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 COVID-19 pandemic has affected the entire San Leandro Unified School District community and drastically altered the lives of students, families, and staff. When schools closed on March 16, 2020, the impact was felt instantly at every level of the organization. The impact extended beyond the closure of school facilities, to closures of business and establishments in San Leandro and neighboring cities, which presented significant challenges in accessing basic needs and services. This public health crisis also quickly exacerbated financial disparities and inequities in the San Leandro community. Food insecurity, access to medical resources, and access to technology/connectivity have always been hardships faced by many district families, which became particularly pronounced alongside the physical separation from

targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. Alongside the need for timely, caring, and comprehensive two-way multilingual communication channels, San Leandro Unified School District has focused on assessing the needs of the community represented in all schools, including non-public schools, in order to stay responsive and centered on student academic, physical, mental, and social wellbeing. Based on this ongoing assessment and responsive action planning, San Leandro Unified School District is working to mitigate and, at best repair, the effects the COVID-19 pandemic has had in terms of school-based services for our students and families. It is essential to note that parallel to the COVID-10 pandemic impacts, our community has also been adversely affected in August and September of 2020 by the ongoing concern of potential power outages and unhealthy air quality due to wildfires and extreme heat. San Leandro Unified School District has continually reworked outdoor distribution formats for meals and school supplies in order to not delay due to unhealthy air quality. This state and regional disaster has been challenging and added additional layers fo complexity to ensuring safety and care for all during an already difficult time for us nationally and globally with the pandemic.

Stakeholder Engagement

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

Bridging the communication divide when school facilities closed in March 2020 has been ongoing work that continues into the 2020-21 school year. The feedback processes and channels that were established during the spring have greatly informed the current distance learning plan that is in effect for this school year. Fortunately, these efforts have built strong family-school-district partnerships as all stakeholders have had to confront an unprecedented set of challenges to create a shared understanding of the best solutions for San Leandro Unified.

May 2020: To start, SLUSD conducted two districtwide online surveys for both families and staff in May 2020 to gauge preferences and key considerations for reopening schools safely, in order to be prepared when public health guidelines allowed for in-person instruction. These surveys were translated into Spanish and Chinese, with translation provided for additional languages through Google translate. Over 2,100 families completed the survey and provided over 2,800 open response comments that were analyzed. Over 500 staff members completed the survey and provided over 1,200 open response comments that were analyzed. This data was used to inform reopening working/planning groups at the district level, and site-based planning groups in May/June 2020. An overview was also provided at the board of education meeting in May, with the option for public comment made available. Simultaneously, the district conducted site-based online surveys for families regarding their experience with emergency distance learning, to gather parent/guardian feedback on how distance learning could be strengthened for future implementation. That data was shared with site administrators to facilitate staff professional development to improve distance instructional practices. SLUSD facilitated two Reopening Schools Task Force meetings in May 2020. This task force included district and site leadership, staff representation from all labor groups, and parent leaders from each school site. These groups reviewed all survey data to determine major themes among them many concerns brought forth by both stakeholder groups. The group summarized survey data for use in site-based planning groups formed by SLUSD employee groups. These groups were called Reopening School Work Groups and

were divided by grade band and program type, with over 60 members meeting in-person (socially distanced) and virtually to plan for the pragmatics (schedule, training, resourcing) of each grade band and program type for the Fall start. These groups utilized survey data, task force feedback/work, and input from parent groups to inform work.

July 2020: A second staff and community online survey regarding reopening preferences was sent at the beginning of July, knowing that the most updated feedback would be critical as the 2020-21 school year drew closer. SLUSD received over 2,800 family surveys and over 350 staff surveys from all bargaining groups, including the San Leandro Teachers Association, California School Employees Association, Teamster/Trades and the management group.

August 2020: At the August 12th District English Learner Advisory Committee (DELAC) conducted over Zoom, there were 130 participants who provided input and feedback on what the LCP should include. Simultaneous translation and interpretation in Spanish and Chinese were embedded into the meeting.

September 2020 The 2020 Learning Continuity and Attendance Plan Parent Advisory Group (LCP PAC) met on September 1st over Zoom to provide feedback and to inform LCP design. This groups consisted of 10 parents (17 were invited) representing DELAC, ELACs, SSCs, Citizen Bond Oversight Committees, and other school based parent leadership groups. Representation of parents from specialized groups (EL, Special Education, Foster Youth, Homeless) was solicited. Our group provided representation for EL and Special Education.

Spring May 2020-September 2020: Virtual stakeholder engagement events were also held throughout the spring, summer and early Fall at the site and district level. These meetings included the District English Language Advisory Committee (DELAC) meetings, School Site Council meetings, and site-level English Learner Advisory Committee (ELAC) meetings and Principal Coffee Chats. Spanish and Chinese translation has also been provided at DELAC/ELAC meetings, and upon request at all public meetings.

On September 15th, there was a public hearing for the Learning Continuity and Attendance Plan. One public comment was made at time of hearing. 3 more comments were sent in after the public hearing via an online, multilingual GoogleForm for feedback.

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

SLUSD has provided public input and participation in public meetings and hearings in a manner consistent with guidance provided by Alameda County public health officials. Remote, teleconferencing participation has been offered to comply with current public health orders.

Virtual meeting participation has been provided through Zoom meetings and webinars, with the option to join by phone. All options were provided multilingual translation (Chinese and Spanish) as needed.

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

Throughout the stakeholder engagement process, an overarching concern for the safety of all members of the community has continued to surface as a foundational consideration in all district planning. In fact, survey data from all stakeholder groups gathered during both surveying periods in May and July indicated that the guarantee of safety was the top priority in the decisions surrounding the scheduling options being considered by the district. Given this clearly articulated concern, the SLUSD board of education made the difficult decision to open the 2020-2021 school year in a distance learning modality prior to the governor's mandate on school closures for Alameda County. Parallel to this concern for safety was a full acknowledgement that the emergency distance learning model adopted in the spring would need to be significantly improved and strengthened to effectively serve the students and families in SLUSD. The need for more support for all stakeholders was abundantly evident in the feedback gathered. Teachers requested more professional development to learn how to meld their instruction into a new online format. Families asked for more support in understanding how to best support their students at home. Students asked for support in managing a new type of workload alongside the very real emotional challenge of being disconnected from their school communities.
These stakeholder groups were also asked to share their thoughts about important considerations in returning to an in-person model when public health dictates indicated it was safe to do so. Knowing that safety was the foundation for planning, all stakeholders identified the need for Increased hygiene/cleaning/distancing precautions, coupled with an acknowledgment that social distancing at the student-level would pose a significant challenge.

Specifically from the LCP PAC, feedback was that LCP plan should include: Training for students on technology; video resource library; drop-in tech time for students (could be peer training), Ongoing, systematic training for technology and continuous education for students, teachers, parents, SEL implementation in Secondary schools, Mental health support for parents and/or parent support groups to just connect and decompress, Mental health and support for teachers, ongoing training for teachers on how to create safe and professional spaces online.

Specifically from DELAC, feedback was that LCP plan should include: Paraeducator support, TK/K online support for new families entering school during pandemic , Tutoring support, Multilingual hotline, Imagine Learning licenses, extra student materials for home, touch Chromebooks and more chromebooks for students who need to swap out due ot repair, WiFi HotSpots, more drop in family support services, and childcare options for afterschool/before school care.

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

The mode of instruction to start the school year was determined by the stakeholder input process, with SLUSD starting the 2020-21 school year in a distance learning modality. It is important to note that SLUSD determined a distance learning start to the school year through this stakeholder engagement process prior to state mandates.
Responding to the concerns about in-person instruction and to our public health orders, it was clear that SLUSD would start with distance learning but it was also clear that Fall distance learning would need to be much more rigorous and supportive of student needs.

In planning for the Fall, the actions items in the LCP were influenced by these concerns: 1) Professional development to teachers, staff, admin, parents, and students on distance learning in terms of organization, quality online practices, and embedding support structures, 2) Distribution of chromebooks, hotspots, and instructional materials, including school supplies and specialized materials by program, 3)

comprehensive and clear Learning Management Systems for grades TK-12 so students and parents can track assignments and have clear notifications of asynchronous and synchronous work, 4) Outreach staff and systems to connect to families to ensure connectivity, engagement, and access to wrap around services, including afterschool care, 5) Maintenance of support services for English learners and Special Education to online spaces, 6) Access to mental health services and referrals online, 7) Transfer of college and career readiness programs to virtual formats to ensure future preparedness for graduates during this difficult time, 8) Flexible meal service access for families with limited transportation, 9) Support lines, and office hours, learning sessions-for students and families who need support with distance learning, including technology, 10) Ongoing support and training during the entire duration of distance learning for teachers and support staff for technology and online platforms to ensure quality instruction.

Based on feedback from our parents of English Language Learners at and after the public hearing on September 15th and through the online, multilingual forms, SLUSD has increased funding for Paraeducators-ELD to work with English Learners who need primary language support (online during distance learning and in any other format to come) during the 2020-2021 school year.

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.]

Providing as much in-person live instruction that can be safely delivered is a priority of the district and community. SLUSD will follow guidelines from the California Department of Education, Centers for Disease Control (CDC), The Alameda County Public Health Department, and the Governor's office to plan for in-person scenarios when safe to do so this school year. District leadership and union leadership is continuously engaging in re-opening meetings to prepare for in-person instruction. While current health conditions do not permit delivery of in-person instruction, SLUSD will open in three phases:

1. 100% distance learning

2. Cohorts of students attending in a hybrid model, and

3. Full in-person instruction.

Regardless of the model, we recognize that students will need additional support to recover from any learning loss and tiered intervention in both academic and social-emotional support.

To align the reopening plans, SLUSD looked to the San Leandro Unified Graduate Profile, which took on heightened urgency in light of the current world. This shared vision of what all graduates should know and be able to do before they leave district classrooms defines success. SLUSD graduates students who are Cultural & Ethical Leaders, Critical Thinkers, Communicators & Collaborators, with Healthy Minds & Bodies. Despite the physical distance, the district will continue to develop these foundations in the model of instruction and support for the students and families of the community.

This school year, students will participate in daily live instruction (synchronous) with teachers and support staff. They will also have flexible time to work online or offline on instructional activities and assignments constructed by their teachers (asynchronous). The following are the instructional schedules during distance learning:

Please see Appendix 1 for Bell Schedules

SLUSD's wrap-around support services will be provided in virtual settings. These services include telehealth therapy, speech therapy, adapted physical education, and behavioral support and consultation.

Services determined to be more appropriately provided on-site will be provided when safe to do so, starting with students requiring additional supports, such as students who are medically fragile or have significant behavioral or physical support needs. For students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in person due to their medical condition, an Individualized Education Program (IEP) meeting will be scheduled to determine if home or virtual instruction is appropriate.

Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current Alameda County Health recommendations, the IEP team will meet to determine if virtual service delivery is more appropriate to meet the student's need while additional these guidelines are in place.

SLUSD and our after school provider, Boys & Girls Club of San Leandro, will be providing an in-person ASES program. Eligibility and enrollment priority will be given to SLUSD students in grades 1-5 who are currently registered in the ASES program and whose parent/guardian meets the following eligibility requirements:

Eligibility Criteria:

- Essential Workers including, health care professionals, emergency response personnel, law enforcement, and grocery workers.
- Students participating in specialized programs such as McKinney Vento, Foster Youth, English Learner, Special Education, or the Free and Reduced Meal Program.

Participation will be in compliance with current requirements outlined by the Alameda County Public Health Department (ACPHD) that limits student cohort sizes to a maximum of 14. The program will operate from 2 pm to 6 pm daily at Jefferson Elementary.

SLUSD is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, SLUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines.

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

Description	Total Funds	Contributing
Center for Teacher Innovation (CTI) induction vendor contract to support new teachers and stipends for reflective coaches to mentor new teachers	$141,000.00	Yes
Personal Protective Equipments (PPE) and Plastics Barriers to ensure that students, staff and families entering schools site are protected	$75,000.00	No
HVAC Control Upgrades to increase ventilation control	$200,000.00	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.]

SLUSD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of ensuring students, families, and staff have tools and resources in place to implement high-quality teaching and learning. Robust distance learning includes a combination of synchronous and asynchronous learning that is structured yet flexible in order to accommodate the diverse needs of students and families. The daily model adopts a human-centered

approach, which includes health and wellness breaks, social-emotional learning activities, and routines, as well as off-ramps for differentiation via small-group instruction and support.

The online learning management systems (Seesaw for TK-5 and Schoology for 6-12) serve as the framework for teaching, learning, and support. Logging into Seesaw or Schoology will provide access to all of the information needed for students and families to stay organized and on track with their education.

Specifically, these LMS systems provide:

- Assignments, resources, materials, assessments, and student work in one location with a single login
- Built-in video conferencing and communication tools
- Asynchronous teaching tools, such as video-sharing platforms for students to access during asynchronous instructional periods
- Collaboration tools for teacher and peer feedback
- Attendance monitoring tools for families to monitor student engagement

SLUSD focused on the following goals and actions to ensure continuity of instruction:

- Adoption of new curriculum and materials for Science, World Language, and History/Social Science that includes components for in-person and distance teaching and learning
- Implementation of core and supplementary instructional materials that include physical and digital components that support literacy, math, and language development creation
- Design and delivery of high-quality professional development to teachers and support staff
- Design and delivery of high-quality family training and support opportunities through weekly tiered and targeted learning series
- Adoption of cohesive and comprehensive TK-12 learning management systems
- Continued delivery of COST (Coordination of Services Team) supports to ensure tiered academic and social-emotional resources for students
- Delivery of full connectivity for all students with 1:1 devices and hotspots for families with no or limited internet access

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.]

At the onset of school closures, SLUSD surveyed the all students and families to determine technology needs, resulting in the delivery of over 5,000 devices to students. Going into the new school year the district is leveraging Learning Loss Mitigation Funds to procure additional devices, accessories, and hotspots to ensure full access to the connectivity required to participate in distance learning.

- 3,800 Chromebooks have been procured to ensure there are age-appropriate devices available for all students.
- Students will be required to checkout and utilize a district-issued Chromebook or confirm that their device meets district minimum requirements to participate in distance learning.
- Headphones and related accessories will be distributed to students who require them.
- Hotspots have been procured to provide high-speed internet access to families.

- Students with specialized assistive technology requirements are being distributed the requisite devices and software.

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.]

Daily instructional schedules wil be on all school websites as well as communicated to all families via ParentSquare. Daily live participation will be provided to all students, who will be expected to attend daily synchronous instruction

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet, Schoology)
- Online response form (i.e. Google Doc, Google Form)
- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation

To insure daily participation and weekly engagement, teachers and staff will:

1. Assign daily assignments that will be communicated in Schoology or Seesaw

2. Have lesson plans/daily syllabi (in Seesaw, Schoology, or AERIES grade book description) that outlines synchronous and asynchronous activities/assignments with time value for the day

3. Provide a class calendar in AERIES for tracking daily instructional delivery method

4. Document attendance by Teacher of Record in Aeries (SIS)

5. Maintain attendance notes (Admin, Office, and Support Staff) using Aeries codes for daily participation

6. Certify instructional minutes by:

- Weekly, teachers will click on a button that says “Full Day” to show that instructional minutes for the week were met for the full day and then click “Save and Certify”

Formative and Summative Assessments:

- Consistent and effective formative and summative assessments will enable staff to best meet their class and individual student needs and assess areas of learning loss and acceleration strategies.
- Ongoing formative assessments in live sessions such as polling, quizzes, exit tickets, or writing or speaking on a topic or question will occur in both synchronous and in asynchronous instruction.

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.]

Before the first day of instruction, all staff members were offered a week-long professional development series from August 10-14th. Professional development offerings can be found here: https://sites.google.com/slusd.us/slusdpd/workshop-catalog?authuser=0. All trainings and recordings are saved and shared with staff on the Distance Learning Resources for Staff page. All teaching staff was required to attend training on Schoology or Seesaw and Zoom/Google Meet.

All students and staff were provided access to differentiated digital curriculum through our online portal Clever. Specifically, our English learner students continued to have platforms that promote literacy with English Language Arts and across the content areas. Students were connected to NewsELA, Imagine Learning, Learning A-Z, and Wonders/Maravillas/StudySync. Professional development that specifically focused on math instruction in distance learning was provided to all math teachers. Additional platforms such as Zearn and Dreambox has been purchased to support students and teachers in math.

Teachers provided designated English Language Development (ELD), and content area lessons and small group support where possible, that integrated ELD standards to make content more accessible through various instructional strategies. Specific supports were provided, such as graphic organizers, the use of Flipgrid, and a blend of synchronous and asynchronous teaching. Paraeducators who were focused and trained on delivering English Language Development support and tutorial also provided additional language support in large Zoom classroom settings, one-on-one sessions, and small group work.

SLUSD created the Technology Educator Consultant Program (TEC) to provide paid opportunities for peer technology support. We have implemented a large scale deployment of both technology hardware and software applications to support teaching and learning during distance learning and the TEC program will support training on how to use and incorporate instructional technology into daily teaching. We will hire 39 TECS and they will plan and deliver professional development and support to teaching staff.

Staff Roles and Responsibilities

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

With the COVID-19 pandemic and school closures, all site staff, as well as district staff, have had to adjust the way they do their job to continue services in a virtual model. On March 13, 2020, all schools and district offices in San Leandro Unified School District, as well as many districts in the state had to deliver services in distance learning mode. Members of all bargaining units adapted to assume new responsibilities. Some of the new staff roles and responsibilities are reflected below.

Attendance and Engagement Tracking: During distance learning teachers are responsible for monitoring attendance using the updated attendance guidelines which include capturing attendance as well as measures of engagement of each student. An updated attendance protocol has been defined that includes logging daily attendance, capturing work done synchronously and asynchronously. Teachers will be required to use the district approved LMS systems to capture assignments provided to students.

Teachers and Classroom Instruction: In distance learning, teachers are required to attend to the delivery of the required minutes of agreed-upon synchronous and asynchronous minutes. Teachers are required to, on a weekly basis, inform parents and students of their availability to provide support and clarification via email and/or other virtual platforms. Teachers are required to participate in professional development on the use of technology and the delivery of instruction via blended and distance learning prior to the beginning of the school year and can participate in professional learning sessions throughout the year. Teachers are expected to use the learning management system assigned for their grade band. Teachers modify events such as back to school night, moving to an online method.

English Language Paraprofessionals: These staff members continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity. EL paras will also be asked to facilitate the translation hotlines to support parents in directing their questions to the appropriate personnel. In the event that the district resumes to a hybrid model, EL paras may support with morning screening procedures and supervision before school, during passing periods, recess, lunch, and dismissal. They may also assist principals in making contact with families of students who are not participating in the blended or distance learning model.

Para Educator (Moderate/Severe, Mild/Moderate):
Para Educators who support students participating in Special Education will now need to engage and support student learning through attending zoom meetings and working with small groups of students in breakout rooms, as well as work under the direction of the teacher when students are present on campus. They will also assist principals in making contact with families of students who are not participating in the blended learning or distance model.

Special Education Staff :
Special education staff will provide all students with disabilities continuity of learning through a variety of distance learning resources as appropriate. Some of these will include the use of virtual platforms and services that are specific for the following staff: School Psychologists may provide appointments for students for social emotional and/or behavioral needs as well as communicate with families to provide support. Any appointments scheduled may be conducted by, telephone or virtual tools. Counselors may provide virtual or telephone appointments to students for academic counseling, monitoring, and guidance. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate. Speech-language pathologists will provide services, and conduct assessments via online or teletherapy platforms as needed. Speech-language pathologists will use the district approved learning management system. Resources Specialists and Behavior Specialists will provide services and conduct assessments via online platforms.

Librarians: Will check out/issue technology (chromebooks, assistive tech, hotspots) to students for at-home use.

Principals: In distance learning principals will need to engage with their staff and school community virtually. They will also be responsible for assuring that students have the tools to engage in connecting virtually including the distribution of physical materials that the students will need. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging

students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They will need to supervise that teachers have secured their zoom meetings to prevent any unauthorized people and to prevent a security breach. Principals will continue to attend weekly check in with central office staff to receive ongoing updates to distance learning. They will continue to engage in the performing teacher evaluation in a virtual way.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance learning. They will communicate reminders to teachers about new coding procedures and communicate any updates from families about the students attendance challenges. SARB and SART processes will be adapted to continue in a virtual form. Parents will not be able to enter the school, so all immunization reporting and registration procedures have been changed to online or by appointment only in person assistance may be provided.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting common areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model to assure that safety protocols are in place. They will be asked to adhere to social distancing, mask wearing, and following the most current health safety requirements issued by Alameda County Public Health Department.

Extended Learning Staff: The extended learning staff are providing virtual services for students who are at a ASES identified school in partnership with Boys and Girls Club. They are also responding to meeting the needs of families and will be providing in person services. Student cohort size will be aligned to the guidelines from ACPHD and will begin at one of the elementary sites, with plans of scaling it to others.

Food Service Employees: Some staff worked over the summer at central locations providing meals for students. This school year, while in distance learning, instead of working out of their specific sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go breakfast and lunch to all San Leandro Unified students. These employees' work schedules have been adjusted to be able to provide these services.

District Nurse: All district nurses' work has changed in that they will be looking at all students' health conditions with the added lens COVID-19. They are also responsible for collaborating with state and local health departments alongside the director of health and safety.

Parent Facilitators
These staff members will continue to assist with communication to families and translate when appropriate. Some will provide assistance with the hotline for parents to call in and receive assistance to learning resources.If When students come onto campus they will assist with screening and student supervision.

Counselors: Counseling staff advocate for the mental health needs and access to learning resources of all students by offering support that enhances awareness of mental health and social/emotional development. Counselors will contact families of students who are not participating in the all distance
learning model.

Management Oversight : Many District managers including the coordinators of professional learning, some site administrators, worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment and onboarding new employees in a virtual model. This assured an effective learning environment for distance learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students Experiencing Homelessness and Students in Foster Care:
At the end of June, McKinney-Vento Homeless /Foster Youth coordinator connected with all families identified and confirmed enrollment in the MV program. SLUSD continued partnership with Alameda County Health Care Services to support the Family Resource Center Connecting Kids to Coverage program which will now be accessed virtually but with some home visits while practicing appropriate social distancing. Although all families have access to social services resources the district prioritizes McKinney Vento participating families with these services upon enrollment. SLUSD prioritizes connections with new and continuing families. The goal is to connect them with each agency that the district partners with. For those families that need counseling and mental health services they are connected with resources through a partnership with Davis Street Inc. Connections to shelters in the bay area are also offered should any family be in need.

Currently, the Foster Youth and Homeless coordinator is doing home visits to provide resources to support remote learning such as school materials, portable desks, chromebooks, hotspots as well as referrals to shelter, food and medical services. Foster Youth are offered similar services and prioritized as well while working closely with them at the time of enrollment.

In the week before school, Bargaining Unit members were provided Professional Development on the use of technology and the delivery of instruction via distance learning. Topics included: Learning Management Systems (Seesaw and Schoology) and other Online Systems (Aeries; Imagine Learning; Google Suite; Zearn; Zoom); instructional considerations for English Language Development, grade bands and content areas.
Ongoing professional development will be provided centrally and through site-based staff and department meetings to meet staff PD needs as indicated by site surveys.
District instructional coaches and coordinators work with grade levels collaborating on addressing EL needs
Provide professional learning supports specific to dual language delivery in a distance learning context (including professional learning workshops, coaching, and Teacher on Special Assignment support)
Planning time and ongoing supports for teacher collaboration and planning related to meeting the needs of English Learners, such as
District instructional coaches work with grade levels collaborating on addressing EL needs
Weekly teacher planning and teacher collaboration time
Regular collaboration and planning time for teachers in dual language/bilingual programs for within grade planning as well as cross-grade program collaboration
Administrators focus on supporting staff during distance learning, including visiting and observing virtual classrooms

Teachers engage in collaboration and planning with peers – including with EL TOSAs/coordinators and (in secondary) cross departmental planning involving ELD teachers and other academic departments

English Learners, Foster Youth and Low Income students received hotspots and devices to access online programs if need was indicated through a family needs assessment that was conducted by the staff. Teacher and resource staff collaborated weekly to plan and evaluate the online, paper, and Zoom meeting results, as they were completed by students receiving differentiated and integrated ELD instruction. English Learners were invited to extra individual and small group instructional support Zoom meetings that were held for students to access designated and integrated ELD instruction. A resource staff member created supportive extra assignments at each student's level to supplement the weekly work packets for differentiated and integrated lessons; and students also had the opportunity to complete these activities and paper and pencil assignments with their own teachers and designated resource staff each week during office hours. Teachers held office hours and/or check-in times Monday through Friday to help support students who had additional questions or needed extra guidance. This included phone calls or email contact. Students with a 504 or receiving services through an IEP, low income students, Homeless and Foster Youth, and English Learners all were served by having extra staff assigned or available to them. Support staff was sometimes scheduled through regular Zoom time. But more often, School Psychologists, Counselors, and other resource staff members held additional lessons online to provide services for students and individual families based on their needs or IEP.

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

Description	Total Funds	Contributing
Online Digital Platforms, NewsELA, Learning A-Z, Spelling City and Mystery Science	$355,956.00	Yes
Implement Project-Based Learning in virtual settings so that every student experiences at least two project based units to support learning goals and learning loss	$20,000.00	Yes
Paraeducators to focus on ensuring access to systematic language development opportunities throughout the instructional day for English learners	$320,000.00	Yes
Library Media Specialists to support college and career readiness through literacy enrichment for distance learning	$323,000.00	Yes
Library Media Specialists in secondary schools to support college and career readiness through literacy enrichment and intervention spaces during distance	$68,000.00	Yes

Description	Total Funds	Contributing
Site-based COST, 12, Coordinators and contracted with Community Based Mental Health Organizations to support Multi- tiered Integrated Intervention Support System in all district schools.	$24,750.00	Yes
Counselors from Community Based Mental Health Organizations to support Multi- tiered Integrated Intervention Support System in all district schools virtually	$200,000.00	Yes
Visual, Music and Performing Arts Resources and curriculum to ensure ongoing learning	$35,000.00	Yes
Virtual Conferences and workshops to support bilingual education programs	$15,000.00	Yes
Certificated salary for additional school nurse supporting students health and medical needs (4.0 FTE)	$420,000.00	Yes
UC Berkeley EAOP counselor to support caseloads of students with the college application process	$25,000.00	Yes
College and Career Coordinator to support college application process including virtual opportunities for college fairs and specifically during distance learning, office hours to support students with Zoom 101 basics and how to create your Aeries Parent/Student Portal, and organize for distance learning.	$68,000.00	Yes
Career Readiness Program Coordinator to focus on Career Pathways, Career Technical Education, Eden Regional Occupational Programs, Lincoln High School's Pre-Apprenticeship program, Dual enrollment with community colleges, and Work-based Learning Opportunities for students, especially in the virtual format in light of distance learning. This includes office hours and direct support to students.	$68,000.00	Yes

Description	Total Funds	Contributing
Attendance re-engagement Program Coordinator to monitor attendance and engagement across school sites and to outreach to families directly. During distance learning this includes a focus on student and family email access, Schoology, Zoom and Google Meet, chromebooks, understanding how to build an at home schedule support.	$68,000.00	Yes
TK-K Early Literacy Program Coordinators at 4 Title 1 schools, to support the site level Attendance and Learning Plan for TK/K (one on one calls, check ins, meetings), Parent Outreach and Onboarding support TK/K (one on one calls, meetings), Early Literacy support instruction for primary grades (small group tutorials, one on one meetings, class level support), STEAM focused early elementary program lessons (small group tutorials, class level support)	$136,000.00	Yes
Instructional Coaches to support professional development for teachers and parents on quality distance learning and in-person instruction when it resumes and CTE Teachers to support college and career readiness	$450,000.00	Yes
Professional Development Teacher Hourly for to provide Academic and Socio-emotional learning services to students who qualify	$30,000.00	Yes
Pepper Online Professional Development Contract to support ongoing professional development for TK-12 teachers, specifically with specialized content, programs	$26,250.00	Yes
Administrative hourly to support distance learning accommodations to schedules, distributions, and on-site preparations	$50,000.00	Yes
Promote and support teaching practices and learning experiences during distance learning using a variety of blended learning platforms and Learning Management System (Schoology, Seesaw, Zearn, Edgenuity etc…)	$1,506,646.00	Yes

Description	Total Funds	Contributing
Assessing and progress monitoring student learning through a robust, balanced assessment system that includes formative, diagnostic, summative and performance based assessment tools to inform teaching and respond to students' needs during distance and in-person learning. (Star Renaissance)	$320,074.00	Yes
Support the effective, consistent implementation of NGSS and new standards/frameworks with curriculum adoptions in Science, World Language and History Social Science with new materials that include online, digital access	$3,000,000.00	Yes
Instructional Materials for all students grades TK-12, including Special Education Preschool, to support learning at home: basic school supplies, plus materials for specialized groups and grade bands (whiteboards, playdoh, art supplies, instruments, etc.)	$300,000.00	Yes
Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum via coaching, professional development and instructional support materials	$175,000.00	Yes
Multilingual communication projects (i.e. printing, newsletters, mailing costs)	$94,812.00	Yes
AERIES Analytics for progress monitoring of students during distance learning	$42,000.00	Yes
Parent Facilitators support for families regarding connectivity and logins to distance learning platforms, translations and attendance outreach	$449,076	Yes
Interpreters unlimited for translation and interpretations	$15,000.00	Yes

Description	Total Funds	Contributing
Parent Square contract to communicate with families with updates within the district and school site.	$36,556.00	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.]

- Diagnostic assessments to determine what students know, in order to inform instruction
- Progress monitoring for ELA/Math throughout the year using the STAR Renaissance assessment
- Following guidance from organizations like the Council of the Great City Schools, teacher training focuses on Grade level content and instructional rigor and using just-in-time instruction to address standards or content from the Spring
- Providing designated and integrated instruction in ELD, with daily live interaction and synchronous learning time
- Targeted instructional support for students who have experienced learning loss through various options, such as: individual tutoring, small group instruction
- Provide resources for student learning at home
- Workshops for families on strategies to support their students' learning (in English, Spanish, and Chinese)
- For coherence in dual language programs, ensure teachers have use of bilingual online materials and resources--and that the materials are available to students
- Provide materials for students in language of instruction
- Differentiated instruction and support through blended learning platforms
- Emphasize relationship building, personalization, frequent and direct interaction, and inclusive community building

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.]

IEP meetings will be held via teleconference or virtual platforms rather than in-person during the period of school closure. Meetings will be scheduled to accommodate family schedules as much as possible. Parents/Guardians may request an IEP meeting to discuss the particular changes to the student program provided through the alternate format of service delivery.

Special Education evaluations and assessments that can be administered remotely can continue at this time. The District will resume the portions of evaluations that require in-person administration and observation once school sites are able to be reopened. The IEP team will make recommendations based on virtual assessment data.

504 meetings will be conducted virtually using video conferencing-based meetings and will be set-up to accommodate parent schedules as much as possible.

English Language Learners will receive designated and integrated English Language Development (ELD) instruction. Paraeducators with a focus on ELD will be working with classroom teachers to provide extra support. Students at the beginning levels of English Proficiency will have access to Imagine Learning.

Special educational teams of teachers, specialists, and administrators sent each student with an IEP a change in learning format letter that outlines how their IEP would be served during the physical closure. IEPs moved online and the team partnered with parents/guardians, translators, advocates to ensure a quality process in the virtual format. Students with disabilities were offered summer school options.

Summer school is being provided from June 15 to July 16 in a virtual setting for TK - 8 through integrated, themed weekly units that will focus on English Language Development, literacy, and math. High School credit recovery through Edgenuity is being provided online to students from June 15 to July 23. The ESY (Extended School Year) program is being offered from June 15 to July 16 in a virtual setting, delivered by credentialed special education teachers. Teachers and paraeducators participated in the following professional development training:

- Best Practices in Distance Learning and Supporting English Language Development through Distance Learning
- Grade Band Instructional Teaching & Learning Plans for Summer School
- Instructional Platform Training (Google Classroom, Seesaw, Dreambox, Zoom, Rich Math Tasks (MangaHigh), and Imagine Learning

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 the services and supports provided to address learning loss will be measured by the ongoing formative and summative assessments. We will administer STAR Reading and Math Assessments three times a year and will offer academic interventions in the critical areas of Reading and Mathematics as an accelerated learning approach to support all subject areas. Elementary schools will have access to early literacy program coordinators and intervention curriculum such as Leveled Literacy Intervention (LLI) digital curriculum and Sonday Systems. Collaboration and professional development time will be provided to teachers to assess student progress and adjust as needed. Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed This individualized approach to instruction is a foundation of alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

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

Description	Total Funds	Contributing
Online district summer school program: Summer School Enrichment, English Learner, Academic Intervention and credit recovery Programs	$300,000.00	Yes
Intervention and afterschool tutoring, in house or through contracts if needed, to support students in English Language Arts ELD and Math	$40,000.00	Yes
Provide students who qualify for McKinney-Vento services with home learning materials, access to online tutorial programs, and emergency clothing.	$28,000.00	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.]

Mental health counselors were available for teletherapy and phone sessions throughout school closure. Students and families were able to access CareSolace. CareSolace is a confidential online concierge service that allows students, families, and staff to access local mental health programs and counseling services that have been vetted by Care Solace to ensure accreditation, safety, and accessibility. Care Solace has a live 24/7 concierge line to assist families in finding local mental health-related programs and services, and access to the service will continue throughout this school year. Mental health counselors from Wellness Together were also available for teletherapy social-emotional groups this summer to ensure continuity of services and support for students and families. Each school site has a Coordination of Services Team (COST) that consists of teachers, principals, counselors, parent facilitators, and resource specialists. This highly skilled team meets at least twice a month to triage service referrals and connect students and families to counseling and other health and wellness services. In addition, this team assesses the overall health and wellness needs of the learning community in order to adapt and differentiate tiered services and supports to meet the needs of the community at large. SLUSD ensured that each school site has at least one mental health counselor, as well as, communicating across schools the health and wellness resources offered by the Family Resource Center and The Native American Health Clinic located at the Barbara Lee Center. In addition to creating a district-wide socioemotional learning (SEL) committee, we are working with other districts and county offices to build collective capacity to implement transformative SEL through shared resources, tools, and strategies within Communities of Practice (CoP). We are currently in negotiations with other Community-Based

Organizations (CBOs) that will develop and build collective efficacy in addressing unique social-emotional, health, and wellness needs related to COVID-19.

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.]

Supporting Families and Re-Engaging Students

The district understands that attending school during Distance Learning is a major change and will have different challenges for each family. San Leandro Unified is committed to working with families to help remove barriers, lessen challenges, and maintain communication with families.

To support and communicate with families, SLUSD will implement a tiered re-engagement plan focused on supporting students who are absent from Distance Learning for three (3) days during a week or 60% of the instructional week and more importantly, to prevent this pattern of absences for any students.

TIER 1: Initiate Communication with Families/Students: Early Re-Engagement for ALL students (3 absences-5 absences)

- Daily attendance collected by teacher of record and submitted to administration
- Daily outreach to verify absence by site office staff: Attendance Clerk, parent facilitator, or support staff member. Outreach attempts to be recorded in “attendance notes”
- Attendance and office staff will have 5 days to edit and verify attendance

Interventions will be:

- School-wide implementation of PBIS, SEL and Family Engagement programs
- Clear attendance expectations communicated to parents/caregivers by school staff
- Weekly contact/outreach made by teachers, staff and administrators via email, parent square, announcements on class website and site website
- Autodialer start: 4:00 pm daily
- School staff will verify correct contact information, update with new information
- Third unexcused absence generates 1st chronic absenteeism letter
- Attendance reviewed by site team weekly

TIER 2: Initiate Re-Engagement with Families/Students (5-7 all absences) and for all students who miss 60% of the instructional week

- Focus on initiating communications with families to discover and troubleshoot needs and challenges for student participation in Distance Learning instruction.
- Outreach from classroom teacher and school site staff to families for students who miss multiple days from Distance Learning instruction.
- School site staff outreach to families who are developing a pattern of missing Distance Learning instruction.
- Notes in the intervention tab, or attendance notes, should be recorded with each attempt. Any communication should lead with the goal, be observation based, and supportive in nature.
- Referral of student to site Coordination of Services Team (COST) for attendance support based on needs and challenges communicated by family. Implement MIISS Behavioral Interventions
- Referral to school Nurse, FRC or NAHC
- Referral to CareSolace
- SART Letter and 2nd Absenteeism letter sent
- Site team reviews monthly attendance report generated by Aeries Analytics and sends summary to Prevention Intervention Department

Tier 3: Initiate Re-Engagement Interventions (7-10 Absences)

- Coordination of Services Team to strategize support for students and family.
- Outreach to family by site Program Coordinator or Attendance, Parent Facilitator, administrator, school counselor, or other support staff.
- Provide students and family with direct support or referrals to resources to support challenges and eliminate barriers.
- 3rd truancy letter generated
- Referral to Student Attendance Review Board for truancy support (SARB)
- Virtual meetings with the site Student Support Team with student and family
- Home visit
- Follow up on referrals to Native American Health Center and Family Resource Center and/or refer to outside community based organizations for additional wrap around supports

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.]

Food and Nutrition Services will serve meals for the 2020-21 school year from 6:30 to 8:00 am at three sites (to provide access to families who work during the day) and again from 11:00 am to 12:30 pm at seven different school site locations throughout the district.

Seven days of meals will be served weekly, including breakfast, lunch, snack, and supper. Monday service includes meals for Tuesday. Wednesday service includes meals for Thursday. Friday meal service will include meals for Saturday and Sunday.

With newly granted federal flexibility, we will be serving all children aged 18 and younger regardless of what school they attend and their free/reduced lunch status.

Families can apply for free/reduced price meals at ezmealapps.com.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	CareSolace Mental Health Platform	$53,556.00	Yes
Mental Health and Social and Emotional Well-Being	Social Emotional Curriculum ToolBox and Second Step and Mindfulness Inner Explorer Curriculum to support health and wellness	$36,000.00	Yes
Mental Health and Social and Emotional Well-Being	Connecting Kid to Coverage Resources to Mental Health, Social Services	$15,000.00	Yes
Distance Learning Program (Pupil Participation and Progress)	Ellevation Monitoring Online Platform for EL	$25,000.00	Yes
Pupil Learning Loss	Imagine Learning Language and Literacy Supplemental online curriculum - and Imagine Espanol	$182,000.00	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Curriculum to differentiate in Special Education (Unique Learning Systems, N2U, Symbol Stix)	$15,000.00	Yes
Distance Learning Program (Access to Devices and Connectivity)	Refresh technology hardware as needed in order to maintain a 1:1 digital classroom environment and ensure employees have access to tools that support high degrees of technology integration in their teaching. (Chromebooks and MacBooks, Documcams)	$2,865,735.00	Yes
Distance Learning Program (Access to Devices and Connectivity)	Provide connectivity access to families during distance learning. (Hotspots)	$567,000.00	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
30%	$2,433,640.00

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 has purchased enough new devices to provide Chromebooks to all students unable to afford or access their own. This includes providing touch screen Chromebooks to students in the younger grades. The district also purchased enough Hot Spots to provide one to each student in need. The district also purchased learning materials, supplies, and manipulative for students to use at home during distance learning.

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

Our staff continues to outreach to all of our Foster Youth families to ensure connectivity and access to wraparound services. Our program coordinator for McKinney-Vento continues to connect to local shelters and visits the areas where some of our unhoused student populations are living in vehicles to ensure they are provided with resources.

SLUSD's multilingual family resource center, housed in the Barbara Lee Center for Health and Wellness (BLC) remained open to provide support services on topics such as immigration, MediCal, and WIC access, and food programs.
All teachers are provided professional development and training to support the needs of English learners (EL), Foster Youth, low-income students, and specialized student groups to ensure best practices will be utilized. Our goal is to continue to provide access to standards-based lessons and synchronous teacher support in order to maintain connections with students, increase motivation, and establish responsive instructional plans.

All students and staff have access to differentiated digital curriculum through our online portal Clever. Specifically, our English learner students continued to have platforms that promote literacy with English Language Arts and across the content areas. Students will have access to NewsELA, Imagine Learning, Learning A-Z, and Wonders/Maravillas/StudySync. Teachers will provide designated English Language Development (ELD) each day beyond the daily synchronous instruction. (TK-K 20 minutes, 1st-5th 30 minutes) and content area lessons and small group support that integrated ELD standards to make content more accessible through various instructional strategies. Paraeducators will also provide ELD and additional language support in large Zoom classroom settings, one-on-one sessions, and small group work. All English Learners will have daily access to Imagine Learning Language and Literacy that will provide explicit instruction in English Language Development and contextualized through multimedia examples and connected text.

SLUSD currently provides information in multiple languages via Parent Square, phone calls, and text messages to all families. This platform was used more robustly during the closure to ensure connectivity, alongside a Spanish and Chinese phone hotline for general support during the closure. All employees had a laptop at home and were also given access to their school landline through their laptop so that families could reach our staff during the physical school closure during school hours and receive calls back from a number recognized as belonging to SLUSD. This enabled continuity of services most needed for our vulnerable students, such as 504 meetings, IEPs, SST (school study team) meetings, COST (coordination of services team) meetings, teletherapy (speech/language pathology and mental health counseling assessments).

All English Learners, Foster Youth, and low-income students were invited to attend our virtual summer school for five weeks from June 15th to July 16th. Our Summer Academy offers 4 weeks of themed science and social studies units with integrated ELA, Math, and ELD, as well as a bonus week of math enrichment programs during the last week. Students had daily synchronous and asynchronous activities. Daily synchronous lessons develop content area skills through both whole-group and differentiated small-group instruction. In addition, students have a daily choice of “offline tasks” to work on Monday through Thursday. The tasks are planned around Reading, Writing, Speaking/Listening, and Vocabulary Development. Consistent daily schedules and learning routines are implemented to optimize student learning and engagement.

The Educational Services team and teachers also attended weekly webinars and professional development regarding best practices in distance learning for English Learners, Foster Youth, and supporting students with IEPs during distance learning during the months of April-June to prepare to reopen schools in distance learning.

APPENDIX 1

SLUSD BELL SCHEDULES

Elementary TK-5

	TK-K	1st - 3rd	4th - 5th
State Mandated Minimum Minutes	**180**	**230**	**240**
Classroom Teacher - Synchronous	60	100	110
Classroom Teacher - Asynchronous	120	130	130
Classroom Teacher - ELD - Synchronous	20	30	30

Middle School 6-8

MONDAY BELL SCHEDULE	
Period	**Time (45)**
0	7:30 - 8:15
1	8:25 - 9:10
2	9:15 - 10:00
Break	10:00 - 10:10
3	10:15 - 11:00
4	11:05 - 11:50
Lunch	11:50 - 12:25
5	12:30 - 1:15
6	1:20 - 2:05

Middle School 6-8

TUES - FRI BELL SCHEDULE		
Tues, Thurs	**Wed, Fri**	**Time (90)**
0	0	7:30 - 8:15
1	2	8:25 - 9:55
Break	Break	9:55 - 10:05
3	4	10:10 - 11:40
Lunch	Lunch	11:40 - 12:15
5	6	12:20 - 1:50

Students have daily online learning with teachers. Attendance is taken daily. One-third of the period is synchronous (live) instruction. Two-thirds of the period is asynchronous instruction.

San Leandro High School

First & Third Quarters	**Second & Fourth Quarters**	**Time (90)**
0	0	7:25 - 8:10
1	2	8:20 - 9:50
3	4	10:00 - 11:30
Lunch	Lunch	11:30 - 12:00
5	6	12:10 - 1:40

Students have daily online learning with teachers. Attendance is taken daily. One-third of the period is synchronous (live) instruction. Two-thirds of the period is asynchronous instruction.

Lincoln Continuation High School

DAILY BELL SCHEDULE	
Period	**Time (90)**
1	9:00 - 10:30
2	10:35 - 12:05
Lunch	12:05 - 12:40
3	12:45 - 2:15

Students have daily online learning with teachers. Attendance is taken daily. One-third of the period is synchronous (live) instruction. Two-thirds of the period is asynchronous instruction.