

# 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.]

LCUSD campuses have historically been used by students, staff, and community members from early each morning through to the evening. The schools serve the community not only for educational purposes during the day, but for extra-curricular activities such as sports, music, clubs, day care, and more. The community was greatly impacted by the school facility closures as they serve as a hub of community life. Additionally, LCUSD is the largest single employer in this community. With school facilities closed, while all of our employees continued to work remotely, the City of La Canada Flintridge felt the economic impacts of our staffs not engaging in daily financial transactions (shopping, purchasing gas for their commutes, frequenting local restaurants, etc.). Most of our literature claims that our schools are the fabric of our community, and we clearly saw how true that statement is as the community went quiet with our school facility closures. The impacts went far beyond the reach of teaching and learning.

With the onset of the pandemic and subsequent school facility closures, community anxiety among families due to the lack of on-campus learning has ensued. Our biggest challenge in the Spring was the uneven application of the learning experiences, not having a common daily bell schedule for students to follow, and some teachers holding live sessions while others only assigned work.

As La Canada schools resume instruction for the 2020-21 school year, LCUSD students, staff, and families continue to face extensive and unprecedented challenges. The pandemic has disrupted all aspects of the La Canada school community's daily lives. Some of these disruptions include potential student learning loss from the previous school year, adapting to new schedules and instructional models for teachers and families, as well as trauma and other mental health concerns among students, families and staff. The District continues to experience connectivity gaps due to spotty internet access in some areas of the city, and District Governing Board members and administration are working with higher level executives at Spectrum to address the service limitations. The pandemic has also significantly affected our most vulnerable student populations such as students with exceptional needs, low-income students, English learners (EL), foster youth, and homeless youth.

LCUSD is proud of its high student achievement and rigorous standards, accounting for its high performance. Together with all stakeholders, teachers, staff, administrators, parents, students, and community members, we have pulled together to develop solid "Re-Opening Plans" and guidelines for instructional time including robust resources and professional development to ensure our students continue to get the high-quality education our students deserve.

The District continues to hear from families who are experiencing child care challenges. Many families have the resources to create learning pods with neighbors, others have been able to arrange for child care of tutoring, but there remain families where both parents are essential workers or full-time working parents, and for those the lack of on-campus options in a supervised setting presents a significant challenge. The District has allowed the JPL/Cal Tech Child Educational Center to resume offering school aged child care at its elementary school sites, but tuition and space limitations have proved prohibitive for many families. The Crescenta Canada YMCA remains an alternative for some families seeking child care. The District continues to assess options for providing child care options, staffed by substitute instructors and paraprofessionals, but Public Health Orders and personnel constraints have prevented us from pursuing a District sponsored child care alternative.

The District has reopened its school facilities as worksites and has worked with its property and liability provider, ASCIP, to create a waiver agreement which allows its employees who elect to work from its campuses to bring their school-aged children with them to their classrooms and offices. This arrangement has helped to provide a child care alternative to District staff.

## Stakeholder Engagement

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

On March 13, 2020 LCUSD closed schools in response to the COVID-19 health pandemic. At this time, communication from the Superintendent, site administrators, and district personnel to families, staff, students, and stakeholders was sent via Aeries email communication and when appropriate, through Aeries SMS text messages. Stakeholders received communication a minimum of twice a week. Aeries Communications offers parents the ability to select their language preference so language is not a barrier to information.

Regular and emergency Governing Board meetings were held virtually and broadcast via YouTube allowing stakeholders to ask questions, share comments, and provide feedback. LCUSD staff responded to all stakeholder questions, comments, and feedback presented during virtual Governing Board meetings. Responses were posted on the LCUSD district website.

Moreover, in early May 2020, parents, students, and teachers completed a “Distance Learning” survey to collect additional feedback about education, socio-emotional well-being, and technology needs. Survey results were analyzed and posted on the district website. At the beginning of June 2020, an application form to participate as a member of the 2020-21 Re-Opening Committee was distributed to all stakeholders via Aeries Communications. Families, staff, and community members were invited to apply. Over 130 parent applications were received along with 38 teacher and staff applications. Committee members were selected to represent a variety of stakeholder perspectives regarding the reopening of campuses.

- Parent representation of student subgroups such as: students with exceptional needs, English Learners, foster and homeless youth, community groups including Korean and Chinese organizations
- Governing Board members
- District staff roles which encompassed both certificated and classified membership participation and school site representation at the elementary and secondary levels

The committee was comprised of twenty-two parent and community members. Twenty-nine members represented district personnel which included LCUSD staff and Governing Board members. To set stakeholder expectations for the Re-Opening Committee, two separate meetings were held. The first meeting included parent representatives while the second meeting included teachers and staff. The Re-Opening Committee then met as a whole and it was decided to divide the group into two separate committees; the “Elementary Re-Opening Committee” and the “Secondary Re-Opening Committee”. To date, the Re-Opening Committees have met more than thirteen times through virtual meetings. LCUSD has also had a “Re-Opening” and “Distance Learning” standing item at all Governing Board meetings since the school closures began.

LCUSD stakeholders and the public have been very engaged in both the Re-Opening and Distance Learning topic during Governing Board meetings as well as through social media. LCUSD has received over 100 public comments/questions during Governing Board meetings, all of which were responded to in writing and posted on the district website. Furthermore, the audio recording and minutes from each Governing Board meeting have been recorded and posted on the LCUSD district website. Both the Elementary and Secondary Re-Opening Committees continued to meet separately throughout the summer months, developing plans for an Elementary and Secondary LCUSD Virtual Learning Academy as well as in-person instructional models. Sample instructional schedules were shared with the entire committee.

At the end of June 2020, a “Return to School” survey was sent to all LCUSD staff and families. Of the 2500 families and 5500 parent contacts listed in Aeries, 1937 parents responded to this survey. A total of 77% of parents indicated a preference to return to in-person instruction with all safety protocols in place, while 22% of families preferred distance learning instruction. Parents were also surveyed about possible instructional models, academic and social emotional needs, and childcare as well as technology needs such as access and additional training opportunities. Similar questions were asked of 180 teachers on the staff survey and 142 responses were received.

Four town hall meetings were held July 9, 2020: the Elementary Staff Town Hall Meeting, the Secondary Staff Town Hall Meeting, the Elementary Parent Town Hall meeting, and the Secondary Parent Town Hall meeting. The objectives for each town hall meeting were as follows:

- Address district priorities in future decision-making
- Report on the Reopening plan progress to date,
- Preview plans for the LCUSD Virtual Learning Academy
- Preview plans for in-person instruction
- Address health considerations in conjunction with potential instructional models for re-opening of the 2020-21 school year
- Obtain stakeholder input

More than two hundred questions were posed during the town hall meetings and all questions were responded to and posted on the [LCUSD website](#). A Special Education Town Hall meeting was also held August 5, 2020. The goals for this town hall meeting are outlined below.

- Explain elementary and secondary school schedules
- Explain ideas for special education support services within the distance learning model
- Obtain stakeholder input regarding the delivery of special education services.

The meeting was recorded and responses to all questions and comments were posted on the LCUSD website under Special Education.

Additionally, the District met virtually with the certificated labor association on eight occasions during spring 2020 to discuss distance learning requirements, and on six occasions over summer 2020 to prepare for reopening school. The District also met with the classified labor association on six occasions during spring 2020 and on six occasions over summer 2020 for the same purposes. The District engaged in collaborative discussions with both associations and approved a Memoranda of Understanding (MOUs) in response to the onset of the Coronavirus pandemic addressing the following areas: distance learning, safety, childcare, and food service workers (classified only). The District continues to meet with its labor partners as the pandemic unfolds, situations change, and additional needs are identified.

All of the community and staff input from cited meetings was collected and used in creation the Learning Continuity and Attendance Plan.

During the August 19, 2020 virtual District English Language Advisory Committee (DELAC), a draft of the Learning Continuity and Attendance Plan was shared with a focus on the English Learner distance learning and in-person instructional support plans. Parent input, comments, and questions were encouraged. There were no questions, comments, or additions to the plan from the DELAC committee. The recording of the meeting is posted on the LCUSD website under the Educational Services section.

On September 10, 2020, the Parent Advisory/LCAP Committee met virtually and a draft of the Learning Continuity and Attendance Plan was shared. Committee input, comments, and questions were collected and addressed during the live, virtual meeting. Questions were also documented and answered by the Superintendent on a Google sheet and sent via email to all committee members. The Learning Continuity and Attendance Plan was updated to reflect Parent Advisory/LCAP committee member input.

### **Communications:**

LCUSD uses Aeries Communication to deliver messages for outreach, information, and emergencies. Aeries communications can be delivered via email, SMS text messages, or voice calls to families. Families can set up their communication and language preferences in the Aeries Parent Portal and also review all emails sent from site and District administration. Many teachers also use this tool to distribute messages.

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

All Governing Board meetings, Town Hall meetings, and Public Hearing meetings were streamed live and available telephonically for stakeholders who did not have access to computer technology. All Governing Board meetings were recorded through YouTube and posted on the district website. Parents were informed of all meetings through Aeries communication, through PTA weekly communication emails and via social media. All meetings allowed for stakeholders to offer written public comments in virtual time via the “Q & A” box. Questions and comments were responded to during the live stream presentation.

Through weekly district-wide Superintendent emails, stakeholders were invited to submit questions to the Superintendent, via email, all of which have been responded to on an individual basis. Additionally, weekly Superintendent emails to staff offered this same opportunity, with the Superintendent responding to all questions and comments on an individual basis.

The Superintendent communicated regularly with 7-12 grade students via email and invited students to reply with questions, comments, or concerns. All questions and comments were again answered on an individual basis. On one occasion, a 10th grade student requested to

attend a 2020-21 Secondary Re-Opening committee meeting to observe. After participating in the meeting, the student shared feedback with the Superintendent that the opportunity provided great insight into the planning process and was grateful for the opportunity to learn about the district's efforts in creating a comprehensive Re-Opening Plan for LCUSD.

All live-streamed Governing Board meetings, Town Halls meetings, Public Hearing meetings, and stakeholder meetings (DELAC, PAC) were live-streamed, made available telephonically, recorded and posted on the district website. Stakeholders were given the opportunity to attend the virtual meetings live or watch/listen to the recorded meetings at a later time.

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

Analysis of written stakeholder feedback showed three big ideas; an uneasiness by some families and staff with the return to in-person instruction; agreement with the current, proposed Re-Opening Plans beginning with virtual instruction and transitioning to in-person instruction at 50% capacity when it is safe to do so; and a strong concern for the social and emotional well-being of our students and the desire to have students return to in-person instruction.

LCUSD created the Virtual Learning Academy (VLA) for elementary and the Distance Instruction and Learning model for 7-12 students to meet the needs of students whose families were not comfortable sending their children to in-person instruction. All families who selected this distance learning option for their child(ren) were enrolled in the program. Elementary students enrolled for the entire school year while 7-12 students had the option to enroll for the first quarter and return to in-person instruction or to remain enrolled all year in the Distance Instruction and Learning model.

In compliance with Governor Newsom's executive order, LCUSD, along with all districts in Los Angeles County were required to begin the school year with distance learning. While the district understood that this was not an option that satisfied the needs of all students and families, plans were made to meet the social emotional needs of students as documented below in the **Mental Health and Social Emotional Well-being** section (pg. 24).

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

As mentioned above, parents, teachers and staff were surveyed. The survey data was disaggregated and reviewed. Parent emails were compiled to synthesize all of their interests, concerns, and requests related to reopening. Town Halls were held and the "chat" questions asked were answered live in the meeting and then added to the on-going data set. All of this information was presented and used at the Administrative Leadership Retreat on June 15-19, 2020 as the LCUSD administrators began to write the 2020-21 LCUSD School Reopening and Safety Plan.

In early June 2020, the Superintendent established the Re-opening of Schools Committee which was comprised of teachers, staff, parents, administrators, and Governing Board members to create a plan for the reopening of schools in the fall. The Re-opening Committee used data collected from stakeholder surveys, feedback provided during Governing Board meetings, and Town Hall meetings to establish the Re-opening Plan and Learning Continuity and Attendance Plan.

Stakeholder feedback collected included:

- parent input regarding the lack of skills and understanding of the various platforms and technology tools used by students in the district. This led the Technology Department to facilitate parent trainings to help them navigate the distance learning platforms and applications used by the district.
- parent input regarding the request to open the schools for in-person instruction, especially for TK-2 students. The Re-opening Health and Safety Plan and Public Health TK-12 Protocol have been written in order to be at the ready to submit with the Elementary Waiver once Public Health announces those will be accepted from districts. These plans will also be essential for when school facilities may be re-opened TK-12 under a 50% Hybrid model as permitted by the Department of Public Health.
- teacher and staff requests for additional technology training in order to effectively meet the needs of all students through virtual platforms and distance learning instruction. Teachers participated in several district-led training sessions facilitated by the technology department as well as attended the International Society for Technology in Education (ISTE) trainings to prepare for remote instruction.
- teachers and staff input regarding safety protocols for the re-opening of schools. Many staff reported not feeling safe to return to in-person instruction. District administration purchased Personal Protective Equipment (PPE) and other health and safety materials for staff, students, and the school sites so that the staff could return safely to in-person instruction when permitted by the Department of Public Health.
- Special Education parent input. Parents expressed concerns that some students are not responding well to virtual instruction and are falling behind on their IEP goals. The Director of Special Education has worked with staff to prepare a plan to assess each student so that they can accurately measure student growth/learning loss and adjust Individual Learning programs to meet student needs.
- parent input which indicated that some families would not be comfortable sending their children to school throughout the entirety of the 2020-2021 school year. In response to this feedback, the District created the Elementary Virtual Learning Academy (VLA) and “Cohort C” at the LCHS 7-12 Secondary level. Both of these provisions will allow families who elect to not return for in-person instruction to continue with distance learning.
- With the opening of the 2020-2021 school year, teachers reported at the end of Week #1 that they needed more planning time and that at the Secondary level to delay the afternoon Social Emotional Learning (SEL) small group sessions. The District responded by negotiating through October 2, 2020, 130 minutes of additional Friday planning time on 8/28, 9/11, 9/18, and 9/25, and two full days of planning and collaboration on 9/4 and 10/2. The need for additional planning time beyond 10/2/2020 will become the subject of future negotiations. At the secondary level, in response to teacher, staff, parent, and student feedback, it was determined that the SEL small group afternoon sessions would be deferred through the first quarter (10/9/2020) and, instead, those afternoon sessions would provide for extended teacher office hours for student support and teacher planning time.
- Extensive feedback on the hybrid schedule at the secondary level has been received by the District. Teachers vocally indicated that they could not provide live-instruction while live-streaming or be required to deliver live-instruction and record lessons for asynchronous instruction of students who were part of the 50% of at home learners or those electing to remain in the distance learning model. After significant deliberations with the Secondary Re-opening Committee, the hybrid schedule as presented in the LCUSD Re-opening Health and Safety Plan was agreed to by representative stakeholders.
- Parent and staff stakeholders gave feedback that daily bell schedules should provide as much routine and normalcy as possible. The resultant actions of these requests were to create elementary schedules that enabled students to be on campus five days per week via an AM and PM schedule. At the secondary level, the adoption of a modified-block schedule with built in time for daily announcements was adopted as the distance learning schedule in response to stakeholder feedback.



- In response to teacher and staff feedback, the district has customized its Personal Protective Equipment (PPE) ordering to optimize teacher and staff confidence in the quality and features of the provided PPE.

At each of the Elementary and Secondary Re-Opening Committee meetings, stakeholder feedback data has been presented by the Superintendent in her review of the agendas and as she introduces an item for review, discussion, and action. Time is allocated at each meeting for Committee members to ask questions regarding stakeholder feedback so that they are fully informed of the competing views and interests within the LCUSD Community in relation to implementing virtual instruction, preparing to open school facilities, and organizing for hybrid learning models. Committee recommendations to the Governing Board consider all stakeholder feedback.

Finally, as a small and cohesive community, there is an abundant level of stakeholder feedback. Our local newspapers publish weekly letters to the editor on school issues related to the Learning Continuity Plan. In negotiations with LCTA and CSEA, both the District and our Labor Partners present stakeholder feedback to inform decisions related to forming and agreeing to COVID-19 and bargaining the effects of working conditions Memoranda of Understanding (MOU). Governing Board members and the Superintendent receive hundreds of emails a week from stakeholders and work to respond to most, if not all of them. The responses are open and reflective and serve to inform the decision-making of the Governing Board and district administration.

## 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.]

LCUSD is committed to delivering a robust and rigorous educational program to all students whether instruction is delivered in person or in distance learning. We also value that the needs of students and families will be diverse in response to the COVID-19 pandemic. Therefore, a distance instruction and learning option is available to families throughout the 2020-2021 school year. This option is the Virtual Learning Academy at the Elementary Schools and “Cohort C” at the LCHS 7-12 Secondary level. Both of these provisions will allow families who elect to not return for in-person instruction to continue with distance learning. For those families who are comfortable returning to in-person instruction once the Los Angeles County Department of Public Health determines it is safe to do so, a Hybrid In-Person learning model has been created.

#### TK - 6th Grade Elementary Program

LCUSD has created a bell schedule to be followed by all students during the 2020-2021 school year. The schedule transitions seamlessly from district-wide distance learning, including the Virtual Learning Academy model to an on-campus Hybrid In-Person instructional model. Features of the programing are as follows:

- Monday - Friday: Students attend five days a week in the morning or afternoon.
- Class size ratios are 1:15 in TK and kindergarten classes, 1:11 in grades 1-3, and 1:15 in grades 4-6.

- All Elementary Art, Music, and enrichment classes as well as PE will be offered via asynchronous distance learning through the [LCUSD "Special" website](#). Instruction will be completed at home by students during the portion of the day when they are not following their core subjects schedule.
- Paraprofessional support will be provided to teachers as available.
- Students in grades TK-6 will receive 155 minutes of synchronous teacher directed instructional minutes per day (90 minutes of synchronous instruction and 65 minutes of live teacher interaction) plus between 120 and 170 distance learning minutes/day to meet the daily instructional minute requirements.
- The Elementary Schedule provides a staggered recess to ensure cohorts do not mix in the Hybrid Learning model.
- Virtual Learning Academy assignments were made via parent/guardian registration and allow for those students and teachers to remain in the Distance Instruction and Learning model for the entire school year.

### **Hybrid In-Person Model (Elementary):**

Students in the Hybrid In-Person model have been assigned to either a morning or afternoon schedule, not to exceed 50% capacity, in order to adhere to social distancing protocols. The aforementioned cohort structure allows students to attend school on a daily basis. Every effort has been made to ensure siblings have similar schedules.

Morning and afternoon cohorts have been assigned to a classroom and will remain in this classroom during their instructional day. Each cohort will have one recess break during in-person instruction. School site Principals have created plans for rotating recess schedules and designated assigned areas on the playground to ensure cohorts do not commingle.

In all elementary classrooms, furniture has been rearranged to meet the social distancing requirements. Classrooms have been set up so that desks and teacher stations are 6 feet apart. Desk barriers will be used where distances of 6 feet cannot be achieved. Student desks have been oriented to face the same direction. Extra furniture has been removed from the classroom to allow for the above-mentioned student to teacher ratios. Occupancy limit signs as well as reminder signs to wear a face covering and wash hands are visibly placed in all classrooms.

At the elementary sites, students and staff are expected to arrive on campus wearing a face covering and keep it on at all times while on campus. LCUSD will provide each student with two reusable face coverings unless families have indicated they wish to provide their own. Each elementary school site will have 2-3 check in locations around the school to welcome students each day. Staff will be provided with the proper Personal Protective Equipment (PPE) to mitigate the risk of exposure to students and staff. At each entry point, staff will conduct mandatory daily screening and temperature checks (using contactless thermometers) for all students and staff entering the campus. The morning cohort arrival check-in will begin at 7:50 am and the afternoon cohort arrival check-in will begin at 11:55 am. Students arriving after the tardy bell will be directed to the front office to check-in. Trained office staff will check tardy students in following all safety protocols, prior to sending them to class.

Staff will be provided with the proper Personal Protective Equipment (PPE) to mitigate the risk of exposure to others. Staff will have contactless thermometers to check student temperatures, and students will have access to hand sanitizer before entering campus. Students and staff with a fever of 100.4° or above or other COVID-19 symptoms will be sent home. Students will wait in the isolation room for parent pick up. The



isolation room will be disinfected throughout the day. Parents will be notified and instructed to take the necessary precautions. LCUSD asks that each family send their child to school with a face covering every day they are on campus. It is imperative that parents teach children how to properly wear and remove a face covering.

At all elementary school sites, sinks are located in each classroom. Hand washing protocols will be taught by classroom teachers and reviewed regularly. Students will be provided with frequent opportunities to wash their hands using district-provided soap and paper towels. Two bottles of liquid hand sanitizer (containing a minimum of 60% alcohol) will be provided in each classroom. Student sharing of supplies will not be permitted and students will be encouraged to take personal items home for daily cleaning.

At the end of each dismissal time, parents will be able to pick up their children at designated dismissal areas. Students in grades 1-6 will be dismissed to carlines and/or to the front of school. TK/Kindergarten students will be dismissed near the kindergarten gate. Support staff will monitor carlines and hallways to promote social distancing and proper face covering protocols.

During dismissal time of the morning cohort, custodial staff, with the assistance of specially trained paraprofessionals, will be assigned to disinfect high touch areas in each classroom, including door handles, desks, chairs, counters, and sink areas with a district-approved disinfectant. This will be done within the hour prior to the arrival of students in the afternoon cohort. At the end of the day, custodians will return to classrooms to clean and disinfect high touch areas in preparation for the return of students the following day. All custodial staff and paraprofessionals assigned to assist custodial staff, have been trained in the safe use of all disinfecting products and in the cleaning process.

Additionally, MERV 11 filters have been installed at each elementary site and teachers will be encouraged to maintain doors and windows open during instruction to ensure adequate ventilation. Based on the recommendations from the Department of Public Health, LCUSD has maximized the fresh air intake for the HVAC systems. COVID-19 testing and screening protocols have also been established and shared in the “Re-Opening Protocols for K-12” and the “LCUSD Exposure Management Plan”.

### **LCHS 7-12 Program**

At the 7-12, families were provided the opportunity to select between a Hybrid In-Person schedule or the Distance Instruction and Learning model (see page 13 of the “[School Re-Opening and Safety Plan 2020-21](#)” for schedules). Students who elect to return to campus for in-person instruction will be grouped into Cohort A or Cohort B. Students who will remain in the Distance Instruction and Learning model will join Cohort C. Cohort C will allow the class size ratios of Cohorts A and B to remain lower. Students in Cohorts A and B will each alternate on campus instruction every two days in the morning. The afternoons will be a time when students participate in distance learning. Morning classes will be 45 minutes in length and afternoon classes will be 35 minutes in length. Morning cohort students will receive 105 minutes of independent work from their morning classes. Afternoon students will receive 105 minutes of independent learning from their afternoon classes. In-person and virtual instruction will continue to focus on essential learning standards for each course. Students will maintain their former class schedules, assigned under the Distance Instruction and Learning program. Because all six or seven periods will meet on a daily demand or block schedule basis with this Reopening Schedule, continued emphasis will be placed on the signature offerings of LCHS 7-12 as a comprehensive public high school, namely the visual and performing arts, CTE courses, Advanced Placement and Honors courses, a wide-array of elective and World Language courses, and extensive ELA, math, science, and social science course offerings.

With this schedule, students will be in classes with ratios of approximately 1:16. There will be no nutrition or lunch period to prevent student mixing. “Grab and Go” lunches will be provided at 11:30 am as students exit campus. All lunch transactions will be verbal with staff recording student numbers rather than using keypads to enter codes. The eating of meals will be off campus rather than congregating on campus. Upon dismissal, classrooms will be thoroughly cleaned and sanitized each afternoon before the next day in-person cohort arrives. Frequently touched surfaces and other cleaning protocols will be scheduled throughout the instructional and contractual day.

Office hours will be provided daily by teachers between 1:45 pm and 2:45 pm. Office hours are designed for students to reach out virtually to their teachers in order to ask clarifying questions regarding subject area content and to also seek individual or small group support and/or interventions. During the designated Office Hour block, Special Education and ELD Supports will also be provided. On Block Days (Wednesdays and Thursday) office hours will also include time for LCHS 7-12 club meetings and wellness checks by teachers, counselors, administrators, and other site staff. For Special Education teachers, office hours on block days will include time for IEP writing. Individual Education Plan (IEP) meetings may also be conducted during office hours on Mondays, Tuesdays, and Fridays.

In all 7-12 classrooms, furniture has been rearranged to meet the social distancing requirements. Classrooms have been set up so desks and teacher stations are 6 feet apart. Desk barriers will be used where distances of 6 feet cannot be achieved. Student desks have also been oriented to face the same direction. All flexible seating furniture will be replaced with traditional desks to allow for appropriate social distancing. Extra furniture has been removed from classrooms to allow for up to 1:18 student to teacher ratio. Additionally, desks not being used that remain in the classroom due to the lack of on-campus storage, will have signs posted stating: “DO NOT SIT HERE.” Unused desks will be taped off so they cannot be separated and moved. Occupancy limit signs as well as reminder signs to wear a face covering and wash hands are visibly placed in all classrooms.

Students are expected to arrive on campus wearing a face covering and keep it on at all times while on campus. LCUSD will provide each student with two reusable face coverings unless families elect to provide their own. LCHS will have six check-in stations around the school to welcome students on campus. Temporary fencing will be used to direct students to designated entry points. At each entry, staff will conduct mandatory daily screening and temperature checks of every person who enters the facility. This will begin at 7:00 am to welcome “zero” period students and staff, and continue through to the beginning of first period. Students arriving to campus after the first bell will be directed to the front of the school for check in. Trained office staff will check tardy students in following all safety protocols, prior to sending them to class.

Staff will be provided with the proper Personal Protective Equipment (PPE) to mitigate the risk of exposure to students and staff. Staff will have contactless thermometers to check student temperatures and wristbands to handout, which will indicate students have been screened. Students will be required to wear the wristband while on campus with a new wristband given each day of screening. After being screened, students will have access to hand sanitizer through district-purchased touchless, automatic hand sanitizer stands, before entering campus. Students and staff with a fever 100° or above or other COVID-19 symptoms will be sent home to self-isolate. Parents will be notified and instructed to take the necessary precautions. LCUSD asks that each family send their child to school with a face covering every day they are on campus. It is imperative that parents teach children how to properly wear and remove a face covering.

All 7-12 classrooms have been equipped with automatic hand sanitizer units (containing a minimum of 60% alcohol), mounted to the wall. Hand sanitizing protocols will be taught by classroom teachers and reviewed regularly. Each teacher will also be provided with a bottle of hand sanitizer (containing a minimum of 60% alcohol) for their work station. Portable hand washing stations will be made available at the 7-12 campus and students will be encouraged to regularly wash their hands with district-provided hand soap and paper towels. Hallways and stairways will be monitored to promote social distancing and proper face covering wearing protocols. Support staff will be stationed throughout the campus to prevent students from gathering in large groups. MERV 11 filters were installed during the summer of 2018. Teachers will be encouraged to maintain doors and windows open during instruction to ensure adequate ventilation. Based on the recommendations from the Department of Public Health, LCUSD has maximized the fresh air intake for the HVAC systems.

At all schools, site administration will determine pick up locations to minimize student wait time in groups. This will likely be alphabetically based.

### **Health and Safety**

LCUSD prioritizes the health and safety of its students, staff and families above all else. It is important to remember that when students and staff return to campus for in-person instruction, school site protocols and practices will be very different and reflect the recommendations and requirements of the Los Angeles County Department of Public Health. LCUSD's health and safety protocols are constantly evolving and will be revised to reflect current best practices issued by local health and state agencies.

LCUSD school sites have an important role in slowing the spread of disease and ensuring students and staff have safe and healthy learning environments when campuses reopen. School sites will be provided with appropriate infection control materials and Personal Protective Equipment (PPE) to mitigate COVID-19 transmission. All teachers, staff, and students will be provided with the infection control materials and appropriate PPE necessary to safely work and engage in learning at school. The plan to reopen schools is based on the recommendations from the Centers for Disease Control, the California Department of Public Health, and the Los Angeles County Department of Public Health. For a detailed list of PPE being provided to staff and students at each site, see pages 21-24 of the [School Re-Opening and Safety Plan 2020-21](#).

### **Assessments**

To identify students who have experienced significant learning loss due to the school closures in 2019-20, LCUSD has established a systematic cycle of assessments, including diagnostic assessments in English Language Arts and Math, regular use of formative assessments to check for understanding during daily lessons, chapter and unit tests, and end of quarter/trimester grade level Common Assessments.

Diagnostic assessments were administered during the first week of school and data was analyzed by teachers. Plans to support students showing learning loss have been established by individual teachers. At the elementary level, math and English language arts support will be provided through two adaptive learning platforms as well as through the synchronous Reading Intervention program offered by a reading intervention teacher. When the Hybrid In-person instruction begins, reading intervention will be provided through in-person, small group instruction. At the 7-12 level, interventions and supports will be provided during teacher office hours. (For more information on assessments, see the **Pupil Learning Loss** section, pg. 20). Teachers, counselors, and site administrators will closely track students who may not be

succeeding academically or who may require socio-emotional support, as identified by the teachers, staff, and/or parent/guardian. Student Study Teams (SST) meetings will be held to create Individual Learning Plans that include academic and/or socio-emotional supports. As mentioned below in the **Mental Health and Social Emotional Well Being** section (pg. 24), counselors will be available at each site to provide individual or small group support during in-person instruction. Similar to the elementary school sites, teachers, staff, and/or parents/guardians at the 7-12 level may refer students to the Wellness Counselor or the Marriage and Family Therapist/Clinician if a student appears to require mental health and/or social emotional support.

For students with unique and special needs, Special Education teachers will administer assessments to determine students' progress toward goals, to the greatest extent possible within the distance learning setting. For students who require in-person contact for assessments, benchmarking goals, and gathering baseline data for new goals, special education service providers will meet with the students to gather the necessary data. Based on the data gathered, special education service providers will adjust instruction to address each student's unique areas of need. In order to reduce/address learning loss at the elementary level and given the shortened day for general education students, special education service providers will offer an extended school day so that students can receive their special education services without needing to be pulled out of their general education classes. To reduce/address learning loss at the secondary level, special education teachers will offer some additional special education services after the school day based on each student's individual needs.

Based on recommendations from the Department of Public Health, LCUSD is constantly reviewing and assessing the in-person services that may be provided to English Learners, special education students, and other high-needs students.

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

Description	Total Funds	Contributing
Implementation of Department of Public Health (DPH) protocols in current effect to protect the health and safety of students, staff, and community (i.e.: HVAC filters, cleaning supplies, hand sanitizers, etc.)	\$85,000	N
Personal Protective Equipment (PPE), supplies, and training to increase and improve health and safety when students, staff, and parents are on campus (i.e.: gloves, masks, gowns, etc.)	\$100,000	N
Modifications to campus, office, and classrooms to improve safety during in-person instruction (plexiglass, signage, stanchions, fencing etc.)	\$75,000	N
Class size ratios will be set based on recommendations from the Department of Public Health to ensure social distancing protocols (increase of 2.3 FTE at Elementary level).	\$200,000	Y
Staggered recess schedules to ensure the safety of students and staff during in-person instruction.	No Cost	N
Software licensing to support unduplicated pupils and other students in need (i.e.: Dreambox, iXL, Moby Max, Paper, etc.)	\$236,243	Y

Description	Total Funds	Contributing
Purchase of library materials to support core content learning and reading skills	\$19,741	Y

## 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.]

LCUSD and its many stakeholders on both the Elementary and Secondary Re-Opening Committees have worked together to create daily schedules for TK-12 students. This was done to create a sense of structure and consistency for students. LCUSD teachers are using Zoom, Google Meet, or Seesaw platforms to connect virtually with their students. This Distance Learning structure was established to transition smoothly between in-person instruction and distance learning with minimal modifications in the event of cohort/site quarantine.

All LCUSD students have received hard-copies of district-adopted textbooks for each of their classes. Students have also received online access to the majority of district-adopted textbooks through Classlink. Training and support for Classlink was provided to all staff as part of the summer Tech Training sessions. Training and support for Classlink can also be found at [help.lcUSD.net](http://help.lcUSD.net).

### Distance Instruction and Learning Plan:

In order for the District to provide a high-quality distance learning experience to all students, virtual learning requirements and expectations were created and included on page 9 and 13 of the [School Re-Opening and Safety Plan 2020-21](#). This information was communicated to families through the various LCUSD communication channels.

During distance learning, teachers will follow the instructional pacing guides in all subject areas to ensure complete coverage and mastery of grade level standards. Academic supports and interventions will be provided through synchronous office hours at the 7-12 Secondary level, virtual reading intervention classes at the elementary sites, virtual designated English Language Development (ELD) lessons for English Learners, as well as through counselor and teacher-led social emotional learning (SEL) activities. When the Hybrid In-Person instruction resumes, all supports and interventions will continue in person through small group instruction before or after students' synchronous instructional time.

LCUSD also understands the increased need for flexible and personalized online supports for students during distance learning. To that end, LCUSD has partnered with [Paper.co](https://www.paper.co), a remote learning platform, available in both English and Spanish, that provides students with unlimited 24/7 access to online tutoring in any subject. Paper.co offers fully vetted educators, and includes essay reviews with annotated feedback within 24 hours. Using Socratic instructional methods, students are guided through concepts to find the answers on their own. LCUSD understands that not all families, especially low-income, foster and homeless youth, can afford private tutoring. Paper.co will help to ensure equitable access for all students no matter the location of the learning environment or time of day.

## 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.]

All students will need a functional computing device to access curriculum, materials, and coursework for both in person and virtual tracks. Currently, LCUSD has a **Bring Your Own Chromebook** (BYOC) program for students in grades 5 - 12. Recommendations for [district-supported devices](#) can be found on the district website under the Technology section. For low income students, foster or homeless youth, or families who are not able to financially provide their child with a Chromebook, Chromebooks are provided to students through the **Equity Device** program. This year, to ensure students in grades TK-4 have access to technology in order to participate in synchronous and asynchronous virtual lessons, the **Bring Your Own Chromebook** (BYOC) program has been expanded to TK-4 students. The Chromebook “**Equity Device**” program has also been extended to students in these grades. Families simply complete the [Equity Devices Request Form](#), and a district-purchased Chromebook is signed out to the student.

As well, low income families, foster or homeless youth, or families with unstable Wi-Fi, will be provided with Wi-Fi hotspots to ensure appropriate connectivity for full student participation for daily synchronous learning. Like all LCUSD teachers and staff, the Technology Team provides assistance with any issues related to student devices, online learning platforms, and even assignments that involve technology. Parents are encouraged to browse through the Technology Help Guides at [help.lcUSD.net](http://help.lcUSD.net) or to submit a technology ticket request for assistance.

## 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.]

All teachers will communicate their weekly goals (learning objectives, upcoming assignments, and information) to students by 8:00 am each Monday. Teachers in grades TK-1 will use Seesaw to monitor student participation and engagement while teachers in grades 2-12 will use Google classroom. During synchronous learning time, attendance will be taken by the teacher, through Aeries, at the beginning of each class/period. Parents are expected to call the Attendance hotline office if a student is unable to participate in synchronous learning and give the reason for the absence. See the **Pupil and Family Engagement and Outreach** section (pg. 25), for information about pupil participation and engagement expectations.

LCUSD will track and monitor student progress through live contacts, synchronous and asynchronous instructional minutes. This is measured by the daily and weekly student participation and engagement codes that have been developed in the district’s Student Information System (SIS), Aeries. Instructional time for distance learning is calculated based on the time value of synchronous and asynchronous assignments. Asynchronous assignments will be given a time-value by the teacher based on the certificated employee’s professional judgment of time needed to complete the work. Additionally, teachers are required to give a minimum of one grade per week, per subject/course.

Common Assessment calendars, content area pacing guides, and regular collaboration time ensure consistency between school sites. Elementary teachers have monthly Collaborations Days when they work closely with their colleagues to ensure consistency across grade levels



at all elementary sites. At the 7-12 secondary level, teachers have regular Professional Learning Community meetings by subject to analyze assessment data and to collaboratively plan lessons.

## 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.]

LCUSD recognizes the importance of professional development with regards to teacher efficacy and student performance, and has implemented the professional development activities below to support our teachers and staff in providing a robust distance learning program.

1. The district registered its entire certificated staff to take courses, webinars and workshops with International Society for Technology in Education (ISTE). They will have access to all that is offered currently as well as recorded sessions until the end of October.
2. Teachers have been provided with extra hourly planning time to prepare for distance learning. Grade level team planning as well as individual planning time is being provided to them to collaborate, create grade level materials and resources to be shared among peers and to adjust face to face instructional plans to distance learning model.
3. Teachers have been trained to use SLACK to communicate with all staff district-wide including technology support staff. Teachers also use the help desk at help.lcusd.net to submit technology tickets.
4. Mandatory trainings such as COVID-19 safety protocols, sexual harassment, anti-discrimination practices at work, mandated reporter, etc. will be provided to all employees.
5. Teacher-created model lessons/videos and round table panels are being created by our instructional technology specialists to allow teachers to share successful practices with each other.
6. The District will work with the Institute for Social Emotional Learning (IFSEL) and Anti-Defamation League (ADL) as well as other publishers such as STEMscopes, Dreambox, etc. to provide training to teachers so that they can effectively implement the programs throughout the year.
7. The instructional technology specialists designed 19 technology training sessions to support the integration of technology in distance learning including professional development in the use of digital assessments and engagement tools (see **Pupil Learning Loss** section, pg. 20 for examples).
8. In March 2020 during the school closures, IFSEL offered LCUSD staff Tech Meets training. During Teach Meets, teachers learned and shared tools and ideas for nurturing Social Emotional Learning (SEL) during distance learning. They also offered a webinar called "Closing the School Year with Hope and Joy".

Principals will provide professional development for staff based on selected modules from the *Distance Learning Playbook Grades K-12* by Douglas Fisher, Nancy Frey, and John Hattie.

## Staff Roles and Responsibilities

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

LCUSD certificated staff have not had substantial changes to their roles and responsibilities during distance learning, nor as it regards reopening for students. Certificated staff continue to teach, assess, and meet the needs of all learners. The secondary bell schedules were adjusted to allow for small groups to come onto campus at the end of the instructional day for a variety of purposes listed above, while the elementary bell schedule provides time within the half day sessions with the teachers.

LCUSD classified essential workers (Business, Maintenance and Operations, and Clerical) had minimal changes to work hours and responsibilities. Most classified instructional support staff have had changes to how their responsibilities are carried out, however the tasks have remained largely constant.

Training was provided to classified instructional support staff in the area of technology to ensure they had the necessary skills to perform their duties. Specifically, paraprofessionals were trained on the use of Google Hangouts, Google Meets, and Zoom. Training included the use of Zoom's whiteboard feature, breakout rooms, raise/lower hands, stamps, and turn the camera and audio on/off. Paraprofessionals were also instructed on what to do if they had Wi-Fi issues, if students were non-responsive, and if family members came into the teaching/learning environment.

Custodial and maintenance staff were also provided targeted training regarding Personal Protective Equipment (PPE), disinfecting, and proper cleaning techniques to minimize the spread of COVID-19. Maintenance and Operations staff were provided new cleaning schedules to increase the frequency of disinfecting and cleaning high touch surfaces, restrooms, and common work areas.

As LCUSD plans for reopening campuses to students, some classified instructional support staff will be repurposed to support ingress and egress of students and staff, temperature taking and health screenings, and monitoring pedestrian traffic patterns to reinforce directional hallways and social distancing.

Training to support school operations for students returning to campus will be conducted by the District Nurse, district and site administrators, as well as school site health clerks. Training will include how to direct and reinforce social distancing as people come onto campus, where people will stand as they wait to get their temperatures taken, how to ask the screener questions and what to do if a person answers "yes" to any of the questions, and how to direct pedestrian traffic in hallways and throughout campus.

Some Food Service workers and instructional support staff will also be trained to assist in cleaning and disinfecting high touch surface areas. These tasks will be assigned on an as needed basis and training will be conducted by the employee's supervisor, site administrator or appropriate district staff. Employees assigned to assist with cleaning and disinfecting will also be provided with the Safety Data Sheets related to the cleaning supplies to be used.

LCUSD meets weekly with site administrators to review status at the sites, discuss implementation of safety protocols, and bring up any areas of concern. As new information is received from Los Angeles County Department of Public Health, it will be disseminated at these meetings. District and site administrators will determine common approaches to adjust practice to new guidance and how to effectively communicate changes with staff, parents, students and the community as necessary. In addition, the District Negotiation Leadership teams meet monthly to review and collaboratively problem solve current needs/issues.

### **Supports for Pupils with Unique Needs**

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

### **English Learners:**

During distance learning and in-person instruction, English learners (EL) will receive both Integrated English Language Development (ELD) support and Designated English Language Development (ELD) support. Integrated ELD, which is focused on content with language support, will take place during a student's synchronous instructional time and during the Hybrid In-Person instructional time. Classroom content area teachers will support students (Integrated ELD) by providing Specially Designed Academic Instruction in English (SDAIE). Some examples of these strategies include using visuals (videos, photos, objects), clarifying language while prompting for textual evidence to support inferences, cooperative learning groups (partner and group work), connecting background knowledge to the learning, summarizing informational text, implementing close reading strategies, and using multiple intelligences such as music, art, and movement to reinforce concepts and academic language. This teaching approach supports and scaffolds content and the learning of English for ELs in the various academic content areas.

Whenever possible, LCUSD will also provide hard copy and online resources such as dictionaries and core literature books in audio format or in a student's home language. All English Learners will have access to a Chromebook through the **Equity Device** program or through the **Bring Your Own Chromebook** (BYOC) program, access to online textbooks and online apps/resources through Classlinks as well as a hard copy of all textbooks to support their learning needs.

Designated English language development (ELD) support will be provided by a certificated English Language Development (ELD) teacher with the assistance of a trained ELD paraprofessional. Designated ELD support will focus on the ELD State Standards and emphasize language skills using the content from the regular curriculum.

### **Elementary Level:**

At the elementary sites, ELs will receive Designated ELD support through individual and/or small group instruction. Support will be provided during the school day before or after an EL's synchronous instructional day. If an EL student is assigned to the AM class for his/her synchronous instructional day, the student will receive synchronous, virtual Designated ELD support at a specific, protected time in the afternoon. If a student is assigned to the PM class for their synchronous instructional day, the student will receive synchronous, virtual Designated ELD support at a specific, protected time in the morning.

During the distance learning model ELD teachers and paraprofessionals will establish a schedule for virtual, synchronous learning. Instruction will take place through Zoom, Google Meet, or Seesaw platforms. Students will be grouped according to their English language needs by grade level. ELD teachers will also provide individual and small group weekly activities to promote social emotional wellness.

ELD teachers will communicate and collaborate regularly with classroom teachers to ensure that ELs receive the support they need in developing English language skills and abilities required to be successful during their regular class instruction. ELD teachers will also communicate with parents on a weekly basis, to keep families informed of student progress and what students have been working on during the Designated ELD support time. Upon authorization from the Los Angeles County Department of Public Health to bring EL students back onto campus in small groups or individually, ELD teachers and paraprofessionals will provide in-person designated ELD instruction.

### **Secondary Level:**

At the Middle and High School levels, newcomers and students in the early stages of English language acquisition will receive Designated ELD support in an ELD English class. ELs in the ELD English class will receive small group instruction provided by an ELD certificated teacher with

the support of an ELD paraprofessional. Additional language support and social emotional learning will be provided during the ELD teacher's office hours. The ELD paraprofessional will also support newcomers and EL students in the early stages of English language acquisition, during core academic classes by attending the virtual, synchronous classes and assisting students with understanding the content. For English Learners at levels three or four, according to the English Language Proficiency Assessment for California (ELPAC), individual and/or small group support will be provided during Office Hours at the end of the instructional day.

When school returns to in-person instruction, all students who selected the Hybrid-model of instruction will receive the same model as described above; however, students will receive Integrated and Designated ELD support on site and in-person. For EL students who elected to participate in the Virtual Learning Academy, they will continue to follow the distance learning model described above.

English Learners in grades 4-12 will also be provided with additional tutoring services through the Paper.co online tutoring service. As mentioned above in the **Distance Learning Program** section, LCUSD has partnered with Paper.co to provide English Learners with unlimited 24/7 access to online tutoring in any subject. LCUSD understands that not all families can afford private tutoring. Paper.co will help to ensure equitable access to qualified tutors no matter the location of the learning environment or time of day.

Student Study Team (SST) meetings may be initiated if an English Learner requires additional social emotional and/or academic supports. Strategies to support English Learners will be discussed and Individual Learning Plans (ILPs) will be created to support EL students.

#### **Foster and Homeless Youth:**

The needs of foster and homeless youth will be identified and prioritized according to the district's instructional model. The Foster and Homeless Youth liaison will reach out to families to ensure students have the necessary resources to access in-person and/or virtual learning. All foster and homeless youth will have access to a Chromebook through the **Equity Device** program, access to online textbooks and online apps/resources through Classlinks as well as a hard copy of all textbooks to support their learning needs.

Families will be reminded of the free lunch option through the Grab and Go program at LCHS. Families of foster and homeless youth in grades 4 - 12 will be given the Paper.co tutoring link to ensure students have access to the district-purchased tutoring resources. Counselors will also connect with foster and homeless youth families 1-2 times a month to ensure students continue to have the necessary resources and support for learning. The [Care Solace](#) link will be provided to families to ensure mental health and social emotional support resources are easily accessible. Student Study Team (SST) meetings may be initiated when foster and/or homeless youth require additional social emotional and/or academic supports and Individual Learning Plans (ILPs) will be created to support students.

#### **Pupils with Exceptional Needs: Special Education**

Special education case managers will be working collaboratively with each special education student's parents and service providers to develop a Distance Learning Plan designed to address each student's individual needs and to implement the IEP to the greatest extent possible. Given the shortened day schedules for all students, efforts will be made to avoid pulling students from their general education environments to receive special education services whenever possible. Instead, elementary special education students will be provided with the ability to attend an extended school day in which special education services will be provided during the opposite cohort time than they spend in their general education class (for example, if a student participates in general education with the morning cohort then the student will be able to receive special education services in the afternoon and vice versa). Middle and high school special education students will participate in the special

education classes/subject areas specified in their IEPs according to the bell schedule and will also have the opportunity to meet with special education providers during their office hours. Additionally, attempts will be made to provide special education services after the conclusion of the student's class bell schedule and during non-general education class periods. These strategies will be in place within both the distance learning and the hybrid settings.

Special education students in Special Day Class (SDC) placements will receive distance learning services in accordance with the bell schedule of their typical peers during distance learning. The Unique Learning System (ULS) has been purchased for all of the SDC teachers for use within both the distance and hybrid settings. When the District shifts to the hybrid model the elementary SDCs will shift to full-day instruction because the class size is small enough to have all students present while maintaining social distancing. The middle/high school SDC will remain consistent with the school bell schedule within the hybrid setting.

While the full continuum of special education placement options continues to be available to students with special needs, all services are currently being provided through distance learning based on the Governor's order, as Los Angeles County continues to be on the Watch List. Despite this, the District is focused on inclusive education by doing the following:

- Making efforts to provide special education services during times that the students are not participating in their general education classes.
- Training certificated and classified staff on the use of Zoom breakout rooms so that students can be seen individually and in small groups when needed.
- Working with non-public schools regarding their instructional delivery and billing practices.
- Sharing training opportunities that are provided by the Los Angeles County Office of Education.

Special education assessments will begin after authorization has been provided by the Los Angeles County Department of Public Health and agreement has been obtained from the collective bargaining units.

**Pupils with Exceptional Needs: Gifted and Talented Students:**

For the 2020-2021 school year, the La Canada Unified School District Elementary GATE program will take place virtually, outside of qualifying students am or pm cohort time. For example, students identified as gifted and talented who receive core instruction from their classroom teacher in the morning will have the opportunity to attend a 45-minute weekly enrichment class in the afternoon. These enrichment classes are taught by a credentialed elementary school teacher with a certification in differentiated instruction. All lessons are standards-aligned and include the elements of a differentiated GATE curriculum: acceleration, depth, complexity, and novelty. During these synchronous sessions, students are given opportunities for authentic, real-life problem solving, service learning, communication skills both oral and written, higher-order/analytical thinking skills, and collaboration with peers. Students' strengths, talents, and interests guide curricular and instructional decisions. Elements of Gifted and Talented education, such as the prompts of Depth and Complexity, Content Imperatives, Scholarly Traits, Think Like a Disciplinarian, Independent Study, and Frames are woven throughout units and lessons.

Additionally, 4th-6th grade GATE students are given priority enrollment in Math Olympiad--an after-school math competition team. This program challenges students who love math, and allows them to compete with students across the nation. This program is designed to follow the

international contest known as “MOEMS”--Mathematical Olympiads for Elementary and Middle Schools. Math Olympiad will be offered online with a credentialed teacher, weekly for one hour.

Students in 7th and 8th grade identified as gifted and talented are given the opportunity to participate in GATE Club--a 30-minute online enrichment course to engage in project-based and service-based learning. Each cohort is offered one live 30-minute session per week, plus access to an additional 30+ minutes of asynchronous content driven by student interest. The GATE teacher will facilitate these sessions using the United Nations Sustainable Development Goals as a springboard for lessons, discussion, special interest groups, and personalized learning.

Additionally, all GATE students, 4th-8th grade are invited to participate in monthly GATE Gatherings. Students have the opportunity to meet once a month after school for an hour to listen to guest speakers and participate in project-based and service-based learning. The GATE teacher facilitates these sessions.

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

Description	Total Funds	Contributing
Initial and ongoing training for certificated and classified staff to support distance learning.	\$302,500	[Y/N]
Chromebooks provided through the LCUSD's <i>Equity Device</i> program for all students (including low-income students, and foster and homeless youth,) without a Chromebook.	\$192,396	[Y/N]
Connectivity options to allow for synchronous and asynchronous learning due to socioeconomic issues or local connectivity issues (hotspots and partnership with Spectrum).	\$26,000	Y
Partnership with Paper.co, to provide unlimited 24/7 access to online tutoring resources (includes low income, English Learners, foster and homeless youth and low performing students). Total funding also accounted for with <b>In-Person Learning</b> software and licensing above.	\$136,243	Y
Partnership with Care Solace, an online resource with a live 24/7 concierge team meant to assist individuals in finding local mental health-related programs and counseling services.	\$8, 634	Y
Parent education/trainings to support technology, academic, and social emotional needs of students during distance learning.	\$25,000	Y
Technology supports for students, parents, and staff to implement distance learning (help.lcUSD.net, Classlinks license, etc.)	\$17,000	Y



Description	Total Funds	Contributing
Making efforts to hold IEP meetings at times that will not interfere with the instruction of classes. This requires hiring the additional support of a speech/language pathologist (SLP) to cover related services when the SLP must attend IEP meetings during regularly scheduled service times. Estimated \$120/hour for 20 hours per week for 36 weeks.	\$86,400	N
Making efforts to hold IEP meetings at times that will not interfere with the instruction of classes. This requires hiring the additional support of a certified occupational therapy assistant (COTA) to cover related services when the SLP must attend IEP meetings during regularly scheduled service times. Estimated \$80/hour for 20 hours per week for 36 weeks.	\$57,600	N
Purchase of the Unique Learning System (ULS) online curriculum for all SDC teachers.	\$4,124.46	Y
Purchase of online Dreambox Learning and Moby Max to help close learning gaps in math and English language arts, for students in grades K-6. Virtual professional development will be provided to teachers for the online Dreambox Math intervention program.	\$100,000	Y
Purchase of Hampton-Brown Edge Curriculum for newcomer English Learners at the 7-12 secondary level, including access to the online materials to support newcomer English Learner students.	\$5,135.35	Y
Principals will lead professional development for teachers in selected modules from the <i>Distance Learning Playbook Grades K-12</i> by Douglas Fisher, Nancy Frey, and John Hattie.	\$850	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.]

During the first two weeks of school, teachers conducted informal and formal assessments to determine pupil learning status. Diagnostic assessments in both English Language Arts (ELA) and Mathematics were used to determine learning status as well as learning loss in order to guide instruction and create meaningful individual learning plans for students.

### Elementary:

At the elementary sites, students in grades 1 - 6 were administered a standards-based Diagnostic English Language Arts (ELA) and Diagnostic Math assessments through the district-purchased Illuminate Ed platform, covering prior year standards. Results of the diagnostic assessments were analyzed using the Illuminate Data and Assessment platform. Teachers were able to see performance band distribution, response frequency, and subgroup achievement gaps.

### **LCHS 7-12:**

Seventh through twelfth grade students were administered the UCLA Diagnostic assessment for mathematics to determine math levels and potential learning loss. In the area of English Language Arts, seventh and eighth grade English teachers administered an ELA Common Assessment for each grade level to evaluate mastery of prior year Common Core State Standards. At the 9-12 level, English teachers administered a grade level appropriate writing assessment and results were analyzed to determine learning loss. Results of the diagnostic assessments were analyzed and adjustments have been made to curriculum pacing plans. Individual student support will be provided during small group breakout rooms during synchronous learning and/or through individual teacher Office Hours at the end of the school day.

In addition to diagnostic assessments, teachers will use formative and summative assessments to monitor and adjust learning goals, inform their instructional practice, and to plan for re-teaching as needed. Teachers have been provided professional development in the use of digital assessments and engagement tools that can be used during distance learning time. Some of these assessments and engagement resources include Edpuzzle, Flipgrid, Kahoot, Nearpod, Padlet, Peardeck, Quizizz, Quizlet, Seesaw to name a few.

Additionally, common assessments, an essential part of the learning cycle, are administered at all school sites, throughout the school year at specified times during a curriculum sequence. These assessments are put in place to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals. A 2020-21 Elementary Common Assessment Plan and a 2020-21 LCHS Common Assessment Plan were shared with teachers and included a timeline of when common assessments will be administered, input into Illuminate, and when the results should be analyzed. In addition to the Diagnostic Assessments that were administered in August, Common Assessments will be administered three times during the school year.

### **English Learners:**

English Learner (EL) learning status will be determined by using multiple measures throughout the year. For students who were administered the 2019-20 Summative ELPAC assessment, results of this assessment will be shared and reviewed by teachers, ELD teachers, and the Director of Programs and Services to determine growth and/or learning loss in the domains of Speaking, Listening, Reading, and Writing. Prior year report card grades and teacher feedback will be reviewed and shared with current classrooms teachers. Classroom and ELD teachers will review the results of the ELA Diagnostic Assessment to determine areas of needed support for English Learners. During the first week of designated ELD support, ELD teachers administered informal listening and speaking assessments. ELD teachers will provide targeted ELD lessons during virtually, on an individual or small group basis according to student need. ELD teacher-created Common Assessments will be administered three times during the school year to track student progress in the areas of listening, speaking, reading, and writing. Additionally, ELD teachers will use digital assessments and engagement tools (as mentioned above) during distance learning.

## **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.]

As mentioned in the **Pupil Learning Loss** section (pg. 20), standards-based diagnostic assessments were administered at the beginning of the school year. Results of the diagnostic assessments were analyzed using the Illuminate Data and Assessment platform at the elementary sites,

the UCLA diagnostic assessment platform at the 7-12 level, and through the use of writing rubrics to determine performance band distribution, response frequency, and subgroup achievement gaps.

Using the results of the diagnostic assessments, first, second, and third grade low-income students, English Learners, foster and homeless youth as well as students who struggle in the area of reading will receive synchronous reading intervention from a reading intervention teacher. Reading Intervention sessions will last eight weeks, and instruction will be offered for 30 minutes Monday through Friday. At the end of the eight-week period, students will be reassessed to measure growth and either exit the intervention or stay in for an additional eight weeks of support. These students will also be offered two online, adaptive learning platforms to address pupil learning loss: Dreambox Math and Moby Max for ELA. Students who scored below or far below basic, low-income students, English Learners, and foster and homeless youth will be monitored by their teachers to complete five lessons or 60 minutes per week for each platform. Paper.co has also been purchased by the district to provide personalized, online tutoring as an additional support to low-income, English Learners, and foster and homeless youth. These same strategies and programs will be used to address the learning loss for any other students demonstrating needs based on the diagnostic assessments.

At the 7-12 level, individual student support for low-income students, English Learners, foster and homeless youth as well as students who struggle academically, will be provided through small group breakout room sessions during synchronous learning and/or through individual teacher Office Hours at the end of the school day.

For students with exceptional needs, special education teachers will administer assessments to determine students' progress toward goals to the greatest extent possible within the distance learning setting. Upon authorization from the Los Angeles County Department of Public Health to bring students with exceptional needs back onto campus in small groups or individually, special education service providers will begin to conduct initial and triennial assessments as well as call students in to gather in-person data regarding progress toward goals.

Based on the data gathered, special education service providers will adjust instruction to address each student's unique areas of need. In order to reduce/address learning loss at the elementary level and given the shortened day for general education students, special education service providers will offer an extended school day so that students can receive their special education services without needing to be pulled out of their general education classes.

In order to reduce/address learning loss at the secondary level, special education teachers will offer some additional special education services after the school day based on each student's individual needs.

For students with moderate/severe disabilities, an elementary full-day in-person program and a daily secondary full-day program will be offered despite general education students being placed in cohorts requiring half-day or non-daily in-person instruction.

Staff assignments are dedicated to address the needs of English Learners, low income, and foster and homeless youth through additional support staff including counselors, paraprofessionals, and through additional counseling services.

LCUSD will continue to expand services based on the most up-to-date authorizations from the Department of Public Health. This would include co-located and remote English Language Proficiency Assessments for California (ELPAC) assessments and eventually small cohort support.

## 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.]

Illuminate Student Assessment Data Analysis has performance bands set up for each Diagnostic and Common Assessment in ELA and Math. These assessments can be analyzed by standard or by question group, and Illuminate disaggregates data for subgroups. Results can also be compared across assessments. In addition to the Illuminate data, Dreambox Learning math data will be analyzed to show individual growth in grade level math standards, and Moby Max data will measure individual student growth in ELA standards. Several metrics will be used to measure the effectiveness of intervention supports and services. For Dreambox Math, the Growth report, the Predictive Insights report, and the Student Usage report will be closely monitored to determine student progress towards meeting grade level math standards. For Moby Max, the Quick Skill, Quick Benchmark, and Quick Placement reports will provide data for progress monitoring.

Data is gathered as soon as students take an online assessment or as soon as teachers input the results of Common Assessments in Illuminate. It is gathered in real-time when students use Dreambox Math and Moby Max ELA. Teachers at the elementary level have monthly Collaboration Days and regular planning time to analyze student performance via Illuminate, Dreambox and Moby Max reports.

The Elementary School Reading Intervention program is organized in eight-week segments. The Sonday System will be used for this program. Students qualify for Reading Intervention based on multiple measures, including beginning of the year diagnostic assessments, the Sonday systematic diagnostic assessment, and teacher input. Reading Intervention groups are small (6 - 12 students), and the program serves 1st - 3rd graders for one hour per day, five days per week. At the end of the eight-week period, students are assessed using the Sonday System, and continued participation is considered based on the results of the assessments.

On September 2, 2020 the Los Angeles County Department of Public Health (LADPH) authorized school districts to begin conducting in-person assessments of students with exceptional needs. Based on this, the District will begin making appointments with individual students in order to complete initial and triennial assessments as well as to benchmark progress toward goals and develop baselines for new goals in preparation for initial, annual, and triennial IEP meetings.)

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

Description	Total Funds	Contributing
Attendance and engagement monitoring and supplies for the implementation of the multi-tiered system of support (i.e.: certificates, recognitions, etc.).	\$1500	Y
The Unique Learning System (ULS) has been purchased for all special day class (SDC) teachers. This curriculum is effective for providing both in-person and distance learning instruction to students with moderate to severe disabilities (sited above on page 21).	\$4,124.46	Y

Description	Total Funds	Contributing
Data analysis from Dreambox Math, Moby Max ELA, and the Sonday Assessment System will occur every 8 weeks to track student progress in the area of math, English for English Learners, low-income students, foster and homeless youth, and low performing students (interventionists, principals).	\$12,000	Y
A virtual, synchronous reading intervention will be provided at the elementary sites for low-income students, English Learners, foster and homeless youth, and low performing students in grades 1st - 3rd.	\$47,875	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.]

LCUSD will continue to provide school-based counseling services for students. Counselors will be available at all LCUSD sites to support students on a daily basis. If social distancing is not possible, appointments will be set up to work with students virtually. If there is a high need situation/emergency, an alternative space will be available for meeting in a socially-distanced fashion.

At the elementary level, counselors provide monthly synchronous and asynchronous lessons for each grade level based on themes such as making connections, positive thinking, self-discipline, the importance of exercise, responsibility, coping skills, humor, integrity, bucket filling, and more. When in-person instruction is permitted, counselor-led lessons will be incorporated during the regular school day. Counselors also reach out to new families before the school year begins, and they create ways for new students to feel welcomed and supported throughout the school year.

Teachers, staff, and/or parents/guardians may refer students to the counselor if a student appears to require mental health and/or social emotional support. Counselors will establish various social groups to keep students connected and to assist students with making friends as needed.

Elementary school counselors have created a Google classroom for students and teachers where resources will be shared. Regular communication and counseling resources will also be shared through the weekly PTA newsletters and school communications. Counselors will closely monitor student referrals and work in collaboration with classrooms teachers, school site Principals, and parents/guardians. Student Study Team (SST) meetings will be held as needed to create more individualized care plans for students.

At the Secondary level, the LCHS Wellness Center will be available for counseling services within the space given the social distancing requirements for private appointments. Students participating in online learning only will have access to counseling services remotely to support them.

The LCHS Wellness Center staff includes LCUSD employees (Wellness Office Manager and a Wellness Counselor/Peer Support Teacher) as well as a licensed Marriage and Family Clinician/Therapist from Sage Counseling, a non-profit 503c, who has contracted their services with LCUSD. Every Wednesday, a licensed therapy dog, Harrison, visits the Wellness Center and overall campus. When classes resume to the Hybrid In-Person instruction, Harrison will return to campus for his regular visits with students. Similar to the elementary school sites, teachers, staff, and/or parents/guardians may refer students to the Wellness Counselor or the Marriage and Family Therapist/Clinician if a student appears to require mental health and/or social emotional support.

The Wellness Center staff has created a [Virtual Wellness Center Website](#). The site is intended to be a calming place for students, families, and staff to find tools for managing emotions and building resilience. The virtual Wellness Center website is posted on the LCHS website and regular LCHS communications include the link along with contact information for Crisis Intervention hotlines. During the first two weeks of school, virtual grade level assemblies were held and information about the supports offered through the virtual Wellness Center were shared with students.

Should students/families at all LCUSD sites require more therapeutic supports, counselors may refer students to the site school psychologist and/or share contact information for the Care Solace program. Care Solace is a district-purchased, online resource with a live 24/7 concierge team meant to assist individuals in finding local mental health-related programs and counseling services. The Care Solace service is also accessible to district staff members.

LCUSD has extended their contract with the Institute for Social Emotional Learning, who started the year with a robust training for all certificated staff to support students' social emotional wellbeing through distance learning. They will continue to support staff with ideas and suggestions to utilize social and emotional activities during instructional time. Counselors have been providing lessons in the classrooms to support students and providing one on one counseling to students who are having issues with anxiety, social isolation and depression via zoom. Administrators and teachers at the sites will support students' social emotional wellness through social emotional learning, building relationships, and community-building activities. Site administrators support staff using strategies from the Institute for Social Emotional Learning and Challenge Success to sustain staff morale.

## **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.]

Data from the most recent CA School Dashboard shows that LCUSD's Chronic Absenteeism rate in 2019 was 2.6%. Chronic Absenteeism refers to the percentage of student who were absent 10 percent or more of the instructional days they were enrolled. Using this data, LCUSD has developed a three-tiered approach to support student attendance and participation/engagement during the Hybrid In-Person and Distance Instruction and Learning model.



Tier 1 is the foundation of the support system. This level offers universal strategies to encourage good attendance for all students. Tier 1 activities include positive classroom, school-wide and district level messaging and activities that help to create a welcoming school climate that engages students and families. Weekly teacher, Principal, PTA, and district-level communications are sent to families via email, voice calls, and SMS text messages. LCUSD school sites provide virtual outreach activities including recorded school broadcasts featuring school staff and students, school spirit activities, virtual recognitions and award ceremonies, and other non-academic, but essential engagement activities. Student recognition programs are continuing virtually through the assistance of the school site counselors. Establishing these family connections and developing relationships has led to highly involved and engaged parents in LCUSD.

Tier 2 supports are in place to assist students with staying engaged in all aspects of their learning including regular, daily attendance and participation during synchronous learning, completion of work and assignments, and when permitted, regular in-person attendance during the Hybrid In-Person instructional model. Interventions at this level include personalized early outreach, an individualized plan that addresses barriers and strategies for increasing engagement.

Tier 3 supports offer individual interventions and wrap around services to help decrease absenteeism. Intensive intervention activities are targeted toward students with persistent attendance problems who have not responded to Tier 1 and Tier 2 interventions and all school site interventions have been exhausted. Tier 3 strategies include continued outreach and interventions with students and families to identify barriers to attendance and provide support/resources; collaborate with district office staff and community partners for additional support, initiate referrals to the School Attendance Review Team (SART) in cases where students have not responded to previous interventions, and develop individualized plans for improvement and follow-up with case management to monitor progress.

All elementary teachers will communicate their weekly goals including learning objective, upcoming assignments, and information with students and parents/guardians on a district-approved virtual platform (email, Google Classroom, Seesaw). Daily attendance is taken by the teacher at the beginning of each class session and entered into Aeries. Weekly participation and engagement will be tracked by teachers and entered into Aeries. Teachers also track student engagement and participation through student responses to teacher's questions during synchronous learning and work/assignment completion. After two days of non-participation in synchronous learning and/or completion of work/assignments, the teacher will reach out to the parent/guardian and assist with re-engaging the student in learning (Tier 2). If a pattern of non-participation occurs, the school site Principal will be informed and he/she will reach out to parents/guardians to assist with re-engaging the student (Tier 2). A Student Study Team (SST) meeting may be initiated to determine individual student needs and develop an Individual Learning Plan (ILP) as needed. The school counselor will also be assigned to check in regularly and track students to ensure the student is re-engaged in learning. The counselor will make available district-approved resources as needed (see **Mental Health and Social Emotional Learning**, pg. 24). (Tier 3)

Similar to the elementary sites, At the 7-12 level, teachers will communicate their weekly goals including learning objective, upcoming assignments, and information with students and parents/guardians on a district-approved virtual platform (email and Google Classroom). Daily attendance will be taken by the teacher at the beginning of each period and entered into Aeries. Weekly participation and engagement will be tracked by teachers and entered into Aeries. Teachers also track student engagement and participation through student responses to teacher's questions during synchronous learning and work/assignment completion. After two days of non-participation in synchronous learning and/or completion of work/assignments, the teacher will reach out to the student's counselor to assist with re-engaging the student in learning (Tier 2). The school counselor will check in regularly and track students to ensure re-engaged in learning.

If a pattern of non-participation occurs, the counselor will reach out to the Administration for assistance. The school Administrator will reach out to parents/guardians to assist with re-engaging the student (Tier 2). A Student Study Team (SST) meeting may be initiated to determine individual student needs and develop an Individual Learning Plan (ILP) as needed. The team will make available district-approved resources as needed (see **Mental Health and Social Emotional Learning**, pg. 24). (Tier 3)

For families who do not speak English, a translator will be provided during telephone conversations and virtual meetings. Parents will be instructed on how to change their language preference in Aeries to ensure all messages sent electronically can be read by parents/guardians.

## 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.]

LCUSD uses the Meals Plus system to track student participation in the LCUSD lunch services program. LCUSD currently has very few students who qualify for Free and Reduced lunches. As students do participate in the lunch program, user IDs are entered into the Meals Plus system, allowing LCUSD staff to track student participation.

Lunch services are offered on a “Grab and Go” basis centered at the High School while the district is in distance learning. As LCUSD transitions to a site-based hybrid model, the “Grab and Go” options will be available at all sites. With the approval of the Summer Serving Option by the USDA, our program has expanded to serve more families. We will continue this through the end of the year, as that is currently authorized by the USDA. This expanded program was very successful in the Spring, and we are happy to provide it again to our community. We have received very appreciative feedback because families have a connection coming to the school, it provides a break in the day’s Distance Learning, and although “Grab and Go” it provides an opportunity for families to spend time together away from the screen.

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

Section	Description	Total Funds	Contributing
Continuity of Learning	Design of bell schedules and staffing allocations to support elementary cohort recess breaks, site ingress/egress, etc. in compliance with Los Angeles County Department of Health protocols	No Cost	Y
Continuity of Learning	Purchase of Personal Protective Equipment (PPE) to support healthy social behaviors for students on site who cannot purchase their own PPEs (i.e.: reusable face coverings, face shields).	\$7500	N

Nutrition	Food Services Salaries (March 2020 - June 30, 2020)	\$107,930	Y
Nutrition	Food Services Salaries (August 2020 – June 2021), Projected	\$377,176	Y
Mental Health and Social Emotional Well Being	Partnership with Care Solace, an online resource with a live 24/7 concierge team meant to assist individuals in finding local mental health-related programs and counseling services (sited above on pg. 20).	\$8,634	Y

## 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
1.52% Required Minimum Proportionality	\$1,335,241 (This amount spent on improved and increased services for foster and homeless youth, low-income, and English Learners) Total revenues generated by Local Control Funding Formula (LCFF) equal \$35,294,797. This reflects a percentage of improved service equal to 3.78%.

### 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.]

LCUSD uses student data to determine students' academic progress and needs. All students in grades K-12 were administered a beginning of the school year diagnostic assessment in math and English Language Arts (ELA). Teachers reviewed and analyzed the data to ensure all students, including low income, English Learners, and foster and homeless youth receive the appropriate supports and interventions. For English Learners, results of the 2020 Summative ELPAC assessment were also reviewed and analyzed to determine English language development needs. As a result, Dreambox Learning and Moby Max online intervention programs were purchased to provide additional supports in math and English language arts at the elementary level. These online resources were also extended to all students exhibiting learning loss in math and ELA. Additionally, knowing that not all students can afford to hire tutors to support with academic skills, Paper.co, was purchased by the district to provide unlimited 24/7 access to online tutoring resources for low income, English Learners, foster and homeless youth, and any LCUSD student in need of this service.

Data from parent and stakeholder surveys revealed that many of our students were exhibiting high levels of stress and anxiety. English Learners who come to the United States often may not easily connect with their English-only peers due to struggles with English language

communication. In addition, low income, homeless and foster youth who may have experienced transiency due to multiple moves, often may struggle with making connections. As a result, low income, foster or homeless youth often may experience a lack of connectedness to a school or possible trauma in their life, making the school environment a crucial part of their social-emotional and mental well-being. LCUSD has purchased Care Solace, an online mental health resource with a live 24/7 concierge team meant to assist individuals in finding local mental health-related programs and counseling services. As well, the district has contracted with Sage Counseling to provide a licensed Marriage and Family Therapist, available through the LCHS Wellness Center to support students who require mental health and/or social emotional support. Providing mental health services virtually or in-person will eliminate the barrier of not being able to afford support and not knowing how to access mental health services. Additionally, providing mental health services will help low income, English Learners, foster and homeless youth and all LCUSD students in need, reduce the stress and anxiety that so many students are facing during this pandemic.

Data from a district Technology survey revealed that several families required access to technology devices (Chromebooks) and Wi-Fi hotspots to ensure access and connectivity during distance learning. Low-income, English Learners, foster and homeless youth, or families who were not able to financially provide their child with a Chromebook through the **Bring Your Own Chromebook** (BYOC) program, were provided Chromebooks through the **Equity Device** program as well as Wi-Fi hotspots if needed. Additionally, the **Equity Device** program and Wi-fi hotspots were promoted to all LCUSD students to ensure equitable access to technology and reliable internet.

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

In order to serve low-income, English Learners, and foster and homeless students, the LCUSD has purposefully developed plans and processes to identify and support families in need by providing supplemental instructional materials, online tools and resources and community resources. Students who meet one or more of the criteria (English Learner, low-income, and/or foster and homeless youth) for inclusion in the district's "unduplicated pupil percentage", will benefit from several increased or improved services. Some of these services include:

- increased and improved training and support for families, through the *LCUSD Family Learning Series* webinars and technology trainings, in order to provide parents with skills to assist their students during distance learning and in-person instruction (when permitted by DPH)
- improved parent outreach, communication, and education for English Learner parents (additional services by external translation services company and additional outreach by school site and district staff)
- increased tracking and monitoring of academic growth (attendance and engagement, analysis of assessments, etc.) and social emotional well-being (teacher/counselor check-ins, Wellness Center staff support, etc.) for targeted students,
- improved counseling services for targeted students through counselor monitoring and interventions
- trained English Language Development (ELD) teachers and paraprofessionals at each school site dedicated to providing additional support and intervention time as well as serve as a resource/liaison for English Learners and their families,
- the increase of tools and resources (Chromebooks and Wi-Fi hotspots) to ensure learning and practice at home during distance learning and in-person instruction,
- an increase in online academic interventions (Dreambox Learning, Moby Max), social emotional support (Care Solace), and intervention support platforms (Paper.co) to meet the needs of low-income, English Learners, foster and homeless youth and targeted students.