

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

- 1. Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.***

EMUHSD implemented school dismissal on Monday, March 16th. Students, families and teachers were informed via different venues that included email, phone calls, social media and the District website. The Superintendent released Phase I of the Distance Learning Plan (DLP) to staff on Sunday, March 15th. The plan included online resources for staff, by content, along with information on the pandemic and protective measures everyone should take. The plan also included the following information for staff to share with parents: counseling services available for students and families, meal distribution schedule, requests for supervision of students during the school day, and guidance on how to support students in getting internet access. Because the District had already implemented a 1:1 digital initiative in the Fall, all students at the comprehensive high schools had a Chromebook and access to MiFi devices, however, paper packets were also available. Additional Chromebooks and MiFi devices had to be purchased for students at our alternative high school and Community day school, and for instructional staff.

Support staff provided professional development to teachers on Google Classroom, Google Meet, Zoom, and other online resources on Monday, March 16th. Ongoing professional development to support distance learning has been provided to staff by Instructional Coaches, EL TOSAs, Teacher Technology Leaders, and other lead teachers at each site.

Phase II of the DLP outlined a time for teachers to collaborate in planning online support for students. It also asked teachers to reach out to all students and communicate the opportunities they have to be successful in the class. Although online instruction was encouraged, teachers were flexible to student needs and provided instruction that supported individual needs specific to Students with Disabilities and newcomers. Paraeducators and college tutors were available to support students “virtually” or by making calls and copies of materials, when necessary. Phase III of the DLP provided guidance on how to refer students in

need of mental health services and on the revised District Board Policy on Grades for Spring and Summer 2020.

Students continued to have the opportunity to take courses through Online and Personalized Learning (OPL) using Edgenuity as a platform. The number of student licenses had to be increased as a result of distance learning.

In addition to the DLP, the Superintendent provided weekly updates to staff, students and families that included information on graduation, community resources and meal schedules. District staff also met with site Principals at least twice a week to address site needs, provide relevant updates and resources for families.

A survey to parents and students was released via email and followed-up with phone calls to seek input regarding challenges and successes. Some students were having difficulty accessing the internet, thus a MiFi device was provided. A list of available resources for food and shelter was made available to families. Academic resources were also shared including information on how parents can support their child's success through Distance Learning. Both student and parents were made aware of resources available to support social-emotional needs. Counselors followed-up with families and referred them to community partner services when necessary.

**2. *Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.***

The district has reached out to families via ongoing email updates, mailed notifications, phone calls, social media, online meetings, and has provided this information in Spanish and to the extent possible in other languages. Information regarding the COVID-19 school dismissal is also available on the district website, which can be translated into multiple languages. Teachers have provided ongoing communication and support to all students, via Google classroom, Blackboard, Google Meet and/or Zoom. They have collaborated with other staff to create materials and activities that address the specific needs of English Learners (ELs), Foster Youth and low-income students, and also engage these students in distance learning. In addition, paraeducators and college tutors continue to provide instructional support to students, and when applicable, in their primary language.

Support staff, including EL Teachers on Special Assignment (TOSAs) and paraeducators, assisted in conducting phone calls to the students' homes, including ELs, Foster Youth, and low-income students, who had not yet engaged in distance learning. Students and families were provided with the necessary resources and/or referred to community resources.

Staff also conducted "welfare check-ins" with students via phone calls and online surveys to assess social-emotional needs and referred them to community partner agencies for services.

English language development support has been provided to ELs via a variety of resources, including Duolingo, Padlet, online libraries, NewsELA, and Listenwise. Rosetta Stone will also be provided beginning in the summer to support English language acquisition. Additionally, EL TOSAs offer "office hours" for the purpose of providing support, enrichment, and mentoring for the newcomer English learners.

The academic core teachers are supported in providing English language development to ELs through a variety of instructional resources, including online coaching to support the designing of weekly lesson choice boards for ELs, using online resources, and support in conducting online Zoom meetings.

Throughout the COVID-19 school dismissal period, foster youth services for the district have continued. All newly entering foster youth and their educational rights holders have participated in a Best Interest Determination meeting with district staff virtually or via phone. The district foster youth team has followed up regularly with school site staff to inform them of new student placements, determine graduation exemption eligibility, and in order to ensure that all foster youth have the necessary technology, understand work requirements for distance learning, and are provided with additional academic and/or social/emotional supports as needed. The district continues to work with outside agencies to provide tutoring and mentorship opportunities for foster youth.

**3. *Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.***

Teachers were provided with time to create and post an instructional plan online, along with materials for students to access the content. Professional development was also provided to teachers on the use of Google Classroom, Google Meet, and Zoom to allow for the delivery of instruction. Teachers also recorded lesson deliveries on Youtube videos that allowed students to access

the content at any time. Online resources and materials were also provided to staff on a daily basis, and through the DLP. Teachers provided synchronous instruction for up to 12 hours per week with asynchronous activities/assignments for students to work on at their own pace. They also identified “office hours” and shared the schedule with students so that they were aware of the new schedule. This new schedule was shared with students and families by teachers, but also through school email, social media, and phone calls. Teachers and counselors checked-in with students via phone calls and online surveys to assess social-emotional needs and students expressing a need for support services were referred to community partner agencies.

Each student at the comprehensive high school already had a district-issued Chromebook, however, students were surveyed to determine the need for internet access and technology support for accessing the Google Classroom platform. Staff at each site provided specific information to students via phone calls, emails, Blackboard, social media and website, on how to access materials, whether online or in person, and inquired on internet access at home. Additional Chromebooks and MiFi devices had to be purchased for students at the alternative high school, Community Day school, and for instructional staff. Site staff worked very closely with the District to ensure all students were provided with internet access. The District monitored the use of the internet by individual students through the district issued MiFi devices and staff contacted students via phone whose data showed they were not using the MiFi devices. Students and staff were referred to the District help desk for assistance with technical support via phone or through email. Replacement Chromebooks and MiFi devices were made available when necessary.

Teachers, administrators and support staff have been provided with ongoing professional development by Instructional Coaches, Teacher Technology Leaders, and EL TOSAs on the use of the Google Classroom platform and other online communication platforms, including Google Meet and Zoom. A wide variety of online resources, including Nearpod, Flipgrid, Edpuzzle, Quizizz, Kahoot, NewsELA, and Listenwise and training on these resources were provided to teachers to use in the development of online lessons. Teachers were also provided with training and resources for providing differentiated activities and scaffolds for students needing additional academic support.

A survey to parents and students was released via email to seek input regarding challenges and successes. Community Liaisons followed-up with parents via phone calls. They were able to refer parents to online and/or community resources, as needed.

Phase III of the DLP described the revised grading policy for the 2020 Spring semester. Students would earn a grade equal to or higher than the grade earned at the 6-week progress report. All distance learning activities would be based on

mastery of the content and standards from the start of the school year through March 13th, and graded accordingly. Students provided input on this revised policy through the Student Advisory Council. All staff, including site administration, teachers and counselors, were informed of the revised grading policy. Students and families received an update via email, regular mail and a phone call with instructions on how to choose their final grade, either a letter grade or Credit/No Credit.

**4. *Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.***

The district has worked very closely with partner school districts and community agencies to provide school meals throughout the three cities our families reside in. Staff from partner districts met to determine which schools were more accessible to families and ensure meal distribution was provided throughout various geographic locations within the EMUHSD district boundaries.

Families were informed of school meal distribution locations and times through various means including emails, social media, district website and calls. The information was shared and promoted by all partner districts in various languages including Spanish and Chinese.

Guidance on maintaining social distancing and hygiene practices was provided to staff assisting with meal preparation. Work stations were created 6-feet apart and staff was trained on safety procedures that must be implemented, including the use of face masks and gloves at all times. Staff was also asked to change gloves often and wipe work stations regularly. All supplies were provided by the district.

The EMUHSD has provided breakfast and lunch on a “grab and go” basis, at three of our high schools as of the first day of school dismissal. A frozen entree was also added to the meals for four weeks thanks to the No Kid Hungry grant. Meals have been distributed on a drive thru or walk-in basis. The district also allows parents to pick-up meals for students as a result of the USDA waiver. Tables have been set-up over 20 feet apart to allow for cars to pull-up and grab meals from the tables. Walk-ins are also able to pick-up the meals from a table located closer to the entrance gate. Staff distributing meals were also trained on the maintenance of social distancing practices and were required to wear gloves and masks while distributing meals. There has been no physical contact between staff and students/families during meal distribution.

Over 50,000 meals were provided in March, with one school serving almost 25,000 meals. There were over 100,000 meals provided in April and so far, about 70,000 have been provided in May. The district reviews the meal distribution data and gathers input from families as they pick up meals to make revisions to the distribution process by adding or removing distribution stations. The district will continue to use three schools to distribute meals but will assign a distribution location to a new school, based on parent input and meal distribution numbers. In the summer, meals will be provided for each weekday but distributed only twice a week at the three schools.

**5. *Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.***

Communication regarding supervision of students was provided in Phase I of the DLP. Staff was asked to communicate with site administration if families were requesting supervision of their high school-aged children.

Schools offered a location on campus for students who needed a place to study, take a test, or just needed access to print materials. All households received a phone call asking them to contact the school and/or district Community Liaison if they were in need of child care services. The Community Liaisons were provided with a list to share with families, and if necessary, help link the families with the community agencies. A list of community agencies that offer supervision of students is available on the District website.

The District is also working with the Learning Enrichment and Academic Resource Network (LEARN), a partner educational agency, to reach out to families and arrange for supervision of students during school hours, when needed.