

**BOARD OF TRUSTEES
ANAHEIM UNION HIGH SCHOOL DISTRICT**

501 N. Crescent Way, P.O. Box 3520
Anaheim, California 92803-3520
www.auhsd.us

NOTICE OF SPECIAL MEETING

Date: September 23, 2020

To: Annemarie Randle-Trejo, P.O. Box 3520, Anaheim, CA 92803-3520
Katherine H. Smith, P.O. Box 3520, Anaheim, CA 92803-3520
Anna L. Piercy, P.O. Box 3520, Anaheim, CA 92803-3520
Al Jabbar, P.O. Box 3520, Anaheim, CA 92803-3520
Brian O'Neal, P.O. Box 3520, Anaheim, CA 92803-3520

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630

You are hereby notified that a special meeting of the Board
of Trustees of the Anaheim Union High School District is
called for

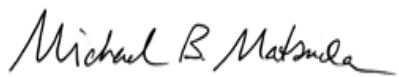
Thursday, the 24th day of September 2020

Members of the public may observe the meeting by livestream on the District's
YouTube channel at <https://bit.ly/2KEiCDA>.

Individuals requesting interpretation should contact the executive assistant to the
superintendent at morales_p@auhsd.us by 5:00 p.m. on Wednesday, September 23, 2020, to
allow for reasonable arrangement to ensure interpretation services.

Any member of the public has an opportunity to address the Board of Trustees by
submitting comments online at <https://bit.ly/2KJTmW> prior to the meeting, as outlined
below in the Public Comments and Public Hearing portions of this agenda. Submissions
will be read aloud during the Board Meeting by the Board President or designee.

Special Meeting-2:30 p.m.



Michael B. Matsuda
Superintendent

ANAHEIM UNION HIGH SCHOOL DISTRICT

501 N. Crescent Way, P.O. Box 3520, Anaheim, California 92803-3520, www.auhsd.us

**BOARD OF TRUSTEES
Special Meeting Agenda
Thursday, September 24, 2020
Special Meeting–2:30 p.m.**

This meeting is being held pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. Any or all board members may attend the meeting by phone or other electronic means.

Members of the public may observe the meeting by livestream on the District's YouTube channel at <https://bit.ly/2KEiCDA>.

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Wednesday, September 23, 2020, to allow for reasonable arrangement to ensure interpretation services.

Any member of the public has an opportunity to address the Board of Trustees by submitting comments online at <https://bit.ly/2KJTImw> prior to the meeting, as outlined below in the Public Comments and Public Hearing portions of this agenda. Submissions will be read aloud during the Board Meeting by the Board President or designee.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These materials are also posted with the meeting agenda on the District website, www.auhsd.us, at the same time that they are distributed to the Board of Trustees.

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Wednesday, September 23, 2020, to allow for reasonable arrangements to ensure accessibility to the meeting.

Meetings are recorded for use in the official minutes.

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|----|--------------------------------|-------------------------|
| 1. | CALL TO ORDER–ROLL CALL | ACTION ITEM |
| 2. | ADOPTION OF AGENDA | ACTION ITEM |
| 3. | PLEDGE OF ALLEGIANCE | INFORMATION ITEM |

Pledge of Allegiance and Moment of Silence

President Randle-Trejo will lead the Pledge of Allegiance to the Flag of the United States of America and provide a moment of silence.

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| 4. | PUBLIC COMMENTS, OPEN SESSION ITEMS | INFORMATION ITEM |
|----|--|-------------------------|

This is an opportunity for members of the public to directly address the Board of Trustees concerning any item described in this special meeting agenda. Public comment on items not on the agenda may be made at the next regular meeting. Comments may be submitted online at <https://bit.ly/2KJTImw> prior to the meeting. Submissions will be read aloud during the Board

Meeting by the Board President or designee. Each speaker is limited to a maximum of five minutes; each topic or item is limited to a total of 20 minutes. Board members cannot immediately respond to public comments, as stated on the speaker request form.

5. ITEMS OF BUSINESS

BUSINESS SERVICES

5.1 **Business Consulting Services Agreement, Colleen Patterson** **ACTION ITEM** **(Roll Call Vote)**

Background Information:

Colleen Patterson is a retired assistant superintendent, Business Services. She is well respected in the field and served 17 years in Fullerton Joint Unified School District as a director of fiscal services and assistant superintendent, Business Services. Since retiring, she has served in numerous interim assignments supporting districts when they have the need.

Current Consideration:

Colleen Patterson will provide consulting services to support Business Services during the vacancy of the District's assistant superintendent, Business Services. Services will be provided September 28, 2020, until the position is filled, or June 30, 2021.

Budget Implication:

The cost for these services is not to exceed \$50,000 (\$125 per hour). (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the business consulting services agreement. **[EXHIBIT A]**

EDUCATIONAL SERVICES

5.2 **Adoption, Learning Continuity and Attendance Plan** **ACTION ITEM** **(Roll Call Vote)**

Background Information:

Senate Bill 98 (SB 98) established the Learning Continuity and Attendance Plan (Learning Continuity Plan), which is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while streamlining meaningful stakeholder engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, which required a written report and envisioned an off-cycle Local Control and Accountability Plan (LCAP) due December 15; and (2) the ongoing need for local educational agencies (LEAs) to formally plan for the 2020–21 year in the midst of the uncertainty caused by the COVID-19 pandemic. The Learning Continuity Plan replaces the LCAP for the 2020–21 year and supersedes the requirements in Executive Order N-56-20. This plan is intended to memorialize the planning process that is already underway for the 2020–21 year. All LEAs, which includes school districts, county offices of education, and charter schools are required to complete the Learning Continuity Plan.

Current Consideration:

The public hearing was held on September 15, 2020. The purpose of the public hearing was to allow the public an additional opportunity to ask questions concerning the District's Learning Continuity and Attendance Plan.

Budget Implication:

The actions contained in the Learning Continuity and Attendance Plan must align with the terms of the District's 2020-21 annual budget.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the Learning Continuity and Attendance Plan. **[EXHIBIT B]**

6. **CONSENT CALENDAR
(Roll Call Vote)**

ACTION ITEM

The Board will list consent calendar items that they wish to pull for discussion.

The Board of Trustees is requested to approve/ratify items listed under the consent calendar. These items are considered routine and are acted on by the Board of Trustees in one motion. It is understood that the administration recommends approval of all consent calendar items. Each item on the consent calendar, approved by the Board, shall be deemed to have been considered in full and approved/ratified as recommended. There is no discussion of these items prior to the Board vote unless a member of the Board, staff, or the public requests specific items be discussed or removed from the consent calendar.

HUMAN RESOURCES

6.1 **2019-20 Contracted Employees Salary Schedule**

Background Information:

On September 15, 2020, the Board of Trustees approved a 0.50 percent off-schedule bonus and a 0.50 percent salary increase retroactive to July 1, 2019, as part of the collective bargaining agreements with the Anaheim Secondary Teachers Association, the California School Employees Association, the Mid-Managers Association, and the Anaheim Personnel and Guidance Association, and as part of the salary schedules for the Anaheim Leadership Team Association. At the same meeting, the Board also approved the same off-schedule bonus and salary increase for upper-level contracted management employees, including the superintendent, assistant superintendents, chief academic officer, and District counsel.

Current Considerations:

A separate salary schedule is required for contracted management employees, including the superintendent, assistant superintendents, chief academic officer, and District counsel. The Board is requested to approve the updated 2019-20 contracted employees salary schedule in accordance with the action taken on September 15, 2020.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the 2019-20 contracted employees salary schedule retroactive to July 1, 2019, as follows: superintendent, \$268,532; assistant superintendents, chief academic officer, and District counsel, \$209,074.

7. **ADJOURMENT**

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Wednesday, September 23, 2020, to allow for reasonable arrangements to ensure accessibility to the meeting.

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AGREEMENT
BETWEEN
COLLEEN PATTERSON
AND
ANAHEIM UNION HIGH SCHOOL DISTRICT
TO PROVIDE
BUSINESS CONSULTING SERVICES

THIS AGREEMENT is made and entered into this 24th day of SEPTEMBER 2020, by and between Colleen Patterson with her principal office located at 2830 Canto Nubiado, San Clemente, CA 92673, hereafter referred to as "Consultant" and the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD), 501 Crescent Way, Anaheim, CA 92801, hereinafter referred to as "the District."

WHEREAS, the District is in need of special services and advice related to school fiscal and business matters; and

WHEREAS, such services and advice are not available without cost from public agencies; and

WHEREAS, the Consultant is specially trained, experienced and competent to provide the special services and advice required; and

WHEREAS, such services are needed on a limited basis;

NOW, THEREFORE, the parties hereto agree as follows:

1. SERVICES TO BE PROVIDED BY CONSULTANT: Colleen Patterson to provide consultant services and report directly to the District's Superintendent. As part of the Agreement, Colleen Patterson will consult with the Superintendent of AUHSD. The services will be provided on an as needed basis to assist on an independent contractor basis with the District.

AGREEMENT - Page 2

2. The Consultant will be available from September 28, 2020, through June 30, 2021 (the “Term”). Consistent with an independent contractor relationship, Consultant will determine acceptance of requested consulting tasks, and control the location, hours and days when she is available. Consultant will also determine the method, details and means of performing the above-described services, and will maintain a log of tasks done and hours worked. Consultant will not be obligated to work in excess of 35 hours per week nor any particular hours or days. During the term of this Agreement Consultant is free and able to work, consult with or advise other employing or engaging parties in her sole discretion, including work for charitable organizations, charter schools or schools in which she is, or becomes currently involved. Consultant understands that she is not an employee of the District during the Term of this Agreement.
3. The District will prepare and furnish to the Consultant upon request such information as is reasonably necessary to the successful performance of the Consultant.
4. The District shall compensate Colleen Patterson during the Term at the rate of \$125 per hour, not to exceed \$50,000, excluding all expenses such as mileage, parking, transportation, lodging, meals, and materials. Payment shall be made after submission of an invoice to the District. The Consultant shall not be entitled to receive any additional compensation, benefits or other consideration for services under this Consulting Agreement, and is solely and directly responsible for any tax related obligations arising out of the consideration received for consulting services.
5. CONSULTANT agrees to carry a comprehensive general insurance policy with limits of one million dollars (\$1,000,000) per occurrence combined single limit in a form mutually acceptable to both parties to protect CONSULTANT and the District against liability or claims of liability which may arise out of the AGREEMENT. In addition, CONSULTANT agrees to provide an endorsement to this policy stating, “Such insurance as is afforded by this policy shall be primary and any insurance carried by the District shall be excess and noncontributory.” No later than the actual

AGREEMENT - Page 3

1 start date, CONSULTANT shall provide the District with certificates of insurance
 2 evidencing coverage and endorsements required hereunder including a thirty (30) day
 3 written notice of cancellation or reduction in coverage. CONTRACTOR agrees to
 4 name the District and its board, officers, agents and employees as additional insured
 5 under said policy.

6 6. Indemnification. Each party shall defend any third party claim against the other party
 7 arising from the death of or physical injury to any person or damage to the indemnified
 8 party's property to the extent proximately caused by the negligence of the indemnifying
 9 respective officers, directors and employees from and against damages, liabilities and
 10 reasonable costs and expenses, including reasonable legal fees incurred in connection
 11 therewith.

12 7. The District may at any time, for any reason, terminate this agreement and compensate
 13 Consultant only for services rendered to the date of termination. Written notice by the
 14 District's Superintendent, or designee shall be sufficient to stop further performance of
 15 services by Consultant. The notice shall be deemed given when received or no later
 16 than three days after the day of mailing whichever is sooner.

17 8. This Consulting agreement is not assignable without written consent of the parties
 18 hereto.

19 9. Consultant shall comply with all applicable federal, state, and local laws, rules,
 20 regulations, and ordinances including worker's compensation.

21 IN WITNESS WHEREOF, the parties hereto have caused this Consulting Agreement to be
 22 executed.

23 CONSULTANT:

Anaheim Union High School District:

24 by



25 Colleen Patterson
 26 Consultant

by

Michael Matsuda
 Superintendent

9/16/2020

(Date)

(Date)

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Union High School District	Manuel Colon, Chief Academic Officer	colon_m@auhsd.us (714) 999-3579

General Information

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

Many of our students and families face economic difficulties, unemployment, challenges with basic needs, housing insecurity, and health concerns. Anaheim is a resort community and so many family's employment has been reduced or eliminated due to the closure of resort facilities and associated businesses. Many students and families struggled to access available community resources due to stay at home orders. Undocumented families faced additional difficulty in connecting to resources because of their immigration status and these families have seen significant increases in unemployment. The District, under the direction of the Education and Information technology department, initiated plans to provide technology resources to students. This was a necessary step to ensure our students and families could connect to academic, mental health, and school resources. Nearly 15,000 Chromebooks and 7,000 Wi-Fi access points were distributed to District students. This support in coordination with outreach from teachers, administrators, counselors, family and community engagement staff, office staff, and instructional aides resulted in over 90% of students accessing online courses and participating in a variety of support structures provided.

The city of Anaheim has been particularly affected by COVID-19 with several areas within the city showing high rates of infection. Targeted efforts by the District, in partnership with community agencies, to combat the spread of the virus within these areas is beginning to show promising signs. These efforts include free testing sites within the community, trained parents and community members (including high school students) to educate about how the virus is spread and contact tracing. Teachers delivered lessons regarding COVID-19 and how to slow the spread of the virus during the first week of school to ensure all students were aware of the information.

Stress and mental health issues are significant impacts for students, staff, families, and community. These stressors include frustration regarding access to and use of technology needed for distance learning as well as the time needed to effectively learn all the tools available for students, staff and parents. Many members of the District community are personally affected by COVID related illnesses and deaths further contributing to diminished mental health

Stakeholder Engagement

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

The District conducted a Return to School parent survey was administered from June 25, 2020 to July 10, 2020. The sixteen-item survey was in an online format and was distributed via an email campaign to students' primary parental contact. Initially, 26,409 parents were sent an email invitation to take the survey and 14,511 responses were gathered. Questions were designed to collect data on parents' recent experience with distance education (if applicable), and on parent preferences for safely returning to school in the fall, based on California Department of Education (CDE) and California Department of Public Health (CDPH) guidance. Finally, parents were given space to provide feedback on each of the three return to school options being considered by the district. This initial outreach to parents gave feedback regarding the preferred method of instruction for the fall as well as identified several areas of support that families requested.

The District established an opening for school's task force to solicit input that informs decisions about schedules, safety measures, and protocols for opening of schools during the spring of 2020. This group focused on five areas: instruction, facilities and operations, systems and structures, health and safety, and mental health. This group includes board members, administrators, teachers, counselors, maintenance and operations staff, food services, transportation, union leadership, site clerical staff, community partners, parents, and students.

Three stakeholder engagement meetings were held on August 20th, 27th and September 3rd to provide additional opportunities for all stakeholders to learn more about the Districts' efforts and plans for the 2020-21 year. This additional step of providing a public forum for stakeholders to ask questions, raise ideas and concerns and interact directly with District staff aligns with the Districts' commitment to authentic family and community engagement. These meetings allowed parents to join remotely via Google Meet or to call-in if they did not have internet access. Translation services were provided for any community members or parents who needed this service. Spanish, Korean and Vietnamese languages were all supported during this time.

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

Board of Trustee meetings have transitioned to an online format. Public comments are submitted prior to the meeting and read aloud during the live meeting. Guests are granted access to the virtual meeting in order to share important information and updates. Translation services are provided via a telephone call in so Spanish, Korean and Vietnamese speaking parents can participate.

The Learning Continuity and Attendance Plan stakeholder engagement meetings were also held virtually. These meetings as well as DELAC and Superintendent Advisory meetings follow the same procedures to ensure that parents can participate and understand the process.

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

Parent feedback indicated needs with academic support, food insecurity, mental health concerns, and the ability to request assistance easily. Teacher input was gathered from an opening of schools' taskforce teacher input group that meets weekly. This group has representatives from every school and has provided feedback about professional development needs, hardware and software needs, and self-care needs. They have helped inform the District process for weekly engagement logs and other critical pieces.

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

Several District actions were influenced by stakeholder input. The Return to School survey and feedback from parents during the stakeholder engagement process lead to providing tutors to every school through the end of the first semester, the hiring of additional counselors and social workers to support mental health needs and outreach, and the development of online resources to request assistance with technology.

Feedback from teachers lead to purchasing of several applications and platforms to support instruction and student engagement. EXHIBIT B
Professional development on use of the learning management system, various applications and mindfulness are other specific actions provided as a result of teacher input.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The District established an opening for school’s task force to solicit input that informs decisions about schedules, safety measures, and protocols for opening of schools during the spring of 2020. This group focused on five areas: instruction, facilities and operations, systems and structures, health and safety, and mental health. The task force considered three models- full in-person instruction, full distance learning, and a hybrid model. In the full in-person model, District schools will resume traditional in-person classes with flexibility to quickly pivot to distance learning in the event of a resurgence of COVID-19. The District would work closely with local, state, and federal health officials’ guidelines for reopening schools. In the full distance learning model, the District would maintain all learning experiences and services online. Working with local, state, and federal health officials’ guidelines, the District would be prepared to transition to a blended/hybrid and/or full in-person instructional model. The hybrid model would offer learning both in-person and online, allowing for social distancing and following local, state, and federal health officials’ guidelines. The hybrid model would bring students physically to campus one day a week, dividing the student body into thirds to ensure adequate physical distancing and reduced numbers of students in each class. Targeted groups could attend in-person instruction more frequently based on identified needs and school site capacity.

Student learning in this model will be monitored through the online methods utilized for distance learning but with the additional piece of summative assessment and feedback afforded by an in-person model. Upon return to an in-person instructional model, these summative assessment and curriculum-embedded assessments will guide development of additional supports for students including the transition of additional supports available during distance learning such as tutoring, success monitoring, counselor support, and academic mentors.

The District will provide support to English learners during in-person instruction by ensuring bilingual instructional aides are present in classes. Saturday Language Academy (SALA) for Newcomers will be provided at all sites. Progress monitoring at site level will be supported by District through utilizing staff to check-in with English learners on a weekly basis during the fall semester. Tutors are being provided at every site to support academic needs as well and this service would transition to a hybrid or in-person model.

Students with disabilities will be provided additional support through use of instructional assistants to run small groups of students to provide extra support, continued progress monitoring by case carriers, and after school academic support. Service providers will transition to on campus delivery of services. Additional temporary psychologists and speech-language pathologists have been brought on to assist with service delivery and assessments.

District social workers monitor and serve the needs of foster youth students. Additional social workers have been hired to ensure these students are connected to their school site, engaging in distance learning, and have the appropriate resources.

Family and community engagement specialists (FACES) work with families experiencing homelessness and financial crisis in partnership with school administrators, counselors, social workers, and community partners. Additional community liaisons, counselors and social workers will help provide additional outreach to these students and facilitate connection to community resources.

Each school site conducted risk assessments, under the guidance of the District risk manager, to establish protocols for the safe return to staff to campus. These protocols were established prior to the start of the school year and included health screening, appropriate use of personal protective equipment, physical distancing guidelines, cleaning and disinfecting guidelines for classroom space and public areas and notification about appropriate leaves and quarantine measures.

District maintenance staff began preparing facilities and schools to reopen. Protocols were developed to support a safe and organized transition, as well as timely communication considering the evolving nature of the available information.

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

Description	Total Funds	Contributing
Purchase additional maintenance equipment and supplies to facilitate effective screening practices and disinfecting protocols	\$600,000.00	N
Repurpose staff to evaluate classrooms and ensure physical distancing of furniture	\$75,000.00	N
Graphic arts costs associated with signage and placards related to COVID-19	\$200,000.00	N
Purchase and installation of touchless water fountains	\$100,000.00	N

Distance Learning Program

Continuity of Instruction

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

The District established a full distance learning model that was implemented at the beginning of the 2020-21 year. Students maintained access to all requested courses and requirements in order to meet graduation and college entrance requirements. Full access to the curriculum was ensured by providing equipment such as art kits and musical instruments for students to use during distance learning. Digital tools were also provided to teachers to support creating engaging and interactive lessons. Online etiquette and expectations were developed for students and teachers and communicated to all stakeholders which included direction about using cameras, microphones, and appropriate online behavior. Distance learning grading considerations were developed and shared with teachers as well. The Educational Services division developed a website which provided online learning tools, safe resources, discipline specific resources, communication tools, and most importantly step-by-step directions to use Schoology. Teachers develop a weeklong plan which details the types of assignments and learning activities students will engage in. Three days of synchronous instruction will ensure students have adequate time with their teachers in order to develop their skills and complete the assigned activities.

The District will continue to monitor local and county COVID-19 trends in addition to regularly communicating with the Orange County Health Care Agency and the CDC. Should guidance change, the District has a communication and implementation plan to ease this transition for our sites, our staff and our students/families. If guidance should allow for a safe return to a blended/hybrid or full in-person model, transitions will occur at quarterly increments. This gives staff enough time to prepare for the transition (i.e. lesson plan conversion, establishing health screening stations, etc.) The curriculum and This gives the District and sites enough time to effectively communicate with students, parents and the community. The District is proud of our collaborative relationship with our Union leadership and will continue to work together in preparation for our future transitions. A possible transition to hybrid instruction

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.]

The District assessed the need for internet connectivity and device availability multiple times starting in March 2020. The results of these surveys drove the distribution of Chromebooks, laptops and internet hotspots throughout the District. Additionally, school site staff requested devices and internet access for students and families that they interacted with via email, food distribution, and other events.

The Educational Information Technology (EIT) department oversaw the distribution of nearly 15,000 Chromebooks and 7,000 hotspots across all sites in the District. Distribution events were held on schools' campuses and the District office and over 100 separate distribution events were held from April 2020 through the beginning of the 2020-21 year to ensure families and students had adequate opportunities to collect the needed technology.

EIT continues to monitor the usage of the hotspots and troubleshoot areas of the District where service has been reported to be less than satisfactory. Additional methods of providing internet service are being reviewed for possible implementation, including using mobile hotspots on District vehicles, broadcasting Wi-Fi from school sites, and contracting with other internet providers.

Communication to families who are still unable to connect includes direct calls to those families and students as well as planned home visits which are part of the engagement outreach process.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The 2020-2021 school year began virtually. Mondays, Wednesdays and Fridays are synchronous teaching days. Teachers and students are engaged in live conferencing on these days using Schoology. Student participation is measured by attending the live conference on synchronous days. High school students attend all six courses with class periods 40 minutes in length. Junior high students attend all seven courses with class periods 35 minutes in length. These requirements ensure students are engaged for the minimum instructional minutes.

Tuesdays and Thursdays are asynchronous teaching days. These days include a live check-in during second period with all students. This check-in allows teachers to check-in with students regarding non-academic needs and answer questions. Additionally, students were expected to submit their schoolwork on Tuesdays and Thursdays by 2:00pm for all class periods. Submission of assignments by the deadline

is used to measure student participation on asynchronous days. Teachers evaluated this work to determine time value and indicate whether students were engaged in distance learning for the required time.

Teachers create a “Week at a Glance” at the beginning of each week which details the assignments, assessments and activities for each course. Teachers create this tool to communicate to students and families the required work for the week. This tool serves as the mechanism to measure the time value a student spends for each course.

See bell schedules in Appendix

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.]

Professional Learning began in the summer and will continue in the following areas: national online standards, distance learning tools, platforms (Schoology, etc.), programs, virtual teaching strategies, content specific online learning, and social-emotional learning, self-care, mindfulness. Professional learning will focus on collaboration as content specific teams and collaboration in Professional Learning Communities at school sites. This purpose of this collaboration is to ensure that the recommendations and best practices for English learners, students with disabilities, and foster youth are followed. Professional learning support will come from site professional development teams, department chairs, technology coaches, 5C Coaches, civic leads, STEAM leads

Resources provided to staff to support distance learning include curriculum specialists, program specialists and coordinators who provide guidance and assistance to sites as they develop and implement these professional development activities.

The Educational Information Technology department will support technology needs through the coordination of accounts and rostering at the District level. Site technicians will support hardware and software needs as appropriate for teachers. Technology coaches and support teachers will provide guidance and troubleshoot learning management issues, use of applications, and teaching strategies.

Staff Roles and Responsibilities

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

New roles and responsibilities for staff are prevalent in all areas of operation as a result of COVID-19. Teachers and many staff are serving as therapists, technology coaches, and social workers. Many classified staff are working on outreach and connections with families including office staff and instructional assistants. Hundreds of employees have been trained as health screeners to prepare for hybrid instruction. There are several classifications of employees who have been repurposed including Auditorium Technicians, ASB Accounting Technicians, Athletic Facility Worker I/II, Athletic Trainer, bus drivers, Campus Safety Aides, Health Services Technicians and Library Media Technicians. Guidelines for the types of duties and responsibilities of these employees were developed in close coordination with bargaining units to ensure staff safety and provide needed services to schools and families.

Supports for Pupils with Unique Needs

EXHIBIT B

[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.]

The District will provide support to English learners by ensuring bilingual instructional aides have access to Schoology courses for both synchronous and asynchronous days. Saturday Language Academy (SALA) for Newcomers will be provided at all sites virtually and Saturday Academy for Emergent Bilinguals (EB/LTEs) will also be provided. Progress monitoring at site level will be supported by District through utilizing staff to check-in with English learners on a weekly basis during the fall semester. Over 300 newcomer students all received personal phone calls to ensure they had access to their courses. Tutors are being provided at every site to support academic needs as well.

Students with disabilities are being provided additional support through use of instructional assistants to run small groups of students to provide extra support, continued progress monitoring by case carriers, and virtual after school academic support will be provided to those students that are identified as needing this service. Service providers will deliver services virtually through use of Google Meets, Schoology or Google Classroom and professional development was given to service providers on providing services through tele-therapy. Outside services as indicated in the individual educational plan (IEP) are provided via tele-therapy. Transportation has been utilized for delivery of work packets and reinforcers as appropriate to the needs of the students. Additional temporary psychologists and speech-language pathologists have been brought on to assist with service delivery and assessments.

District social workers monitor and serve the needs of foster youth students. Additional social workers have been hired to ensure these students are connected to their school site, engaging in distance learning, and have the appropriate resources.

Family and community engagement specialists (FACES) work with families experiencing homelessness and financial crisis in partnership with school administrators, counselors, social workers, and community partners. Additional community liaisons, counselors and social workers will help provide additional outreach to these students and facilitate connection to community resources.

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

Description	Total Funds	Contributing
Purchase of necessary technology devices to ensure that all students and staff can effectively engage in distance learning.	\$5,200,000.00	Y
Purchase and implement a variety of software applications to support effective distance learning instruction including platforms targeted for English learners and students with disabilities.	\$1,850,000.00	Y
Band instruments so every student has their own and does not have to share upon return to in-person instruction	\$600,000.00	Y
Professional development for all teachers on the National Online Standards and learning management system use	\$350,000.00	Y
Student art kits	\$105,000.00	Y
Hiring of Educational Technology Coaches for the year to support use of hardware and software by teachers	\$40,000.00	Y

Provide mindfulness training for staff and families in order to help address pandemic and distance learning related stress	\$186,000.00	EXHIBITYB
Additional Support for the Educational Instructional Technology department in order to meet increased demand for services	\$150,000.00	Y
Staff oversight of COVID-19 project based learning across District	\$5,000.00	Y

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.]

The District will assess students in the areas of English language arts and English language development using reading and writing as the key components. This assessment happens informally on a daily, weekly, and ongoing basis. Formal assessment happens weekly, monthly and quarterly. This assessment occurs using tools such as Google Forms, capstone projects, ePortfolios, and rubrics. A key concept is that assessment of student learning status is only relevant if we provide opportunities to reteach materials.

Assessment of mathematics will occur using teacher developed materials, curriculum embedded assessments, and results of student use within Mathia.

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.]

Staff will know the family by name and build rapport, so families feel safe to share their needs. Teachers will differentiate instruction to meet individual needs. Schools will collaborate with Pledge and community partners to provide additional academic and social-emotional supports. Schools will utilize tutors to support student learning and progress monitoring periods for both English learners and students with disabilities. English learners will have assigned staff who will check-in with them on a weekly basis. Students with disabilities, in addition to their assigned case carrier, will have access to specially trained staff to support their academic needs after school hours.

Additional social workers to supplement the current District staff are being hired to closely monitor and work with foster youth to ensure they are engaged in instruction and have access to the resources they need. These social workers will serve as another layer of case management for these youth.

Additional community liaisons to supplement the Family and Community Engagement Specialists are being hired in order to assist with meeting the needs of students experiencing homelessness.

The additional resources provided to English learners, students with disabilities, foster youth, and homeless youth overlap with meeting the needs of low-income students as over seventy percent of District students qualify for free/reduced meals. Academic mentors, additional counselor support, and key concept instructors will further support the needs of low-income students.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Data will be gathered through Aeries, stakeholder surveys, analysis of the learning management system usage, and digital tools. Collaborative teams made up of multi-level and multi-school personnel will review and analyze District level data. Site based teams will review data through late starts and other professional meeting times. The District will also collect data on students taking advantage of tutoring services and whether those services are making a positive impact on academics, attendance, behavior. Teachers review weekly assignments for completion and accuracy level, especially independent work on asynchronous days. Teachers also provide surveys, discussion boards, Padlet, and other digital tools to monitor student progress.

Professional learning communities are both the site and District level will analyze and discuss the impacts of various actions and strategies to help determine how to best address the needs of the students.

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

Description	Total Funds	Contributing
Expansion of Saturday Language Academy to support English learners currently enrolled in designated English language development courses. This will allow additional instructional time for these learners.	\$50,000.00	Y
Progress monitoring of learning continuity and learning loss for ELs/LTELs through hiring of teachers to connect with these students outside of school hours.	\$280,000.00	Y
Newcomer family and student check-ins through personal phone calls in the target language to ensure access to distance learning and needed resources.	\$20,000.00	Y
Additional teachers to support credit recovery and extend instructional time for students. Additional staff will target support of Long-Term English Learners and students with disabilities.	\$150,000.00	Y
Short term counselors to support follow up and outreach for fall semester only. These counselors will target foster youth, 5th year seniors, ELs.	\$750,000.00	Y
Additional social workers to support mental health needs and address barriers to student learning	\$650,000.00	Y
Summer programs to provide additional instructional time for students and accelerate credit recovery	\$390,000.00	Y
8 contracted school psychologists to help with assessments so current staff can better support student's mental health needs (we have over 150 assessments that were not completed at the end of the year.)	\$650,000.00	Y
6 contracted SLPs to help make up assessments so SLPs can provide tele-therapy	\$400,000.00	Y
Hiring of college aged tutors to support academic needs of students and assist in closing learning gaps for students	\$905,000.00	Y

Hire 11th and 12th grade students to serve as academic mentors to 7th to 9th grade students to support engagement in school and connection to academic pathways and AIME programs	\$750,000.00	EXHIBITYB
Hire Key Concept Instructors to work with students who need additional support to master key concepts in identified subject areas. The intent of this intervention is to deliver instruction on one key concept per week to help bridge achievement gaps for identified students	\$52,000.00	Y
Thanksgiving/Winter Break Learning Loss Academic Support provides students an opportunity to work with their teachers and improve low or failing grades	\$300,000.00	Y
Give each high and JHS school site's counseling team "150 hours" to conduct "at-risk" counseling after school; Must target EL students and be held after school or on weekends	\$150,000.00	Y
After school academic tutoring to address compensatory education requests	\$122,000.00	Y

Mental Health and Social and Emotional Well-Being

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

The District uses a tiered approach to supporting social and emotional well-being. All students are supported through promoting well-being. Some students are supported through a process of recognizing psychosocial issues early and responding accordingly based on one's role. A small group of students is supported through intervening with services for students have moderate to severe behavioral problems or mental illness.

Promoting well-being is a multi-faceted approach incorporating critical thinking, creativity, communication, collaboration, and character. Several curriculums used within the District address components of well-being, including units in health classes and social and emotional classroom lessons delivered by school counselors. Capturing Kids Hearts is a training for educators focused on building student's connectedness to others and enhancing healthy bonds with adults at school and is used at most schools.

Recognizing psychosocial issues early and responding accordingly based on one's role includes training for teachers and staff about how and to whom to refer students who may need mental health services and how to respond and what to do when a student is in crisis. Additional support and training for staff is also provided regarding suicide prevention/intervention, homelessness, and mindfulness. Administrators have been trained in trauma informed and responsive practices.

Intervening with services for students have moderate to severe behavioral problems or mental illness is the responsibility of the District social workers, counselors and psychologists. Social workers assess and develop an intervention plan, offer treatment, and engage in targeted case management. Students and families are referred and linked to community-based health, social, or mental health services.

Additionally, the District will monitor and support the mental health and emotional well-being of staff through the input of site administrators, social workers, and various task force groups with this responsibility. Mindfulness training and coaching for staff is being provided on an

expanded basis to support these efforts. Mental health coverage provided by the District insurance package was also recently modified to make it easier for staff to access a greater number of providers.

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.]

Attendance was recorded every day by teachers using the student information system Aeries. This allowed all District staff, including counselors, social workers, administrators and classified staff to access the records for enrolled students. The process for monitoring student engagement includes four distinct stages. The first stage includes teachers taking attendance each day. Attendance is taken by the teacher before 4:00 pm. The next stage addresses students who are marked absent. Automated calls go out each day to those families when a student is absent two or more periods. These calls are sent in languages other than English to ensure families understand the messages.

If a student is absent all day on a synchronous day a personal call is made. A home visit may take place after two consecutive, non-responsive phone calls and multiple missed days of synchronous instruction. These personal calls and home visits are conducted by bilingual staff as appropriate. Written materials in multiple languages are used during the home visit to ensure understanding and contact with the families. The Educational Monitoring Team (EMT) may receive student referrals for pupils who continue to not attend synchronous instruction or are otherwise not engaged.

See Tiered Engagement Process in Appendix

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Upon notification that schools would be closed, the Food Services Department immediately applied to operate Seamless Summer Option meals at eight school sites. In addition, the Food Services Department applied for all available waivers, including non-congregate feeding, as well as a waiver allowing adults to pick up meals for their homebound children. Families were able to come to the feeding center sites each day and pick up both a breakfast and a lunch meal for all children ages 0-18. Beginning in May the feeding expanded from five days of meals to six days of meals by allowing families to pick up 2 breakfasts and 2 lunches on Fridays, one set of meals for consumption on Friday and set for consumption on Saturday.

Our Director of Risk Management completed a Hazard Assessment analysis for our Food Services Department for implementation of safety practices related to employee safety. In recognition of the requirement and need to implement social distancing practices, the Food Services Department implemented a variety of protocols at each meal distribution center. For example, employees are required to maintain a distance of

6 feet from each other while working and when distributing meals, employees limit contact with the public by placing meals on the passenger car seat through an open car door window. Families are encouraged to wear face masks when visiting the meal distribution centers.

Employees working in our central kitchen are required to wear a surgical mask since they work near one another and social distancing is not possible. In addition, employees who work in our meal distribution centers are expected to wear cloth face coverings and do so daily. Finally, additional safety measures put into place include the requirement for all employees to wash and sanitize their hands every 15 minutes and to wear and change their gloves every 15 minutes.

These services have continued to expand during the 2020-21 year as meal deliveries to neighborhoods far removed from school have begun. Schools have partnered with several community agencies, restaurants, and religious organizations to host food distribution events to supplement the daily meals provided by the District.

The Food Services department working in coordination with the District risk manager has reviewed all school facilities to ensure the safe distribution of meals if in-person instruction does occur. The bell schedule adopted for hybrid in-person instruction includes two lunch periods in order to create adequate physical spacing of the students attending on that day. Students who are not physically attending school during hybrid in-person instruction will continue to have access to grab and go meals.

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

Section	Description	Total Funds	Contributing
N/A	Development and implementation of Cambridge Virtual Academy. This new program offers course based independent studies taught by experienced educators and will allow students to pursue a variety of college and career pathways while completing their studies virtually.	\$2,400,000.00	N
N/A	Repurpose staff to support additional cleaning needs, site support of distribution events and other tasks needed during distance learning	\$6,000,000.00	N
Pupil and Family Engagement and Outreach	Contract with Qualtrics to develop Forms/Surveys/Workflow/data dashboarding/digital signature to allow more effective remote work and elimination of paper forms	\$60,000.00	N
Pupil and Family Engagement and Outreach	Repurpose Student Support Services staff to support tiered engagement strategies and coordination of home visits	\$100,000.00	Y
School Nutrition	Food Services - Expanding Services	\$250,000.00	Y
Pupil and Family Engagement and Outreach	Hire six community liaisons for high need schools	\$180,000.00	Y

Pupil and Family Engagement and Outreach	Hire five additional translators for outreach to EL's and IEP support.	\$170,000.00	EXHIBIT B
Pupil and Family Engagement and Outreach	Creation of call centers to help support parents and families access needed information	\$138,530.00	Y
Mental Health and Social and Emotional Well-Being	Purchase and implement a digitally delivered screening tool that quickly identifies mental health issues and students at risk for violent behaviors or self-harm behaviors.	\$165,600.00	Y
Mental Health and Social and Emotional Well-Being	Dialectical Behavior Therapy training for social workers and psychologists which includes suicide risk assessment and management, DBT and addiction.	\$15,000.00	Y
N/A	Purchase of additional textbooks as a result of COVID-19	\$700,000.00	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.80%	\$62,299,544

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The District considered the needs of foster youth, English learners, and low-income students in the development of all actions. The unique needs of these student groups informed the decision-making process as actions were developed. These needs were considered as both in-person and distance learning options were discussed. Input from stakeholders was gathered with these groups in mind including targeted survey questions, direct input from school and District staff, and feedback from parent groups.

The purchase of necessary technology devices to ensure that all students and staff can effectively engage in distance learning meets the needs of students in response to the COVID-19 pandemic by ensuring access to learning.

The purchase and implementation of a variety of software applications to support effective distance learning instruction including platforms targeted for English learners and students with disabilities meets the needs of students in response to the COVID-19 pandemic by ensuring high quality instructional design.

Band instruments and student art kits so every student has their own materials and does not have to share upon return to in-person instruction meets the needs of students in response to the COVID-19 pandemic by ensuring access to learning.

Professional development for all teachers on the National Online Standards, the learning management system use, and mindfulness meets the needs of students in response to the COVID-19 pandemic by ensuring staff have the tools to meet the needs of each student.

The hiring of Educational Technology Coaches to support use of hardware and software by teachers and additional support for the Educational Instructional Technology department in order to meet increased demand for services meets the needs of students in response to the COVID-19 pandemic by ensuring staff have the tools to meet the needs of each student and staff and students can resolve technology related issues.

Staff development, implementation, and oversight of COVID-19 project-based learning across District meets the needs of students in response to the COVID-19 pandemic by ensuring high quality instructional design.

The hiring of additional teachers to support credit recovery, Thanksgiving/Winter Break Learning Loss Academic Support and extended instructional time for students meets the needs of students in response to the COVID-19 pandemic by ensuring long-term English learners and students with disabilities have adequate access to the courses needed for graduation.

The hiring of short-term counselors and social workers to support mental health needs, provide monitoring, and outreach meets the needs of students in response to the COVID-19 pandemic by ensuring targeted groups have additional resources and supports.

The hiring of key concept instructors, college aged tutors, and 11th and 12th grade academic mentors to support academic needs of students and assist in closing learning gaps for students meets the needs of students in response to the COVID-19 pandemic by ensuring access to a variety of learning supports.

The expansion of nutrition services meets the needs of students in response to the COVID-19 pandemic by ensuring access to adequate food resources.

The hiring of additional community liaisons, translators, and creation of a call center meets the needs of students in response to the COVID-19 pandemic by ensuring targeted groups have additional resources and supports.

The purchase and implementation of a digitally delivered screening tool that quickly identifies mental health issues and students at risk for violent behaviors or self-harm behaviors meets the needs of students in response to the COVID-19 pandemic by ensuring vulnerable students are identified and assisted in an expedited manner.

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

The services provided for foster youth, English learners, and low-income students are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to services provided to all students because of the careful consideration, design and implementation of the District wide and schoolwide actions. Additionally, the following services are being provided directly to the following groups;

Expansion of Saturday Language Academy to support English learners currently enrolled in designated English language development courses. This will allow additional instructional time for these learners.

Progress monitoring of learning continuity and learning loss for ELs/LTELs through hiring of teachers to connect with these students outside of school hours.

Newcomer family and student check-ins through personal phone calls in the target language to ensure access to distance learning and needed resources.

Give each high and JHS school site's counseling team "150 hours" to conduct "at-risk" counseling after school; Must target EL students and be held after school or on weekends.

Assignment of case management of foster youth to counselors and social workers.

The purchase and distribution of necessary technology devices including Chromebooks and internet access points to low-income students.

Distance Learning Bell Schedules High Schools

Synchronous Schedule			In-Person Schedule		
Period 0	7:35am-8:15am	(40 minutes)	Period 0	6:40am-7:35am	(55 minutes)
Period 1	8:30am-9:10am	(40 minutes)	Period 1	7:50am-8:45am	(55 minutes)
Period 2	9:25am-10:05am	(40 minutes)	Period 2	8:50am-9:45am	(55 minutes)
Period 3	10:20am-11:00am	(40 minutes)	Period 3	9:50am-11:05am	(75 minutes)
Period 4	11:15am-11:55am	(40 minutes)	(A) Period 4	11:10am-12:05pm	(55 minutes)
Lunch	11:55am-12:55am	(60 minutes)	(A) Lunch	12:05pm-12:35pm	(30 minutes)
Period 5	12:55pm-1:35pm	(40 minutes)	(B) Lunch	11:05am-11:35am	(30 minutes)
Period 6	1:50pm-2:30pm	(40 minutes)	(B) Period 4	11:40am-12:35pm	(55 minutes)
			Period 5	12:40pm-1:35pm	(55 minutes)
			Period 6	1:40pm-2:35pm	(55 minutes)

Minimum Day Synchronous Schedule			Finals Minimum Day Synchronous Schedule		
Period 0	7:40am-8:10am	(30 minutes)	Period 0	7:10am-8:10am	(60 minutes)
Period 1	8:20am-8:50am	(30 minutes)	Period 1, 2	8:30am-9:30am	(60 minutes)
Period 2	9:00am-9:30am	(30 minutes)	Period 3, 4	9:50am-10:50am	(60 minutes)
Period 3	9:40am-10:10am	(30 minutes)	Period 5, 6	11:10am-12:10pm	(60 minutes)
Period 4	10:20am-10:50am	(30 minutes)			
Period 5	11:00am-11:30am	(30 minutes)			
Period 6	11:40pm-12:10pm	(30 minutes)			

Distance Learning Bell Schedules Junior High Schools

Synchronous Schedule			In-Person Schedule		
Period 0	7:30am-8:05am	(35 minutes)	Period 0	6:55am-7:40am	(45 minutes)
Period 1	8:20am-8:55am	(35 minutes)	Period 1	7:55am-8:50am	(55 minutes)
Period 2	9:10am-9:45am	(35 minutes)	Period 2	8:55am-9:40am	(45 minutes)
Period 3	10:00am-10:35am	(35 minutes)	Period 3	9:45am-10:30am	(45 minutes)
Period 4	10:50am-11:25am	(35 minutes)	Period 4	10:35am-11:20am	(45 minutes)
Lunch	11:25am-12:25pm	(60 minutes)	(C) Period 5	11:25am-12:10pm	(45 minutes)
Period 5	12:25pm-1:00pm	(35 minutes)	(C) Lunch	12:10pm-12:40pm	(30 minutes)
Period 6	1:15pm-1:50pm	(35 minutes)	(D) Lunch	11:20am-11:50am	(30 minutes)
Period 7	2:05pm-2:40pm	(35 minutes)	(D) Period 5	11:55am-12:40pm	(45 minutes)

	Period 6 12:45pm-1:30pm (45 minutes)
	Period 7 1:35pm-2:20pm (45 minutes)
Minimum Day Synchronous Schedule	Asynchronous Schedule
Period 0 7:20am-7:50am (30 minutes)	Teacher Office Hours
Period 1 8:00am-8:30am (30 minutes)	Student Club Meetings
Period 2 8:40am-9:10am (30 minutes)	Staff Professional Development
Period 3 9:20am-9:50am (30 minutes)	Synchronous Assemblies
Period 4 10:00am-10:30am (30 minutes)	Special Programs Activities
Period 5 10:40am-11:10am (30 minutes)	AIME Activities/Internships
Period 6 11:20am-11:50am (30 minutes)	
Period 7 12:00pm-12:30pm (30 minutes)	

Tiered Attendance Engagement Strategies 2020-21

Objective – To ensure all students are engaged in their learning for the 2020-21 school year.

Step 1 – Attendance

Attendance taken by teacher before 4:00 pm:

- Monday, Wednesday, and Friday for all periods
- Tuesday and Thursday for period 2 and other periods by work submitted

Step 2 – Phone call

Phone call home (automated everyday when a student is absent two or more periods):

- ¹ Student absent all day on a synchronous day (personal call)
- ² Student absent all day for TWO consecutive synchronous days (personal call)
- Teacher encouraged to call home per school's expectations as well

Step 3 – Home visit

Request for home visit:

EXHIBIT B

- May take place after TWO consecutive, non-responsive phone calls

Step 4 - EMT

Educational Monitoring Team:

- A student may be referred for an EMT after three days missed and/or missed assignments (time value for work completion)