



# 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.]

On March 13, 2020, one week prior to the two-week spring vacation, the Westside Union School District Board of Trustees made the decision to close schools as a result of the COVID-19 health crisis. The decision was based on preventive measures guidance primarily from the Los Angeles County Department of Public Health, Los Angeles County Office of Education, and the California Department of Public Health, as well as the Center for Disease Control. Immediately, staff began planning to implement a high-quality distance learning program to support all students district-wide.

Since that time, the Westside Union School District Board of Trustees considered options for a safe re-opening, which included the possibility of a blended program and a full distance learning program. Additional information was released in July by the California Governor, Gavin Newsom, as well as the California Department of Public Health, which provided a pandemic plan for safe school re-openings and a framework for reopening and in-person learning. Because of the release of this guidance, the Board approved a distance learning platform for the beginning of the 2020-2021 school year. This decision will be re-evaluated as the COVID crisis evolves and the district receives guidance from the California Department of Public Health, the Los Angeles County Department of Public Health, and the Los Angeles County Office of Education. The learning programs in place are described within this document.

Like many communities the immediate closures resulted in all businesses closed and the Safer-at-Home order put in place, which impacted the residents and resources across the valley. The Westside Union School District is located in the Antelope Valley, approximately 65 miles

north of Los Angeles, in a very diverse community. The District diversity includes approximately 49.9% low-income students, approximately 1.8% foster students, 8% homeless students, and 6.7% English learners.

Due to school closure, all students participated in approximately 50 days of online learning at the end of the 2019-2020 school year. Immediate shortfalls include the following:

- \* Lack of experience for teaching remotely
- \* Understanding the range and supports of the online learning curriculum platforms
- \* Inadequate access to technology and infrastructure for students in some very remote areas of the valley
- \* Lack of resources for many low-income families
- \* Students not logging in or engaged consistently through distance learning
- \* Inconsistent communication systems with families that rely on face-to-face communication at school sites
- \* Families not able to access information electronically due to internet access and/or knowledge of online supports
- \* Program adjustments such as revising IEPs with a Distance Learning Plan for students in special education
- \* The immediate need to implement the districtwide online enrollment process
- \* Increased need for social-emotional supports for students and families

Long-term impacts include learning loss for all student groups, with larger discrepancies for at-risk students and pupils with exceptional needs. In conjunction with NWEA, a research-based organization that supports both teachers and students with assessment solutions that measure growth and proficiency, the district began conceptualizing the anticipated learning loss for our students in English Language Arts (ELA) and Math. For some grades in math, the learning loss coupled with the typical summer slide is anticipated to be several months of loss with the greater loss in 3rd through 6th grades. The projected learning loss of reading is anticipated to be up to about 6 months for students in grades 3rd through 6th and a much smaller loss for middle school students in 7th and 8th grade. An additional long-term impact is the decrease in enrollment of approximately 500 students in the 2020-2021 school year. A decrease in enrollment of this size is not typical for this district. An analysis shows that some students have moved out of state or may have shifted to other schools, both private and public. In the long range, this will impact the district financially if the enrollment does not recover by the 2021-2022 school year.

The Antelope Valley is located in Los Angeles county and continues to be included in the monitored watch counties by the state. The valley has very limited opportunities for open social events or large gatherings for families due to the possibility of community spread of COVID-19. Therefore, in addition to anticipated learning loss, the district anticipates that students and staff will return with an increased need for

ongoing social-emotional support as well as a need to connect with friends and adults. Because the district is approximately 65 miles north of Los Angeles, many residents commute to jobs out-of-the-area. Many of our families have been impacted by business closures and lost or reduced wages. The district also has many residents that work as essential workers, such as police officers and medical assistants, that will need childcare in order to continue working when their children are on a distance learning schedule.

School is scheduled to resume with distance learning as the district continues to seek guidance from health agencies and LACOE. Originally, the first day of instruction was to begin on August 5. However, in order to prepare for the opening of school and provide professional development, the first day of instruction was moved to August 10. The continued goal for the Westside Union School District is to resume with face-to-face instruction to the greatest extent possible in a timely manner that supports the safety of all of the students and staff.

## Stakeholder Engagement

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

The Westside Union School District recognizes the importance of continual stakeholder engagement in the learning continuum process to improve school planning and learning outcomes for all of the students. The district continues to work with a variety of stakeholder groups to assist in forming decisions as well as building partnerships and trust. The data from many forms of feedback result in a greater understanding of the unique community needs and increasing the opportunities for ongoing partnership to create the best learning environment and program for all students. Feedback is ongoing and includes group consultation as well as one-on-one conversations, emails, and phone calls. Stakeholder feedback is shared with the Board members either at Board meetings or through consultation. Stakeholder feedback began upon school program closures in March and continues presently.

Stakeholder feedback contributing to the development of the Learning Continuity Plan has included the following:

- Consistent communication from the district through the use of a social media site on Facebook to share ongoing programs and services as well as invite stakeholders to use the district Let's Talk app. Additional social media includes Twitter and Instagram.
- Continued use of the Let's Talk app, a two-way interactive app located on the district website, for stakeholders to send questions/comments to individuals or teams on everything from support services, health services, curriculum, and enrollment. The use of this two-way communication system has shown a total 6,826 two-way conversations between March 2020 and August 2020,

with 4,941 of those conversations between July and August. This system is highly effective in communicating in a short period of time to families with questions, and the data shows a tremendous increase in use.

- Consultation from both the certificated and classified unions during negotiations to address the specific needs of SB 98 and the Learning Continuity Plan. Supports, services, and adjustments were made in the union MOUs approved by the Board. Both the certificated and classified union leaders meet on a consistent basis with the district team to address ongoing issues and adjustments.
- Consultation with The Superintendent's Advisory Council, which consists of members of the district staff, administrators, PTA members, Site Council members, and community members. The Advisory meets throughout the year and the district will continue to value the two-way conversation which help to inform community and student needs. The Superintendent's Advisory formally met with the Gina Rossall, Superintendent, to collaborate on the Learning Continuity Plan on August 25 at two different sessions, 9:00 am and 4:00 pm, in order to accommodate various schedules.
- Consultation on the Learning Continuity Plan with the District English Language Advisory Committee, which consists of district bilingual assistants, parents of English learners, and district administration. Gina Rossall, Superintendent, meet with this advisory committee on Friday, August 28 at 9:00 am. This Advisory group meets throughout the school year to consult.
- Community member feedback opportunities are available at every Board meeting, and stakeholders such as the unions, parents, students, and staff have the opportunity to address the Board with questions and concerns. Board meetings are posted on the district website, and depending on the venue and safety considerations stakeholders were either physically present or participated through Zoom. Special Board meetings were scheduled during the summer specifically to address student program offerings. Two of the special Board meetings, June 27 and June 20, were specifically scheduled to provide for community feedback. The ability for stakeholders to participate by phone is available. These meetings totaled several hours of collaboration and discussion between stakeholders and the Board.
- Continued collaboration with the administrators is ongoing. Specifically, administrators have participated in consultation including how to address the guidance in SB 98 and the Learning Continuity Plan on June 8 and July 20. In addition, teams of administrators supported components of professional development on multiple occasions during July and August to support reopening measures.
- Ongoing consultation and collaboration with various level-alike groups at the Los Angeles County Office of Education and the local Special Education Local Plan Areas (SELPA) supported the work of the Learning Continuity Plan.
- Continued collaboration with the maintenance and health department in the district, contributed to the development of safe protocols and procedures as addressed in the safe reopening protocols.
- Collaboration with the Human Resources Department assisted in protocols for staff members to return safely to work, which contributes to the development of program support in the Learning Continuity Plan.

- Ongoing principal and family communication and connections has contributed to the development of the Learning Continuity Plan. The principals, teachers, and classified assistants have continual contact with families during lunch and supply distribution. The district values the input received from families with one-on-one conversations. Issues are brought back to district teams as another form of feedback that contributes to the development of the plan.
- Collaboration with the psychologists and counselors in the district led to a system of proactive community contact to support tiered re-engagement of students as well as a system to support mental health wellness for students and staff. Much of this collaboration was supported by data including at-risk assessments and wellness checks completed in the spring of 2020. Instructional staff that speak Spanish will assist with ongoing communication to increase student participation.
- Distribution of surveys to parents and employees. Parents received three surveys and employees received two surveys between March and August. The data from the surveys informs the decisions and next steps which are addressed in the Learning Continuity Plan. Additionally, surveys will continue to all stakeholders to inform upcoming decisions as the district plans for in-person learning.
- Additional information from the superintendent is posted on the district website in the form of news updates, which can be translated into multiple languages using the features on the website. Written response to the advisory committees is added to the district website in the form of a Frequently Asked Questions document.
- School sites continue to reach out through communication methods to keep parents informed through mass email, mass phone calls, messaging on site marquees, and information posted on site PTA Facebook/social media accounts.
- The district held the Public Hearing for the Learning Continuity Plan on September 1 at the scheduled Board meeting. The hearing included information on the specific actions within the plan and expenditures proposed as well as an opportunity for public input. The public had the opportunity to provide feedback on the specifics of the plan prior to the approval on September 15. The agenda was posted to the district website 72 hours prior to the public hearing and the Learning Continuity Plan was available for public viewing.

The school year began with students on August 10. With only three weeks of the school year in session, students are beginning to settle into the routines and technology use in a full distance learning platform. The district values the input from our students, and a student survey is planned for September in order to gauge the continuing needs of our students.

Overwhelming, the most common primary language other than English is Spanish within the district. The district website supports the translation of information in multiple languages. Surveys pushed out provide that option for translation. All District English Learner Advisory Committee meetings are conducted in both English and Spanish and provide presentations and handouts in both languages. Additionally, personal phone calls and mass phone calls in both English and Spanish are provided to all families of English learners to increase participation in the advisory meetings. Translation services are available during the Superintendent's Advisory meetings. The bilingual assistants across the district are in continuous contact with Spanish speaking families through email and phone calls. Translation of documents is provided to families to support English Learner Advisory Committee meetings at school sites, events, and district information.

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

The district promotes stakeholder engagement through the district website, which provides translation options. Board meeting agendas and minutes are available through the district website in a variety of languages. Additionally, the social media platform, Facebook, promotes events and parent information to the community. The District English Learner Advisory Committee meetings are continually promoted through personal phone calls from the bilingual assistants and mass phone dialers/emails in both English and Spanish. The School Messenger system provides written communication translation in multiple languages, and depending on the school site messages are also sent in Korean, Mandarin, and Arabic. In addition, school sites promote opportunities at their sites to parents in both English and Spanish. In accordance of Education Code, schools with 15% or more English learners a single language, school sites and the district provide communication and notification to families in a language accessible to the family.

Board meetings are available to the public via a published Zoom link and stakeholders can participate via phone/teleconferencing. When possible, all stakeholders are provided the opportunity to physically appear at the Board meetings and provide community comments. All Board meetings are posted via live feed and recorded for review at a later date on the district YouTube channel. Social media platforms such as Facebook, Twitter, and Instagram are monitored and responded to daily.

The Public Hearing included an opportunity for public feedback. The Learning and Continuity Plan was available for review on the district website within the Board handouts. Upon approval from the Board, the Learning Continuity Plan will be posted on the website in both English and Spanish.

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

In June 2020, the Board hosted two separate workshops dedicated to receiving stakeholder feedback from parents, teachers and community members specifically related to distance learning experiences in the spring and to conduct a needs assessment moving forward. District surveys were also deployed to all families to gather additional information from those who did not attend the Board workshops between March and July. Parent survey responses were collected and totaled approximately 3,200 for the first survey and 2,000 for the second survey. The following information was gathered and mirrored sentiments expressed through other stakeholder feedback forums such as Facebook, Let'sTalk, site-based forums, DELAC, and personal parent conferences conducted by the superintendent.

The analysis of the feedback communicated by parents included the following themes:

- Students lacked motivation and engagement on a virtual platform.
- Distance learning in a virtual classroom could not replicate nor replace the learning experience of live, face-to-face instruction with peer interaction on a daily basis.
- There was not enough teacher contact and some content relied heavily on an independent study format.
- Parents lacked the academic and technological skills to fully support student learning at home.
- Content was often not aligned with student needs. Depending on the situation, content may have been too difficult, too easy, not relevant, or not standards-based.

- Child care was a burden for those continuing to work combined with parents feeling too tired to engage in distance learning after a full day at work.
- In some situations, students did not have an adult to assist with students participating in direct learning during the day.
- Many parents feared their children were falling behind academically.
- Students social emotional needs were not being met and peer interaction was limited, which impacted mental wellness.
- Distance learning was not uniform across grade levels, sites, and the district.
- There were limited expectations of teaching and learning. Some teachers focused primarily on review content whereas others introduced new content.
- Teacher expectations of student work and performance were vastly different. For example, teacher interpretation of work load (how long an assignment should take) varied greatly, resources used differed by teacher, and there was no common expectation of rigor.
- Student work included little or no differentiation, intervention, or enrichment.
- Assessments conducted were not authentic.
- Learning environments at home were different depending on income levels. Lower income families may live together, which can impact a quiet and productive learning environment.
- Comments provided by the DELAC paralleled many of the statements from parents. In addition, the DELAC members conveyed the importance of information sent home to be translated to Spanish as well as a need for interventions, such as tutoring.

In June and July, site principals participated in work sessions dedicated to evaluating the instructional program delivered via distance learning. The following outcomes were achieved and served as the foundation for the district's fall professional learning plan:

- Review of stakeholder feedback and concerns analyzed to develop a plan for support options and program alignment.
- Review of guidelines and components addressed in Senate Bill 98.
- Identification of barriers that inhibit high-quality teaching and learning in a distance learning model.
- Outline of essential professional development for teachers, support staff, parents, and students.
- Identification of roles and resources to support essential professional development in the fall.
- Creation of an action plan to support essential professional development in the fall.

Overall analysis as a result of stakeholder feedback led to the conclusion that distance learning in the spring created vastly inequitable learning experiences for students within various student groups. Themes emerged which included the need for the following:

- \* Increase live daily interactions including peer-to-peer activities.
- \* Increase support for parents in the area of technology use, curriculum, and resources.
- \* Increase availability of curricular and technological related resources.
- \* Improve alignment of expectations for teaching and learning.
- \* Increase rigorous and standards-aligned instruction.

- \* Increase differentiated teaching and learning for students.
- \* Increase supports for working families and those with non-traditional working hours.
- \* Increased support for social-emotional wellness.

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

Stakeholder feedback influenced all areas of the Learning Continuity Plan. From the onset of school closures, stakeholders were involved in the collaboration process through various methods, which are noted in other stakeholder engagement sections of this plan. The major themes or trends in feedback were noted in the above section. Many of the concerns raised by stakeholder feedback also mirrored the guidance in Senate Bill 98 and the Learning Continuity Planning Tool. This section will reiterate the themes captured from the stakeholders and list the areas of the plan that were addressed as a result of the feedback.

\* Increase live daily interactions including peer-to-peer activities

Feedback was addressed in the distance learning portion of the plan as well as the professional development section. Teachers attended multiple sessions during required professional development time to encourage motivation and engagement during distance learning sessions. Additionally, this training addressed daily live interaction and opportunities to add collaborative groups and breakout rooms to virtual learning sessions.

\* Increase support for parents in the area of technology use, curriculum, and resources

This is addressed in the distance learning portion of the plan. School sites have provided on-the-spot support for parents and students in regards to accessing accounts and online curriculum. School sites held Back-to-School Night events to familiarize parents with routines, schedules, and curriculum. Upon district distribution of devices, the technology department included protocols for trouble-shooting issues as well as a help-desk format to assist with families and devices. This is noted in the distance learning technology section of the plan.

\* Increase availability of curricular and technological related resources

With the repurposing of duties as well as the need to increase continuity across grade levels and the district, the availability of resources and technology is addressed in the Distance Learning and Staff Roles and Responsibilities section.

\* Improve alignment of expectations for teaching and learning

This is addressed in the professional development section as teachers participate in collaborative Professional Learning Community to align student expectations and calibrate assessments and instructional strategies.

\* Increase rigorous and standards-aligned instruction

Rigorous, consistent, and standards-aligned instruction is noted in the Continuity of Instruction section and informs the professional development section as well. Teachers in common grade levels and content areas align instruction and assessments through Professional Learning Community work time.

\* Increase differentiated teaching and learning for students

The need for differentiated instruction was addressed in the professional learning section as well as notations in which strategies and actions are used to meet the unique needs of students.

\* Increase supports for working families and those with non-traditional working hours

This is addressed in the distance learning section of the plan. It was apparent that one platform for learning did not meet the needs of this community. Therefore three different learning platforms were offered, which provided parent choice.

\* Increased support for social-emotional wellness

This need is addressed in the following sections: Mental Health, Student Engagement, and Professional Development

Gathering continual feedback from stakeholders is ongoing and adds to the revisions of plans to best meet the various needs of this diverse community. As guidelines from health organizations, the Los Angeles County Office of Education, and the California Department of Education shift based on the issues of the pandemic, the Westside Union School district will seek input from the community to make the best decisions possible for all students.

## Continuity of Learning

### In-Person Instructional Offerings

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

The goal of the district is to bring back in-person learning to the fullest extent possible, considering the guidance from the health organizations, Governor Newsom, and the California Department of Education. According to current guidance, a full comprehensive in-person instructional offering is not possible at this time. The Westside Union School District Board of Trustees approved a blended model back in June, which then had to move to a virtual model at the end of July based on restrictions to reopening. Adjustments were made to offer three programs for parents to accommodate choice and unique situations.

The three program offerings include:

1. Hybrid Model
2. Yearlong Distance Learning Model
3. Yearlong Virtual Assisted Model

The majority of the students are on the Hybrid model, which maintains an option to pivot between distance learning and in-person learning. The Hybrid program will adjust based on the continual health guidance from the state and other health organizations. Parents are aware of the potential of this program shifting from a distance learning format to a blended format in which some or all students may return to in-person learning. A full return to a traditional face-to-face model would not be possible under the current guidelines. This program offering will take into consideration the need for in-person learning to take place for the most vulnerable student groups, which may include students with disabilities, foster youth, English learners, low-income students, and youth experiencing homelessness. Because of guidance in July from Governor Newsom and the California Department of Health, all three program offerings began on a virtual distance learning platform with the possibility for the Hybrid program to return to a blended in-person learning format. Further descriptions of the Yearlong Distance Learning Model and Yearlong Virtual Model are included in the Distance Learning section of the Learning Continuity Plan.

Because of the continual and changing guidance, creating a comprehensive Hybrid program that is fully vetted is challenging. Therefore, this section will take into account the Board adopted model in June as the foundational structure of this program and add required educational components.

All in-person instructional offerings will be designed and reflect the most current safety guidelines as outlined by the County of Los Angeles Department of Public Health Reopening Protocols for K-12 Schools. Specific district precautions and protocols will be addressed in the Westside Union Safe Plan for Reopening Schools.

The Board adopted the following model in June:

- \* Middle school base model would provide in-person learning with a created system in which teachers move to eliminate exposure. Students on campus would include up to 50% present at one time. Two full days of instruction would be provided by a certificated teacher with three days of distance learning each week.
- \* The base elementary model would include up to 50% of students on campus for two full days of instruction by a certificated teacher. Distance learning would continue for three days each week.
- \* Leona Valley school may open to five full days of students on campus, with a cap of no more than 120 students all in combination classrooms. Leona Valley is located in a more remote area of the valley and currently has an enrollment of less than 100 kindergarten through 6th grade students.
- \* Students with disabilities enrolled in special day classes, which includes mild to moderate disabilities and moderate to severe disabilities, could return to five full days of learning. This would include an analysis of space in each class, including adults. Transportation schedules

would need to be evaluated. If necessary, parents may have the option to transport students and the district could reimburse parents in lieu of bus transportation as bus capacity may be limited to five students per bus.

- \* Student temperatures would be taken at the beginning of the day.
- \* Students and staff would be required to wear face coverings and remain socially distant.
- \* Scheduled in-person days would not be scheduled as two days together.

A fully developed program may also include collaboration with local bargaining units as well as consideration of safety protocols for reopening. However, additional aspects of the in-person learning are expected to include instruction conducted by a certificated staff member and scheduled during the traditional hours of the school day, typically 8:00 am to 2:00 pm. Classroom teachers will leverage the use of district provided technology to provide virtual sessions, would may include asynchronous instruction or synchronous instruction during the distance learning portion of the program. On school days students would receive first instruction with possible practice and supports provided on the virtual days. The program schedule will include a schedule that reflects to the greatest extent possible a traditional school schedule.

Lessons are guided by the Common Core State Standards and the English Language Development Standards. All instruction, virtual and in-class, will embed the integrated ELD instruction in content areas as well as provide protected time for designated ELD instruction for English learners. ELD instruction and core content instruction are monitored by site administrators.

The curriculum utilizes the district adopted, standards based, grade level instructional materials and addresses the needs of all learners. Regardless of the delivery method, in-person or virtual, all instructional lessons would be expected to be interactive and collaborative, provide feedback to students and provide opportunities for students to request assistance during instructional time. All instruction would continue to include skill based interventions and supports, data collection and progress monitoring. Special education, related services and accommodations required by the student IEP would be provided as well as accommodations for students on 504s.

Student access to devices and connectivity would continue as students would utilize their assigned Chromebook within the classroom and at home. Connectivity supports would continue as described in the Distance Learning Section of the Learning Continuity Plan.

Pupil participation conducted through in-person learning would be required as part of the attendance and participation requirements outlined in Senate Bill 98. Supports for re-engagement will continue if students are not fully participating in either program part of the Hybrid Model.

Schedules will follow requirements outlined in SB 98, which require a minimum amount of instruction per day and by grade level.

- \* TK/K - 180 daily minutes
- \* 1st through 3rd - 230 daily minutes
- \* 4th through 8th - 240 daily minutes

The NWEA Map Growth assessment system has been actively used across the district since the spring of 2019. NWEA Map Growth is a computer adaptive, standards-based diagnostic assessment designed to measure student achievement in the moment and growth over time. Teachers use this data to design instructional experiences tailored to build on areas that need support and to accelerate areas of academic strength for children. NWEA data informs district, site, and grade level Professional Learning Communities, yearlong planning, classroom instruction, and all tiered systems of support and intervention. This year, NWEA has altered the assessment platform to accommodate for remote proctoring and testing.

With our present conditions in distance learning due to COVID 19, it is imperative teachers understand the present achievement levels of their students in essential skills and standards therefore all students in the district, regardless of instructional setting, will participate in the NWEA MAP Growth Assessment three times over the course of the 20-21 school year. The district will additionally use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.

Additional curriculum and supplemental materials were needed as a result of COVID-19, due to students needing to take materials home during times of only distance learning and for teachers who are now assigned combination classes due to the disproportionate numbers of students who enrolled in the yearlong Distance Learning Program.

As of the updated guidance from the Los Angeles County Department of Health on September 2, the district is reviewing options for small cohorts of students and staff to return to in-person learning. This may include students in special education and students identified as English learners. Additional services may include assessments for students in special education and English learners as well as specialized support services. These options will require significant planning to ensure the safety of students and staff, collaboration with local bargaining units, and changes in program options. Communication of program changes will be available as the options are vetted, prepared, and approved by the Westside Union School District Board.

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

Description	Total Funds	Contributing
Cleaning/disinfecting chemicals and cleaning supplies to prep room/offices for safe return and continuous disinfecting	\$23,000	No
Supplemental Instructional Materials for combo classes created by the unbalanced grade levels due to students opting into the ongoing Distance Learning Program.	\$250,000	No

Description	Total Funds	Contributing

## 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.]

Prior to school beginning, the district offered three choices to parents to accommodate unique needs and situations. The majority of the students are on the Hybrid model, which maintains an option to pivot between distance learning and in-person learning. Approximately 1,200 students are on the yearlong Distance Learning Program or yearlong Virtual Program. The Hybrid program will adjust based on the continual health guidance from the state and other health organizations. Parents are aware of the potential of this program moving from a distance learning format to a blended format in which some or all students may return to in-person learning, schedules will be flexible. For the students on the yearlong options, Distance Learning or Virtual, parents made the decision to opt into this program based on family schedules, health concerns, or extenuating medical conditions. Both of the distance learning options are monitored by a site administrator. Because of guidance in July from Governor Newsom and the California Department of Health, all three program offerings began on a virtual distance learning model with the flexible option for the Hybrid program to return to a blended in-person learning format.

All district distance learning instruction is conducted by certificated staff and scheduled during the traditional hours of the school day, typically 8:00 am to 2:00 pm. Classroom teachers leverage the use of district provided student technology to provide a daily combination of synchronous and asynchronous instruction which is designed to reflect as close to a traditional in-person instructional experience as possible. Daily classroom schedules are submitted to site administration for approval and posted online within the classroom learning management system for students and parents. Typical classroom schedules consist of several live interactions throughout the day with dedicated time for independent practice, small group instruction and/or station rotation learning activities. Appropriate breaks for snack, lunch, and physical activity are also reflected in the daily virtual classroom schedule. During the delivery of a virtual program, all students have full access to the online core curriculum through asynchronous or synchronous instruction. Lessons are guided by the Common Core State Standards and the English Language Development Standards. Virtual learning continues to support embedded integrated English Language Development, ELD, in content areas as well as provide protected time for designated ELD instruction for English learners. ELD instruction and core content are monitored by site administrators, which visit virtual classes throughout the day and week.

The curriculum utilizes the district adopted, standards-based, grade level instructional materials and is equivalent to in person instruction addressing the needs of all learners. While all distance learning instruction is delivered through the use of technology, the method for how direct instruction is provided remains flexible allowing teachers to leverage the delivery medium that most appropriately aligns with learning

targets, expected outcomes, and student needs. For example, a teacher may create a pre-recorded, direct instruction asynchronous lesson captured by a digital resource such as Screencastify. Then, they may follow up with a live synchronous session to check for understanding and assess student progress. Alternatively, that same teacher may introduce a concept with a live, synchronous activity grounded in exploration, inquiry, and collaboration. Then, they may follow up with an independently completed project-based assessment.

Regardless of delivery method, all instructional lessons are expected to be interactive and collaborative, provide feedback to students and provide opportunities for students to request assistance during instructional time. All instruction continues to include skill based interventions and supports, data collection and progress monitoring. Special education and Related Services as required by an individualized educational program are provided through the use of an individualized Distance Learning Plan (DLP) when appropriate. IEP teams have amended individual students IEPs when necessary to facilitate student progress through distance learning models. Student work is evaluated with grades regularly input into PowerSchool consistent with in-person learning.

Students in households with non-traditional hours or who could not return to the adopted Hybrid Program in-person model proposed by the district have the option to attend a full time distance learning program for the duration of the 2020-2021 school year. These students receive all the actions and services outlined above. However, synchronous instruction may be provided at flexible hours to accommodate the student's household schedule. Additionally, some families who require greater flexibility in scheduling may opt to receive virtual assistance in English Language Arts and mathematics instruction delivered through the Acellus Learning Accelerator online program. While those students enrolled in the Acellus program received a larger portion of language arts and math instruction via a web-based computer program, these students are still monitored and assessed to the same scope and rigor as students enrolled in the distance learning program outlined above. English Language Development (ELD) instruction is provided in both of these online yearlong models.

Prior to the pandemic, a large number of teachers leveraged Google Apps for Education and Google Classroom as their foundational learning management system. Based on stakeholder feedback, the district has requested all teachers to use Google Classroom in an effort to streamline student access to content, curriculum, and resources with the exception to SeeSaw, which may be utilized in lieu of Google Classroom in some early elementary classrooms at some sites.

## **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.]

Every student in the district is issued a Chromebook, or comparable device, to access all digital curriculum and receive distance learning instruction. Devices are assigned to the student in the district resource management system, prepped for the student, and then the parent/guardian is notified through an appointment to pick up the device. Students and parents receive printed instructions with their device and can request training if they need it through the District Technology Department. Recorded technology use and tutorial presentations are also provided for virtual support through the use of Google Classroom. The Technology Department maintains a dedicated phone line to

support and troubleshoot devices, web-based applications, and access for teachers, parents, and students. Arrangements for devices that need repair are coordinated by appointment at the school site and students are issued a temporary device while the district issued device is being serviced.

The district applied for and received funds from the 1Milion Project for approximately 200 hotspots for families in need. Students are identified for this program based on formal parent surveys, informal teacher surveys, parent/teacher conferences, and observation of student engagement. If students are not engaged in distance learning, follow up interviews take place with administration and/or attendance team members, which also may result in distribution of district devices. Unfortunately, the devices received from the 1Million Project come with a cap of 10GB of high speed data per month. Given the heavy data demands of live streaming of content, video conferencing, and web based applications utilized by distance learning, these hotspots may not provide enough connectivity for some students. Therefore, additional devices will be purchased to meet this need.

Foster students that have changed home placements out of the district, still have access to technology, which are either picked up or mailed. These students are remaining at their School of Origin as determined by the Best Interest Determination meetings.

## **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.]

Students are considered in attendance when and if they are engaged in virtual learning. Daily attendance is recorded in the student information system, PowerSchool. Students are expected to log-in daily for live synchronous instruction and pupil progress is evaluated through work completion. Pupil participation will be logged in the PowerSchool grading platform. Daily live interaction with a certificated employee will be in place for the purpose of daily instruction, progress monitoring, and maintaining school connectedness. Live interaction will take place through Zoom or Google Meets. Depending on varying circumstances live interaction may occur by phone, and pending health orders through in-person contact.

The attendance protocol by the teacher is to ensure daily contact with parents of students that do not show up for virtual class. If the teacher is unable to contact parents after three attempts, notification is made to the administration. Attendance is documented in PowerSchool, which includes a coding system defining the student's level of participation. Teachers verify weekly attendance through certifying a weekly attendance report, which is overseen by the site administrator.

Each school site will track student attendance, and as part of a tiered system of interventions, will address specific barriers that may be resulting in lack of attendance and participation. Attendance teams at sites, which may be called Leadership Teams/MTSS Teams/Attendance Review Teams depending on the school site, will evaluate the coding documentation in PowerSchool to assist with determining the root cause of the student's lack of attendance and participation. Determining the barrier will result in additional staffing to assist with student re-engagement in learning. The tiered system of re-engagement is further discussed in the Pupil and Family Engagement and Outreach section. Attendance teams evaluate next steps including options for engaging with the family to mitigate learning loss and identify barriers. This process involves communication with parents through truancy and/or non participation letters during distance learning. Additional support to families may include conferences and communication by phone or email.

Teachers will provide synchronous and asynchronous instruction. Teachers will submit a schedule for instruction to site administration and publish the schedule for parents and students.

Schedules, in remote learning and in accordance with SB 98, require daily minimum minutes of instruction by grade level. Sample schedules with required minutes are provided as attachments to the Learning Continuity Plan.

- \* TK/K - 180 daily minutes
- \* 1st through 3rd - 230 daily minutes
- \* 4th through 8th - 240 daily minutes

Schedules will include the following:

Elementary/self-contained classrooms:

- \* Start time-consistent with regular school start time
- \* Scheduled times for lessons by subject
- \* End of instructional day-consistent with end time of regular day schedule
- \* Elementary students will have access to PE as scheduled by school site to provide prep period
- \* Provide access, hyperlink, for administration to check in on class

Middle school classrooms:

- \* Follow regular day class schedule
- \* Prep time will be included as scheduled
- \* Provide access, hyperlink, for administration to check in on class

## 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.]

Based on the feedback trends from many stakeholder groups, the need for professional development to support a comprehensive and accessible virtual learning program was evident. Administrators and teacher leads built the format and training that would support teachers in the district and take place between August 3 and August 7. Additional professional development for classified staff is also described in this section. Professional development needs must spiral for teachers and remain flexible. As different needs arise, training will be provided throughout the school year. All professional development described improve program services through increasing motivation and engagement in learning.

### Certificated Professional Development

Over the summer, 35 teachers and 9 administrators participated in 3 days of Advancement Via Individual Determination (AVID) DigitalXP training focusing on high-leverage engagement strategies to implement through technology and interactive applications. The training focused on using technology supports to build student involvement, increase student motivation, and create opportunities for inquiry driven lessons through a virtual format. The trained staff from across the district will continue to partner with their site AVID leadership teams to build the capacity of other teachers at their school sites.

Between August 3 and August 7, the district provided five full days of professional development for teachers prior to the return of students on August 10, 2020. All site administrators collaborated in teams to design and deliver approximately eight hours of professional development around the following common themes as outline in SB 98. The themes are divided into three components:

1. Student Engagement & Checking for Understanding, Universal Lesson Design & Common Platform Use
2. Assessment & Differentiation, Serving English Learners & Students with Exceptional Needs
3. Supporting Social-Emotional Well-Being & Parent Engagement.

Within the five days of training, lead teachers provided six hours of instruction on leveraging the digital resources and tools within the adopted curriculum for English language arts, math, social studies, and science. Additional teacher choice professional development, approximately 12 hours, was available on topics including:

- \* Using Google Apps for Education
- \* Developing distance learning classroom management strategies
- \* Using Adobe products for teaching and learning
- \* Managing NWEA assessment through remote proctoring
- \* Using programs to enhance learning such as Screencastify and Bitmoji
- \* Planning for Standards-based grading

- \* Using the IXL online intervention system
- \* Using Hyperdocs and Choice Boards
- \* Training on the yearlong Virtual Program online Acellus system

All professional development was recorded and posted with accompanying Power Point slides for future reference and for additional on-demand training. The recorded sessions are available to all staff on the district intranet page.

As an additional resource for all teachers and administrators, the district purchased copies of *The Distance Learning Playbook: Teaching for Engagement and Impact in Any Setting* by Doug Fischer, Nancy Frey, and John Hattie. Site administrators are using this resource as a framework to guide professional learning throughout the course of the year.

At the district level, three full-time curriculum resource teachers are dedicated to supporting district wide technology integration, curriculum, assessment, learning management systems, and ongoing professional learning on a daily basis. They provide independent support as well as group workshops for teachers, parents, and students. They collaborate with peers, publishers, vendors, local agencies, and the Los Angeles County Office of Education to ensure all district professional learning is current and relevant.

Prior to the pandemic, Professional Learning Communities (PLC) data teams were a core component of the academic program and services provided by the district. Site administration and the Educational Services Department will continue to facilitate and support data teams and site based PLC's during this time of distance learning.

A few outstanding contracts from spring and summer of 2020 will be repurposed to support ongoing professional learning throughout the 20-21 school year including the Making Sense of Mathematics with DNA Math. This work will continue to support the three program offerings in the district.

#### Classified Professional Development

Professional development for classified staff members will include many of the same distance learning trainings as the certificated staff. As instructional assistants move into virtual classrooms through breakout sessions or provide individual/small group support, they need training in the area of Google Classroom, Zoom, Google Meet, and as well several other application based virtual programs. Staff trainings will be scheduled throughout the year to meet the various needs.

## Staff Roles and Responsibilities

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

Adjustments have been made across the district to support the health and safety of employees and students. Safety protocols are in place at all school sites and at the district campus, which are guided by the protocols for safe re-opening by health organizations and guidance from the state. The COVID pandemic is evolving and the district complies with state and federal legislation.

Custodial personnel have been trained in appropriate cleaning and preparation of spaces in use. To adjust to employee close working conditions and spaces, many other employees, such as office staff and district staff, are working from home either everyday or through a rotation basis to reduce the potential of cross contamination in close work spaces. Employees are screened when on campus through specific guidelines, which include the answering of COVID related exposure questions and temperature checks. Employees are expected to limit social distancing, use face masks, practice hand washing/use hand sanitizer, and wear other PPE as required.

The district has worked with the local bargaining units in collaboration on staff roles and responsibilities as a result of COVID-19. Classified job duties have been adjusted as noted in the MOU approved by the Board on August 18. The re-tasking of temporary duties includes the possibility that employees may be temporarily assigned tasks that are not included within their job description due to the changes in working conditions and the requirements placed upon the district. Appropriate training for tasks assigned outside of the job descriptions will be provided. The agreement with CSEA also includes the possibility of additional flexibility in work schedules and work locations. The total number of assigned working hours may not change, but the schedule of hours may be modified as agreed upon between the supervisor and employee.

The following classified positions have had adjustments to roles and responsibilities:

### Campus Climate Assistants (CCA) and Playground Aides

Prior to the changes in program offerings, the CCAs worked with students to provide direct services on social-emotional development. Typically, this work was on the playground as they assisted students through the process of problem solving and de-escalation. The CCAs have been trained in the social emotional supports provided by Boys Town and Leadership Development Through Physical Education, district wide initiatives. When working in a virtual distance learning format, CCAs are now responsible for making proactive connections with all families in the district. The goal is to positively reach out to every family every 4 weeks in order to increase student participation and mitigate barriers to school participation prior to situations becoming severe. The CCAs are involved in the Tier 1 support of the student re-engagement system. This is further described in the Pupil Engagement and Outreach section of the LCP.

### Site Bilingual Assistants

Bilingual assistants are participating in supports through virtual learning. Bilingual assistants are assigned classes and participate in breakout sessions to assist with targeted supports for English learners. Bilingual assistants may also be asked to schedule regular office hours through Zoom or Google Meets for students to receive on-the-spot feedback and support. Some bilingual assistants will also assist with the monitoring of supplemental interventions on programs such as Rosetta Stone, IXL, and Reading Fluency to support English learners. Supplemental tutoring focusing on progress monitoring and language acquisition will be provided to English learners after school hours through virtual platforms and may include bilingual assistants and certificated teachers.

### Instructional Assistants

The role of the Instructional Assistant has been expanded, in some cases, to meet the needs of the school site while in a distance learning modality and to reduce the student to staff ratio. Instructional Assistants assigned to support students in special education classrooms prior to closure are now utilized across both general and special education settings as needed to meet the needs of each school site. Examples include: small group instruction through virtual "break out rooms", outreach to families to ensure individual learning and connectivity needs are being addressed, providing screening to on-site staff, etc. Some instructional assistants will be working with the site attendance clerks to communicate with parents and document absences.

The district has also worked with the teachers union, WUTA, on the adjustments to program offerings, which impact some teachers in the district. Most teaching staff is working from home while on the distant learning platform. Teachers are permitted on campus in which safety protocols and guidance must be followed.

### Teachers Working in Yearlong Distance Learning or Virtual Program

The majority of teachers are continuing to work in the Hybrid model of learning, which includes the possibility of pivoting between distance learning and in-person instruction, depending on the conditions of the pandemic. Teachers working in the yearlong Distance Learning or Virtual Program opted to participate in this program for the 2020-2021 school year. The teachers were trained in the online Acellus program as well as the virtual supports needed for these programs.

## 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.]

District wide mental health services have been described in the Mental Health section of the LCP. Those social emotional services directly impact the most vulnerable student groups.

Attendance and participation actions for all students are noted in the Pupil Engagement and Outreach section. Supplemental academic programs for at-risk students are listed in the Pupil Learning Loss section.

Additional supports to provide for pupils with exceptional needs, English learners, foster students, and children experiencing homelessness is broken down by student groups.

### Students with Exceptional Needs

\*Distance Learning Plans and IEP amendments have been developed for students with special needs.

\*For students who anticipate returning to in-person/"hybrid" instruction during the 2020-21 school year, Distance Learning plans have been developed in collaboration with IEP team stakeholders to ensure that all IEP goals are addressed and all IEP services are implemented to

the greatest extent possible through the current distance modality. Distance Learning Plans are reviewed by the teams at least every two weeks to ensure that their implementation is meeting the student's needs.

\*For students whose families have opted for one of the yearlong distance programs, full IEP team meetings have been held to amend the existing IEP so that goals, services and settings could be adjusted to reflect the supports necessary for a full year of distance learning and to reflect the structure of the all year distance program they have chosen to participate in.

\*For students who are supported through a Section 504 Plan, parents and staff have reviewed the plans to determine if the accommodations outlined in each plan are appropriate for a distance modality. Changes have been made when necessary to ensure that the accommodations are beneficial to the student through distance learning.

\*The roll out of the online enrollment system has assisted with a fluid protocol to allow placement of students in the Least Restrictive and most appropriate placement based on the information outlined in the IEP.

\*Related Services Counseling continues at all sites as documented in the student's IEP. Related Services Counseling is provided by the site psychologist.

\*Site administrators join classes participating in distance learning through links to monitor supports and ELD instruction for English learners.

### English Learners

\*Each school site has at least one bilingual assistant to support continual communication with parents. The bilingual assistants play a large roll in the outreach to parents. They encourage participation in advisory groups, such as ELAC and DELAC, and arrange parent/teacher conferences. Bilingual assistants are able to provide translated services at IEP meetings, Child Study Team meetings, and parent/teacher conferences. Additionally, the bilingual assistants translate messages to parents including mass phone messages, emails, and flyers. Site bilingual assistants also continue to run parent outreach programs to support literacy, such as the Latino Literacy Project.

\*District bilingual assistants are responsible for notifying parents through required notifications, reclassifying English learners, and providing the state assessments (both the Initial ELPAC and Summative ELPAC). Services are ongoing during the shift to virtual instruction.

However, the ELPAC assessment is currently pending and adjustments will be made in assessment protocols as guidance on re-opening is communicated by the health organizations.

\*When students enroll, English learners are placed into support classes at the middle school. These classes include instruction in designated ELD as well as content support.

\*New students, based on the Home Language Survey, that are awaiting the Initial ELPAC to determine English Language Acquisition Status, are presumed English learners until that assessment can be completed. The students currently have a To Be Determined language status in the student information system. These students are placed in the Structured English Immersion program. School sites monitor TBD students as they monitor English learners and Reclassified English learners.

### Foster Students

\*The foster liaison continues to collaborate with agencies such as DCFS, LACOE Foster Ed, and mental health organizations to assist with continuous support and maintaining a foster student's School of Origin (SOO).

\*The foster liaison communicates with school sites including the counselor, psychologist, and administrator when changes are made to home placement and or SOO. The liaison participates in collaboration through Best Interest Determination meetings to discuss school options and what is in the student's best interest for placement.

\*Documentation is provided to sites when Education Rights Holders (EDR) have changed and/or contact information of caregivers has changed.

- \*Immediate enrollment is supported through collaboration with the Department of Child and Family Services (DCFS). Online enrollment is used for ease of access.
- \*The foster liaison provides academic records as requested through the Education Passport System (EPS) to assist with monitoring of academic progress to social workers and the court system. Records for foster youth enrolled within the district may be requested through this system.
- \*School-Based Mental Health Services may be requested. Services from several different agencies are provided virtually at this time. As guidance changes in-person offerings may be provided.
- \*The district has recently entered into an MOU with DCFS to provide a co-located social worker at two school sites, Joe Walker and Sundown. Sundown has the largest number of foster youth in the district and Joe Walker is a feeder school for these students. The collaboration between DCFS will provide proactive measures for the students at these schools to maintain connections to services with their social worker working on campus.
- \*The district has entered into an MOU with DCFS and HopSkipDrive to maintain transportation services for foster youth when in-person learning returns.
- \*Short-term counseling services are provided for foster youth from site counselors located at each school site on an as needed basis.
- \*Foster students can be referred to tutoring services through LACOE Foster Ed to assist in closing learning skills gaps.
- \*School supplies and backpacks are provided as needed to foster youth and are available for distribution at school sites.

#### Students Experiencing Homelessness

- \*The homeless liaison arranges immediate enrollment for students.
- \*School-Based Mental Health Services may be requested. Services from several different agencies are provided virtually at this time. As guidance changes in-person offerings may be provided.
- \*School supplies and backpacks are provided to students experiencing homelessness and are available for distribution at school sites.
- \*Assistance with transportation services is available through communication with the homeless liaison.
- \*The homeless liaison continues collaboration with local agencies, such as the LACOE Foster/Homeless Collaborative and the Department of Mental Health.
- \*The homeless liaison assists with records requests from school districts as well as through the Educational Passport System.
- \*Communication with the local homeless shelters is ongoing. The collaboration assists with building systems to maintain continuity of instruction and food services.
- \*Students experiencing homelessness are included on the survey to receive hotspots as permissible by the individual shelters.

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

Description	Total Funds	Contributing
Chromebooks purchased to be distributed to students in need of technology (including student Chromebook insurance) and distribution (including bags, labels, employee wages for preparation)	\$700,000	No
Laptops, Web Camera's, Headsets for employees to provide face to face instruction/counseling.	\$12,000	No
AVID Digital XP	\$40,000	No
Repurposed employees to meet the need of students in Distance Learning (including Instructional Aides, Campus Climate Aides, Playground Supervisors, Crossing Guards and others)	\$3,200,000	No
Zoom Subscription for teachers and for professional development	\$6,000	No
Acellus - Instructional Platform	\$36,000	No
Functional Skills - Milestones, Starfall	\$2,000	No
Additional Day of Training - Certificated	\$132,000	No
Digital device cameras - Hover Cams for distance instruction	\$25,000	No
Jabber - Provides connection to use work phone from any location. Increases accessibility of staff.	\$50,000	No

Description	Total Funds	Contributing
Microsoft Office 365 account for all staff and students	\$40,000	No
5 days of District Wide Certificated Training for distance learning strategies, tools and curriculum use	\$650,000	No

## Pupil Learning Loss

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

The loss of educational programs and supports between March and August impact the majority of the students significantly. In conjunction with NWEA, a research-based organization that supports both teachers and students with assessment solutions that measure growth and proficiency, the district began conceptualizing the anticipated learning loss for our students in English Language Arts (ELA) and math. For some grades in math, the learning loss coupled with the typical summer slide is anticipated to be several months of loss with the greater loss in 3rd through 6th grades. The projected learning loss of reading is anticipated to be up to about 6 months for students in grades 3rd through 6th and a much smaller loss for middle school students in 7th and 8th grade. In reviewing this data, the district anticipates that learning loss deficiencies will be wider for at-promise student groups, low-income, foster, homeless, English learners, and students with exceptional needs.

Within the first three weeks of school, August 12 through September 1, on a distance learning platform, students completed the fall Summative NWEA assessment in math and ELA, which was provided by a certificated teacher in each class. This metric will serve as the baseline or pupil learning status for all student groups, including special education and English learners. This measure will be used as a point of status to identify skills gaps and areas of strength. The Summative NWEA assessment will be given to students three times during the year in which academic growth will be evaluated. The assessment is completed fully online and will continue on a distance learning platform or when in-person learning returns. Additionally, NWEA has a variety of supplemental assessments that can serve as summative overarching assessments.

The Reading Fluency assessment is typically completed for the youngest of elementary students and can be completed several times throughout the year to measure growth in reading fluency. The Reading Fluency assessment will also be used for English learners scoring at the lowest levels of English proficiency for English learners, which include students with minimum exposure to English and newcomers. Due to the inability to fully assess newly enrolled students with a To Be Determined (TBD) English Language Acquisition Status (ELAS), students with a TBD status will be presumed to be English learners. Based on individual teacher observations, teachers may decide to assess English learners at any grade level using the Reading Fluency assessment as well.

An additional online academic resource is IXL. This program individualizes support to accelerate learning. The system includes baseline assessments in which points of confusion are identified. Then, an individualized course of study for each student is created. Teachers can use the results during Response To Intervention (RTI) time to support small group instruction. Practice can also be completed through independent assignments and/or homework. The teacher monitors progress within the system and tailors intervention or enrichment to accelerate learning. The program activities provide repeated skill exposure to ensure mastery of skills, and the benefits include student error correction in real-time. Therefore, alleviating the student from solidifying learning through incorrect practice.

As a continual process throughout the school year, teachers participate in Professional Learning Collaborative (PLC) groups either by grade level at specific sites or within content areas. Site-based protocols are in place to evaluate student work during ongoing day-to-day formative assessments.

Early identification of needs and intentional strategies will accelerate learning. The PLC's work involves aligning instruction with student standards, calibrating performance tasks and assessments, determining best practices and strategies for student groups, evaluating learning data, and creating learning targets. Data from the assessments, the summative NWEA results, reading fluency results, and IXL, is also analyzed and PLCs determine steps needed to address skills gaps and strategies to accelerate learning. Teachers and site administrators use the results to inform focused instruction, intervention, and enrichment.

English Language Development (ELD), both integrated and designated, is evaluated through summative and formative assessments. Day-to-day formative assessments continue through observation and student work and include all language domains, writing, reading, speaking, and listening. Formative assessments including the Summative English Language Proficiency Assessment for California (ELPAC) is completed annually in the spring. Due to the cancellation of the Summative ELPAC in mid March, not all English learners were completely assessed. Therefore, the district will participate in the optional Summative ELPAC reopening assessment window that will continue through October 30, pending safety guidelines for co-located or remote testing protocols. Assessment results will be used as one measure of the reclassification requirements. Progress monitoring of English learners, To Be Determined learners as presumed English learner until the Initial ELPAC can be completed, and Reclassified English learners is done by the certificated teacher and overseen by the site administrator.

Students in special education that qualify for an alternate English learner assessment currently take the VCCALPS, Ventura County Comprehensive Alternate Language Assessment. The assessment is conducted by the certificated teacher. Progress monitoring for special education students is noted in the student IEP and assessments are used to analyze progress and develop language goals. During the 2020-2021 school year, English learners that are assigned alternate assessment English language proficiency assessment will take the Summative Alternate ELPAC.

Supplemental assessments for the English learners with the lowest English proficiency levels and newcomers will include the use of the Reading Fluency assessment, as noted above, and the Rosetta Stone program. Teachers and/or bilingual assistants will monitor progress on these programs and use the results to target learning outcomes. Supplemental intervention through tutoring from classified or certificated teachers will be provided for English learners to assist with learning loss. These programs can be used across the district at varying student grade levels. While the district is on a distance learning model, engagement for newcomers through virtual teaching is challenging. Systems of support for students will be available for teachers and may include online apps or programs such as immersive reader or text to speech reading in addition to newcomer learning kits used as supplemental resources at home. The core content curriculum provides supports for ELD and strategies for newcomers. Progress monitoring is communicated to families through required parent notifications and parent teacher conferences.

## **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.]

Measuring student academic levels using a common summative assessment is addressed in the prompt above. Based on the outcomes of the assessments, tailored strategies or actions may be in place to assist in the acceleration of learning loss.

Professional Learning Communities (PLC) provide the framework and system for teachers to evaluate student progress and the effectiveness of strategies. Effective strategies determined in the teacher PLC groups are used during class wide instruction, small group instruction, and Response To Intervention (RTI) time.

District wide strategies and/or actions include:

\*WICOR strategies developed by Advancement Via Individual Determination (AVID)

WICOR Strategies enhance writing, inquiry, collaboration, organization, and reading. All school sites are AVID Elementary sites or AVID Middle School sites, which includes a self-reflective team process to analyze systems and supports based on AVID established criteria. AVID Middle Schools include the AVID Elective class which provides developed curriculum. This program encompasses opportunities for frequent student tutorial groups to analyze points of confusion in content areas through an inquiry process.

\*Thinking Maps

Thinking maps include visual patterns linked to thought processes. When visualizing thinking, the learner is taught to create and use concrete maps of abstract thoughts. This process is critical and creative and leads to higher levels of application and inquiry.

\*Differentiation and scaffolding of instruction

These strategies allow the teacher to accommodate learning for different students based on need.

### \* Multi-Tiered System of Support (MTSS)

MTSS is a school wide system that analyzes practices through the continuous growth model. Four school sites are moving to this model of support while other sites have incorporated the continuous growth model into their leadership and/or site teams.

Additional strategies below are listed by student groups, English learners, low-income students, foster youth, students with exceptional needs, and students experiencing homelessness. The strategies listed will indicate if actions are funded with Federal funds.

### English Learners

- \* Additional support staff, bilingual instructional assistants, are provided as supplemental support at all school sites. Staff provide on-the-spot assistance, additional academic language practice, and language support through translation as needed. During distance learning, bilingual assistants are assigned to classrooms and participate in learning through breakout sessions and/or through additional office hours scheduled for students to join.
- \* Rosetta Stone is provided for English learners to use as a supplemental support at home. Bilingual assistants and/or teachers will monitor and work with students outside of the school day. This action is funded with Federal funding.
- \* Tutoring services outside of the school day with the intended focus on language development, specifically listening and speaking. This action can be provided by either bilingual assistants or certificated staff and funded with Federal funds.
- \* Contracted tutoring services for students working below grade level. This action is funded with Federal funding, as available.
- \* Tutoring services at school sites as funded by site Federal funds and as indicated in the School Site Plan. These tutoring services provide academic support in all content areas and varies by need.
- \* Reading literacy groups such as the Latino Literacy Project at elementary school sites. Students benefit from reading aloud opportunities using dual language books by parents to increase language proficiency. This action is funded with Federal funds.
- \* Newcomer kits to be provided to newcomer students to assist with resources during distance and hybrid learning programs. Kits may include site word flashcards, alphabet cards for students learning a new alphabet, and picture dictionaries. This action is funded with Federal funds.
- \* Teacher professional development on research-based practices to support language learners.
- \* English learner summer kits, which include activities, flashcards, and books. This action is funded with Federal funds.
- \* Online strategies that support collaboration to enhance practice of all language domains, reading, writing, listening, and speaking
- \* Applications to support virtual learning may include applications such as text-to-speech and/or immersive reader

### Low-Income Students

- \* Contracted tutoring services for students working below grade level. This action is funded with Federal funding, as available.
- \* Site tutoring services funded with site Federal funds as indicated in the School Site Plan.
- \* During distance learning, instructional assistants are leveraged to provide additional and immediate supports for students, which may include small group instruction and Response To Intervention time.
- \* Supplies provided, which may include consumable items such as pencils, paper, and crayons.

### Foster Youth

- \* Contracted tutoring through Los Angeles County of Education tutoring services. Services are provided for 20 hours through virtual learning or in-person learning as guidance permits.
- \* District contracted tutoring services for students working below grade level. This action is funded with Federal funding, as available.
- \* Maintaining a foster youth's School of Origin through collaboration with the the student's social worker and Education Rights Holder.
- \* Supplies provided, which may include consumable items such as pencils, paper, and crayons.

#### Students with Exceptional Needs

- \* Site tutoring services funded with site Federal funds as indicated in the School Site Plan.
- \* Leveraging classroom instructional assistants to support small group instruction, both through distance learning and in-person learning.
- \* Addressing needs in Distance Learning Plans.
- \* Amending IEPs as necessary.
- \* Special Education Related Services; such as Adaptive Physical Education, Occupational Therapy, Physical Therapy, Language and Speech, etc; have been adapted to be provided through a distance format as designated by the IEP and or the Distance Learning Plan.

#### Students Experiencing Homelessness

- \* Site tutoring services funded with site Federal funds as indicated in the School Site Plan.
- \* Contracted tutoring services for students working below grade level. This action is funded with Federal funding, as available.
- \* As needed, students without access to technology or internet because of housing or shelter situations, can receive packet work. Continual contact and assessment of learning may be done through the telephone and/or pictures of assignments turned in.
- \* Supplies provided, which may include consumable items such as pencils, paper, and crayons. Backpacks for storage may be supplied, as needed.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of services provided to address learning loss will be measured in a variety of ways. On a broad level, student summative assessments will be reviewed. These summative assessments include state assessments such as the SBAC, ELPAC, and interim assessments and internal assessments within the NWEA program or the state assessment system. Short term or formative assessments will continue to be reviewed and analyzed through the Professional Learning Community (PLC) process.

Supplemental interventions impact the results of the larger summative assessments. Supplemental actions provide time for practice and targeted instruction to close learning skills gaps. These interventions will be will be measured as follows:

- \*Tutoring services will address specific needs and evaluated through short formative assessments.
- \*Additional program interventions such as Rosetta Stone will be monitored frequently to address immediate needs. When students plateau in the program, the teacher or classified aide will analyze the issue to determine the learning skills gap. Further intervention may take place through small group or individualized instruction.

\*Services such as the supplies provided and/or newcomer kits provided will be measured by participation and engagement. These supply tools are essential for the student to work and access the content while at home in a distance learning model.

\*Contracted serving supports will be monitored through attendance at tutoring and through communication of progress.

\*Strategies such as applications used during virtual learning will be monitored through participation and engagement. By providing these tools, students will be able to participate at a higher rate.

\*Program strategies such as parents participating in the Latino Literacy Project is measured through parent outreach and engagement. By providing this action, the district is able to build the capacity of the parent to support and advocate for their child.

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

Description	Total Funds	Contributing
IXL Learning - Online learning platform	\$275,000	No
NWEA Online Assessment Tool - to provide a diagnostic and assessment tool to identify the learning loss levels and monitor progress	\$310,000	No
Rosetta Stone - Language software for English Learner Students	\$30,000	No

**Mental Health and Social and Emotional Well-Being**

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

The impact of trauma from the COVID-19 crisis will impact students and staff at varying degrees throughout the school year. Each item listed is a way in which data is collected and monitored. Based on the district data and stakeholder feedback, increased services are added. This section will address both the supports and monitoring in place for students and staff:

Student Supports:

\* The district provides ongoing social-emotional support curriculum for Tier 1 instruction in both Boys Town and Leadership Development Through Physical Education. Through distance learning and in-person learning, lessons will continue during physical education. Boys Town was implemented district wide prior to the pandemic, and school sites will continue to provide supports through the classroom to the degree possible.

\* Identify and effectively address obstacles that exist within school practices, district policies and instructional delivery that impede access and opportunity for all students to achieve and participate to their highest potential, which will include the implementation of data teams and tools. The service includes the building of intentional equitable practices of interventions, unique to each site, and analysis of student academic growth for underserved populations as well as improving the climate and culture of the school. This will be led by the site Vice Principal.

\* Continue to provide counselors to address the social- emotional needs of students exhibiting at-risk behaviors as well as provide ongoing supports and resources for their families.

\* The district counseling team has improved services with the created Tier 1 lessons that include health and wellness, strategies for success, and information and ideas to support wellness due to the impact of COVID-19 for all students. These lessons will be pushed out to teachers through Google Classroom. The lessons may be utilized via asynchronous learning and/or synchronous learning in classrooms. The impact of the lessons may be assessed through pre and post tests provided as part of the lesson, through teacher feedback, or through short student assignments. Counselors will use the assessments/feedback from the lessons and confirmation that the lessons were utilized by the staff to monitor additional student support. During the 2019-2020 school year, the counselors worked with Hatching Results to build a comprehensive and supportive system for all students through a tiered approach called Multi-Tiered and Multi-Domain Systems of Support. The components of the program include college and career readiness (including attendance), academics, and behavior. The system is built on the American School Counselor Association framework. The tiered supports will continue through the 2020-2021 school year, either in-person or through distance learning. Additional supports, based on diverse student needs, will be provided as Tier 2 and Tier 3 interventions. These may include small group sessions, more frequent check-ins via phone, School-Based Mental Health services, or one-on-one short-term counseling sessions.

\* Each counselor has created Google sites located on the district website, which are arranged within each school section of the district site. Additional resources are available for parents, staff, and students in order to connect to community resources, referral requests, and social-emotional information. Parents and students can access more specific information in regards to suicide prevention and bullying on the district website. The counselor website information has been provided to staff and students through the counselor introductory lessons. Counselors will have opportunities to review these resources with parents through advisory groups such as ELAC and DELAC. The site analytics are monitored indicating use of the site as well as through the use of the referral system embedded in the website.

\* The counseling staff and the Campus Climate Assistants are proactively reaching out to families each month as part of the tiered re-engagement system. A documentation system is in place at each school site, as part of Tier 1 interventions, to address barriers that may be impacting student participation and attendance. The calls are intended to encourage connectedness to the school environment, increase parental involvement, and support two-way communication. Needs may be elevated to other staff members according to the student/family

needs. A tiered re-engagement system is set up as a foundation for sites to follow. Understanding the needs and support may vary at each unique school, the site leadership team/MTSS team/Attendance Review Team can use the systematic interventions in place to address individual barriers, which may include social-emotional support. The tiered intervention system is further addressed in the area of attendance and participation.

\* A referral process for counseling is in place at each site for students needing supplemental services. Referrals can be made through staff, parents, and administrators. Students at-risk and/or referred may be placed in a small group intervention activity that can be accessed through virtual instruction. Students needing more intentional support may have the opportunity to participate in one-on-one short-term counseling or be referred to the School-Based Mental Health program at the school sites. These services are provided by local agencies, and based on county health guidelines may be offered via online or face-to-face. Additional support may be increased for special education students through School Related Services Counseling, which is identified and documented in a student's IEP. Those services are provided by the school psychologist.

\* The district is alerted when a student may be searching keywords on the district device through their login that may inform the possibility of self-harm, suicide, and/or dangerous behavior. These alerts are sent to site administrators and district staff in order to initiate an at-risk assessment from either the counselor or psychologist. Based on the collaboration with parents and evaluation of student risk, a safety plan may be developed, resources provided to parents, referral to SBMH services, referral to PMRT, or parents may seek private medical treatment. The safety plan assists in re-engaging the student in the school environment with support in place. These referrals may also result in a wellness check by the local sheriff department. Additionally, referrals for wellness check-ins may be made to counselors or psychologists through the referral system, email, or phone calls. As needed the Department of Family and Child Services may be involved in a report from staff.

\* Stopit is an additional anonymous app that students can use to report a variety of activities, such as social media issues, vandalism, bullying, and much more. The reports are sent directly to site administrators and addressed through the management team at the sites. Outcomes can result in consequences for student behavior, at-risk assessments, and/or a developed safety plan. Additional suicide prevention and bullying information is available for staff on the district website.

\* Home visits may be made by staff, counselors, administrators, or psychologists, pending safe distancing protocols. Wellness checks may be referred to the Palmdale and Lancaster Sheriff Department when students are not participating in learning or a concern for safety and wellness arises.

#### Staff Supports:

Understanding the importance of staff remaining connected to the school community and the need to balance safety and family begins at the school site, which includes a safe and healthy school culture. These supports are driven by the administrators, counselors, psychologists, and health clerks. Support may include medical resources for staff exposed to COVID-19 as well as information on community resources. Increased supports for staff may also be received through the Human Resource Department, which may include information on the Employee Protection Act and the Employee Assistance Plan as well as other leave programs, if needed. Many of the resources provided to

staff through insurance also include counselor and/or psychiatric support. The trauma and impact of COVID-19 may also include evaluations through Company Nurse, if appropriate.

School sites follow protocols set in place by guidance within the County Health Department safe reopening protocols in order to keep all employees and students safe from cross-contamination.

Professional development on the impact of trauma on learning was provided to all certificated staff during the first week of August by the school counselors and psychologists. This training supports additional learning during the 2019-2020 school year, which included suicide prevention and human trafficking. Training for classified staff will also be organized to include the impact of trauma and COVID-19.

The Campus Climate Assistants, CCA, participated in training to support their efforts to connect with families via phone calls. This is part of the positive and proactive communication facilitated by the counselors and CCAs. The training included listening to concerns by the parent and understanding which staff could address the barrier or support the family or student needs. Additionally, contact data will be kept to track increased participation and areas of need.

#### Community Collaboration:

Ongoing collaboration with community mental health agencies and the Department of Child and Family Services adds to the feedback and supports the district receives. The district and DCFS have initiated an agreement for a co-located social worker to work with foster youth at two school sites, Joe Walker and Sundown. This will assist with continuity of instruction for foster youth moving in and out of the district as well as regular contact from the student's social worker. When the district pivots to in-person learning, transportation services may be provided through an MOU with LACOE and HopSkipDrive in order to continue enrollment at a foster youth's School of Origin, SOO. Consistent school placement for foster youth contributes to their social emotional wellness.

The counselors continue to collaborate with foster student social workers as needed to provide stable supports and resources. The district foster liaison and homeless liaison continue to collaborate with DCFS and LACOE to work through details of support such as the importance of maintaining foster youth at their SOO and academic intervention services.

The district has continued their collaborative partnership with All It Takes, which includes the development of social-emotional curriculum for all students in grades TK through 8. Additionally, the district works with All It Takes in their work on anxiety and trauma. One recent project included an IndieFlix Original titled "Angst." The film included interviews with kids, teens, educators, experts, and parents, along with an interview with Michael Phelps. The film was available to Westside parents to screen at no cost between May and June 2020. The film and corresponding materials provide tools and resources for families and students. The second film from All It Takes, "A Trusted Space, Redirecting Grief to Growth" will be released in the fall. This film includes collaboration with district employees as well as experts in the field such as Pedro Noguera and Linda Darling Hammond. The film centers on the importance of building a trusted space for all students and staff upon the return to school. It is teaching and learning about trauma and the impact on the developing brain as well as moving towards healing. The district is anticipating to continue to work with the curriculum, research based lessons and activities to create trusted spaces, involving all staff and students.

## 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.]

A framework or flowchart is created for school sites to use as a basis for a tiered system of support in the area of attendance, participation, and re-engagement. The level of student participation and attendance are interwoven, meaning that a low level of engagement may impact attendance. Additionally, a student that is not engaging to the full extent may have barriers in place that impact that participation level. A tiered system of tracking and managing supports has been provided to school sites to use as a model. The tiered system is described below, and each school site can adjust the system to the unique needs of their school population. The system is not designed in terms of a concrete timeline of interventions. Instead, the system addresses barriers as quickly as possible. Based on the level of response to the intervention, the systems of support move to Tier 2 and Tier 3.

The tiered system supports the recording of attendance and compliance pieces such as letters as well as proactive engagement strategies to mitigate a potential lack of participation and attendance. Tracking of instruction to reduce the risk of learning loss is embedded within the systems of support.

### Tier 1

Teachers monitor daily attendance, which include work completion as well as daily live interaction. The goal is for every student to participate in live interaction, which may be at different parts of the day based on the instruction schedule. Systems of routine connections and management are in place by the teacher to increase motivation, which are built into the classroom distance learning or in-person learning program. When a student is marked absent staff are continuing to connect with students and families. If connections cannot be made through various forms such as email, phone, class DOJO, or Zoom, that information is passed to a school attendance clerk or other instructional assistant to reach out to the family, which includes connections to families in a language that the family can understand. Additional data may be added to the student information system to track reasons for absence or low participation by staff. The School Attendance Team, MTSS team, or Leadership Team will review the data and continue with contacts to families, complete home visits as safety protocols allow, or identify a student for a wellness check through the local sheriffs department. Lack of engagement over a period of 3 days and/or lack of live consistent participation with no notification from parents will lead to notification to the attendance staff. Additionally, the school team may also be able to address barriers to poor attendance which may include referrals to various staff members. Depending on the barrier, staff may reach out to the following people to eliminate issues:

- \* Teacher: Class procedures, systems of work completion, logging in to accounts/assignments
- \* Health Clerk: Illness, quarantine
- \* Counselor: Social emotional supports, resource supports for family
- \* Homeless Liaison: Community resources, transportation, school supplies
- \* Foster Liaison: Maintaining School of Origin (SOO), change of home placement or schools, transportation, at-risk assessment
- \* Psychologist: At-risk assessment, IEP review, student anxiety, lack of motivation
- \* Librarian/Tech Dept: Chromebooks, hotspots, connection issues
- \* Admin: Referral to after-school tutoring, referral to childcare
- \* Attendance Clerk: Reporting attendance and/or participation
- \* Social Worker: Foster supports and/or DCFS
- \* Bilingual Assistant: Increased support for EI student, translation, and communication with family
- \* Nutrition: Food services

The intention of the school team is to address any barriers in Tier 1 to alleviate the need for increased services and to re-engage the student in learning as soon as possible. Understanding the increased need for connection during distance learning, will result in continuous tracking of enrollment and participation. The site team will continue to communicate with families through phone, email, and attendance letters. While this is a reactive approach to encouraging student participation, the district has also designed a proactive and positive system to connect with families and students with Tier 1.

The Campus Climate Assistants in conjunction with the counseling staff have created a system in which every family will receive positive contact in the form of a phone call or email every four weeks regardless of issues with attendance. This is an additional layer to encouraging student connectedness and increasing two-way communication with families. The goal is to reduce barriers before they result in increased lack of participation and learning loss. The data is tracked and communicated to the same site team, MTSS, Attendance Review Team, or Site Leadership Team, tracking attendance and participation in the student information system. Therefore, sites will simultaneously be connecting proactively and monitoring attendance with a system to support intervention all within a Tier 1 level.

### Tiers 2 and 3

The tiered system includes Tiers 2 and Tiers 3. Additional intervention in those tiers may include a change of learning programs. For example, if the student is participating in the yearlong Distance Learning Program or the yearlong Virtual Learning Program but is not participating, the student may be placed in the Hybrid Program model so connections are made on a more routine basis. Additional supports may also include outreach to community agencies or enrollment in a home hospital program. Staff that may assist in mitigating barriers in Tier 2 and Tier 3 may include:

- \* Psychologist: Referral to School-Based Mental Health Services, IEP team meeting, School Related Counseling Services (based on the IEP), supports to increase motivation and decrease anxiety
- \* Counselor: Small group short-term counseling services, at-risk assessment, community resources
- \* Admin: Initiate a Student Study Team/Child Study Team meeting, increase tutoring or intervention services as available, placement on Independent Study, change of learning program, referral to sheriff for wellness check
- \* Mental Health Agency: Referral for School-Based Mental Health Services

- \* Nutrition: Food services
- \* District Nurse: Referral to Home Hospital Program

Weekly participation documentation is also kept within the PowerSchool grading program, which can be accessed by the attendance team. For the elementary grades, participation is noted in work completion and in college and career readiness. The elementary grading system is a standards-based system. Teachers will also certify a weekly attendance report and participation report, which is consistently monitored by site administrators.

Within the Tier 2 and Tier 3 supports, ongoing proactive communication from the CCAs and the counselors is in place in order to eliminate barriers and move the student/family back to the level 1 systems of support.

Tier 2 and Tier 3 levels allow for the MTSS Team/Attendance Review Team/Leadership Team to continue communication to meet the compulsory education requirements. As needed A2A letters or participation letters will be sent to parents. In situations that require a Student Attendance Review Team will be scheduled.

Communication to parents through phone calls, emails, and Zoom allow for translators to support in different languages. Employees in the district support the majority of languages spoken such as Arabic, Spanish, and Korean. As needed, outside agencies will provide translation services for written documents and oral translations for meetings either held in person or through Zoom. Attendance letters are provided in different languages to assist with parent access to information. In alignment with Education Code, when 15% of of students enrolled in a school speak a primary language other than English, school and/or district will send notifications to parents/guardians/caregivers written in English and their primary language. Additional communication from the English learner department and outside agencies may provide oral translated support during meetings, conferences, and IEP/CST/SST meetings.

## 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.]

The district continues to work diligently to ensure pupils are provided with meals on a daily basis. All schools will provide meals daily. Meals are prepped in a to-go format and are distributed in a drive-thru or walk-thru model. Free and reduced-price meals are available to those who qualify. Applications are available through online at the Child Nutrition website and through school sites. Students will be informed of the availability of meals via different venues which include social media, websites, emails, and automated calls, in different languages. Students in the distance learning program can pickup a meal from any of the schools in the district.

When in-person instruction resumes, the current plan is to bring students back on a hybrid schedule, however, families will have the option for students to continue to receive instruction through Distance Learning. Students who choose to continue to receive instruction through Distance Learning will have access to meals on a daily basis, as currently provided. Based on the proposed schedule, the remainder of the school population will be divided into two cohorts with each group attending school onsite twice a week. These students will receive will be provided a meal onsite through whichever method best fits the guidance from the department of public health. During their three days of distance learning they will continue to have access to meals on a daily basis through the pickup meal program.

As a result of the COVID-19 pandemic, the cost of providing meals has increased. The increased cost is a result of safety measures that have been implemented through guidance from the Department of Health, requiring additional staff to prepare, distribute meals, and deliver meals.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Passantino Anderson - Communicate with community and families March 2020 - June 2021	\$48,000	No
N/A	Fortitoken VPN - provide access to district network from off-site locations.	\$2,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.19%	\$7,770,933

## 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.]

To address the impact of COVID-19, actions and services that are focused district-wide are noted as budget items in the budget sections of the plan. These actions and services are listed as not contributing to increased and improved services for at-promise students as these actions were not funded with Supplemental Grant funds. Services and actions funded with Supplemental Grant funds and that are contributing to increased and improved services for at-promise students are listed in the next section.

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

The challenges for at-promise students (foster youth, English learners, and low-income students) has intensified as a result of the COVID-19 crisis. Disruptions to student education as well as challenges in providing consistent learning environments has increased the broad needs for these students. The increased and/or improved actions and services listed below will describe the impact on the unique conditions, circumstances, and needs for at-promise students in the district and define the actions and services funded with Supplemental Grant Funds.

Campus Climate Assistants: As part of the tiered re-engagement system, Counselors in conjunction with the Campus Climate Assistants, have created a proactive two-way communication system. The goal is to increase positive supports to families across the district, with an emphasis on reaching high-risk students to encourage school attendance and reduce potential barriers to participation. Each family will be contacted once every four weeks, with at-promise students receiving more continuous contact. This increased communication service will reduce barriers prior to situations becoming severe enough to impact participation. The counselors worked with the Campus Climate Assistants to develop a streamlined system of tracking communication and documenting how barriers are addressed. This support will help connect parents with supports that might otherwise not have access to internet or may not fully understand how to access the school system for support. Communication is completed by phone, unless through conversation, parents prefer email or text contact. This proactive and

positive outreach action leads to an increase in communication to families and an improved home-school connection, specifically for the most vulnerable populations impacted emotionally during this health crisis. It is the intent to continue proactive contact with families across the district when students return to campus understanding that the need for positive connections with the school setting. Additionally, Campus Climate Assistants will provide activities to continue positive connections with students upon return to campus to increase the impact of connectedness socially and emotionally to the school environment. The impact of the Campus Climate Assistants will be measured through out-reach to parents as well as through surveys, which may include the California Healthy Kids Survey.

**Counselors:** The counseling team has continued to work with Hatching Results to develop a Multi-Tiered Multi-Domain System of Support, MTMDSS. The comprehensive support system is based on the ASCA National Model. With the impact of the health crisis, intentional and foundational social-emotional and skill support lessons are needed to address the adverse impact of trauma on learning and the brain. This improved action specifically includes supports for at-promise student groups. Lessons address areas such as strategies to reduce anxiety, organization and time management in distance learning, and positive ways to stay connected with friends. Lessons may be completed either synchronously or asynchronously with many lessons including a pre and post test to measure learning. The increased lesson support from the counselors will assist in social-emotional wellness. Students needing Tier 2 and Tier 3 support will receive short-term counseling through distance learning or face-to-face when in-person learning is possible. In addition to student support, the counselors have provided professional development on the impact of trauma to the certificated staff and will be providing this training to the classified staff that support students. The impact of the counseling program will be measured through surveys, which may include the California Healthy Kids Survey, student assessment data from classroom lessons, and through a decrease in students needing Tier 2 and Tier 3 supports.

**Special Programs Department:** There is a need to continue oversight of programs and services funded with Supplemental Grant by supporting the Director of Special Programs and the Secretary of Special Programs. The specific focus of this department is to organize supports for at-promise students, which includes services for foster youth; facilitation of the counseling program; facilitation of the Campus Climate Assistant program; services and professional development for English learners; community outreach for parents of at-promise students through the coordination of the annual Empowering YOUTH Festival; implementation of the Local Control and Accountability Program; stakeholder engagement opportunities which include the Superintendent's Advisory and parent surveys; implementation of the California Healthy Kids Survey; support administrators at sites in program implementation; and facilitation of the bilingual assistant program and services. In order to maintain consistent and intentional implementation of services for at-promise students, this action will continue.

**AVID Membership for all Sites:** Advancement Via Individual Determination is a college and career readiness program that supports strategies to improve skills such as organization, close reading, writing to increase comprehension and communication, collaboration skills, and critical thinking. The program is implemented in grades from Transitional Kindergarten through 8th grade. both Hillview and Joe Walker hold AVID elective classes from students. These classes focus on collaborative groups to identify content areas of confusion through an inquiry process. The focus of the program is to increase skills for academic achievement, primarily for low-income students, English learners, and foster youth. Many of these at-promise students are first generation college bound students. With the impact of the health crisis more predominately shown for at-promise students, it is critical to keep the AVID program in place to support distance learning and in-person learning, when students return to campus. For at-promise students, motivation and digital tools to access the content will lead to increased connectedness to learning activities. The annual AVID certification will continue as part of this service in addition to foundational professional development for staff. The impact of AVID skills is measured through increased student engagement in all content areas, increased academic achievement, and increased connectedness to the school culture.

**Bilingual Assistants:** The bilingual assistants provide both services in class for students as well as work as communication liaisons for the community and parents. During this time of distance learning, the bilingual assistants at school sites are supporting classrooms through remote learning. Bilingual assistants are assigned to students or classrooms to assist with supplemental services for English learners. This action is an improved service for English learners as additional professional development in managing breakout sessions and office hours using Zoom or Google Meets will result in improved contact time with students. Additionally, the bilingual assistants are learning how to use digital resources to foster student participation as well as increase the use of all language domains in a distance learning model. Several bilingual assistants are also learning how to monitor supplemental online programs such as Reading Fluency through NWEA and Rosetta Stone. Both these online programs support newcomers and monitoring English proficiency progress. Due to changes in the learning platform there is a need for increased supplemental student online supports to accelerate learning and mitigate learning loss for English learners. The bilingual assistants working with these students will provide increased supports for monitoring progress and communicating with families. The impact of the bilingual assistants will be measured through increased parent participation of and increased academic achievement for English learners.

**Foster Youth Transportation and Support:** When students return to in-person learning, transportation services for foster students will continue through a contract with DCFS and HopSkipDrive. In addition an improved service for the foster students in the district includes a co-located social worker from DCFS. This action does not include additional funding from the district, but the district will locate the CSW on two school campuses. This is an improved service for the students as the action will result in regular contact by a CSW and supports for foster families.

**Supplies and Supplemental Items (Foster and low-income):** Additional and supplemental supplies for foster and low-income students are provided as needed. This supplies may include school supplies such as calculators, headphones, and backpacks. In order for students to fully access school programs either through at-home learning and/or in-class learning, supplemental items may be needed for foster and low-income students. This action will be measured through increased student participation and increased achievement.

**Vice Principals:** In order to identify and effectively address obstacles that exist within school practices, district policies and instructional delivery that impede access and opportunity for all students to achieve and participate to their highest potential, Vice Principals will continue to be funded. Their work will include the implementation of data teams as well as participation in site leadership teams, such as Multi-Tiered System of Support teams. This action includes the building of intentional supports and equitable practices of interventions, unique to each site, and analysis of student academic growth for underserved populations. The work of the vice principals addresses the disparities between student groups, which is evident in academic achievement results, attendance, and discipline data.

**Behaviorist Support:** In order to support behavior impacted by trauma, the district continues to support a behaviorist. Research and data demonstrates that students impacted by trauma can display adverse physical reactions in the education setting. This trauma can be further impacted by the current health crisis specifically for at-risk students that may lack consistency in their environment. In order to address behaviors in both distance learning and in-person learning, this action will continue. Currently, the behaviorist is supporting students through small group instruction in conjunction with the counselors, individual student support, and professional development for all staff. The impact of services, will be measured through decreased support services in Tier 2 and Tier 3.

**Parent English Literacy Program:** The district continues to see the positive impact of parents participating in the Parent English Literacy Program. This action supports one district bilingual assistant. This action builds both the capacity of parents to participate in their children's education as well as broadens the ability of parents to advocate for their child. This program specifically addresses parents that have a primary language other than English. The district data shows an increase in parent involvement for those parents participating in the English literacy class. With the current health crisis, this service has continued as the need for increased communication exists for parents that do not speak English. This action will be measured by increased parent participation.

**Social/Emotional Support Programs (Boys Town and Leadership Development Through Physical Education):** Both the Boys Town program and LDTPE provide Tier 1 social-emotional support for students. With the increased impact of trauma on students during the health crisis, specifically at-promise student groups, these actions will continue both during distance learning and in-person learning, when students return to the classroom. LDTPE is taught through physical education. This action will be measured through behavior and discipline data as well as student connectedness data. Data will be collected through surveys such as the California Healthy Kids Survey.

**Infrastructure Support:** Lack of infrastructure such as hotspots also lead to inconsistent internet supports for low-income students, which includes foster, English learners, and low-income. The goal of the district is to continue to support the lack of infrastructure for at-promise students to support online curriculum and supplemental program access for students. This service will continue when students return to campus. The district supports many families living in very remote areas as well as families doubled-up due to homelessness or low wages. Some families in remote areas are challenged with transportation to drive to areas with open internet. Every parking lot in the district supports wireless service from the school, and some families are able to drive to those facilities to support distance learning. Additionally, hot weather and extreme winds can make this activity difficult as well. Therefore, in order for students to have full and consistent access to learning when classes resume, hotspots are essential. The purchase of additional hotspots will increase and improve conditions of learning. Students living in shelters are in a very unique situation. For families in shelters that allow students to have internet access, Chromebooks and hotspots will be provided. Distribution of devices will be ranked through a survey to ensure that students with the greatest needs receive hotspots. This action will be measured by an increase in internet access for at-promise student groups.

**Addressing Disparities through Equity:** In order to address disparities in academic achievement, attendance, and behavior, district leadership continues to identify barriers that may impact equity. This action will include professional development for all staff in order to build an inclusive environment from the front office to the classroom. This action will also address the building of a comprehensive and integrated equity plan for the district. The need for this action is due to the reflection of academic achievement data, attendance data, and behavior data. This action will measure impact on the California Dashboard data, stakeholder engagement feedback, and surveys such as the California Healthy Kids Survey.

**Parent Outreach:** In order to assist in the bridging of community resources in the Antelope Valley with our families of English learners, low-income, and foster youth, the district will continue to organize the Empowering YOUth Family Festival. Internal data in the district demonstrates that many of our families of at-promise student groups lack the transportation and access to services across the vast valley. Therefore, the family festival is planned to assist with this outreach. This action includes funding for the event and staff to assist with translation support. This action is measured by parent input at the festival as well as the participation rate.

**Devices:** Chromebooks have been provided for all students and the district supports 1:1 distribution for distance learning. Additional devices to be purchased in this action reflect above and beyond 1:1 distribution. When students are returning to campus a variety of devices may be needed, which may include Chromebooks, iPads or other types of infrastructure to support learning both at home and in the classroom. Moving a device between home and school may result in damage and/or loss of the device. Additionally, in order to minimize exposure to a virus, moving the device between home and school may not be recommended. Therefore, in order to meet the needs of the students and maintain consistent connection to online curriculum and assessments, additional devices will be purchased above and beyond the 1:1 requirement.

**Multi-Tiered System of Support (MTSS):** The district needs indicate unclear connections between program implantation and monitoring. Additionally, the lack of clearly defined data/metrics to analyze progress is impacting the comprehensive program, which includes attendance, academics, behavior, and social-emotional outcomes for at-promise students. There is a need to align programs within tiers across the district to formulate clear procedures and monitoring. This work involves both the overarching committee work at a district perspective as well as at a school site. Alignment of systems and supports, will assist Leadership Teams in identification of outlined goals through the use of the continuous growth model. Therefore, work implementing the Multi-Tiered System of Support will continue, which may include outside consultant collaboration.

**Classified Professional Development (classified):** (3 days) Ongoing professional development for classified staff members will include the impact of trauma on learning, de-escalation strategies, parent outreach, academic strategies, technology, and curriculum support. There is a need to provide supplemental support to classified team members to better address and assist the needs of at-promise students. Classified team members play a key role in intervention support across the district, which includes support in all domains, academic, social emotional, and behavior.

**Professional Development (certificated):** With changing online supports and disparities in academic achievement, there is a need to continue professional development for certificated staffing to meet the unique needs of at-promise students. Reflection of outcomes demonstrates that not all low-income, foster, and English learners use the skills and strategies to access the content in order to make appropriate academic gains. The use of high impact research-based instructional strategies will provide an opportunity for at-promise students to accelerate learning both through distance learning and in-person learning. Additionally, instructional strategies used through an online platform are needed to increase student engagement and participation, so that learning can occur. Professional development may include research and strategies for early readers demonstrating low achievement, Universal Design for Learning, and technology training such as Google certification. This action will impact student engagement and participation as well as academic achievement for at-promise students.

**Disparities in Attendance:** Consistent student attendance impacts academic achievement. Through analysis of the district data, student attendance disparities exist for low-impact, foster, and English learners. These disparities include limited community support services, knowledge of how to access the school system, and other unique challenges. The district would like to provide an additional layer of support for families to address these unique needs. The district will begin to research the hiring of social workers to both address barriers to school attendance as well as align work with a team of community attendance workers. This action will provide consistent supports and services to better address the challenges evident in limited attendance at school. This action will impact the attendance rate for at-promise student groups.

Technology Support: With the increased need to support technology and infrastructure, specifically for at-promise students, there is a need for additional technology personnel. Support includes parent engagements through survey set-up, student technology repair and distribution, identification of students needing hotspots as well as distribution, and increased inventory and tagging of devices. This action will be measured through internal structures such as repair time, the number of devices distributed and repaired, and the amount of parent outreach to support student technology.

Summer School Intervention: Data collected through NWEA, SBAC, ELPAC, and academic achievement on report cards indicates a need to provide supplemental academic programs for at-promise students. Additional days in the summer will be added to support learning gaps in both ELA and math. Unduplicated student groups show greater disparities in all academic areas as well as challenges in participating to the full extent in a distance learning format. Therefore, additional intervention days will be provided either through in-person learning or distance learning.