Learning Continuity and Attendance Plan Template (2020–21) BOARD APPROVED 9/24/20

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General Information

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

Lynwood Unified serves more than 13,000 students through 12 elementary schools, three middle schools, three high schools and preschool, adult and independent study programs. Our programs give students the opportunity to delve deeper into the topics that interest them most while still completing the requirements for promotion, graduation and admittance into some of the nation's top colleges and universities. The novel coronavirus has had a tremendous impact on our students and their families. Students experienced an immediate change to their daily school routine. Students and teachers had to pivot to distance learning in an effective manner. Many families experienced food insecurity and job loss, social and emotional stressors which led to a need for additional mental health support, anxiety and a high level of uncertainty impacted family dynamics, and some families also had to cope with illness, loss, and grief. During our school closures which began on March 13th, 2020, we have responded to the needs of students, parents, and staff in a myriad of ways:

The establishment of a robust Distance Learning Platform

Professional Development for staff

Social emotional supports and continued contact with students and families

Distribution of over 7,000 devices and information on connectivity

Grab and Go Meals program

High quality at-home learning opportunities

Online enrichment opportunities

The establishment of google classrooms to continue at home learning

Technology surveys to determine digital needs

A comprehensive grading policy to ensure students would be held harmless during this time

Virtual and drive through celebrations for students and parents

Continuation of special education supports including distance learning, IEP's, and Instructional Resources

Mental health supports through the use of our Mental Health Collaborative

Phone, email, and written communication with students and families

Wellness checks via district security staff members

Continued educational partnerships with key service providers who developed online platforms to stay connected to students and provide enrichment opportunities

Updates by our superintendent and board members

Linkage to district and communities resources via our website and social media outlets

Stakeholder Engagement

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

Feedback from our Students, Staff, and Parents was used in the formulation of this plan. Students participated in surveys using the YouthTruth survey data system. Students provided feedback on their overall school experience, distance learning challenges and successes, equitable school culture and climate, as well as academic performance and rigor. Students were also given the opportunity to give feedback during school closures via virtual student forums.

Parents participated in the YouthTruth survey, the district wide parent involvement survey, and the extended school closure impact survey. Survey options provided parents the opportunity to give feedback on their perceptions of the overall school experience, distance learning success and challenges, academic rigor, program offerings, and equitable school culture and climate. Parents and students also participated in LUSD Town Hall meetings. These meetings were held virtually. Participants had the option of calling in or accessing the meeting via the ZOOM platform. Parents were encouraged to provide feedback via the chat feature, verbally, and via email if needed.

Staff participated in the district wide distance learning program surveys, professional development plan survey, as well as the Superintendent's climate survey. The input received from staff, students, and parents was used in the formulation of this plan. A draft of this plan was translated into Spanish and shared with the following groups: LCAP Stakeholder Committee comprised of students, staff and parents, Certificated and Classified Unions, Parent Advisory Committee, DELAC, Equity Access & Instructional Services Team, Educational Services Division,Cabinet, and the Board. Each group was given the opportunity to make recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan. In addition to the surveys mentioned above, LUSD created a Learning Continuity Plan Survey for parents to provide additional feedback. This survey was distributed via email, all social media platforms, and a connect- ed message which detailed how parents can either use a QR code to take them immediately to the survey from the phone or can log directly into the survey via the email link.

Prior to school closures the LCAP Stakeholder Committee made up of students, staff, and parents met 5 times to review and provide feedback on LCAP implementation and the monitoring of LCFF spending. A virtual meeting was held with this committee on 8/20/20 to give the LCAP Stakeholder Committee an additional opportunity to provide feedback on this plan. On 8/26/20 a virtual meeting was held with parents from the PAC and DELAC. Translation was provided at this meeting and parents had the option of calling in or joining via google hangout. At each virtual meeting participants were able to use their phone (both landline and mobile) to participate in the meetings. The format of the meeting allowed for both verbal and written input using the chat and voice features of Google Hangout. Further, participants were encouraged to call in or email any recommendations regarding the specific actions or expenditures proposed to be included in the Learning Continuity Plan. District Cabinet personnel responded to the recommendations suggested in writing. The responses were posted via the district website and sent directly to committee members for review. This plan was based on the following data sources and input: YouthTruth Survey, Annual District Parent Involvement Survey, Staff Distance Learning Survey, Superintendent Climate Survey, Town Hall recommendations, LCAP Stakeholder Committee recommendations, PAC and DELAC recommendations, public hearing comments and recommendations, as well as Union and Cabinet recommendations.

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

The public hearing for this plan took place on 8/27/20 virtually via Zoom. The meeting was also recorded so that participants who were not able to attend the virtual meeting could watch it and provide feedback via email or phone call. Students, parents, and staff members were notified of this meeting via our phone auto-dialer system, public postings, and district website. Participants that did not have access to the internet were able to call into the meeting using a landline or mobile phone. The opportunity to provide input was given to all participants in attendance either verbally or using the chat feature in the Zoom program. Comments made in the chat were saved and the meeting was recorded.

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

PAC Parent Meeting 8/26/20

- Communication regarding google classroom
- Social emotional well being of students
- Amount of homework- inconsistent among grade levels and classrooms
- Hot spots for Migrant Ed students- How do we get them?
- Consistency with students having to turn on their camera
- Building relationships with students
- Technical support for parent

DELAC Parent Meeting 8/26/20

- Google training for parents in English and Spanish
- Tutorial on how to access google classrooms

- Clear expectations on schedules and timelines
- Hot spots for students/families who need it- how to get one
- Having parents connect with each other
- Ongoing support for teachers
- Tracking attendance
- Additional pick up times for materials and books
- Enrichment classes
- Additional pick up times for lunch

LCP/ LCAP Stakeholder Committee 8/20/20

- Support for SPED students
- Support for teachers with at home tech supplies/ equipment
- Tutoring and intervention support schedules
- Enrichment and after-school virtual schedules should be posted
- Ensure consistent time for PD is offered for teachers needing weekly assistance
- More Digital Coaches
- Workshops on Cyber Bullying
- Emotional support for students and parents- resources need to be shared
- Will child care be offered at some point?

LCP Survey Data

- 477 survey responses
- 98.9% responded that they have the necessary computer/laptop/chromebook to engage in distance learning
- 92.9% responded that they have the necessary internet connectivity to engage in distance learning
- 52% responded that the needs of our students with disabilities, EL students, Foster Youth, Low Income, and African American are being addressed. 41.9% responded " I am not sure". Only 8.6% responded No.
- 70.1% responded that LUSD provides instructional programs and services that help my child succeed. 20.4% responded somewhat. 1% responded No.
- 71.4% responded that they had benefited from the school meals program
- 80.2% responded that they would like to see additional resources to address student/staff mental health and social well being
- 69.7% responded that when safe to do so they would like for their child to attend school in person. 8.4% responded somewhat and 16.3% responded they were not sure
- When asked what other needs should be addressed:

1. Tutoring and Intervention
2. Safety updates and plans

3. School supplies
4. Returning to school plan
5. Mental Health Resources
6. Continue with town halls, virtual parent meetings
7. More synchronous instructional time
8. Parent workshops on Google Classroom and Apps
9. Academic progress monitoring
10. Teachers to build relationships with students

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

After reviewing feedback from our key stakeholders groups as well as the data extracted from our Learning Plan survey, the following action items were influenced by the specific stakeholder input:

- Additional tutoring and intervention programs that will place a priority on serving Low Income, Foster Youth, and English Learner students as well as students with unique needs.
- Funding for cycle of inquiry assessments to determine pupil learning loss
- Google training for parents in English and Spanish
- Tutorial on how to access google classrooms
- Enrichment and after-school virtual schedules are to be posted
- Ensure consistent time for PD is offered for teachers needing weekly assistance
- Digital Coaches to support each school site
- Funds for personnel to support academic progress monitoring
- Personnel to support safety plans and reconstitution (return to school) plans
- Synchronous Instruction time Specific for Designated ELD; 120 minutes weekly.
- Hotspots for homeless, low income, and foster youth students.
- Access to online resources for specific EL groups; Rosetta Stone for Newcomers and Dual Immersion, Listenwise for LTELs.
- Online PD opportunities for teachers on instruction to support instruction for English learners.
- 5 Licensed Clinical Social Workers that provide direct therapy to referred students.
- Licensed Clinical Social Workers to provide professional development to staff related to AB 2246, Trauma Informed Practices and Social Emotional Learning
- The Student Engagement Review Team (SERT) composed of school personnel, the parent, and the student that will work together to address student engagement and attendance.

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 Lynwood Unified School District uses a standards-based curriculum for English Language Arts, Mathematics, and English Language Development. A systematic cycle of assessments will be used to identify and support students who have experienced learning loss during the 19-20 school year. Each student will be given assessments to assess mastery of skills and learning loss as it relates to standards. We will have a diagnostic to assess reading and mathematics through our Lets Go Learn assessments. Targeted instruction will be designed based on the data from the assessments. In addition, differentiated lessons will be developed and assigned on a weekly basis with small group instruction and one-on-one support during teacher office hours.

The assessment data, both formative and summative from May of 2020 will guide instruction for the 20-21 school year. Teachers will begin the year with an understanding of which skills students need more assistance with and in which areas.

During distance learning and when school resumes in person, our foster youth, low income, and English Learner students will participate in additional intervention programs that will be offered synchronous and asynchronous. The use of technology programs and apps via our CLEVER platform will allow students to continue receiving support during and outside of the daily work schedule for students. Classroom formative and summative assessment will be used to determine specific student academic needs and focus areas for the intervention programs. School sites will utilize staff to support students in small groups and or break out rooms as well as, after synchronous learning times. Data will be used to determine other students who have been most impacted by COVID and they will participate in the extended learning opportunities also. Additional personnel will be needed to accommodate smaller class sizes if a blended learning model is chosen by the board. Currently a hybrid instructional model is being developed. During the development phase the following has been considered:

- AM and PM Schedules to limit class size
- Daily rotation schedules such as A day and B day to limit the number of students on campus
- Blended learning was suggested for all grade levels.
- A new grading system was developed to ensure that students would not be penalized during distance learning.

Visual and Performing Arts (VAPA):

In order to ensure that all students have access to a full curriculum that includes the arts, the Lynwood USD, in accordance with California Education Code Sections 51210 and 51220, will provide arts instruction in-person when deemed safe by the appropriate

organizations. The high-quality and sequential arts lessons will adhere to the CA Arts Standards in dance, media arts, music, theatre, and visual arts according to discipline and grade level being taught. In addition, arts instruction will aim to incorporate the five core competencies as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) in order to support our students' well-being.

VAPA Elementary Level:

Students will be provided with weekly arts instruction by highly-qualified teaching artists in collaboration with the classroom teachers. The lesson content will be provided in a digital format (pre-recorded or live) and facilitated in-person by the classroom teacher.

TK, Kindergarten, and 1st grade: Theatre and ELA integrated instruction

2nd, 3rd, and 4th grade: Music, theatre, and visual arts instruction

5th grade: Dance instruction

6th grade: Visual arts instruction

VAPA Secondary Level:

Students at the secondary levels will be offered arts courses in each of the five arts disciplines of dance, media arts, music, theatre, and visual arts through a distance learning model and in-person when deemed safe and appropriate based on the availability of appropriately credentialed/authorized staff at each site. All students enrolled in any arts course will be provided with the instructional materials necessary to appropriately learn in their specific discipline, such as musical instruments and accessories, instructional method books, art supplies, sketchbooks, etc. This will ensure instructional continuity for students in both in-person and distance learning instruction.

VAPA All Levels:

Students at both the elementary and secondary level will be provided with opportunities to:

- Attend instructional field trips where they can apply their skills and knowledge. Examples include, viewing art exhibitions at museums, attending dance, drama or music performances, and participating in competitions or instructional festivals.
- Participate in Lynwood USD's annual Arts Festival and District Showcase to engage in grade-level appropriate standards-based art lessons and/or demonstrate their knowledge gained in arts instruction by creating and displaying artwork, or through dance, drama or music performances. In the event that large gatherings are not recommended by the local agencies, the Arts Festival will move to a virtual format to ensure safe participation.

Career Technical and STEM Education

When health and safety requirements are met and it is deemed safe to have in-person instruction, Lynwood USD will continue to provide high quality Career Technical and STEM education from 7th through 12th grade, in accordance with Ed Code 51226, and state guidelines and standards. To do this we will continue in the Fall of 2020 to promote adequate and quality learning environments by working with facilities staff to improve and update our classrooms and labs. Funds will be used to provide a high quality faculty that can provide instruction in Career Technical Education and STEM. Using LCAP, K-12 Strong Workforce, CTE Incentives and other state and federal funding, we will continue to look at enhancing our labs in Engineering, Health Science and Medical Technologies, Arts, Media and Entertainment, and Food Education. Students and staff will be provided with materials and equipment necessary to provide quality instruction in career technical education using curriculum resources and lessons from CTE Online, Project Lead the Way, and teacher created lessons. Additionally, we will seek to provide professional development opportunities appropriate to each program that allows teachers to develop high quality instructional practices for these programs. We will also work with our partners in postsecondary education and industry to provide enrichment and student-led programs to support a broader STEM education for all secondary students.

Summer Programming - Lynwood USD will continue to provide a robust summer program to provide additional opportunities for students who need access to credit recovery courses, summer bridge programs, additional STEM education, and extended learning opportunities for our students with disabilities. The district will make every effort necessary to provide a safe environment in person for students participating in these summer programs in 2021.

Dual Enrollment- When LA County Public Health guidelines allow, we will use funding to provide transportation to students who take college coursework for advancement in their postsecondary education.

Physical Education programs - Lynwood USD will continue to invest in our physical education programs by purchasing the necessary materials and equipment to provide quality instruction, in accordance with state standards. When safe to do so, LUSD is committed to providing students with physical activity and PE instruction.

LUSD has wordked directly with teachers, administrators, parents, and classified personnel to form a Reconstitution Committee. The goal of this committee has been to provide recommendations for in person learning and scheduling. The committee agreed that we should pursue a hybrid model, however details of that model have not yet been agreed upon by our associations. The following plans and protocols for safety have been agreed upon as follows:

The plans and protocols to ensure student and staff safety are as follows:

Every student must wear masks

Teachers must wear proper PPE equipment

Staff must wear appropriate PPE equipment (Health Techs, custodians, etc.)

Visitors must be limited from outside agencies

Visitors will comply with all safety protocols

Temperature taking at multiple entries

Hand-washing stations

Hand Sanitation after breaks and before students enter class

Disinfection of materials, such as devices, materials, desks, chairs, doorknobs, handles,and surfaces that may be frequently touched

Daily Logs of all cleaning will be collected

Actions Related to In-Person Instructional Offerings

Description: ACTIONS AND FISCAL INDICATORS MAY REPEAT	Total Funds	Contributing
Instruction-Professional Development which will include but not limited to Distance Learning, Project Based Learning, Culturally Responsive Teaching, English Learner supports, Social Emotional, implicit bias, trauma informed classrooms, and positive character traits & all core subject instructional areas	2,500,000	Y
Instruction- Provide additional personnel to accommodate smaller class sizes to support blended, hybrid, and modified day schedules	1,500.000	N
Instruction- Professional Development for Classified Employees to ensure safe, clean, equitable school environments	150,000	N
Instruction- Materials, supplies, & programs which support Pre K-12 programs	400,000	Y
Instruction- Materials, supplies, & programs which support A-G completion	175,000	N
Instruction- Materials, supplies, & programs which support college readiness	500,000	N
Instruction- Books, materials, and supplies for students to access the curriculum	750,000	Y
Instruction- Digital and Instructional Coaches to support teachers in the classroom	1,500,000	Y
Instruction-Up-to-date technology tools to ensure implementation of 21st CenturyLearning and Common Core implementation	2,000,000	Y
Instruction-Technology tools and technology-enhanced learning opportunities.	500,000	Y
Instruction-Hardware Maintenance, Wi-Fi, and Connectivity	300,000	Y

Instruction- Services and Other Operating Expenses; Web-Based Assessments Application	500,000	Y
Instruction- Services and Other Operating Expenses; Software Maintenance	350,000	N
Instruction- Classified salaries for positions which technology instruction	300,000	N
Instruction- Classified Employee Benefits for positions which support technology instruction	150,000	N
Instruction- Certificated for positions which support technology instruction	300,000	Y
Instruction- Certificated Employee Benefits for positions which support technology instruction	150,000	N
Instruction- Certificated Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	250,000	Y
Instruction- Certificated Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	75,000	N
Instruction- Classified Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	180,000	N
Instruction- Classified Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	60,000	N
Instruction- Services and other operating expenses for data reporting and information systems	100,000	Y
Instruction- Provide progress monitoring for unduplicated Foster Youth, Low Income, English Learners	500,000	Y
Instruction- Provide progress monitoring African American, Asian Pacific American, LBGTQIA, SPED	500,000	N
Instruction- Provide Social Emotional support programs and services	300,000	Y
Instruction- Provide targeted interventions for unduplicated Foster Youth, Low Income, English Learners	500,000	Y
Instruction- Provide targeted interventions African American, Asian Pacific American, LBGTQIA, SPED	500,000	N
Instruction- Classified salaries for positions which support core instruction	225,000	N
Instruction- Classified Employee Benefits for positions which support core instruction	50,000	N
Instruction- Certificated for positions which support core instruction	2,000,000	Y
Instruction- Certificated Employee Benefits for positions which support core instruction	400,000	N
Instruction- Certificated Salaries; Intervention programs in core instructional areas	500,000	Y
Instruction- Certificated Employee Benefits; Intervention programs in core instructional areas	100,000	N
Instruction- Classified Salaries; Supports for Intervention Programs	100,000	N
Instruction- Classified Employee Benefits; Supports for Intervention Programs	20,000	N
Instruction -Salaries for Summer School to support students moving ahead in their credits or credit recovery.	380,000	Y
Instruction- Employee Benefits for Summer School to support students moving ahead in their credits or credit recovery.	76,000	N
Instruction-Salaries for extended summer programs, including summer bridge, and enrichment.	340,000	Y

Instruction-Employee Benefits for extended summer programs, including summer bridge, and enrichment.	28,000	N
Instruction- Classified Personnel to support medical needs, custodial services, security, safe, & equitable learning environments	200,000	Y
Instruction- Professional development to support medical needs, custodial services, security, safe, & equitable learning environments	50,000	Y
Instruction- Adopt Common Core Curriculum and provide standard alignment materials	1,000,000	N
Instruction- Programs, apps, services, & materials which supplement core instruction	800,000	Y
Instruction- Supplemental services after school, during, or before school which support core instructional areas	800,000	Y
Instruction- Certificated salaries for positions which support social emotional learning, equity, counseling	600,000	N
Instruction- Certificated Employee Benefits for positions which support social emotional learning, equity, English Learner, foster youth, homeless, & counseling	300,000	Y
Instruction- Classified salaries for positions which support social emotional learning, equity, English Learner, foster youth, homeless, & counseling	300,000	Y
Instruction- Classified Employee Benefits for positions which support social emotional learning, equity, & counseling	100,000	N
Instruction-Books and Supplies;Non Capitalized Equipment	500,000	N
Instruction-Books and Supplies; Extended Day Intervention Instructional Materials	100,000	Y
Instruction- Conferences and growth experiences	50,000	N
Instruction- Certificated Subs needed to support core instruction	600,000	N
Instruction- Graduation-related educational activities at high schools	125,000	N
Instruction-Parent trainings, materials, catering, and supplies focused on academic support, navigating the school system, & student advocacy, & distance learning	300,000	N
Instruction- Classified salaries for positions which support parents	200,000	N
Instruction- Classified Employee Benefits for positions which support parents	40,000	N
Instruction- Certificated for positions which support parents	250,000	Y
Instruction- Certificated Employee Benefits for positions which support parents	80,000	N
Enrichment- Enrichment opportunities for all students using programs and learning options across all content areas	700,000	Y
Enrichment- Student decathlons, pentathlon, fairs, student leadership, athletics, and programs which showcase student talent and knowledge	300,000	N

Enrichment- Certificated Salaries; Enrichment Programs	250,000	N
Enrichment-Certificated Employee Benefits; Enrichment Programs	60,000	N
Enrichment- Classified Salaries; Supports for Enrichment Programs	200,000	N
Enrichment- Classified Employee Benefits; Supports for Enrichment Programs	60,000	N
Enrichment- Student Learning experiences and trips	100,000	N
Enrichment-Athletics and Physical Education funding support	75,000	N
Enrichment-Transportation services to colleges, dual enrollment	20,000	N
Enrichment-Transportation costs for field trips, and support for community college dual enrollment in career pathways	5,000	N
Enrichment-MS/HS equipment for PLTW and CTE coursework.	50,000	N
Enrichment-training of staff, PLTW, CTE to support increase of career pathways at LUSD	15,000	N
Enrichment-subs related to support in training, and extracurricular supports.	2,500	N
Enrichment- maintain and improve facilities work at MS/HS CTE classrooms and labs, including modifying to support distance learning	50,000	N
Arts- Festival - Materials	16,300	N
Arts-Festival - Rentals	20,000	N
Arts-Festival - Catering from Food Services. Snacks for student performers	1,200	N
Arts-Festival - Advertisement	500.00	N
Arts-Festival - Other Services	600.00	N
Arts- Band Instructional Materials (up to $499)	100,000	N
Arts -Band Equipment ($500-$4,999)	50,000	N
Arts-Band Repairs	8,000	N
Arts- Band Equipment (Capitalized over $5,000 per item)	50,000	N
Arts- Band Transportation - T requisitions	30,000	N
Arts- Band Other Charges/Fees (Admission Fees; Participation Fees; Tournament or Contest Fees)	10,000	N

Distance Learning Program

Continuity of Instruction

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

Lynwood Unified will support all students during school closure via online ELA, Math, and ELD instruction in addition to enrichment activities (VAPA, Physical Education, History, and Science). The district's matrix of standards will be followed for our instructional pacing via online or in-person, common district assessments will continue to monitor student's proficiency and student subgroups, as well as our data reflection sessions that allow teachers, site administrators, and district support teams to reflect on patterns and implement support plans for grade levels, subgroups, school sites, or content area through intervention for students, social emotional support, or professional development for teachers.

Lynwood Unified School District uses a holistic instructional design (PLATINUM/GOLDEN TICKET), which reaches the whole child through course offerings, core materials, staff professional development, ongoing assessments (formative and summarize), supplementary materials, funding and technology.Instruction is presented in a collaborative setting, in which students are given the information in whole chunks, small chunks, and small groups for smaller chunks of information. It is referred to as "I do, We do, You do".

Our in person Elementary instructional design offers on a daily basis 2.5 hours of English Language Arts, 45 minutes of ELD/ALD, 1 hour of Mathematics, and the weekly course instructional minutes (based on the California Framework) for Social Studies, Science, Visual & Performing Arts and Physical Education.Assessments are based on an instructional design which focus on (5 essential standards) per Unit Assessment. There are 5 Total Units and Assessments for elementary, which span the instructional calendar leading into CAAASP (state wide testing).

The in person Secondary instructional design offers core courses on a six period bell schedule, with a time frame of 55 minutes per period. This happens daily, except on Wednesday, where class periods are limited to 35 minutes. These Wednesday early release days are used as Staff Professional Development Days, vertical/horizontal collaboration days and days to focus on classroom design. The Assessments are based on an instructional design which focuses on (4-5 essential standards) per Unit Assessment, depending on the Core Subject (ELA, Math, Science, History).

Lynwood Unified School District has been able to support all students during school closure via a comprehensive and inclusive Distance Learning Plan. This plan includes three (3) core goals:

Teachers are providing instruction, checking for understanding, and providing feedback.

Parents are engaged and understand weekly instructional goals

Students are learning and staying connected both academically and through enrichment activities

The following bullets describe actions taken to create a comprehensive distance learning plan:

- Acquisition of over 8,000 laptop (Chromebook) devices to be distributed to students.
- Systematic distribution of laptops at a central location and later individual school site distribution
- Contracts established with local cable and WiFi providers to provide 3 months of free cable/WiFi access to district students
- Distribution of textbooks and consumable workbooks at all sites by way of “drive-through pick-up” services.
- Defined common agreement to utilize “Google Classroom” and the Google Suit as the digital platform for teachers to communicate lessons and expectations to parents and students. Suite includes Google Meet, Google Forms, Google Slides, Google Sheets etc.
- Use of “Remind” digital platform to communicate with secondary students.
- District provided “digital coaches' ' to provide group and one-on-one tutoring to all teachers and instructional leads to utilize all approved digital platforms including Google Classroom, Flipgrid, Screencasting, Pear Deck, Padlet etc. Aeries
- Established a rotating schedule for the release of auto phone dialer messages to parents in order to avoid oversaturation of phone calls to district parents.
- Utilized instructional leads to familiarize teachers with an array of websites to encourage leveled reading opportunities: Ziteboard, Epic Reading Log, Youtube, Padlet, Newsela, Readworks etc.
- Weekly Principals meetings to address distance learning measures, efficacy, and assessment opportunities to share these measures with teachers through weekly staff meetings.
- Utilization of instructional assistants to provide support to at risk and EL students through phone calls, zoom meetings/Google Meets and assessment of assignments submitted through Google Classroom.
- Careful collection of assessment data on ADAM and DORA , Next Gen Math, Let's Go Learn
- Established a social media presence to better connect with students and families, to inform students of awards and motivational events, and to foster a unified and inclusive academic culture
- Secondary Level: Secondary also utilized the same digital platforms mentioned above but connected with students and parents through Aeries Connect, Remind App, Jie phone transfer system and some used Class Dojo.
- Secondary used Flipgrid for project based learning. They tracked success and progress through videos that students created to show how progress was coming along. Peardeck and Flipgrid allowed all teachers to continue the “Golden Ticket” lesson planning style of “I do, You do, We do” to maintain the Non Negotiable Common Agreements throughout the district
- The following link will direct you to the full distance learning curriculum and individual program descriptions: https://sites.google.com/mylusd.org/lusddistancelearning/teacher-support
- The Following link will direct you to the full distance learning parent and student resource guide: https://sites.google.com/mylusd.org/lusddistancelearning/family-support-apoyo-para-familias

LUSD is committed to continue providing rigorous instruction for English Learners by ensuring the continuation of Integrated and designated ELD at all levels.

The following actions have taken place:

- Specific minutes were allocated into the MOU for Instruction to reflect the Synchronous Instruction time Specific for Designated ELD; 120 minutes weekly.
- Suggested schedule was developed to ensure the allotted minutes would be distributed in order to serve students at their Language proficiency Level. These schedule samples are available under the district Resources Page.
- A Digital Designated ELD curriculum was developed during the summer by the EL Coordinator to ensure Language Acquisition and scaffolds for all Proficiency Levels. The ELD component of Journeys for Elementary and StudySync for secondary has been used to develop a digital curriculum. This curriculum is available under the district's Resources Page for each grade level.
- The EL Coordinator conducted presentations at each individual site to explain the expectations for ELs instruction, how to access the ELD curriculum links on our website.
- All Middle and High school students < 3 Years in the country are scheduled into ELD 1, 2, and 3 courses.
- Students 4 + years in the EL Program receive Designated ELD at allocated times during their English Period according to their Language Proficiency Level.
- All TBD students will receive ELD services until identified by the Initial ELPAC Assessment.
- A new district digital tool has been developed to monitor teacher and students synchronous instruction for all subjects including ELD.
- EL Coordinator has access to all teachers' synchronous sessions and conducts ongoing classroom visits.
- EL Lists have been provided to every teacher with Proficiency Levels in order to assist them with appropriate grouping for instruction.
- EL Monitoring Forms have been distributed to all Elementary teachers. Secondary teachers will monitor progress through the Ewise system.
- EL PD took place during the Summer Institute for Science teachers on Science and Integrated ELD by Teacher Created Materials- Dr. Mora-Flores
- Additional PD sessions are scheduled for other core subject teachers on Integrated ELD
- AVID Excel Elective has been extended in the Middle Schools and is now available in 7th and 8th grade to address the needs of the LTELs on Language Acquisition.
- Dual Immersion PD has been scheduled for the teachers, Instructional Lead and Administrator of the Dual Immersion program.
- A classroom with Listening, Speaking, Reading and Writing tasks activities that are grade specific has been developed to provide interventions to ELs across the grade levels.

LUSD is committed to providing resources needed to support our foster youth and low income students.

The following actions have taken place:

- Lynwood USD along with the Lynwood Partners Educational Foundation (LPEF) continue to serve our vulnerable students and families with meeting basic needs through its partnership with the Los Angeles Regional Food Bank and Giving Children Hope.
- The partnership provided LUSD with the ability to serve the growing needs of the community. The LPEF has raised over $75,000 to support the district's efforts to ensure that our foster youth and homeless families had the needed resources.
- LUSD reached out to its local community partners such as the City of Lynwood, the LA County Sheriff department, faith based institutions in Lynwood, as well as business organizations like the Lynwood Rotary Club.
- The district food pantry operation was temporarily moved to a community - based site at Greater Emmanuel Temple in Lynwood to increase its capacity to serve the growing needs of Lynwood families.
- Both LUSD and LPEF partnered with the Lynwood Rotary Club to modify its original grant request to adapt to support the growing needs of students and families in Lynwood with food assistance.
- LUSD and LPEF were able to leverage resources from the food pantry to add grocery gift cards to support the needs of unaccompanied students and struggling families.
- LUSD's McKinney - Vento Homeless Liaison continues to support homeless students and their families during this time with access to technology and basic need resources. The liaison reached out to T-Mobile to provide an alternative that will give the much needed hotspots in an effort to close the digital divide.
- LUSD was able to participate in T- Mobile's EmpowerEd 2.0 program to obtain 200 wireless hotspots for homeless, low income, and foster youth students.
- Foster youth, low income, and homeless students will be selected first to participate in intervention programs
- Enrichment service providers: Educare, NCRF, and THINK Together are working together to ensure foster youth, low income, and homeless students are given the opportunity to participate in the enrichment programs offered virtually for grades K-12.
- Both the foster youth and homeless liaisons continue to provide resources and social emotional support including AB1806 exemptions, Chafee Grants for college, financial aid/college readiness, and consistent communication to check in with students and families.
- Our partnership with LACOE- Los Angeles County Office of Education allowed us to connect with the Los Angeles County Department of Children and Family Services to provide devices and connectivity so foster youth students could access our digital platform.
- We also partnered with IFOSTER that supported foster youth with devices. Our Foster Youth Liaison provided virtual and phone check in with students and assisted staff with IEP's. A video was created to show students how to apply and qualify for the Chafee Grant for college. This step-by-step guide assisted our foster youth seniors in making sure they had funds to continue their education.
- Seniors and their parents were supported with assistance to evaluate their graduation requirements in compliance with AB167/216. All foster youth seniors received new backpacks that included gift cards donated from LACOE.
- The Liaisons monitor students' attendance daily, maintain contact with students and parents.

Visual And Performing Arts (VAPA) Distance Learning Digital Programming:

VAPA Elementary Level: Students will be provided with weekly arts instruction by highly-qualified teaching artists in collaboration with the classroom teachers. The lesson content will be provided in a digital format (pre-recorded or live) and facilitated by the classroom teacher.TK, Kindergarten, and 1st grade: Theatre and ELA integrated instruction - 100% digital content. A minimum of (10) thirty-minute lessons two times per month. 2nd, 3rd, and 4th grade: Music, theatre, and visual arts instruction - 100% digital content. A minimum of (30) 30-minute lessons one time per week. 5th grade: Dance instruction - 100% digital content. A minimum of (18) 30-minute lessons one time per week 6th grade: Visual arts instruction - 100% digital content. A minimum of (30) 30-minute lessons one time per week.

VAPA Secondary Level:

Students at the secondary levels will be offered arts courses in each of the five arts disciplines of dance, media arts, music, theatre, and visual arts through a distance learning model and in-person when deemed safe and appropriate based on the availability of appropriately credentialed/authorized staff at each site. All students enrolled in any arts course will be provided with the instructional materials necessary to appropriately learn in their specific discipline, such as musical instruments and accessories, instructional method books, art supplies, sketchbooks, etc. This will ensure instructional continuity for students in both in-person and distance learning instruction.Students at Vista High School and Pathway Independent will be supported with online (pre-recorded and live) visual arts instruction.

Band students at Firebaugh HS and Lynwood HS will be provided with the additional instructional support of band tutors. The band teachers will provide band tutors with instructional goals based on students' needs. Band tutors will provide online targeted support for students in small groups by instrument (brass, woodwinds, percussion, colorguard, etc) or by support level needed.

Arts Advocacy Team - The Arts Advocacy Team was established in 2018 to support the District's Arts Strategic Plan, which was adopted by our Board on June 7, 2018. The Arts Strategic Plan aims to increase the equity and access to arts education in our District. This Strategic Arts Plan supports three primary Strategic Directions:

1. Build a district and community-wide culture that supports and sustains the Visual and Performing Arts (VAPA)
2. Provide high-quality VAPA instruction to prepare students for college and careers
3. Develop a sustainable and equitable infrastructure for the Visual and Performing Arts

For the 2020-21 school year, the Lynwood USD has been awarded an Advancement Grant from the Los Angeles County Department of Arts and Culture to advance the work of the Arts Advocacy Team and our District's Arts Strategic Plan. This year, members of the Arts Advocacy Team will meet online to deepen their knowledge in arts integration strategies, the California Arts Standards, and participate in LACOE's Technology Enhanced Arts Learning (TEAL) program, which will focus on Social Emotional Learning. The Arts Advocacy Team members (one per school) will share best practices with their respective sites and serve as models for others looking to incorporate the arts into their instruction.

Career Technical Education & STEM

In order to continue to meet the needs of all students, our Secondary Education coordinator will work with site administrators and faculty to provide high quality Career Technical and STEM education from 7th through 12th grade, in accordance with Ed Code 51226. Lessons will be developed by teachers with the support industry and postsecondary advisers. Funds will be used to provide a high quality faculty that can provide instruction in Career Technical Education and STEM. Using LCAP, K-12 SWP, and CTE Incentive funding, we will provide appropriate equipment and digital tools that will assist teachers in CTE and STEM in providing quality instruction through live online instruction. We will work with CTE Online and the California Department of Education's Path to Work Initiative in support of a distance learning curriculum for CTE. For Project Lead the Way, we will work closely with regional engagement directors to help provide up to date information on distance learning curriculum provided through our affiliation with the program. Lynwood USD has a longstanding partnership in using PLTW as the main provider for STEM curriculum. Support for materials will be provided for PLTW programs at both the middle and high school levels. Providing a full distance learning experience will require flexibility in the use of technology, software, and online resources to provide a quality career technical and STEM education to our students. We will also use funding to provide additional course work and enrichment beyond instruction to provide various opportunities to STEM and Career Tech education. In addition to these plans, the Secondary Education dept will collaborate with our Special Education department and Student Services department to continue to provide access to students with disabilities and foster and homeless students to gain career guidance and instruction.

College and Career Support- In order to continue providing college application and financial aid support to our students, Lynwood USD will continue to invest in college related programming. This will include partnering with services from USC Advising Corps, and hiring college interns to provide guidance for students from grades 9th through 12th on taking dual enrollment coursework, applying to two and four-year institutions, and applying for scholarships and financial aid. Additionally, we will hire tutors to provide assistance to instruction in the following academic programs: AVID, AP, IB, CTE, VAPA. This support will include, but not be limited to, working one-on-one with students, small group instruction, after school tutoring, college application support, financial aid guidance and mentorships. Tutors from these programs, as well as the Movement and Educare, will work in collaboration with our alumni associations to provide a district-wide online tutoring program for all students. Moreover, Lynwood USD will continue to work with other districts in the CARPE College Access Network to develop action plans to increase students going to two and four year colleges, as well as increase the number of scholarships and financial assistance provided to our students.

Advanced Programs - Lynwood USD, in meeting its mission to ensure the academic and personal achievement of each student, will continue to fund and improve our Advanced Placement and International Baccalaureate programs and make them accessible to students of all abilities. In order to meet the needs of our students, we will continue to provide supplemental instructional materials, textbooks and equipment for students and staff. In addition, we will work closely with the College Board to provide access to SAT and PSAT exams to all students and remove barriers to these programs.

Dual Enrollment - Lynwood USD will continue to provide additional credit opportunities to students beyond the instructional day. This will include online courses with Compton College, Long Beach City College and Cerritos College. LUSD will use funds to support students through purchase of textbooks and materials. Additionally, students will have access to CALAPS courses for CTE credit.

Credit Recovery - In order to graduate all students, Lynwood USD will continue to provide a robust selection of credit recovery options for students who are deficient in credits for High School graduation and/or would like to take additional coursework toward graduation. Due to safety and health protocols, we will continue these courses through distance learning until safe to do so in person.

Advancement Via Individual Determination (AVID) - In order to continue providing quality college preparatory instruction, we will fund AVID programs and curriculum across our Secondary schools.

Student Leadership - Lynwood USD is committed to continue to provide online enrichment support for students in leadership, clubs and other school sponsored activities. Students and staff will be supported through training, materials and equipment necessary to provide opportunities for student leadership. Student leadership programs provide enrichment, foster student culture and promote A-G/Graduation, in addition to improving learning environments. We will seek to make adjustments to provide these services online through students' regular instructional period as well as providing opportunities for after school learning and leadership development. If health protocols allow for in spring, we will look to provide in person enrichment activities.

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.]

To ensure that all our students will have continued access to devices and connectivity to support distance learning, a variety of actions have been implemented:

- The district has and will continue surveying the parents'/students' needs to identify families that need chromebooks and hot spots
- The schools are also sending out customized announcements to families via Aeries Communications in an effort to get 100% responses
- As the schools are conducting student orientations with the families, the importance of having devices and internet connectivity is being emphasized. Any family that indicates the need for a chromebook or a hot spot will receive one
- As part of the orientation, the schools are also asking the parents for their up-to-date contact information; including home address, telephone numbers, and email addresses. The goal for this is to ensure daily student participation, and where it's needed, to quickly reengage students to minimize loss of learning
- Any family that has not responded to surveys or to other inquiries will be contacted individually to confirm whether a device or hot spot is needed
- The district has committed to providing distance learning synchronous instruction. Any time the student misses one day of instruction, the teacher will primarily reach out to the family to see how they can assist; more than one absence will trigger our tiered-level of reengagement support. One of the inquiry questions will ask if the family has any technological concerns. If a device or hot spot is needed, one will be provided; if the family just needs technology support, a site and district team will be able

to assist

- The district will also offer ongoing technology training in an effort to minimize any technological challenges
- Under unique circumstances, as part of the tiered reengagement and intervention support for families, the district has created school and district-level teams that will be readily available to support the families' needs. A tier three support may involve making home visits
- These teams regularly meet to discuss and plan solutions for any technological need that may arise via a distance learning support forum
- During our school closure in 2019-20, the methods described above were employed to reach out to all families, e.g. surveys, announcements, emails, text messages, and in unique cases by making individual phone calls
- Based on the experiences from 2019-20, the district is better prepared to support our families with any technological concerns that may arise. The shift has gone from a reactive state to proactively assessing our students' needs to provide equitable access for a successful distance learning experience

Pupil Participation and Progress

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

The Lynwood Unified School District has 640 minutes weekly synchronous instruction. Students will receive two hours per day of ELA, Mathematics, and ELD, as well as time for Science and Social Science. At the Secondary level students will have 600 minutes weekly of synchronous instruction per period on a weekly basis. Pupil progress will be monitored through weekly check-ins and other assessments. Attendance will be taken daily and a daily engagement log will be monitored by each site and our Student Reengagement Team at the

District level. Secondary will have a block schedule and attendance will be taken daily in each period. Due to block scheduling attendance will be counted in the block schedule

2020/21 Elementary 1st-6th Grade Distance Learning Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45 am	**Teacher Planning Time** Daily Assignments Posted for Students/Parents on Google Classroom				
8:45-9:45 am	**ELA (Synchronous Instruction 4 hours/week)**				

9:45-10:00 am	Recess/Break				
10:00-11:00 am	**Math (Synchronous Instruction 4 hours/week)**				
11:00-11:45 am	**ELD (Synchronous Instruction 2 hours/week)**				
	ELD **Frontloading** **L1 & L2** (20/30 min)	ELD **Frontloading** **L3 & L4** (20/30 min)	ELD -Individual Students -Newcomers -Finish Day 1	ELD **Language Skill** **L1 & L2** (20/30 min)	ELD **Language Skill** **L3 & L4** (20/30 min)
11:45-12:30 pm	Lunch				
12:30-1:30 pm	Science/ Social Studies				
1:30-3:00 pm	**Students** Enrichment Activities **Staff** Office Hours Planning Student Outreach Posting		**Students** Enrichment Activities **Staff** PD Meetings	**Students** Enrichment Activities **Staff** Office Hours Planning Student Outreach Posting	

2020/21 Secondary (Middle and High School) Distance Learning Schedule

Monday (Minimum Day)	**Time**	**Tuesday** (Block Schedule)	**Wednesday** (Block Schedule)	**Thursday** (Block Schedule)	**Friday** (Block Schedule)

Student: Study Hall, Homework, Self-Care Activity **Staff:** Office Hours	**8:00-8:30 am**	**Students:** Study Hall, Homework, Self Care Activity **Staff:** Office Hours			
Period 1 (8:30-9:10am)	**8:30-9:50 am**	**Period 1**	**Period 4**	**Period 1**	**Period 4**
Period 2 (9:15-9:55am)	**9:55-11:15 am**	**Period 2**	**Period 5**	**Period 2**	**Period 5**
Period 3 (10:00-10:40am)	**11:20-12:40 pm**	**Period 3**	**Period 6**	**Period 3**	**Period 6**
Period 4 (10:45-11:25am)	**12:40-1:20pm**	**Lunch**			
Period 5 (11:30-12:10pm)	**1:20-3:00pm**	**Staff:** Office Hours, Collaboration, Student Outreach, Planning, Posting			
Period 6 (12:15-12:55pm)					
Lunch (12:55-1:35pm)					
Staff Meetings (1:35-3:00pm)					

Lynwood Unified will assess each K-8 grade student two times One assessment in ELA and one Mathematics. At the Secondary level students will one in Science, Social Science, ELA and Mathematics to review progress towards mastery of standards. in addition to our district common assessments that each student takes in ELA and Math from K-11 and history and science for secondary students. Students in grades TK are given a district common assessment at the beginning of the school year, mid-year, and end of the school year. Teachers will conduct weekly checks through- Flip grid, pear deck, Let's Go Learn, Next Gen Math, Class Time, Illuminate and/or our core programs to check for understanding and identify students' needs for weekly small group instruction.

Time value of student participation and pupil work will be monitored by the teaching staff. Work assigned will be daily and given feedback during synchronous instruction. Students will have daily synchronous interaction with their teachers to assess progress and teachers will provide feedback on work assigned.

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.]

Teachers will start the school year with a 5-day professional development series where they will have training on core programs, supplement programs, and digital tools, the district will use this year to continue instruction. In addition, each content area will be provided professional development throughout the school year. Professional development will also be offered in the areas of Social Emotional Learning, Socially Responsive training, and technology throughout the year. Educational Services will also support teachers through one-on-one as needed on our online adopted programs. Teachers in grades K-8 will also receive monthly math coaching via our supplement math program.

The LUSD Digital Coaches are providing teachers with a variety of resources to assist with distance learning:

Weekly webinars: These webinars are also recorded for future viewing, in addition to the webinars we offer, we have also reached out to our vendors for their schedules so teachers can attend or view them as needed.

Digital Learning Notebook: This guide contains links to step by step guides as well as videos to assist teachers with expanding their knowledge on the tools supported by LUSD.

1:1 Coaching sessions: This calendar is for staff to book a 30 minute virtual 1-on-1 session with a coach to discuss Ed Tech questions.

Digital Learning Youtube Channel: Containing many how-to videos for teachers and students, our Youtube Channel has new videos added weekly as are the webinar recordings (consider subscribing to the channel to receive updates). Many of the videos are created based on teacher input.

Digital Learning website: A catch all for all the above resources and more, such as links to guides, videos, and Help Decks to assist teachers in learning and expanding their knowledge of the digital tools used in LUSD.

Staff Roles and Responsibilities

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

Our Educational Services and the Technology department are working hand in hand to coordinate all instruction and support for teachers and students. We now have an Acting Coordinator of Distance Learning to support sites. Counselors are now taking on roles of re-engaging families that are not logging on. IT is now supporting teachers, site administers, students, and parents on the use of devices and online programs. Campus monitors, locker room attendants, community liaisons, and bus drivers will now be deployed to support students and families in the following areas:

Attendance re-engagement teams

Food delivery to students with disabilities

Meal distribution

Health screening

Home visits and parent support

Coordination of community resources

Enrollment and registration

Instructional supports

Secondary Education Department Roles and Responsibilities:
Staff in our Secondary Education department will work with our site administrators, faculty, support staff and district partners to provide improved learning opportunities to students in secondary schools. These opportunities will include, but not be limited to, increase access to online tutoring and resources, software and online learning programs, program specific equipment and materials for students and staff (including for CTE, PLTW, VAPA, and STEM related programs), etc.

Secondary Education Coordinator: The Secondary Education Coordinator will oversee Career Technical Education program needs for distance learning, equipment and materials procurement, connection to resources and industry led support. Additionally, our coordinator is tasked with helping to increase awareness of enrichment and after school opportunities for students with CALAPS, community colleges, middle school STEM and career pathways and district tutors. There will be support to promote increased learning opportunities for students in AP, IB, AVID, and leadership programs.

Visual and Performing Arts (VAPA) Coordinator: The VAPA Coordinator will be responsible for overseeing the implementation of the District's dance, drama, media arts, music, and visual arts instruction and initiatives at all sites grades TK-12. This includes: providing principal and teacher support in curriculum and instruction; managing the budget and expenditures for arts-related instructional

materials; providing training and resources (including arts and Social Emotional Learning); overseeing the Arts Festival and District Showcase, and facilitating the Arts Advocacy Team. The VAPA Coordinator will also serve as a liaison between the sites and vendors to ensure effective arts instruction in the classroom (in-person or distance learning). Both the Secondary Education Coordinator and the VAPA Coordinator will address any gaps that may result from distance learning and work together to ensure that all students, including those of low income, students with disabilities, foster and homeless, and English learners are all offered equitable access and support for these academic programs.

In addition, our Community Partnership specialist will continue to work with our growing partners in postsecondary, community, business and alumni associations to continue to promote meaningful learning experiences for students and support our college application and financial aid application processes. College interns and tutors hired under this plan will also be asked to close the learning gap for all of our key subgroups by providing additional support, mentorship and tutoring to students from middle school to high school. These tutors will work with respective programs in AP, IB, CTE, and our college and career centers to support online completion of college applications, dual enrollment and financial aid applications.

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.]

The Student Services Department has created a detailed plan to support students with unique needs, specifically our low income, homeless, and foster youth populations. Led by the McKinney Vento and Foster Youth Liaisons, students in this category will be monitored to ensure students are equipped with the proper resources to continue receiving instruction through distance learning. The following are additional supports that the students will receive:

- Prior to the start of school, liaisons will ensure that all McKinney Vento and foster youth students have access to a chromebook and internet connection (either through personal computers, school assigned laptops, home internet or school assigned hotspots.
- Weekly check-ins by liaisons.
- Weekly mentors to support check-in’s to families through Americorp mentors.
- Connections to tutors for students in need of academic support.
- Participation in weekly food pantry distribution program.
- Referral to Health Collaborative for students in need of mental health support.

Students with Unique Needs

- Specialized weekly training for all teachers of students across the continuum of services: ECE, SDC pre-school, and other specialized programs.

- Additional training of instructional assistants in curricular programs. Attended three days of professional development
- Additional training for parents and service providers for our students who are unable to access curriculum based on unique needs such as our medically fragile and Home Hospital Students. These students will receive Home Teachers who will work with students individually through a virtual platform and/or specifically designed print materials for access to the curriculum
- Specifically designed parent workshops for parents and families.
- Digital Training for parents to access curriculum and our resources for continuity of learning.

English Learner Students

- Daily virtual instruction in ELA/ELD for English Learner students.
- Mass communication to families of English learners via AERIES Communication in the form of voicemail, text and email in English, Spanish, and Arabic. These communications included support contacts, directions to access of materials, access to other information that could be of interest.
- Individualized assistance to identified families in need of technology support, access to curriculum or communication with teachers.
- Workshops for parents on how to access curriculum materials and communication with teachers.
- English Learners Web Page updates with instructional materials with easy access for families.
- Direct access to online instructional materials in core ELD for teachers at Elementary and Secondary Level.
- Google Classroom with “ELPAC like” activities in the Oral Language domains.
- Virtual DELAC Meetings.
- Support for sites on ELAC virtual meetings for the 20-21 school year.
- On-going updates to different stakeholders on EL related matters: Assessment, Accountability, Legal requirements.
- Access to online resources for specific EL groups; Rosetta Stone for Newcomers and Dual Immersion, Listenwise for LTELs.
- Online PD opportunities for teachers on instruction to support instruction for English learners.
- Comprehensive plan for enrolling students during school closure and EL identification requirements.
- Initial ELPAC Training for LEA certification and Test Examiners.
- Monitoring graduation for English learners seniors

Supports for African American Students:

- Junior -Senior Action Plan / Student conferences to support postgraduate education
- Male and Female Leadership Conferences and Teen Summits
- African American virtual cultural experiences
- Virtual family events
- Home visits, data reflection sessions: Suspension Discipline Referrals & D-F Rates, Rites of Passage cultural experience, & 3-5 Grade mentoring and cultural class- selected sites
- Continued partnerships with service providers who support mentors, tutors, and club advisors.

- Implementation of the Young Black Achievers Student Unions – 6th-12th grade
- Virtual student meetings via a YBASU Google Classroom
- STEAM Pipeline for young men of color & Virtual Leadership Academies
- Academic and social emotional progress monitoring

Asian Pacific American Students:

•Supports for Asian Pacific American students:
•Academic Progress monitoring and individual virtual student conferences
•Continuation of the APA parent /student outreach group
•Virtual Cultural Experience trips
•Virtual Guest speakers
•Resources to support students and parents from the Asian Pacific Islander Family Support Network – APIFRN
Virtual family fun events
•Home visits, data reflection sessions: Suspension Discipline Referrals & D-F Rates, Rites of Passage cultural experience, & 3-5 Grade mentoring and cultural class- selected sites
•LACOE Resources and community partner support materials

Supports for LGBTQIA Students:

•LUSD Gay Straight Alliances
•Workshops for staff and Gay Straight Alliance Club Advisors
•Establishment of virtual cultural spaces for inclusion
•Virtual events and Guest speakers
•Professional Development for Admin and Counselors
•Academic Progress Monitoring and Motivational Support by club advisors and EAI staff
•Resources and supports for students and parents using the GSA framework
•Virtual Student conferences provided by club advisors

Actions Related to the Distance Learning Program

Description: ACTIONS AND FISCAL INDICATORS MAY REPEAT	Total Funds	Contributing
Instruction-Professional Development which will include but not limited to Distance Learning, Project Based Learning, Culturally Responsive Teaching, Social Emotional, implicit bias, trauma informed classrooms, and positive character traits & all core subject instructional areas	2,000,000	Y
Instruction- Professional Development for Classified Employees to ensure safe, clean, equitable school environments	150,000	N

Instruction- Materials, supplies, & programs which support Pre K-12 programs	400,000	N
Instruction- Materials, supplies, & programs which support A-G completion	175,000	Y
Instruction- Materials, supplies, & programs which support college readiness	500,000	N
Instruction- Books, materials, and supplies for students to access the curriculum	750,000	N
Instruction- Digital and Instructional Coaches to support teachers in the classroom	1,500,000	Y
Instruction-Up-to-date technology tools to ensure implementation of 21st CenturyLearning and Common Core implementation	2,000,000	Y
Instruction-Technology tools and technology-enhanced learning opportunities.	500,000	Y
Instruction-Hardware Maintenance, Wi-Fi, and Connectivity	300,000	Y
Instruction- Services and Other Operating Expenses; Web-Based Assessments Application	500,000	Y
Instruction- Services and Other Operating Expenses; Software Maintenance	350,000	Y
Instruction- Classified salaries for positions which technology instruction	300,000	N
Instruction- Classified Employee Benefits for positions which support technology instruction	150,000	N
Instruction- Certificated for positions which support technology instruction	300,000	N
Instruction- Certificated Employee Benefits for positions which support technology instruction	150,000	Y
Instruction- Services and other operating expenses for data reporting and information systems	100,000	N
Instruction- Classified Employee Benefits for positions which support social emotional learning, equity, & counseling	100,000	Y
Instruction- Books and Supplies;Non Capitalized Equipment	500,000	N
Instruction-Books and Supplies; Extended Day Intervention Instructional Materials	100,000	N
Instruction- Conferences and growth experiences	50,000	N
Instruction- Certificated Subs needed to support core instruction	600,000	Y
Instruction- Graduation-related educational activities at high schools	125,000	Y
Instruction- Parent trainings, materials, and supplies focused on academic support, navigating the school system, & student advocacy, & distance learning	300,000	N
Instruction- Classified salaries for positions which support parents	200,000	Y
Instruction- Classified Employee Benefits for positions which support parents	40,000	Y
Instruction- Certificated for positions which support parents	250,000	N
Instruction- Certificated Employee Benefits for positions which support parents	80,000	N
Enrichment- Enrichment opportunities for all students using programs and learning options across all content areas	700,000	N

Enrichment- Student decathlons, pentathlon, fairs, student leadership, athletics, and programs which showcase student talent and knowledge	300,000	Y
Enrichment- Certificated Salaries; Enrichment Programs	250,000	N
Enrichment- Certificated Employee Benefits; Enrichment Programs	60,000	Y
Enrichment- Classified Salaries; Supports for Enrichment Programs	200,000	N
Enrichment- Classified Employee Benefits; Supports for Enrichment Programs	60,000	N
Enrichment- MS/HS equipment for PLTW and CTE coursework.	50,000	N
Enrichment- training of staff, PLTW, CTE to support increase of career pathways at LUSD	15,000	Y
Enrichment-subs related to support in training, and extracurricular supports.	2,500	N
Enrichment- maintain and improve facilities work at MS/HS CTE classrooms and labs, including modifying to support distance learning	200,000	Y
Arts- Festival - Materials	16,300	N
Arts-Festival - Advertisement	500.00	Y
Arts-Festival - Other Services	600.00	Y
Arts- Band Instructional Materials (up to $499)	100,000	N
Arts -Band Equipment ($500-$4,999)	50,000	Y
Arts-Band Repairs	8,000	Y
Arts- Band Equipment (Capitalized over $5,000 per item)	50,000	N
Arts- Band Other Charges/Fees (Admission Fees; Participation Fees; Tournament or Contest Fees)	10,000	Y

Pupil Learning Loss

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

Lynwood Unified is trying to prevent a loss during the 2020-21 school year by having assessments in place to quickly identify gaps. We know loss took place in 2019-20 so we have Tier 1 interventions such as teacher one-on-one instruction, small group instruction, and data reflection sessions with teachers to ensure we close those gaps as quickly as possible. We will continue our SST process to involve families in gaps of learning and strategies to support students. We will have a program in place that we are piloting this year for ELA so we can potentially use it as an after school intervention upon returning to in person. The district will continue to use and train all

teachers in Next Gen Math and Adam for reteach intervention plus SWUN math as a supplemental math program to reach all students in mathematics. For English Language Development we will be front loading ELA lessons by student levels prior to instruction and re-teaching skills by levels after the lessons.

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.]

Intensive supports for learning loss mitigation and acceleration will be implemented in order to ensure that all students are supported in meeting academic outcomes.

English Learners-Small group instruction will continue to develop language acquisition skills according to language levels. Based on diagnostic assessments in English Language Arts, Mathematics, and ELD targeted lessons will be developed to mitigate learning gaps. ELD is daily and synchronous during Distance Learning for a minimum of 45 minutes daily. This instructional structure will continue and be used for differentiated support and acceleration based on performance on district benchmark assessments and other common assessments.

Low Income Students- Interventions via virtual formats will continue to support the 90.9% of students identified as socio economically disadvantaged in LUSD. Teachers will identify students who have experience learning loss using our data reflection protocols. Parents will be supported with books, at home resources, and materials to support with combating learning loss. In addition to virtual interventions, students have continued to receive meals, community resources, wifi hotspots, and devices so that they can access the distance learning format.

Foster Youth-LUSD has a FY liaison that works with our foster families on an individualized basis. Our FY will participate in the benchmark assessments and take the diagnostics in English Language Arts, Mathematics, and English Language Development. Tutors will be used to develop targeted small group instruction to mitigate learning loss and provide differentiated support for acceleration. Language and instructional accommodations will be made for students who may not have access to the internet. When students return to campus we will assign mentors through our partnership with a non-profit agency and provide academic and social emotional support.

Pupils experiencing homelessness will participate in the diagnostic and benchmark assessments in English Language Arts, Mathematics, and ELD. Students who are living in alternative placements, such as shelters may have experienced loss of instruction due to lack of connectivity or lack of having an appropriate space to complete work. Our students who are experiencing homelessness have been prioritized to receive devices and hotspots. Intensive intervention and acceleration support will be provided during the school day, with opportunity to have additional support via after-school small group instruction and one to one academic support through district provide staff specifically trained to work with at promise students.

Pupils with exceptional needs will participate in the diagnostic and benchmark assessments in English Language Arts, Mathematics, and ELD. Appropriate accommodations and modifications will be implemented for all assessments, including consideration for learning disabilities and speech and language supports. Students will be provided with opportunities to participate in learning camps with specifically trained learning assistants that will provide tutoring, skill practice, mastery skills development, speech therapy. occupational therapy, physical therapy, and other supports to ensure access for intervention and acceleration.,

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 Pupil Learning Loss strategies will be evaluated by using pre and post diagnostic assessments, performance on benchmark assessments, and formative assessments. Additionally, we will use data from intake surveys to determine if student needs were met commiserate with program outcomes and goals. For all students grades will be monitored and intervention meetings will occur throughout the year, to monitor progress and make adjustments as needed. District Reflection and Guidance Alignment processes will be used to determine the degree of student mastery of concepts and skills appropriate to grade-level content, learning goals, and language support. The outcome of these processes will inform next steps for intervention, acceleration, and exit criteria.

The following metrics will be used to measure the effectiveness of learning loss supports:

Academic progress data

Benchmark assessment data

Formative assessment data

Classroom observations and feedback

Intervention pre and post data collection

Student login and attendance data

Parent feedback

Guidance Alignment data for secondary students

The Student Services Department will measure student's re-engagement effectiveness by monitoring student's academic activity level through attendance, classroom participation and qualitative feedback provided by student and parent.

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

Description: ACTIONS AND FISCAL INDICATORS MAY REPEAT	Total Funds	Contributing
Instruction- Certificated Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	250,000	Y
Instruction- Certificated Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	75,000	N
Instruction- Classified Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	180,000	Y
Instruction- Classified Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	60,000	N
Instruction- Services and other operating expenses for data reporting and information systems	100,000	Y
Instruction-Provide additional progress monitoring for all students in Student Groups and/or unduplicated Foster Youth, Homelessness, African American, Asian Pacific American, English Learners, and Low Income student counts	200,000	Y
Instruction- Provide Social Emotional support programs and services	300,000	Y
Instruction- Provide targeted interventions for all students in Student Groups and/or unduplicated Foster Youth, Homelessness, African American, Asian Pacific American, English Learners, and Low Income student counts	500,000	Y
Instruction- Classified salaries for positions which support core instruction	225,000	Y
Instruction- Classified Employee Benefits for positions which support core instruction	50,000	N
Instruction- Certificated for positions which support core instruction	2,000,000	Y
Instruction- Certificated Employee Benefits for positions which support core instruction	400,000	N
Instruction- Certificated Salaries; Intervention programs in core instructional areas	500,000	Y
Instruction- Certificated Employee Benefits; Intervention programs in core instructional areas	100,000	N
Instruction- Classified Salaries; Supports for Intervention Programs	100,000	Y
Instruction- Classified Employee Benefits; Supports for Intervention Programs	20,000	N

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.]

LUSD will continue to provide students with mental health support services through the Health Collaborative. The Health Collaborative partners with over 35 agencies to connect students with mental health services. School staff can refer students to the Health Collaborative and the Health Collaborative partners will contact families to initiate services. Additionally, LUSD currently has 5 Licensed Clinical Social Workers (LCSWs) that provide direct therapy to referred students. In addition, the LCSWs provide professional development to staff related to AB 2246, Trauma Informed Practices and Social Emotional Learning (SEL). During the 2020-2021 school year, LUSD will adopt a SEL curriculum to be implemented district-wide to support student's emotional wellbeing. Furthermore, Student Services LCSWs will provide families and students with weekly wellbeing videos to support their emotional well being. Families can utilize the following link to access mental health resources from the district website.

https://sites.google.com/mylusd.org/lusddistancelearning/family-support-apoyo-para-familias/mental-health-resources-recursos-de-salud-mental

Families can utilize the following link to access social emotional well being resources from the district website:

https://sites.google.com/mylusd.org/lusddistancelearning/family-support-apoyo-para-familias/social-emotional-learning-aprendizaje-social-emocional

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 is not engaging in instruction and is at risk of learning loss.]

The LEA will address the re-engagement of pupils through a tiered intervention plan. **Initially**, each school-site within the LEA will send a welcome message through our Student Information System (AERIES).Pupils who have undeliverable or inaccurate contact information will have that information verified and corrected by school-site personnel before the first day of distance learning instruction in the LEA.

Through the use of the LEAs Student Information System (SIS), each absent pupil's parent/guardian will receive an automated phone call. In addition, school site personnel will contact the parent of each absent student daily. On the **third** day of non-engagement within a given school week or 60 percent of the instructional days in a school week, each student will receive: an automated phone, email, and text message from the SIS; as well as a phone call from school-site personnel to identify the reason for non-engagement. The parent will receive a First Notification of Non-Participation/Engagement letter. A virtual parent meeting will be scheduled by each school site's administrator in order to discuss existing barriers to attendance. Upon the **fourth** instance of non-engagement, a home visit will be conducted by school-site personnel and/or LEA Student Services personnel. In addition, a Student Engagement Review Team (SERT) meeting will be scheduled by the school-site administrator or designee through the use of a Second Notification of Non-Participation/Engagement letter..

The Student Engagement Review Team (SERT) will be composed of school personnel, the parent, and the student. The SERT will review and address barriers which prevent daily engagement in distance learning. The barriers addressed and re-engagement strategies may include: social- emotional learning supports through the use of the LUSD Health Collaborative Referral; weekly engagement check-ins with Foster/Homeless Liaisons, school-site counselors, administrators, attendance assistants; addressing the lack of technology with an immediate notification to the LUSD Technology department; the lack of, or insufficient Internet access by providing a mobile Hotspot; reviewing the home learning environment (multiple school-aged children at home, distance learning schedule flexibility)

Upon the **fifth** instance of non-engagement, each pupil's home school will notify the School Engagement Review Board (SERB) chairperson to schedule a parent meeting. The SERB team will: review the findings of the SERT, address any additional socio-emotional and/or academic concerns by referring to the appropriate department within the LEA, review the entire school-age siblings weekly academic calendar, provide the parent and student with a SERB contract, schedule a bi-weekly meeting with the student and parent to review classroom re-engagement, make placement recommendations for independent study (where applicable). A follow-up SERB meeting will be held thirty days after the first meeting to review progress, make additional recommendations, and provide additional information and resources to the family.

Families can access distance learning resources including a YouTube Channel for LUSD Parents at the following link on our district website: https://sites.google.com/mylusd.org/lusddistancelearning/family-support-apoyo-para-familias

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 Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, well being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.On Monday March 16th our Nutritional Services Department began serving grab and go meals at 5 school locations in various geographical regions of the city of Lynwood. All families utilized a drive through and or walk up pick up system. Meals were available at designated stations for walk up. Drive through stations were established and meals were placed in the trunk of the car. As we begin the 20-21 school year meal distribution will take place at each site on a daily basis. Families will continue to utilize a drive through or walk up pick up system. Beginning on Tuesday, Sept. 1, there will be multiple time slots to give families options for pick up.

Morning Time: 7:30 a.m. to 9:15 a.m.

Locations: Firebaugh High School, Hosler Middle School, Lynwood Middle School, Cesar Chavez Middle School, Lugo Elementary School, Roosevelt Elementary School, Washington Elementary School, Lincoln Elementary School.

Afternoon Time for Elementary: 11:30 a.m. to 1:15 p.m.

Locations: All elementary sites.

Afternoon Time for Secondary: 12:15 p.m. to 2 p.m.

Locations: Firebaugh, Cesar Chavez, LMS, Hosler.

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

Section	Description	Total Funds	Contributing
N/A			
N/A			

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
38.33%	$40,940,860.

Required Descriptions

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

The needs of our unduplicated student groups were considered first based on data from surveys, assessments, social and emotional inventories, and input from stakeholder groups. Our District make-up includes students who qualify for free and reduced lunch at 92.9% and has increased as a result of COVID19 with our community experiencing job loss and food scarcity. We served over 8,000 meals during school closures and supported over 500 families with mental health and community resources. We have community and parent outreach on a weekly basis and have been able to assess the needs of our students with the help of teachers and dedicated staff. We have expanded our services to support our students through our food bank in addition to school meals being received. Non-profit agencies operating in our distinct attendance area also provided a list of families who were in need and we prioritized our students' needs based on community resources.

These actions are effective in meeting the needs of our English Learners, Low Income, and Foster Youth because, based on data from school closure, we know that at least 40% of our families were not able to engage in school due to the pandemic. Internet access was not accessible for our most vulnerable students, parents were not able support, and all additional services were abruptly interrupted such as in person intervention and enrichment services.Through data and survey outcomes effective strategies for mitigating learning loss were implemented to support closing the gaps of knowledge and skills through intensive evidence based interventions and acceleration.

In Person Instructional Offerings: Low Income Pupils, English Learners, Foster Youth:

When school resumes in person, our foster youth, low income, and English Learner students will participate in additional intervention programs that will be offered synchronous and asynchronous. The use of technology programs and apps via our CLEVER platform will allow students to continue receiving support during and outside of the daily work schedule for students. Classroom formative and summative assessment will be used to determine specific student academic needs and focus areas for the intervention programs. In person interventions happen before school and after school. At the secondary level students can be assigned a zero period to support intervention and enrichment programs. We will use data to identify the areas that our foster youth, low income, and English Learner will need additional support in. Intervention will occur 2- 3 days a week. Zero period supports daily academic intervention and or enrichment.

• **Distance Learning Program: Low Income Pupils, English Learners, Foster Youth:**

Lynwood Unified will assess each K-8 grade student two times, one assessment in ELA and one Mathematics. At the Secondary level students will be assessed in Science, Social Science, ELA and Mathematics to review progress towards mastery of standards. in addition to our district common assessments that each student takes in ELA and Math from K-11 and history and science for secondary students. Students in grades TK are given a district common assessment at the beginning of the school year, mid-year, and end of the school year. Teachers will conduct weekly checks through- Flip Grid, Pear Deck, Let's Go Learn, Next Gen Math, Class Time, Illuminate and/or our core programs to check for understanding and identify our foster youth, low income, and English Learner students' needs for weekly small group instruction. In class assessments will be used for ELD to monitor progress towards language acquisition goals.

Time value of student participation and pupil work will be monitored by the teaching staff. Work assigned will be daily and given feedback during synchronous instruction. Students will have daily synchronous interaction with their teachers to assess progress and teachers will provide feedback on work assigned.

• **Pupil Learning Loss: Low Income Pupils, English Learners, Foster Youth:**

Intensive supports for learning loss mitigation and acceleration will be implemented in order to ensure that all students are supported in meeting academic outcomes.

English Learners-Small group instruction will continue to develop language acquisition skills according to language levels. Based on diagnostic assessments in English Language Arts, Mathematics, and ELD targeted lessons will be developed to mitigate learning gaps

Low Income Students- Interventions via virtual formats will continue to support the 90.9% of students identified as socio economically disadvantaged in LUSD.
Foster Youth-LUSD has a FY liaison that works with our foster families on an individualized basis. Our FY will participate in the benchmark assessments and take the diagnostics in English Language Arts, Mathematics, and English Language Development. Tutors will be used to develop targeted small group instruction to mitigate learning loss and provide differentiated support for acceleration.

Our students who are experiencing homelessness have been prioritized to receive devices and hotspots. Intensive intervention and acceleration support will be provided during the school day, with opportunity to have additional support via after-school small group instruction and one to one academic support through district provide staff specifically trained to work with at promise students.

Students with exceptional needs will be provided with opportunities to participate in learning camps with specifically trained learning assistants that will provide tutoring, skill practice, mastery skills development, speech therapy. occupational therapy, physical therapy, and other supports to ensure access for intervention and acceleration.

• **Mental Health & Social & Emotional Well-Being: Low Income Pupils, English Learners, Foster:**

During the 2020-2021 school year, LUSD will adopt a Social Emotional Learning curriculum to be implemented district-wide to support student's emotional wellbeing. Because our students who are foster youth, low income, and English Learner have been disproportionately affected by COVID and school closures they will be given priority when referring students to these services.Furthermore, Student Services LCSWs will provide families and students with weekly wellbeing videos to support their emotional well being

• **Pupil and Family Engagement and Outreach: Low Income Pupils, English Learners, Foster Youth:**

LUSD will use a tiered system to monitor students attendance and engagement. The Student Engagement Review Team (SERT) will be composed of school personnel, the parent, and the student. The SERT will review and address barriers which prevent daily engagement in distance learning. The barriers addressed and re-engagement strategies may include: social- emotional learning supports through the use of the LUSD Health Collaborative Referral; weekly engagement check-ins with Foster/Homeless Liaisons, school-site counselors, administrators, attendance assistants; addressing the lack of technology with an immediate notification to the LUSD Technology department; the lack of, or insufficient Internet access by providing a mobile Hotspot; reviewing the home learning environment (multiple school-aged children at home, distance learning schedule flexibility). The attendance of our foster youth, low income, and English Learner students will be monitored daily at both the school site and district level.

• **School Nutrition: Low Income Pupils, English Learners, Foster Youth:**

Foster youth, low income, and English Learner students have been provided multiple updates on how and where food distribution will take place. Students and parents have been able to access meals since school closures and throughout the summer. The meal distribution program takes place at 8 distribution centers across the district. Meals are available at designated stations for walk up. Drive through stations were established and meals were placed in the trunk of the car. As we begin the 20-21 school year meal distribution will take place on a daily basis.

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

Services for our foster youth, English Learners, and low income students are being increased to mitigate learning loss during COVID 19 school closure. We had a small percentage of families take advantage of our Summer School program. We are planning for increased services and will include them through our SPSA meetings held at each site. We will also use our parent advisory meetings such as PAC, DELAC, Special Education Parent Committee, and our African American parent groups for input on student support. All students will be provided with formative assessment to assess learning loss. Targeted interventions in English Language Arts and Mathematics which will be developed to support student needs.

English Learners-English Learners will receive increased targeted instruction through an evidence based program specifically targeted for our English Learners who are designated as long term English Learners.In addition tutors will be provided to support students who lost instruction during school closure. Our secondary schools will have a block schedule and we will increase assistance in designated classrooms for students who are in need of language support at all levels.The ELD component of Journeys for Elementary and StudySync for secondary has been used to develop a digital curriculum. A new district digital tool has been developed to monitor teacher and students synchronous instruction for all subjects including ELD. EL PD took place during the Summer Institute for Science teachers on Science and Integrated ELD by Teacher Created Materials- Dr. Mora-Flores. AVID Excel Elective has been extended in the Middle Schools and is now available in 7th and 8th grade to address the needs of the LTELs on Language Acquisition.Dual Immersion PD has been scheduled for the teachers, Instructional Lead and Administrator of the Dual Immersion program. Access to online resources are available; Rosetta Stone for Newcomers and Dual Immersion, Listenwise for LTELs. Online PD opportunities for teachers will be available to support instruction for English learners.

Foster Youth and Homeless-Increased services through mentor partnerships which will provide support for mental health, social and emotional learning, and support with academics. Foster Youth and Homeless also received priority with hotspots and will have access to teachers and staff hired for the purpose of supporting their needs. These supports will happen daily with frequent check-ins with students to help them enroll in extended programs and services. Priority will be given to Foster youth students to participate in intervention programs. Enrichment service providers: Educare, NCRF, and ThinkTogether are working together to ensure foster youth, low income, and homeless students are given the opportunity to participate in the enrichment programs offered virtually for grades K-12. Both the foster youth and homeless liaisons continue to provide resources and social emotional support. Liaisons will provide weekly check ins and connect students to tutors for academic support.

Low-Income Students-increased services to our Low Income population will include interventions and enrichment programs to keep students engaged in learning. Supports for one to one will be increased due to learning loss during school closure. Data from universal assessments used throughout the District will be used to inform increased services. The District has planned an increase in services on tutoring hours with both classified and certificated staff. In addition, low-income students will have student clinics to support one on one and group support for social emotional needs through our programs. Students also received priority with hotspots and will have access to teachers and staff hired for the purpose of supporting their needs. These supports will happen daily with frequent check-ins with students to help them enroll in extended programs and services. Priority will be given to low income students

to participate in intervention programs. Enrichment service providers: Educare, NCRF, and ThinkTogether are working together to ensure low income, and homeless students are given the opportunity to participate in the enrichment programs offered virtually for grades K-12.