoms; away from others
*Physical distancing marked off or in separate rooms with external ventilation
Additional non-health compromised staff may be necessary to monitor students in areas not visible by the school nurse or health technician. Staff should wear gloves and masks. Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms.
3. Isolate symptomatic students/staff as soon as possible, away from office staff and other students.
4. Have the symptomatic person don a face mask and sit in a room separate from all other students/staff.
5. Staff conducting any assessments on known ill individuals must wear Personal Protective Equipment (PPE).
School sites will have a designated, isolated space specifically for students suspected of COVID-19. These places will be called "Wellness areas."

Protocol for COVID Suspected Student when on campus
Teacher phone call to the office saying "Johnny is coming to the office with a yellow slip"
Ensure student has a mask
Office staff to go to student and take infrared thermometer with them
Office staff take infrared reading from a distance
If student has a fever
Keep distance and keep a visual on student while they go to previously designated COVID-19 suspected area.
Phone call home
If student does not have a fever
Allow rest for 10 minutes
If improve: Go back to class
If not: send home (only students with fever are placed in designated COVID-19 isolation room)

How ill staff will be separated from others and sent home immediately
Staff who exhibit symptoms of COVID-19, will immediately communicate with their supervisor, will follow procedures for requesting a substitute, and will immediately leave campus. Once they complete their COVID-19 testing, they will communicate the results with their supervisor, and, if positive, will follow the identification/ tracing process listed in this document.

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Protocol for Students and Staff when they're exposed/ill but not immediately on campus will be followed.

Healthy Hygiene Practices:
The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.
Hygienic object/ promotion of hygiene:
Hand Sanitizing Station: Each classroom and office has a wall mounted hand sanitizing station that has been installed :
Soap:Each bathroom will be checked daily for soap, and refilled as needed
Sanitation Wipes: Each teacher has disinfecting wipes that has been provided to them
Hand Sanitizer: Each staff member was provided hand sanitizer at the beginning of the school year. Extra hand sanitizers are available as needed.
Video modeling: Videos have been made displaying appropriate ways to wash hands when in the school bathrooms. Videos were made with a student model and will be shown to students in their classrooms prior to attending campus.
Reminders:There are posted reminders of appropriate hand washing in each restroom facility on campus. Each classroom has a posting of appropriate ways to cover their mouth. These posters are from the CDE website and are for appropriate age ranges.
Before exiting and entering the classroom: Students will be asked to use hand sanitizer before they enter and exit their classrooms

General Hygiene Reminders

Escalon Unified School District will:
Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
Students and staff should wash their hands before and after eating; before preparing food; after coughing or sneezing; after touching frequently touched areas (e.g., door knobs, handrails, shared computers)
Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels to dry hands thoroughly.
Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
Students and staff should use hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry.
Students will be encouraged to avoid touching their face with their hands as much as possible.
Individuals interacting with those who are feeling ill should perform hand hygiene before and after contact with each student, contact with potentially contaminated material, and before putting on and after removing PPE, including gloves. Hand hygiene after removing PPE is particularly important to remove any pathogens that might have been transferred to bare hands during the removal process.

Identification and Tracing of Contacts:
Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

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Steps taken when there is a confirmed case of COVID-19 on campus:
Staff that has been identified as positive, notifies their immediate supervisor.
The supervisor contacts the district office cabinet member for that department
The cabinet director communicates with the Superintendent
Superintendent discusses the incident with the District level COVID-19 Response Team
Persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons
The District COVID Response Team includes the superintendent, district school nurse, human resources personnel, and the Chief Business Officer for Escalon Unified School District. This team meets daily to review cases and conduct contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons.

Physical Distancing:
How space and routines will be arranged to allow for physical distancing of students and staff.
Students will be divided into two separate cohorts; therefore, the ability for physical distancing will be maximized.
ARRIVAL AND DEPARTURE:
Open windows and maximize space between students and between students and the driver on school buses where practicable.
Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
CLASSROOM SPACE:
All Desks will face the same direction.
Classroom entry and exit routines will be established to support social distancing.
Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks.
Student desks will be placed at least 6 feet away from one another, to the greatest extent possible.
Markings will be made on classroom floors to promote distancing.
Staff will develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
Where appropriate, the use of dividers will be considered.
NON-CLASSROOM SPACES:
Limit nonessential visitors, volunteers and activities involving other groups at the same time.
Staggered passing times when necessary or when students cannot stay in one room.
Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Cafeteria lunches will be pre-bagged meals with one option per day. Avoid sharing of foods and utensils.
Staggering recesses and promoting activities allowing for distancing.
RECESS PROTOCOLS:
Students will continuously be reminded of social distancing practices
Students will enter and exit classrooms following established social distancing routines.
Recess times may be staggered to reduce the number of students at recess at any one time.
Use of play structures, balls and other playground equipment will be evaluated based on current COVID-19 community conditions.

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Students will be required to sanitize their hands upon re-entry to the classroom.
Classroom/ Cohort interaction will be reduced by outlining targeted areas of the yard for play, based on cohort.
Use of play structures, balls and other playground equipment will be evaluated based on current COVID-19 community conditions, per County Public Health.
CAFETERIA PROTOCOLS:
Lunch schedules will be staggered to reduce the number of students being served at one time.
Students will be allowed, weather permitting, to eat their lunch either inside the cafeteria or outside in designated areas to allow for increased social distancing.
Students will maintain social distancing while eating their lunch.
Cafeteria meals will be grab and go meals with one option per day (no salad bar option will be offered).

Staff Training and Family Education:
Staff will be trained in health and safety actions including: (Keenon options are in parentheses)
Enhanced sanitation practices
(Coronavirus Cleaning and Disinfecting your Workplace- 10 minutes)
Physical distancing and its importance
Including the importance of staff staying in classrooms while on site and maintaining physical distancing and well-ventilated spaces
Proper use of face coverings, removal, and washing of cloth face coverings
(CDC for making and using cloth coverings- 9 minutes)
COVID-19 specific symptom identification
(Coronavirus awareness- 10 minutes)
COVID Safety procedures will be posted at all school sites and on the district website. All sites will be trained on the specifics of this application and this plan will be communicated/ available to all stakeholders.

Testing of Students and Staff:
How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections. To promote rapid testing, a list of testing sites will be disseminated to staff. Staff will be encouraged to see their health care physician or visit a county testing site.
Periodic testing schedule to detect asymptomatic infections:
Upon reopening, all district employees that have contact with other employees or with students will undergo a surveillance testing wherein they will be tested over 2 months, with approximately 25% of the staff being tested every two weeks.
Staff Testing Schedule:
A-E; F-L;; M-R; S-Z

Triggers for Switching to Distance Learning:
The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.
Location/ Closure Trigger to start Distance Learning/ Closure Reopen

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Classroom/Cohort: Classroom/ cohort has a confirmed case within a classroom/ cohort--> Can reopen: After 14 days and cleaning and disinfection, public health investigation, consultation with the public health department
School Site: Multiple cases in multiple cohorts at a school site OR 5% of the total number of teachers/student/ staff are cases within a 14 day period OR Otherwise determined by local public health authorities--> Can reopen: After 14 days and cleaning and disinfection, public health investigation, consultation with the public health department
School District: 25% or more of schools in EUSD (that are open) have closed due to COVID-19 within 14 days Consultation with the public health department--> Can reopen: After 14 days and cleaning and disinfection, public health investigation, consultation with the public health department
With respect to the waiver, school sites will have staggered openings. For example, Collegeville and Farmington will reopen, one to two weeks later Van Allen will reopen, and one to two weeks later Dent will reopen. If, during this period, there are outbreaks, Escalon Unified will modify its reopening pace.

Communication Plans:
How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.
In coordination with the County Public Health Officer, the Escalon Unified School District will use our website, email, and district phone messages to immediately communicate with affected stakeholders of potential virus exposures. This communication will be consistent with legal counsel guidance regarding the Family Educational Rights and Privacy Act. The COVID-19 pandemic has created intense stress and trauma for the stakeholder's that schools serve. Our reopening plan will only be as successful as EUSD's ability to maintain trust and credibility through frequent and transparent, two-way communication. This plan is based on guidance provided by the California Department of Public Health.
Escalon Unified School District's effective communication plan will include:
Utilizing a variety of communication platforms (e.g., email, text messaging, push alerts, infographics, website posts, social media, news media outlets, printed mailings, etc.).
Communication methods preferred by our community.
Multiple language communications.
Frequent messages that include all critical information to reduce confusion, anxiety, or misunderstandings.
Use of existing school resources to amplify messaging: school campus signage, marquees, existing handouts, etc.
Providing contact information for follow-up questions or concerns.
Developing a dedicated web page on the district website that includes answers to frequently asked questions.
Consistency of messaging by ALL EUSD staff.
EUSD's communication strategies will be to communicate the safety measures undertaken by the school, including personal protective equipment (PPE) for students, teachers, and staff, cleaning and sanitization protocols, physical distancing measures and mental health and well-being supports. EUSD will also inform parents about the importance of symptom onset, keeping students home when sick and EUSD's processes for parent and guardian visits, pickup, and drop-off.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE): Cost associated with PPE to ensure safety protocols/procedures including:face masks, hand sanitizers, face shields	$37,000.00	No
Student Safety Materials: Costs associated with thermometers, acrylic shields, student desk shields, spot vision screener	$112,616.00	No
Disinfecting and Custodial Materials: Cost associated with disinfecting wipes, electrostatic sprayers, Touchless paper towel dispensers, custodial supplies, PurBlock	$50,000.00	No

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.]

Escalon Unified School Disrict is committed to providing a high quality education regardless of the method of instructional delivery. During Distance Learning, Escalon Unified will work on providing the following:
*Student access to internet connectivity and devices to participate in the educational program.
*Quality, challenging content aligned to grade level standards equivalent to in-person instruction.
*Supports to address the needs of students.
*Special education, related services, and accommodations required by an individualized education program.

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*Designated and integrated instruction in English language development.
*Daily live interaction with certificated employees and peers.
*Maintenance of regular communication with parents on student progress.
*Procedures to re-engage students who are absent for more than 60% of instruction per week.

Daily Live interaction
Escalon Unified School District will provide students with daily live interaction. Students must have daily live interaction with certificated employees and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b).)
Escalon Unified will also be in compliance with Senate Bill 98 (SB98), which adopts Education Code section 43504, and imposes the following requirements aimed at ensuring that LEAs maintain regular contact with students participating in distance learning. In particular:
LEAs are required to "document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided."
Daily participation is defined to include: (1) evidence of participation in online activities (including completing assignments and assessments) or (2) contact between the LEA and the pupil or parent/guardian. Students not engaged in daily participation must be marked absent.
"Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments." "A pupil who does not participate daily in either in-person instruction . . . or distance learning . . . shall be deemed absent."
LEAs "shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person.

Synchronous Learning
Synchronous learning is the kind of learning that happens in real time. This means that teachers and students interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lessons, or live streaming while students take tests or assessments.

Asynchronous Learning
Asynchronous learning happens on the student's schedule, not real-time. The teacher can provide materials for reading, recorded lessons for viewing, assignments for completing, exams that can be completed by a deadline. The student has the ability to access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lesson notes, and exchanges across discussion boards or digital platforms.

Instructional Time
For the 2020-2021 school year, instructional minutes have been adjusted as illustrated below:
Grades TK/K: 180 minutes
Grades 1st-3rd: 230 minutes

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Grades 4th-12th: 240 minutes
While instruction is delivered via distance learning, instructional time may include time with an instructor or can be based on the time value of assignments. An "instructional day" is a day in which all pupils are scheduled for the length of the day established by the governing board/body of the LEA in a classroom under the immediate supervision of a certificated employee or in distance learning that meets the requirements set forth above. EUSD will use the Weekly Engagement Record to track daily live interaction, assignments, weekly engagement, and daily participation (including type of instruction- synchronous or asynchronous). School schedules follow below:

Schedule for Elementary Schools:
Mon,Tu, Th, Fri
8:00 a.m.: Morning-->Teacher completes attendance logs; monitors student work; makes contact with parents; answers emails; prepares lessons for the day
8:45 a.m.: Whole class live instructional block-->live online learning with the teachers; teachers introduce lessons and promote peer interaction
9:15 a.m.: Morning Instructional Block #1-->Independent student work; small group live online instruction with teachers; assesments
10:15 a.m. Break
10:35 a.m.: Independent student work; small group live online instruction with teachers; assessments
11:35 a.m.: Lunch
12:05 p.m.: Afternoon Instuctional Block-->Independent student work; small group love onine instruction with teacher; assessments
1:05 p.m. Whole class live instructional block-->Live online learning with the teacher
1:35-2:35 p.m.: Afternoon-->Teacher Collaboration, small group, library, music

Wednesday
8:00 a.m.: Morning-->Teacher completes attendance logs; monitors student work; makes contact with parents; answers emails; prepares lessons for the day
8:45 a.m.: Whole class live instructional block-->live online learning with the teachers; teachers introduce lessons and promote peer interaction
9:15 a.m.: Morning Instructional Block #1-->Independent student work; small group live online instruction with teachers; assesments
10:15 a.m. Break
10:35 a.m.: Independent student work; small group live online instruction with teachers; assessments
11:30 a.m.: Lunch
12:00 p.m.: Afternoon Instuctional Block-->Independent student work; small group love onine instruction with teacher; assessments
12:30 p.m. Whole class live instructional block-->Live online learning with the teacher
1:00-2:35 p.m.: Afternoon-->Teacher Collaboration, small group, library, music

Daily Expectations:
Daily live interaction throughout the day, minimum 60 minutes
Opportunities for students to practice skills with teacher feedback
Emphasis on peer collaboration and interaction
Small group live instruction or assessment

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Small Group Instructional Options:
Live/online instruction
Math groups, Reading groups, ELD groups, SpEd groups, etc…
Reteaching/assisting students with independent work as needed
small group assessment/monitoring/instruction

Schedule for Middle and High School
Mon, Th
8:35 a.m. - 9:55 a.m.: Pre Period
10:00 a.m.- 11:20 a.m.: 1st Period
11:20 a.m. - 11:25 a.m.: Break
11:25 a.m. - 12:45 p.m.: 2nd Period
12: 45 p.m. - 1:20 p.m.: Lunch
1:20 p.m. - 2:40 p.m.: 3rd Period
2:40 p.m. - 3:05 p.m./ 3:10 p.m: Prep

Tu, Fri
8:35 a.m. - 9:55 a.m.: Pre Period
10:00 a.m.- 11:20 a.m.: 4th Period
11:20 a.m. - 11:25 a.m.: Break
11:25 a.m. - 12:45 p.m.: 5th Period
12: 45 p.m. - 1:20 p.m.: Lunch
1:20 p.m. - 2:40 p.m.: 6th Period
2:40 p.m. - 3:05 p.m./ 3:10 p.m: Prep

Wednesday
8:35 a.m. - 9:15 a.m.: Prep
9:15 a.m. - 9: 45 a.m.: Pre-Period
9:50 a.m. - 10: 20 a.m.: 1st Period
10:25 a.m. - 10:55 a.m.: 2nd Period
11:00 a.m. - 11:30 a.m.: 3rd Period
11:35 a.m. - 12: 05 p.m.: 4th Period
12:10 p.m. - 12:40 p.m.: 5th Period
12:40 p.m. - 1:15 p.m.: Lunch
1:20 p.m. - 1:50 p.m.: 6th Period
1:55 p.m. - 3:05 p.m./ 3:10 p.m.: PLC/staff collaboration
Teachers would use the time before and after school for preparing, grading, and answering emails. As this plan indicates, students will have daily live interaction throughout the day, small group live instruction or assessment, and time for independent student work.

Curriculum:
The District will continue to utilize standards based curriculum consistent with board adopted instructional materials. Information on online platforms follows below:
*ThinkCentral: https://www-k6.thinkcentral.com/ePC/start.do
*Holt-McDougal Online: https://my.hrw.com
*Google Classroom: https://classroom.google.com/
*Aeries: https://escalon.asp.aeries.net/
*Clever (Benchmark): https://schools.clever.com/
*Renaissance Place (STAR/Accelerated Reader): https://hosted82.renlearn.com/284764/
*SchoolCity: https://suite.schoolcity.com/prod02/sc/escalonusd
*HMH (Read/Math180/System44): https://h100001760.education.scholastic.com/HMHCentralGateway/

Virtual Instructional Delivery:
Distance Learning has been defined by the CDE as "a mode of instruction in which the student and teacher are in different locations and students are under the general supervision of a certificated employee of the LEA." These include 1) Interactions, instruction, and check-ins between teachers and students through the use of a computer or communications technology 2) video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology, and 3) The use of print materials incorporating assignments that are the subject of written or oral feedback. Escalon Unified staff will be using Google Classroom and Zoom for instructional delivery. Zoom will be used until Google Meet has comparable features. Student expectations for online learning should be posted in Google Classrooms. School site administration has access to each Google Classroom in order to support instructional implementation and accountability. Students wil be given at least 24 hours to complete an assignment. Teachers will post recorded Google Classroom live lessons on their Google Classrooms. Teachers can pre-record lessons via Zoom. Once EUSD approves the use of Google Meet, Google Meet may also be used to record lessons and to deliver synchronous instruction. Students will be asked to sign an update Acceptable Use Agreement that includes their acknowledgement that they are not to record virtual lessons.

District Distance Learning Hub
Escalon Unified School District has created a Distance Learning hub that will be accessible on the district's webpage. This website will provide resources for parents, students, and staff during this COVID-19 pandemic.

Grading:
Grading will be dependent and reflective of the quality of submitted work and assessment outcomes. Grades that are logged during Distance Learning will count as official grades, and will be unaffected by instructional model (e.g., Distance Learning, Blended/Hybrid Learning, In-Person Site-based Learning).

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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.]

During School closures, Escalon Unified School District understands the importance of ensuring that students have the materials necessary to access curriculum and instruction in a digital format. To support this, Chromebooks were assigned and distributed to students on a 1-to-1 basis prior to the beginning of the school year via school sites.The schedule outlined below was developed and followed to ensure that students had access to the needed materials.

Dent Elementary
Drive-thru Dent Kick Off in the new parking lot
*August 3rd = 1st Grade
9:00 a.m. to 12:00 p.m
*August 4th = 2nd Grade
9:00 a.m. to 12:00 p.m.
*August 5th = 3rd Grade
9:00 a.m. to 12:00 p.m.
*August 6th = 4th Grade
9:00 a.m. to 12:00 p.m.
*August 7th = 5th Grade
9:00 a.m to 12:00 p.m.

Collegeville Elementary
*August 3rd = 5th grade
*August 4th = 4th grade
*August 5th = 3rd grade
*August 6th = 2nd grade
*August 7th= 1st grade

Farmington Elementary
*August 3rd = 5th grade
*August 4th = 4th grade
*August 5th = 3rd grade
*August 6th = 2nd grade
*August 7th= 1st grade

Van Allen Elementary
*August 3rd = 5th grade
*August 4th = 4th grade
*August 5th = 3rd grade
*August 6th = 2nd grade

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*August 7th= 1st grade
*August 12th - 15th = TK/K

Escalon Charter Academy
August 6th and 7th, by appointment only

El Portal Middle School
August 5 = 6th grade (alphabetically by last name)
8:00 AM - 9:30 AM = Last names "A-F"
9:30 AM - 11:00 AM = Last names "G-M"
11:00 AM - 12:30 PM = Last names "N-Z"
August 6 = 7th grade (alphabetically by last name)
8:00 AM - 9:30 AM = Last names "A-F"
9:30 AM - 11:00 AM = Last names "G-M"
11:00 AM - 12:30 PM = Last names "N-Z"
August 7 = 8th grade (alphabetically by last name)
8:00 AM - 9:30 AM = Last names "A-F"
9:30 AM - 11:00 AM = Last names "G-M"
11:00 AM - 12:30 PM = Last names "N-Z"

Escalon High School
August 3rd = Seniors
8:00 a.m. - 12:00 p.m.
August 4th = Juniors
8:00 a.m. - 12:00 p.m.
August 5th = Sophmores
8:00 a.m. - 12:00 p.m.
August 6th = Freshmen
8:00 a.m. - 12:00 p.m.

Vista High School
August 4: Last name A-G (9 a.m.-11 a.m.)
August 5: Last name L-Z (9 a.m.-11 a.m.)
August 6: By appointment only

The Technology Department worked with all school sites to distribute Chromebooks based on class/teacher or cohort, consistent with the schedules developed by site administration. Each school site arranged for materials and supplies to be distributed in a manner that ensured social distancing and COVID-19 precautionary measures. School kick-offs were changed to allow for a safe number of individuals to be on campus at any one time.

The following measures were implemented:
*Pick up in a highly ventilated space
*Distancing of at least 6 feet between each car/ person picking up the materials
*Distance between individual dispersing the material and the person picking up materials
*All individuals who distributed materials and picked up materials were asked to wear masks
*Movement of students/families was guided and directed

Chrome-Book Insurance
Optional insurance coverage at $25 for a 1-year term was offered to all students - if families opt out of insurance, they will assume full financial liability for damages to student devices as set out in the EUSD device handbook (available on the district website for review).

Wireless Hotspots
In looking at the instructional models, Distance Learning and Blending Learning requires students to have access to the internet while they are at home. Escalon Unified initially acquired 200 Wireless Hotspots which were made available for students who did not have internet access in their homes. EUSD will continue to continuously connect with families with technological resources to support instructional delivery. An addittional 100 wireless hotspots were ordered by EUSD in late August 2020 to support students that require alternate internet/hotspot coverage due to limited service providers in remote areas.

Chromebook Technical Support
EUSD recognizes the importance of students and staff to be able to have access to reliable technological support. Our Instructional Technology Department has created several avenues to request technological support and provide ongoing assistance, which include the following:

Support will be available primarily via our helpdesk (email & website) with emergency support available via telephone.
Email: helpdesk@escalonusd.org
Helpdesk Website: https://escalonusd.mojohelpdesk.com/
Phone: 209-838-8911, option 1

Repair Turnaround
For any issues relating to Chromebook damage and repair, students and/or families are to submit a helpdesk ticket per above, and a support technician will arrange an in-person office appointment to swap devices. District loaner devices will be available for student use during the insurance depot repair time (typically 1-2 weeks). A second in-person office appointment will be arranged once a device is repaired in order to return it to the student and retrieve the loaner.

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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.]

Escalon Unified School District will continue to assess student growth and academic progress through the continued implementation of common assessments (consistent with District assessment calendars). Although the assessments are low stake and should be interpreted with caution and in conjuction with other gathered data sources; assessement results will be used to inform teaching and learning as well as to monitor student progress.
Consistent with the broader EUSD Distance learning plan pupil participation will be measured via student engagement in learning and attendance. Student weekly engagement records will document participation in live synchronous instruction, participation in asynchronous instruction, submission of assignments, assesseents and lesson completion. Teachers will document student engagment and participation in the weekly engagement log daily for each student enrolled in their class. A record of student assignments nad progress will also be documented in the weekly engagement record.
Classroom teachers will determine the time value of assingments given in their class or course.

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.]

EUSD will continue to provide professional development opportunities, resources and support in order to support best practices with the delivery of distance learning.
Professional Learning
Professional Development for teachers' ongoing professional learning is a critical element to the success of any instructional program. During school closures, teachers will be offered a variety of online professional development opportunities, and can seek small group or individual support from District and site administration. Professional Development Days scheduled for the beginning of the year will be scheduled normally; however, will take place in a virtual format. Teachers will be able to log on to Zoom or Google Meet from their classrooms to participate in all staff meeting or district meetings. In addition to the typical training that teachers complete, they will attend virtual staffings on several protocols specific to the COVID-19 pandemic, including review of the Distance Learning Plan.
In response to requests for ongoing training and support, EUSD partnered with the San Joaquin County Office of Education and set aside funding for EUSD teaching staff to participate in specific distance learning modules that would best assist teachers with the implementation of Distance Learning. Modules included the following topics: Essential Skills for Virtual and Blended Learning; Model Lessons for Virtual and Blended Learning; Lesson Planning for Virtual and Blended Learning; Unfinished Learning and Learning Loss; and Designated ELD in a virtual setting.
In addittion, supplemental training was provided during the District non-student Professonal Development Day held on August 26, 2020. Training topics for elementary teachers including training with online ELA curriculum platforms including distance learning tools and resources as well as tools for supporting English learners within distance and blended learning environments. During this professional learning session, participants were able to deepen their implementation of the California Journeys program with an emphasis on digital tools and resources for digital learning. Participants were able to identify the resources and interactive tools available in the Think Central platfor

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for both teacher utilization and student engagement. Furthermore, participants learned to identify the needs and instructional practice for supporting English Learners in Literacy instruction in a Blended/Distance Learning environment.
Secondary teachers received training on content specific modules within a distance learning and blended learning frameworks as well as training on online instructional tools and platforms to support distance and blended learning. Some of the tranings offered included zoom 2.0; the use of peardeck to improve distance learning; and the development of individual teacher webpages to stay connected during distance learning. All training sessions are recorded and archived for leisure teacher viewing. EUSD teachers have also been providing ongoing training and support fo themselves during their PLC collaboration time.
Related, staff will be trained in health and safety actions including:
*Enhanced sanitation practices
*Physical distancing and its importance
*Including the importance of staff staying in classrooms while on site and maintaining physical distancing and well-ventilated spaces
*Proper use of face coverings, removal, and washing of cloth face coverings
*Screening practices
*COVID-19 specific symptom identification
The District will continue to provide ongoing professional development throughout the school year to contnue supporting staff with the implementation of distance learning.

Staff Roles and Responsibilities

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

While EUSD delivers instruction via distance learning, staff roles and responsibilities may require some shifting and adjustment. EUSD staff roles are described below:

District Administration:

*Support the needs of staff and administration at the school sites

*Provide teachers with equipment for live recording (doc. cams, webcams, tablets when needed, classrooms, and etc.)

*Provide students with equipment needed for online learning

*Provide training for Google Classroom, Pear Deck, recording videos and posting, and other platforms as needed

*Continue to monitor cleaning and health checks as needed

*Make help available for parents and students on google classroom and other platforms (ie a tech hotline)

Site Administration:

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*Support teachers, staff, and students during this challenging time to build a positive, distance learning culture

*Provide Professional Learning to support staff in curriculum in virtual delivery

*Conduct Professional Learning meetings and Staff Meetings in a Zoom/Google Meet Fashion

Work with IT Director or designee to coordinate possible virtual Back-to School Night, parent conferences, and Open House*

*Follow up with attendance secretary and teachers on student attendance and creation/ adherence to a reengagement plan

*Train staff on how to complete the Weekly Engagement Record and what attendance protocols will look like

*Provide new teacher support and evaluations

*Demonstrate respect for the professional workday of staff

*Direct parent concerns back to teachers before intervening, as appropriate

*Addressing individual teacher concerns, in a Zoom/Google Meet format*with the teacher

*Inform teachers of students on 504 Plans and submit those plans to them

*Dent, El Portal, and EHS monitor SDC mainstreaming to ensure those special education students have access to typical peers in a virtual setting

*Collaborate with teachers on potential mental health referrals they would like to make and complete the Mental Health Check-in or Counseling Referral for those where it is appropriate

*Communicate any exposed, symptomatic, or confirmed COVID-19 cases from your site to district personnel

*Drop in on Zoom lessons and Google Meet lessons (once transition takes place), as you would periodically walk into classrooms, for teacher support

*Review the Google Classroom of teachers and provide support as needed.

Classroom Teachers:

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*Complete the Daily Interaction Log documenting if student was present, Google Classroom link to daily lessons/activities, type of learning synchronous or asynchronous, student participation, and interaction with student.

*Ensure that you email your site-administrator when students are absent for three days or more so a reengagement plan can be created by staff/administration.

*Provide a weekly plan on Google Classroom so students and parents know the expectations

*Provide daily classroom interactions on Zoom. Zoom will be used until Google Meet has comparable features.

*Record and post all live daily whole-class lessons in Google Classroom.

*Provide the daily assignments on Google Classroom in a timely manner

*Add instructional assistants/paraprofessionals to your Google Classroom to help support students by providing additional small group instruction

*Add IEP service providers to your Google Classroom when you have one of the students, they service on an IEP (e.g., Education Specialists, Speech/ Language Pathologists, Occupational Therapists, and Mental Health Clinician)

*Provide accommodations to students on 504 Plans

*Provide modifications and accommodations for students with special needs

*Contribute to the goal monitoring of students who have special education IEPs

*Providing visual and verbal instruction using live, recorded, or a canned service such as brain pop or Khan academy for each unit or new skill/standard

*Include visuals, graphic organizers, and language scaffolds as part of the lessons and target listening, speaking, reading, and writing.

*Provide feedback and support for assignments in a timely manner so students can work towards mastery of skills/standards

*Provide a system of support for students to access teacher help with learning when they need it

*Provide assessment of skills/standards, and provide remediation (response to intervention) for skills not mastered

*Update grades in a timely manner

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*Provide and document enough learning as to fulfill daily minute requirements

*Be flexible, responsive, and positive. Students will be affected by the closure in different ways. Expect to receive late submissions or responses at times

*Work with Administration to complete Mental Health Check-in or Counseling Referral for students experiencing mental health concerns

Case Managers:

*Share goals, accommodations/ modifications, and services with teachers of students (IEP At-A-Glance)

*Ensure that you are added to the Google Classrooms for students that are on your caseload

*Provide support in Google Classroom and Zoom, where appropriate. Zoom will be used until Google Meet has comparable features.

*Consult with teacher to support students meeting their goals

*Drop in on Google Classroom lessons

*Coordinate with LVN, Nurse Staff, Attendance Secretary of a school-site when completing assessments to align schedules

*Related Service Providers will provide IEP related services using distance learning to provide services to the greatest extent possible when feasible. This may include phone calls, videos, teletherapy, packets, and/or resources with consultation.

*The expectation is that the primary goal will be direct service delivery via an online platform

*Log all services and attempts to communicate about services during the school closure to ensure that supports provided during this time are captured for further review by the IEP team.

*Schedule Zoom IEP Meetings or phone IEP meetings to the greatest extent possible, assuring that all IEP team members are available.

*Ensure that there are provisions for an Emergency Plan in IEPs that are held (add them as they come)

* Provide electronic chats with individual students or small groups through Google Hangout, as needed

*Send emails or phone calls to parents or guardians with ideas for supporting student learning

*For SDC teachers, ensure that mainstreaming opportunities with peers are available for all students via Google Classroom (may have IA attend Google Classroom meeting with student and have them chat with one another)

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*If In-person assessments are to occur, they will be completed with coordination with the Nursing Staff, adherence to safety practices (e.g., screening, PPE use, ventilated space, sanitizing products)

Speech Pathologists:

*Share goals, accommodations/ modifications, and services with teachers of students (IEP At-A-Glance)

*Ensure that you are added to the Google Classrooms for students that are on your caseload as appropriate

*Provide support in Google Classroom/Meet, where appropriate

*Consult with teacher to support students meeting their goals

*Drop in on Google Classroom lessons as appropriate

*Coordinate with LVN, Nurse Staff, Attendance Secretary of a school-site when completing assessments to align schedules

*Related Service Providers will provide IEP related services using distance learning to provide services to the greatest extent possible when feasible. This may include phone calls, videos, teletherapy, packets, and/or resources with consultation.

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*Ensure that there are provisions for an Emergency Plan in IEPs that are held (add them as they come)

*Provide electronic chats with individual students or small groups through Google Hangout, as needed

*Send emails or phone calls to parents or guardians with ideas for supporting student learning

*If In-person assessments are to occur, they will be completed with coordination with the Nursing Staff, adherence to safety practices (e.g., screening, PPE use, ventilated space, sanitizing products)

(Consult with Director of Student Services regarding implementation and execution of kindergarten screenings

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SLPA:

*Provide support in Google Classroom/Meet, where appropriate under the supervision of speech and language pathologist

*Related Service Providers will provide IEP related services using distance learning to provide services to the greatest extent possible when feasible (under the supervision of SLP). This may include phone calls, videos, teletherapy, packets, and/or resources with consultation.

*The expectation is that the primary goal will be direct service delivery via an online platform

*Log all services and attempts to communicate about services during the school closure to ensure that supports provided during this time are captured for further review by the IEP team.

*Ensure that there are provisions for an Emergency Plan in IEPs that are held (add them as they come)

*Provide electronic chats with individual students or small groups through Google Hangout, under the supervision of SLP as needed

*Send emails or phone calls to parents or guardians with ideas for supporting student learning as directed and surprised by SLP

*Consult with Director of Student Services regarding implementation and execution of kindergarten screenings

Instructional Coaches:

*Curate, develop, and provide distance learning tools for teachers

*Provide professional development for distance learning tools

*Be available to support teachers with using distance learning tools/resources throughout the school week

*Be available to be added to a teacher's Google Classroom upon request by that teacher

School Nurse:

*Consult with County Department of Public Health

*Consult with SJCOE Director of Comprehensive Health

*Lead district in maintaining a safe and healthy work environment

*Support sites and the district in areas related to health and wellness

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*Additional support that district administration may deem necessary to promote district health initiatives

LVN:

*Work with District Nurse to ensure the safety and health of district staff

*Additional support that district administration may deem necessary to promote district health initiatives

School Psychologists:

*Consult with school sites for any general education students that may need mental-health support

*Continue as much of their current work as possible, while also complying with all local and county health directives related to shelter-in-place and distancing.

*Write Psychoeducational Reports

*Compete Psychoeducational Assessments that do not require in-person contact (see above); this can include the completion of some tasks associated with initial assessment, although SB117 now holds the timeline requirements for initial assessments in abeyance.

*If In-person assessments are to occur, they will be completed with coordination with the Nursing Staff, adherence to safety practices (e.g., screening, PPE use, ventilated space, sanitizing products)

*Additional support that district administration may deem necessary to promote SEL within the district

Mental Health Clinician:

*Consult with school site on Professional Learnings that may be helpful for the teachers to support themselves or students

*Provide direct services to students

*Develop and/or deliver digital content in relation to mental health and social emotional learning

*Additional support that district administration may deem necessary to promote SEL within the district

*If In-person assessments are to occur, they will be completed with coordination with the Nursing Staff, adherence to safety practices (e.g., screening, PPE use, ventilated space, sanitizing products)

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School Counselors:

*Google, email, text and/or call students.

*Respond to student questions, share information about community resources, and provide emotional well-being counseling.

*Specific tasks such as course requests, scheduling classes for 2020-21, as well as senior transitions to graduation and college should continue uninterrupted.

*This will require that counselors organize with their school administrators and others, using teleconferencing technology, to track progress on these tasks

*Enter transcripts for transfer students

*Monitor students who are at-risk of failing courses

Counselor's Assistant:

*Assist with the creation/implementation of Reengagement Plans, with site-administration.

*Make phone calls for students on Reengagement Plans

*Use sanitizing wipes to wipe down communal office items after each use (e.g., pens, staplers, bells).

*Be trained on utilization of office wipes through Keenan's online training.

Occupational Therapist/ Adapted Physical Education:

*Consult with teacher to support students meeting their goals

*Drop in on Google Classroom lessons

*Related Service Providers will provide IEP related services using distance learning to provide services to the greatest extent possible when feasible. This may include phone calls, videos, teletherapy, packets, and/or resources with consultation.

*The expectation is that the primary goal will be direct service delivery via an online platform

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- -Log all services and attempts to communicate about services during the school closure to ensure that supports provided during this time are captured for further review by the IEP team.

*Provide electronic chats with individual students or small groups through Zoom, until Google Meet has comparable service, as needed

*Send emails or phone calls to parents or guardians with ideas for supporting student learning

If In-person assessments are to occur, they will be completed with coordination with the Nursing Staff, adherence to safety practices (e.g., screening, PPE use, ventilated space, sanitizing products)

School Librarians:

*Promote high quality, diverse literature and ensure that teachers and students can access digital reading materials

*Collaborate with teachers to strengthen teacher use of distance learning tools and support instruction

*Be available to support students, teachers, and families with accessing ebooks, research tools, information literacy instruction, and other library-related activities throughout the week

*Elementary library staff - Schedule times to read to classrooms via Google.

Cafeteria Staff:

*Assist with preparing and packaging food for student meals.

*Assist with delivery of meals to students at school sites in a drive through pick up.

*Work to keep count of meals, including a list of students who receive meals.

*Keep inventory of food supplies and work with the Director of Food Service on orders.

*Clean kitchen area and cafeteria tables after each scheduled meal delivery.

Bus Drivers:

*Assist the Custodial, Maintenance, and Grounds Staff in areas where they are needed

*Assist in deliveries to sites any needed materials or supplies

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*Deep clean buses

Custodial Staff:

*Clean and maintain classrooms and office areas frequently to ensure an appropriate level of sanitization.

*Complete deep cleaning and site maintenance

Bilingual Paraprofessionals:

*Make phone calls for students on Reengagement Plans whose parents primarily speak Spanish.

*Provide push-in support into Google Classrooms of students that primarily speak a language other than English.

*Provide teacher support and coordinate materials or services for students who predominantly speak a language other than English.

*Have pull-out Zoom groups (Google Meet groups will occur when they have comparable services) providing ELD instruction (30 minutes daily).

RTI Paraprofessionals/Instructional Assistants:

*Push-in to Google Classroom/ Zoom lesson (will transition to Meet lessons when there are comparable features) to support academics.

*Coordinate with Teachers to create break out groups on Zoom (Google Meet groups will occur when they have comparable services) that would include general education students.

Instructional Assistants (SpEd):

Push-in to Google Classroom/ Zoom lesson (will transition to Meet lessons when there are comparable features) to support academics and provide SAI of students in special education.

Coordinate with Teachers to create break out groups on Zoom (Google Meet groups will occur when they have comparable services) that would include general education students and special education students.

Assist Special Education Teachers to create academic content geared toward the promotion of student goals and with service delivery.

Principal's Secretaries/Attendance Secretaries/Office Staff:

*Enter student attendance in Aeries.

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*Assist with the creation/implementation of Reengagement Plans, with site administration.

*Make phone calls for students on Reengagement Plans

*Use sanitizing wipes to wipe down communal office items after each use (e.g., pens, staplers, bells).

*Complete photocopies for teachers and deliver them to their classroom

*Be trained on utilization of office wipes through Keenan's online training.

*Support site administrator as needed

ASB Bookkeeper:

*Assist with the creation/implementation of Reengagement Plans, with site-administration.

*Make phone calls for students on Reengagement Plans

*Keep financials for ASB at site.

*Assist with purchasing for any ASB activity/event as applicable.

*Support site administrator as needed

Yard Duty Staff:

*Make phone calls for students on Reengagement Plans

*Support site administrator as needed

Technology Department:

*Department hours will remain as normal, ie 7am-4pm.

*Assist in delivery of chromebook devices and hotspots (where applicable) to students at school sites.

*Support will be available during these hours via helpdesk email, helpdesk website, and telephone.

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*Support requests primarily encouraged via email or website for queuing and prioritization purposes. If remote support will be needed, please provide a callback number in ticket submission. Urgent and Emergency support requests will be immediately answered and addressed via telephone.

*All support requests will be directed through Technology Support Assistants as 1st-line, and then escalated to Technology Coordinator as 2nd-line and Director of Technology as 3rd-line where appropriate.

*Remote control support is available for both staff devices and student Chromebooks.

*Chromebook repairs will be processed via helpdesk ticket, and appointments for device swap will be arranged by Technology Support Assistants.

*Director of Technology (in collaboration with Assistant Superintendent and Technology Coordinator) to serve as contact point for staff technical training needs

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.]

EUSD understands that equity is at the forefront of a quality education. This may mean that some students will require that additional supports and services are provided to support instrcution especially during distance learning.
English Learners:
Students who are currently designated and English learners, will receive both designated and integrated English Language Development (ELD) instruction during in person insctruction (as they generally do) as well as during distance learning. During pre-identified designated ELD time, English learners will receive instruction consistent with their ELPAC proficiency levels. Instruction delivery will be consistent with California ELD standards. In line with EUSD's title III plan, English learners will receive a minimum of 150 weekly minutes of designated ELD.
Integrated ELD will be delivered during the regular instruction of core coursework. English Learners have been an area of focus for EUSD an this is evidenced by the ongoing PD provided to teahces and staff. English learners who have opted to recieve instruction through the District operated Dual Language Immersion program, will receive both designated and integrted ELD within their academic program offering.

Students with Disabilities:
In order to continue supporting the diverse needs of students with disabilities; students will be included within the general education program consistent with their Individualized Education Programs (IEP's). Comporable specialized academic instruction and related services will be offered to students on IEP's to the extent feasible. These services may be primariy delivered via online platforms until direct services can be safely provided. On March 23, 2020, the US Office of Special Education Program shared, "Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by

providing children with disabilities equally effective alternate access to the curriculum or services provided to other students. Consider practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments." Some elements of a student's IEP may be impossible to achieve in the current public health crisis, during emergency conditions. Special Education staff will be in communication with parents regarding the means by which IEP's will be provided during emergency conditions.

Case Managers will strive to track students' engagement in home learning activities, similar to tracking services during the school year. Case managers and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The EUSD Special Education Department will continue to review and follow guidance from state and Federal officials about Special Education in a distance learning setting and communicate with families as to this guidance.

Homeless and Foster Youth:
EUSD will maintain partnerships with local agencies as well as with the San Joaquin Office of Education (SJOCE) to continue providing necessary supports and services for students in foster care and homeless youth. Some of the distance learning supports that wil be put in place will include:
Coordination and communcation with homeless agencies and homeless shelters to support homeless youth and maintain academic engagement
Contact with parents, students, case managers/social workers (as appropriate) to assess needs and ensure that students have access to needed materials and supports for distance learning
Implement re-engagement plans for students who may be struggling with attendance engagement and participation

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

Description	Total Funds	Contributing
Student Devices and Connectivity: Student computers (e.g. chromebooks) were acquired in order to ensure that all students were assigned a 1:1 device to be used during Distance Learning at home; Wi-Fi hot spots and the cost of maintaining active service for student hotspots; Google Suite licenses and software for student use; Bus Wi-Fi mobile routers in order to bring in internet access to more remote/rural areas; supplemenal chromebook insurance to assist with routine maintenace (wear and tear).	$400,000.00	Yes
Software and Hardware for staff: Teacher laptops for use during distance learning instruciton; Webcams to be used to augment instruction during distance learning (made available to teachers upon request); Additional	$125,000.00	No

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Description	Total Funds	Contributing
computer monitors for teacher use (available for teachers upon request); Document Cameras provided upon teacher request to support distance learning instruciton		
Addittional Hardware for students with Disabilities: Student computers, Ipads, and headsets	$50,000.00	No
Addittional Software to support students with Disabilities: Digital Curriculum/ Assessments/ Software (e.g. Theraplatform for speech therapy, Sonday online Reading/Dyslexia curriculum)	$9,000.00	No
Hardware and Software to support English Learners: Headsets; Language development platform licenses (e.g. Rosetta Stone)	$7,500.00	Yes
Expanded access to Digital Curriculum Platforms: Read 180, Math 180 online licenses; Benchmark Dual Language Immersion ELA curriculum (English version to assist parents in assisting students at home); Estrellita (Dual Language Immersion Intervention curriculum); Music First (remote curriculum for music instruction)	$100,000.00	Yes
Distance Learning Professional Development: Professional Development and partnerships with San Joaquin County Office of Education; Blended Learning and Distance Learning Module trainings; Distance Learning Playbook; TImesheets; Classified training including Zoom training; Aeries training	$62,500.00	No
Classified Staff Assignment/Duty Reassignments:	$52,318.00	No

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Description	Total Funds	Contributing
Escalon High School Campus Supervisor; Escalon High Schoo ASB Bookeeper; Escalon High School Librarian		
Class Size Reduction: Addittional certificated staff added to assist with class size reduction	$138,128.00	Yes

Pupil Learning Loss

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

Escalon Unified School District will continue to measure student learning through the administration of benchmark assessments throughout the course of the 2020-2021 school year. EUSD will implement assessment calendars consistent with assessment schedules shared with families at the start of the school year through the broader EUSD Distance Learning Plan. A minimum of three benchmark assesments are administered to every student in the District using the Renaissance Star Assessment platform. Assessments administered cover english language arts and mathematics. In additton to the three minimum benchmarks, students participating in intervention classes and supports are assessed more frequently with progress monitoring tools that include but are not limited to: additional Star Reading and Star Math assessments, as well as the administration of curriculum based measures through the AimswebPlus platform. All teachers also administer formative assessments, end of unit summative assessments and consistenly check for understanding to get a better gauge of student learning and progress. The District assessment calendar also give school sites the flexibility to administer interim assessment blocks (IAB's) throughout the school year. Secondary content teachers also administer the Math Diagnostic Testing Project (MDTP) assessment a couple times a year for instrucial planning purposes. Secondary content area teachers also administer additional benchmarks throughout the year through various platforms. Results from these assessments will be used as one piece of evidence to assess learning loss, along with the formative assessments administered by teachers during live synchronous instruction and asynchronous activities.

English language development will be accessed formally with the administration of Initial and Summative ELPAC. In order to progress monitor student growth, Star Assessment results, which are used as a local measure for reclassificaiton purposes will be reviewed and used

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to shape instruction for English learners. The current plan is to assess students with the initial ELPAC through in person assessment while implementing appropriate social distancing protocols and with the use of appropriate personal protective equipment (PPE).

Although assessment calendars with pre-identified testing windows currently exist, flexibility and consideration for the expansion of assessment windows will be considered in order to support student and teacher comfort levels with remote administration of assessments.

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.]

EUSD will continue to support students who require addittional supports and interventions through a similar system of tiered supports that is implemented when school is in regular session.
At the Tier I level: all students will receive CA standards aligned instruction focused on guaranteed standards. Prior to school closures, EUSD staff had begun the work of identifying and selecting guaranteed standards to focus on.
At the Tier II level: targeted supports will be provided to students that require them via small group synchronous instruction (while in Distance Learning) and via small group targeted supports in person (when back in session). Students that receive targeted tier II supports will be identified by the students classroom teacher as evidenced by student peformance and growth on formative assessments. Schedules and time for additional supports will be determined by the classroom teacher.
Tier III supports will be provided to students that need to more intensive supports. These supports may include even smaller group or individual instruction. As classroom teachers gain a better understanding of their students they will be better able to identify who needs immediate supplementary suppports and will be able to provide the supports that are data driven and specific.

As EUSD is permitted to safely open schools, additional tutoring supports and services will be offered to students. These services may be offered outside of regular school hours such as before or after school or in the evenings. For example. through a partnership with migrant education, EUSD has previously offered evening tutoring services for eligible students while their parents participate in adult ESL classes offered at a district elementary school site. Furthermore, tutoring services for eligible students have been provided by district hired teachers before and after school in order to support the specific needs of students who may be struggling.

Both during distance learning as well as during in person instructional program addittional targeted supports will be crucial for all students, especially when addresing the possible learning loss for English learners, students who come from low-income backgrounds, foster and homeless youth as well as students with disabilities. During the regular school year unduplicated pupils receive additional and necessary supports that differentiate instruction support academic success. Throughout the current school year, students who demonstrate learning loss will receive supplemental small group supports which during distance learning may include small group synchronous instruction. Students who have been identified with disabilites will receive supports prescribed within their Individualized Education Programs (IEP's). Addittional supports may include specialized academic instruction with a special education teacher, instructional assistant or related services. Foster and homeless youth may require the joint collaborative efforts of EUSD staff and Homeless Youth Services or Foster Youth services staff to coordinate services for the eiigible student and family. This may require the coordination of additional tutoring services for example.

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Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of services provided to mitigate learnig loss will be measured by ongoing assessment and progress monitoring of student achievement. Assessments administered through the school year as mentioned throughout the section of this report will be used to inform instruction and progress monitor the effectiveness of intervention delivery. For example resutls from the STAR Reding and STAR Math assessments, as well as resutls from CAASPP Interim IAB's will be used to measure progress towards grade level state standards. Grade level and content area teams will also have the opportunity to collaborate on jointly develop effective instructional interventions during their PLC collaboration time.

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

Description	Total Funds	Contributing
Expanded Intervention Offerings: Funds set aside to cover the cost of additional tutoring supports and services for students who have experineced learning loss and may require additional tier two supports. The cost include: additional hourly costs for certificated timesheets; substitute timesheets and needed student mateirals	$70,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

In order to support the social and emotional well-being of students and staff, the Escalon Unified School District has developed a 'COVID-19' counseling services page. Within the webpage stakeholders can find the contact information for student support staff at all school sites, including school counselors, school psychologists and the district mental health clinician. In addittion, a list of social emotional resources are available for download and review. Separate tabs include resources for parents and educators. School sites continue to implement, model and practice growth mindset and mindfulness practices. Discussions are interwoven throughout the school day and through various classes.

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Several school sites have access to additional partnerships and programs that are in place to continue supporting students even during distance learning. Both Collegeville and Farmington Elementary schools have partnered with the San Joaquin County Child Abuse Prevention Council (CAPC) as part of a Prevention and Early Intervention (PEI) grant. Through this partnership, additional mental health support services can be provided to students that require supplemental supports. Services available include both small group and individual counseling as deemed appropriate. Escalon Unified administration and CAPC administration have developed a streamlined process that allows for access to services that serve as a compliment tot the services that EUSD provides. In addittion, this partnership allows for the opportunity to training and professional development. Prior to school closures, CAPC facilitated Adverse Childhood Experiences (ACES) training at the District level for classified and mental health personel who work directly with students. Additional training was provided at school sites for teachers and staff.

This school year (2020-2021) El Portal Middle School created a Peer Advocacy class/cohort in order to develop same age mentors who can provide social emotional support, prevention, education, intervention, and referal to additional services to their classmates. Although, the class is new this year, the course advisor is working to develop ways in which peer mentors can serve as a support for students at the school site even during distance learning. Relatedly, Escalon High School continues to operate Peer Interaction Team (PIT). Students in PIT also provide support to peers within the district.

During distance learning, EUSD is committed to making mental health services as accessible as possible. Escalon Unified wants to ensure we stay connected with those who need us most. If a student can benefit from a mental health check-in or conflict mediation support, a form can be completed and EUSD student services staff can reach out. The form should only be used for mental health referrals/ concerns. Anyone can complete the form to suggest a check-in with a student. The district has created a mental health check-in/mental health referral form that can be accessed and completed by anyone seeking to make a referral (e.g. self referral, parent referral, teacher referral, administrator referral etc.) The form is readily available through the district counseling website at:https://www.escalonusd.org/apps/pages/index.jsp?uREC_ID=1556498&type=d&pREC_ID=1919246. The mental health check-in form is available in both English and Spanish. A person completing the referral form is asked to answer a few questions including:
Basic Demographic information (an email address; student name; parent/guardian name; phone number; grade level; school)
Referral Source (e.g. self referral; friend making a referral; parent making a referral; coach making a referral; teacher making a referral; site administrator making a referral)
Name of a trusted school staff member on campus
Name of trusted friend on campus
Area(s) of greatest concern (e.g. conflict mediation; family; school stress/anxiety; friends/relationships; grief; anger/loss of control; lack of motivation; student safety)
Student safety
Conflict mediation
Student supports (e.g. special education services; section 504 services; English learner services; chronic health condition; history of absenteeism; foster services; history of counseling services)
Level of assessed risk
Additional information
The questions asked are intended to guide student support staff in determining the best way to assist students referred.

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In order to provide ongoing professional development and support regarding mental healh best practices, (especially during distance learning) EUSD is committed to providing relevant training. During the first non-student PD day scheduled on 08/26/2020, student support mental health providers participated in a training with a focus on mental health service delivery during school closures. Topics included: telehealth services for students; pupil personnel services guidance for checking in on students during school closure; and caring for the caregiver, cultivating a culture for collective care. On going training and the development of tiered programs of support will continue throughout the school year. Furthermore, EUSD will continue partnetships with local support groups including CAPC to provide on going training to district staff.

A broad group of staff is involved in monitoring and supporting mental health and social-emotional well being. The team includes: school counselors, school psychologist, school nursing staff, school mental health clinician and Director of Student Services. School counselors and school psychologists are involved in attending to the social and emotional needs of students and can refer students for additional supports as needed. The role of the mental health clinician has been restructured during the current school year to provide greater access to mental health supports to more students (beyond special education).

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.]

School attendance and student engagement are crucial aspects of student success. This concept continues to be more important now than ever, as current instructional offerings are provided through distance learning. The current pademic has created barriers for immediate in person connections with friends, caring adults and engagment in extracurricular activities and coursework. EUSD's attendance and re-engagment plan has been developed consistent with guidance from Senate Bill 98 (SB 98), as well as guidance from federal, state, county public health and county office of education. Student re-engagemnt stragteiges will be implemented when students are absent from distance learning as well as when school sites feel that a student is not engaging in instruction and is at rist of learning loss. Bilingual instructional assistants, bilingual administrators and other bilingual support staff will assist in implementing re-engagment efforts by communicating with parents in languages other than English (primarily Spanish, as this language is second most spoken language by families who access the school district).

Student Attendance
Teachers are currently using a 'Weekly Engagement Record,' created by the district to keep track of student attendance and participation. Attendance is due before 3 p.m. the next day so that attendance may be taken in Aeries. Once Weekly Engagement Records are completed, the main office keeps electronic copies of all logs in a logical format (i.e. by teacher in order of school week). Weekly Aeries

classroom attendance forms must be signed and turned in to the office. SB 98 states that parent contact/student contact counts as participation. An example of parent contact or student contact that would count as participation would be a call that involves a discussion about the student and their learning.

Primary Sites
Attendance secretaries will look at the list and will document the students that are present in Aeries.
Students must be marked absent if they do not participate in distance learning.
Participation includes, but is not limited to
"evidence of participation in online activities,
completion of regular assignments,
completion of assessments"
EUSD employee contact with student or parent/guardian of student.
After a student has been absent for three days within a week, the classroom teacher is asked to email the site principal and attendance secretary so that they may contact the student and work on developing a 'Reengagement Plan.'

Secondary Sites
The teachers will document the student's attendance in Aeries, with the ability to alter the information within 48 hours after it has been inputted.

Weekly Engagement Record
The elements embedded within the 'Weekly Engagement Record' are mandated from the state of California and are part of the accountabiliy system during the current pandemic. The form documents the type of instruction provided within distance learning (e.g. synchronous or asynchronous instruction); daily student participation, and tracks assignments (e.g. lessons, classwork, assessments). A legend is embedded within the document for appropriate recording and documentation.

Student Absences
Non attendance is handled in the same manner as normal school attendance. School site office personel call home and verify the reason for an absence. If the pattern continues, school site administration is asked to step in and follow regular procedures. If parents know in advance that their child will be absent, they are instructed to contact the school office as they normally would.

Reengagement Plan
Consistent with SB98 guidelines, Reengagement strategies are necessary for students that have been absent for three days or 60% of the instructional days in a school week. Once a student has met the threshold for the Reengagement Plan, school site clerical staff, along with site-administration will implement tiered strategies that will include, but aren't limited to:
1. Verifying the contact information for each enrolled student
2. Ensuring that parents/ guardians are set to receive daily notification of absences

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3. Site-administration or designee call each student's family and communicate the importance of engaging in instruction, especially during distance learning, ask for supports that may be put in place to assist families re-engage in the learning process, and/or answer any questions that families may have.

If students continue to struggle with engagement in the learning process, other tiered attempts may include a Site-based Meeting with administration, teacher, and parent to determine pupil need and connection with health, social services (as necessary). Escalon Unified School District has a process for responding to unexcused absences in a distance learning or blended learning model. This will be done through the lens of re-engagement and the three tiered process is outlined below:

Tier 1:
Clerical staff and administration will work together to:
*Make contact with the student and parent/guardian
*Verify student contact information
*Confirm daily attendance notifications
*Affirm access to internet, Google Classroom, and student ability to complete work
*Align families with resources for family engagement

Tier 2:
*Virtual meeting held with site administration to collaborate with families and students. Meeting attendees will also virtually review the Distance Learning Expectations Agreement, and families will sign and return.

Tier 3:
*Conduct a virtual Student Attendance Response Team meeting with counselor (if available), administrator, student, and parent to strategize solutions to absenteeism
*Continuous scheduled outreach by designated staff
*If the site is unable to reach the student or parent, administration will partner with local law enforcement to conduct a wellness check.
*Student Attendance Review Board (SARB) referral

To support the implementation of the above strategies, site-level administrtaion will conduct engagement record data review and data-based site level planning to address any identified issues.

School Nutrition

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[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.]

EUSD food services will continue implementing effective procedures developed in the spring of 2020 during school clousures, in order to ensure safe and effective meal services. While schools remain physically closed and the bulk of instruction is delivered through dstance learning, meals will be made available for drive thru pick-up. With the start of 2020-2021 school year, the food services department maintained strong communication with familes and stakeholders. In order to faciliate meal pick up and to account for individuals that were eligible for and continued to participate in the free and reduced program, the food service department mailed 'meal time' ID cards home for easy check-in.
Below is information regarding school lunches for the duration of distance learning.

Free and Reduced Meals:
Families who have qualified for free or reduced meals by direct certification and have received a letter from the district do NOT need to apply for free or reduced meals via a meal application. All other families will still be required to complete a meal application in order to qualify their child(ren) for free or reduced meals. Parents should go to the online site to complete a 2020-2021 meal application form for your child(ren) at https://escalonusd.strataapps.com/. If a parent needs any assistance in completing the application, they should contact the Food Service department at (209) 838-3170.

Paid Meals:
Students who do not qualify for free or reduced meals will be required to pay for their meals just as they do while they are physically in school. Payments will need to be made via Mealtime online at https://www.mymealtime.com/. During this time, cash payments will not be accepted, however there will be no convenience fee for Mealtime payment during distance learning.
Breakfast Prices Lunch Prices
Elementary $1.55 $2.50
Middle School $1.55 $2.65
High School $1.55 $2.90

Locational Pick-Up:
Food Service will serve breakfast and lunch at designated school sites and at staggered times in order to permit parents to pick up meals at a time most convenient for their family. School pick up will be provided in a drive through method outside the school cafeteria and EUSD staff will implement appropriate social distancing procedures and wear appropriate personal protective equipment. Schedules for meal pickups will be posted on the district website as changes are made. Parents will need to give the name of each child when picking up meals. The schedule below reflects a sample intial schedule set for meal pick-up.

Schools	Pick-up Times
Dent Elementary	7:00 - 8:30 am 2:00 - 3:00 pm
Farmington Elementary	7:00 - 8:30 am
Collegeville Elementary	2:00 - 3:00 pm

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El Portal 5:00 - 6:00 pm

On August 31, 2020, the U.S. Secretary of Agriculture Sonny Perdue announced that the U.S. Department of Agriculture would extend several flexibilities that allowed summer meal program operators to continue serving free meals to all children through as late as December 31, 2020. Escalon Unified students and students from neighboring communities were able to benefit from a simillar program when schools initially closed in March 2020. At this time Escalon Unified applied for and was granted a waiver which allowed the school district to offer meals to all children ages 1-18 regardless of whether or not they were eligible for and/or participated in the free and reduced meals program. Effective September 03, 2020 through as late as December 31, 2020, EUSD will continue to provide school based meals to all students at no cost.

A new meal schedule has been developed consistent with parent input. Meals continue to be offered at various school sites and at various times in order to give families flexibilyt (regarding times and locations) when picking up meals for their students. The most recent meal pick-up schedule follows below:

Schools	Pick-up Times
Collegeville Elementary	2:00 - 3:00 pm
Dent Elementary	7:00 - 9:30 am
El Portal Middle School	7:00 - 9:30 am
2:00 - 6:00 pm	
Farmington Elementary	7:00 - 9:30 am

When EUSD begins a transition to blended learning programs, EUSD food sevices department will provide breakfast and lunch for students who attend in person classes. Social distancing requirements will be implemented and school staff will wear the appropriate personal protetctive equipment. Students will be able to pick-up meals in their school cafeteria and other locations as feasible and appropriate. Schools will consider modified bell schedules and multiple meal periods. Students may eat meals outside weahter permitting. To continue providing meals for students when they are remote learning, the food services department will offer multiple days of meals for curbside pick-up.

The food services department and some school sites have also partnered with community agencies to offer additional food resources and support for familes and students during the 2020-2021 school year.

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

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Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Mental Health Clinician: The mental health clinician will play a key role in providing related services for students that may require social emotional supports. Historically mental health clinician services have been primarily reserved for students on IEP's with mental health and related services offered within their individualized plans. Given the current pandemic, the district mental health clinician will provide services to all students in need of this level of support.	$48889.00	Yes

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
10.5%	$2,349,258

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.]

Several of the actions outlined in the plan are being implemented districtwide and increasing or improving services for unduplicated pupils. With regards to the acquisition of addittional student devices (e.g. chromebooks) and hot spots; all students within the District have the opportunity to benefit from this action. Nonetheless, the intent of acquiring addittional computer devices and hotspots is to provide connectivity and access for low-income students who may lack full internet access at home. Due to many rural addresses this is a problem

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experienced by families in our district. All students that needed a device inclusive of transitional kidergarten and kidergarten were issued a District owned chromebook. Additional chromebooks are available for any new students coming into the district. School sites are making concerted efforts and following up with students who were initially not 'reached,' during school kick-offs. This includes students who are designated as foster and homeless youth. Students are being provided with the needed technology to access distance learning programming.

On a related note, EUSD has purchased supplemental curricular programs and platforms as well as supplemental hardware to support student instruction while in distance learning. For example, Rossetta Stone licenses have been acquired in order to supplement language acquisition for English Learners. The addittional curriculum platform does not supplant what is currently being taught during designated ELD, but is more importantly used to provide addittional supports and establish a way to track ongoing progress within embedded assessments. Assessments results are subsequently used to monitor progress and to formatively shape instruction.

EUSD instructional coaches continue to support the needs of unduplicated pupils, and these efforts have not diminished during distance learning instructioal delivery. Instructional Coaches are assisting teachers by providing targeted professional development, ongoing mentoring and coaching and model lesson support. One of the current focuses includes best instructional practices for integrated and designated ELD. Coaches are working with site leadership, and content area teams and the middle school and high school to provide ongoing support (weekly in most cases). This is an ongoing process but classroom teachers have been receptive to working with district coaches and are working hard to meet the needs of English learners.

Teacher Collaboration time has been set aside and indicated in schedules shared with parents and stakeholders. The purpose of the collaboration time is to allow teachers the opportunity to review student work, student data and support with the instructional planning designed to meet the needs of students that require addittional supports. This includes English learners, students with disablities as well as homeless and foster youth. Collaboration time has become more important than ever during distance learning. Teachers are using this time to improve overall capacity and address inequities that may be resulting from the delivery of synchronous and asynchronous instruction. The time is further used to determine best ways to systematically support students within a tiered system of supports that is data driven.

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

The actions described in the current plan are consistent with ongoing efforts that EUSD has implemented and will continue to implement regardless of the instructional mode to increase services for unduplicated students. Although some of the actions addressed in the current plan are implemented districtwide they are intended to primarily benefit unduplicated pupils. In the current implementation of distance learning, the adittional acqusition of computers and hotspots will ensure that low-income students, foster and homeless youth and English learners who either lack a home device or solid internity connectivity are still able to engage in their instructional day. Furthermore, the computer devices and solid internet connectivity will assist teachers in providing additional services remotely such as Designated English Language Development as well as Tier II and Tier III academic and social emotional supports.

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The use of assessment platforms, the implementation of the District assessment calendar and ongoing progress monitoring through formative assessments will assist in determining the effectiveness of the services being offered.