

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase materials to maintain social distancing within the classroom in order maintain a physically safe environment. (3.1)	3,802,036	3,812,478	No
Purchase personal protective equipment, to assist in creating a physically safe environment for students and staff. Ensure disinfection of facilities based on the recommendation of county and state health authorities (3.1)	11,306,108	12,415,784	No
Professional development - in person teaching strategies utilizing social distancing in order to provide for safety as staff and students return to the classroom (3.1)	100,000	98,415	No
iReady Instructional Toolkits will be utilized to provide for understanding of learning loss in terms of our student populations (1.5)	578,661	871,457	Yes
Designated ELD will be specifically scheduled to meet the needs of English lanaguage learners in both the middle and elementary grade levels, and integrated ELD will be present throughout the school day. (2.1)	45,000	32,457	Yes
Extra duty time for meetings/training of staff. (1.5)	1,411,500	847,564	Yes
Coaches to support teachers in implementing a hybrid model of learning (1.2)	470,500	345,178	Yes
Counselors will work with students and staff to provide tiered support for social emotional needs targeted to the needs of foster and homeless students (3.3)	10,000	8,459	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Bilingual para-educators will be present for small group designated ELD practice, outside the school day to meet the need of English language learners. (2.1)	50,000	48,127	Yes
Targeted instructional support will be provided for students who have experienced learning loss through individual tutoring, and small group instruction. EL students will receive access to set aside time for assessing English proficiency. (1.5)	210,000	204,478	Yes
Assure that all administrators, teachers, and certificated staff members in transitional kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs (1.1)	66,218,996	70,192,135	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Lancaster School District has provided materials to maintain social distancing in all schools with the intention of providing a physically safe environment. We have also worked to provide each site with personal protective equipment in order to maintain the safety of the community, students, and staff. Lancaster has provided professional development to implement in-person instruction. However, we have not had to expend the funds that were originally budgeted, as we did not return to in-person instruction until April of 2021. All training was done virtually in order to implement in-person instruction, which was limited, and was done late in the year.

IReady toolkits were provided to teachers in order to help to mitigate the effects of lost instructional time. Designated English language development was provided for students who were English language learners, specifically during the school day in order to help to maintain student access to learning the English language. Extra-duty time was given to staff in order to help in preparing for in-person instruction.

Instructional coaches have been deployed to help teachers implement virtual and hybrid instruction. Our hybrid model consists of students working with their teacher for 2 1/2 hours per day. For the second half of their instructional day, students work and complete assignments. All students, regardless of placement in either in-person or online settings, are being provided with a similar instruction.

Bilingual Paraeducators have been working with English learners and provided English language development practice. Whereas we have been able to do this during the school day for students, there were no extra costs affiliated with this action.

Tutoring has been provided. Teachers have taken on the task of providing extra help to students. We have employed the use of the UCLA Bruin Network. The Bruin Network was devised in the Spring of 2020 as a partnership between our district and UCLA's Pritzker

Center for Family Engagement and Empowerment, to provide tutoring services to both families and students. These tutors have taken on helping both families and students in acquiring knowledge of high priority standards focused on grades TK - 3. In order to fulfill the need, we also contracted with the Princeton Review to provide services to our upper elementary and middle school students. The program provided is tutor.com and allows for 24/7 access to highly qualified tutors to assist with students' coursework.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

After reviewing successes and challenges in implementing in-person instruction, the District Site Leadership Team (DSLTL) stated that there was a great deal of difficulty in planning for in-person instruction early on. At the time that we began to plan for in-person instruction, the district was managing continuous change with laws and regulations associated with in-person instruction.

### **Challenges:**

Through meetings with our school site administrators and the teachers union, we found that the middle school schedule was a challenge when transferring over to in-person instruction. For example, we were allowing for 35 minutes of instruction per student per period, while class sizes remained the same as prior to COVID. Had we brought all students back, we would have had a significant challenge in maintaining the required guidelines from the county health department in order to limit the number of students in a class in order to allow for social distancing.

Another challenge that we saw in terms of instruction were issues in finding student tutors for our classrooms. This was evident as we were unable to bring on AVID tutors in a consistent manner.

### **Successes:**

After a review of district safety procedures with cabinet, it was noted that as we identified that in-person instruction was going to occur, the district was successful in providing for the appropriate personal protective equipment for sites. In this area, we identified the need early on and were able to provide the appropriate materials for each site. When we identified a more intense need we provided materials, and when requested by the sites, the district responded. This allowed for safe in-person instruction. Regarding safety, we also found that identifying and implementing protocols for safety was originally difficult and challenging. However, this did turn into a strength as we brought students back.

Families provided positive feedback regarding our return to in-person learning. However, in the same vein, parents found it frustrating that students did not return to a full day of instruction. During family meetings, parents were appreciative of the teachers efforts to engage students in both in-person and virtual learning environments.

Continuity of instruction was considered a success by families, as we were able to keep students in the same class groupings they have been in throughout their virtual learning year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iPads were purchased for use in grades TK - 1 (1.2)	990,949	1,014,578	Yes
Chromebooks were purchased to provide access to all students in grades 2-8 (1.2)	2,602,730	3,415,784	Yes
Purchased web based platforms to provide access for all students & trained teachers on the use of current web-based platforms in order to deliver instruction (1.2)	302,155	300,748	No
Provide parents with help in accessing technology programs (4.1)	100,000	58,487	Yes
Creation of parent friendly Priority Standards (translation of the document) in order to provide for adequate understanding of what students are expected to know at the end of their school year, in accordance with their grade level. Parent Night for priority standards to provide parents with understanding of what students should be able to do at certain points in the year. (Teachers will train, extra time) (4.4)	25,000	32,489	Yes
Develop and maintain district remote learning website in order to maintain communication with families, and to provide resources to families in educating and accessing technology. (4.4)	10,000	9,847	Yes
Provide internet access for students in need. (1.5)	1,080,000	641,178	Yes
Ellevations will be purchased in order to provide for monitoring of English language learners in terms of language development. (2.3)	31,000	31,000	Yes
Purchase softphones in order to allow teachers the ability to contact families from their home offices. (3.4)	150,595	52,733	Yes
Continue with the implementation of the Hoonuit data dashboard for the 2020-21 school year in order to determine trends in data at all sites throughout the district. The purpose of this dashboard is to track achievement in terms of attendance and academics, as well as social	386,212	388,457	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
emotional outcomes as it pertains to our socio-economically disadvantaged student population. (1.5)			
Provide teachers, staff and administrators access to high quality professional development, coaching and feedback related to the implementation of high priority standards using a variety of delivery methods (SED) (such as but not limited to Coaching Conversations PD for admin, and high priority standards training for teachers) (1.3)	100,000	130,057	Yes
Ensure all students have access to rigorous standards aligned to instructional materials (all) (1.2)	92,000	88,412	No
Provide training and support for all staff implementing inclusive practices and interventions that support Socio-economically Disadvantaged, Foster, and Homeless students including students with disabilities in achieving academic expectations (2.5)	110,000	30,952	Yes
Provide adequate classified, certificated and administrative support to ensure high quality instruction, intervention and enrichment is implemented in core content areas (3.3)	200,000	212,548	No
Provide instructional assistants to support the needs of English learners to increase language development (2.1)	395,000	346,012	Yes
Provide Headsets with Microphones to students to enhance engagement in the distance learning program (1.2)	202,926	210,145	Yes
The district will research options of child care for students in grades TK-3 of parents who are essential workers.	330,000	630,028	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Lancaster School District provided videos to help families access the various technology-based programs. This allowed us to reduce the number of synchronous activities, and provide a great deal of assistance to parents within their own schedules. Whereas we did provide live, synchronous training to families, creating videos allowed us to limit the number of hours that teachers and coaches provided live training. Therefore, the cost of this action is significantly less than anticipated.

We needed to purchase more Chromebooks than expected at the beginning of the year. Therefore we exceeded the budget for this particular action. We were also able to secure free access to some hotspots. This provided families with access to the internet.

At the beginning of the year, we allowed many of our classified teams to utilize softphones as they worked from home. As the year went on we began to require that classified come to the sites to complete job duties as we had created safe environments, and had begun to become well versed in our abilities to maintain safe environments. As this became the norm, there was no need to continue softphones. The cost of this item was reduced. from the expected cost.

We had planned to spend more funding on providing families with help in accessing technology, however, the extent of our assistance in many cases went to training conducted by district staff. We did not incur a significant amount of extra cost.

In terms of staff training, we did not conduct the after-hours training that we had expected to conduct during the school year. Much of the training that we provided was asynchronous in nature and tied to the school site via the site instructional coach.

A substantive difference existed between the actual cost of the childcare for essential workers, as we scaled the program up to provide grades above third grade with access to the program.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In terms of distance learning, Lancaster School District adapted well in the 2020-21 school year.

Strengths in our Continuity of Instruction:

- In our climate surveys, families stated that they appreciated how we implemented distance learning, and how we were able to maintain a continuity of instruction for students. It must be stated that parents did remark that they were anxious to get students back to the classroom. Families recognized that teachers were working hard to continue to teach students while in the virtual setting.
- It was observed at the end of the year that we had 7% more students in the Tier I performance band than we did in the previous year in terms of our iReady Mathematics diagnostic (18% in Spring 2020 to 25% in Spring 2021)
- It was observed at the end of year diagnostic, 3% more students scored in the Tier I performance band pertaining to reading (32% in 2020 and 35% in Spring of 2021).

- Teachers provided a high degree of positive perception in their professional development feedback surveys. Specifically, teachers had a high degree of positive perception regarding high priority standards. High Priority Standards allow teachers to focus on fewer standards, go deeper, and ensure that students were actively moving forward.

#### Challenges in our Continuity of Instruction:

- Staff surveys revealed that providing instruction with the allotted minutes was difficult, specifically in the middle schools. Thus making it difficult to remain on pace.

#### Strengths in Providing Access to Devices and Connectivity:

- Being able to acquire the required number of Chromebooks needed for all students to have access was perceived as a strength by families. Each student in the district was provided a Chromebook.
- DSLT observed the ability to track where problem areas were in terms of WiFi access as a strength as we were able to intervene and provide assistance quickly.

#### Challenges in Access to Devices and Connectivity:

- The ability to access the internet was a challenge for some households as they had multiple students using wifi devices.
- The use of different platforms was somewhat of an issue. ie. we originally started using WebEx, however found that we needed to allow for the use of Zoom, as many of our students lived in situations in which there were multiple users in the same household.

#### Strengths in Pupil Participation and Progress:

- Providing students with incentives for participation was well received as was seen on the student surveys. Students responded favorably to the question "I like the attendance prizes I receive when I have good attendance."
- The use of Nearpod as an instructional tool was observed to be a strength among teachers via teacher surveys. We will continue the use of this technology moving forward.

#### Challenges in Pupil Participation and Progress:

- Teachers stated on surveys that connecting and engaging with some students was a challenge. Some students did not report for instruction, or when coming online would not engage with teachers or peers. The lack of connection with these students impeded some teacher's ability to assist some students either socio-emotionally or academically.

- Teachers were concerned that not all students progressed at the pace that they would normally have progressed due to the nature of online instruction.

#### Strengths in Distance Learning Professional Development:

- During this period of distance learning, we were able to continually train our staff on how to reach students throughout our educational system utilizing our tiered reengagement methodology.
- Staff was able to secure training in various technology-based educational programs, and have provided positive feedback on training opportunities.
- Professional development for staff was targeted and in-depth. Staff provided a high degree of satisfaction with the online teaching offerings. This year we were able to provide training with Capturing Kids Hearts, Milo Method, and instructional support pertaining to the high priority standards. Towards the end of last Summer, we were also able to provide training with AVID Digital XP for some sites, and various opportunities were provided to both site administrators, teachers, and classified. We also offered training in online teaching environments.

#### Challenges in Distance Learning Professional Development

- Staff remarked that the amount of learning required to adequately teach students in the online setting was a challenge and that there was a steep learning curve in how to develop quality, equity-based lessons.

#### Strengths with Staff Roles and Responsibilities:

- DSLT was able to identify roles for all staff to play whether it was in the contact of families or direct services to students.

#### Strengths in Support for Pupils with Unique Needs:

#### Overall

- Administrators have shown appreciation for the use of our Lancaster Interactive Dashboard (LID) in identifying students with unique needs and circumstances. As we were able to complete walkthroughs and provide access to principals, they remarked on the ease of following up with some students due to LID. We are planning a more global training for the Summer in order to prepare our administrators to continuously access data that they need to make decisions for their sites. This will later be rolled over to teachers in order to assist in making instructional decisions.

#### Specific to Foster Students:

- A significant strength that was provided as support to our foster student group was the work of our counselors. Site counselors were integral in providing for small group interventions, conducting lunch-bunch meetings with students, and providing social-emotional instruction and lessons for foster students. Counselors also worked hard to provide training to families targeted at foster families in order to provide them with tools to work with their students in the home. This was seen as a strength to our Superintendents Advisory Council (SAC).
- Our foster families provided positive feedback to the online tutoring programs targeted towards the needs of students such as our foster students.

#### Specific to English Learners:

- We were able to provide our Bilingual Paraeducators as support to our English Learners (ELs) throughout the district and were able to secure a specified time for scheduling of support for these students both during and after the school day. Our District English Language Advisory Committee (DELAC) stated this to be a strength.

#### Specific to Students with Exceptional Needs:

- DSLT stated that the fact that we were able to continue services with students with exceptional needs, and were able to continue to offer in-person assessments to determine the needs of students was a significant strength.
- Families responded favorably to the fact that we continued to provide inclusionary opportunities for students during distance learning.

#### Challenges to Supporting Students with Unique Needs:

#### Specific to homeless students:

- Our Family Ambassador team considered our work with homeless families to be a strength in that we continued to offer resources to families of homeless students through our Family Ambassador, and the many relationships that we have with agencies outside of our district (ie. Baby2Baby). Families were able to secure materials such as clothing, and food throughout the year.

#### Specific to Foster Students:

- Communicating that we had tutoring programs for our foster student group was challenging as was evidenced by our SAC stating that there were many parents that did not know that we had provided such resources.

Specific to English Learners:

- Staff reported that securing contact with our EL population, to provide services above and beyond the school day was a challenge. They were generally a population that was not aware of the services that we had available to them, as we were unable to engage EL families.

Specific to Students with Exceptional Needs:

- Physical interaction was a challenge for our students with special needs who were in need of physical interaction to assist in instruction.
- Whereas our special education department constantly worked to provide services to all students, it was a challenge to provide scaffolds in the online classroom for some of our students due to the type of disability.
- Students began to become frustrated with the online nature and the lack of physical contact.

Specific to homeless students:

- Our Family Ambassadors reported that contact with homeless families was a challenge as consistency in location was not always readily available

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Leadership Teams will meet outside of the school day in order to continue to monitor learning loss at the site, and to mitigate issues pertaining to learning loss throughout the school year. (1.2)	2,220,000	806,466	Yes
Provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions (increased Service) (1.5)	525,000	618,458	Yes
Extra learning opportunities will be provided to students to target effects of possible learning loss. This will include but not be limited to Saturday school, after school tutoring and extra school taking place during both Fall, Winter, and Spring Break. (1.5)	455,000	427,154	Yes
Provide a tiered system of support for academics, social/emotional and behavior through the implementation of Multi-tiered System of Support at each school, which includes opportunities for personalized learning for each student. (3.4)	6,360,755	2,458,798	Yes
Provide professional development and coaching support for staff on programs and practices that will support English learners, African American, foster and homeless students to ensure all students have access to rigorous content standards (2.3)	200,000	60,766	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following is a description of the substantive differences between the planned actions and/or budgeted expenditures for actions related to pupil learning loss. The two main areas of the substantive issue were based in the following three actions:

- 1) Instructional Leadership Teams will meet outside of the school day in order to continue to monitor learning loss at the site and to mitigate issues pertaining to learning loss throughout the school year.
- 2) Provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-tiered System of Support at each school, which includes opportunities for personalized learning for each student.
- 3) Provide professional development and coaching support for staff on programs and practices that will support English learners, African American, foster and homeless students to ensure all students have access to rigorous content standards.

In terms of instructional leadership teams, many sites did not meet or need to meet to the extent expected early on, and due to oversaturation of the systems in terms of new learning, the Lancaster School District chose to provide training to sites regarding opportunities for teachers and staff to collaborate using data, through our Lancaster Interactive Dashboard.

We also did not complete the amount of training that we had expected in terms of building the MTSS system within the Lancaster School District. This will happen as we move into the 21-22 school year.

Professional development and coaching support were observed to have a substantial difference in cost, however, this was seen to be reflective of the fact that due to the reduced schedule, we were able to provide training to coaches during the school day, rather than providing extra hours. We also did not incur the substitute costs expected in conjunction with this action. This allowed us to further reduce the cost of what and how we were training teachers in order to create equitable online environments.

## **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### **Successes:**

Throughout the school year in 20-21, Lancaster was successful in providing consistency in meeting and developing instructional leadership teams. In so doing, we were able to meet with teams, develop teams, and adequately steer teams in positive directions towards focusing on engagement, and building positive instructional strategies for students at their sites. Toward the end of the year, we were in a situation in which we were unable to offer extra hours, as schools began the process of moving back to in-person instruction, and time was used to ensure a safe return to in-person learning. In so doing district officials decided it prudent to work with sites in reopening for in-person instruction rather than bringing teams together to provide for coaching on instruction.

Families, via our annual Youth Truth Survey, remarked that the extra learning targeted towards low-income and foster students through our relationship with UCLA was a strength this year. We were able to bring about teaching candidates to assist students down to transitional kindergarten in bringing about help in terms of academic support for both students and families. Later in the year, we began to work with The Princeton Reviews, tutor.com, a service that allows for 24/7 access to professionals through online interactions to assist with subject matter help. This has proven to be a significant assistance to our student population, especially our middle school students. The acquisition and use of tutor.com were seen to be a significant success by families in both the Superintendents Advisory Council, the District English Language Advisory Council, other family groups, and with DSLT.

### **Challenges:**

In terms of the implementation of a multi-tiered system of supports, we did experience challenges as we continued the process of building the system, however, due to the time involved, we were not able to provide the ample training that we had hoped to provide to all sites. All site admin were provided with training, and have an adequate understanding, however, we need to continue this action moving into 2021-22.

In terms of professional development, we did have challenges in providing for professional development time, we were able to bring about training early on however after mid-year, we had to reduce the amount of training scheduled due to saturation of the schedule, and the focus on returning to in-person instruction. Teachers remarked that they needed more time to implement strategies being trained.

In terms of pupil learning loss, teachers remarked that it was hard to keep the attention, and that there was frustration at the lack of contact with some of our pupils with exceptional needs, and that our English Learners, did not attend the extra sessions allotted to them with bilingual paraeducators. Pupils experiencing homelessness, who had access to extra help, were inconsistent in attending as well.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

The Lancaster School District adapted our mental health supports to a distance learning model. Families presented a high degree of satisfaction with the work of our counselors as represented through Family Surveys. Our School Counselors created weekly social-emotional learning lessons for each grade level throughout the school year and offered weekly grade level-specific lunch groups for students to engage in fun activities while having a social outlet with their peers. In addition, individual and group counseling continued virtually while unable to conduct in-person services. Staff, students, and caregivers were able to provide digital referrals to the counselors at their school sites to request support or express concerns about students.

Counselors provided over 25 caregiver training sessions for parents and caregivers across the district available in both English and Spanish. Recordings of trainings were made available on the district counseling website. Many of the trainings were directly related to COVID-19 topics. Finally, in addition to a district counseling website, each School Counselor created a site-specific counseling website as a resource for staff, students, and families. Content includes community resources, foster resources, self-care resources, virtual calming rooms, coping skills, and more.

Families had a high approval of the actions completed by our school nurses as Lancaster School District Nurses were in direct contact with the families of our students with health concerns. They participated in Individualized Education Plan meetings for students with health concerns and have developed Individual Health Plans for students that required a variety of supports and accommodations to participate fully in Distance Learning and then in our hybrid program during the Spring. They also were an integral part of the school attendance team, providing insight and assistance when health concerns arose.

Our District School Nurses and Health Services personnel have also been on the front end of preparing schools for the return of students. They have organized training for the site Health Clerks to ensure that all health-related procedures were understood by all and implemented as written. The school Nurses were/are the first point of contact when there is a suspected COVID case, or an asymptomatic student or adult. The Nurses work with Pupil Safety and Attendance (PSA) administrators to determine isolation, quarantine, and when a student is cleared to return to campus.

Much of the work the Health Services Department has engaged in this year has been over and above the job that has been done in past years. Our School Nurses have worked hard to stay up to date on changing regulations regarding social distancing, and social interaction. Staff and student health and safety are a top priority and our School Nurses have done an excellent job of working with PSA admins to make sure protocols are in place and being followed throughout the district. In addition, they continue to test students for hearing and vision, update and distribute Individualized Health Plans (IHPs) for students at their sites, prepare lists of students with health needs, and assign additional support as needed. They continue to oversee the EpiPens for schools program, work with

community organizations such as AV Hospital, Kaiser, AVPH, and Tarzana Treatment to name a few. They also continue to oversee site Health Clerks and LVNs throughout the district, while providing both training and guidance.

Staff surveys were positive regarding the work that was done at both the district and site level in terms of the districts dealing with staff mental health issues. In terms of work with our staff, as noted above the district was able to create a website that provided mental health resources for all staff. At various points throughout the year, the district also provided surveys to staff to inquire about mental health issues that may have arisen as a result of the pandemic. When issues arose, we were able to provide direct resources to teachers, and we were able to allow teachers to access resources freely. The district also made counselors available for support to staff.

#### Challenges:

The District Site Leadership Team and focus group work noted some challenges in the implementation of addressing mental health in the 20-21 school year. Challenges in monitoring and supporting the social-emotional and mental health of students originated from a lack of in-person contact. Counselors had to base much of their intervention on the information obtained from others, and without being able to see students, having conversations with them, monitoring body language and hygiene, it was difficult for staff to detect mental health issues and respond to crises. Students often attended classes with their cameras off and may not have felt a connection to school staff to reach out for help in the instance that there concerns in the home. Students struggled with anxiety, depression, or other mental health conditions, many of which were brought on by isolation. Unless informed, our counselors were not able to intervene. Our suicide assessments significantly decreased in the 2020-21 school year while we know mental health problems were on the rise. As we recognize that students with suicidal ideation rose during the pandemic, it was a challenge to identify signs without either contact or referral from school instructional staff. As students are returning to in-person learning, their social-emotional and mental health needs are better assessed and addressed. In terms of challenges with working with staff, DSLT identified that there was a reduced number of requests for assistance. This could be a result of health plans that were in place. We did provide for space within staff meetings and grade levels to address mental health.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

#### Successes:

In the 20-21 school year we were able to provide training to families with regards to educational technology, as well as how to engage virtually with teachers. We continued our Parenting Partners program, and have had our Family Ambassadors engage with families in order to gain student attendance and provide families with resources. Late in the year, we were able to connect with an outside organization, the California Association of African American School Administrators (CAAASA), and were able to engage families in getting vaccinated. We have made efforts to engage our bilingual families through our District English Learners Committee and

continue to grow the African American Advisory Council (AAAC) at various sites. In 21-22, we plan on expanding the AAAC to all sites, as well as creating a district AAAC.

Our tiered reengagement plan (observed earlier in the Learning Continuity Plan) was successful in reengaging students in virtual learning. We observed that as we employed this methodology, we saw increased attendance throughout the year. This was highlighted during our Principal meetings and was expanded in order to gain attendance. In our climate survey, students stated that the prizes provided through the engagement plan kept them engaged in classes, and was a motivating factor.

Challenges:

Engaging families in learning our learning system was a struggle. We did provide multiple training opportunities and found that families took advantage of the asynchronous nature of the training videos we provided. In most years, we see different people at different events. This year we saw many of the same people engaging consistently. Therefore parent and family voices were harder to secure this year.

In engaging students, after reviewing data from our Lancaster Interactive Dashboard with the DSLT, it was observed that the most significant challenge to engagement with students was bandwidth and access to the internet. This was a significant issue in our efforts to get students to engage fully with the academic regimen that was provided by each school.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Families and community surveys suggested a great deal of satisfaction with efforts from our child nutrition department. Child nutrition workers met the needs of both the students and the community. Frontline staff became essential in feeding children and offering nutrition to Lancaster students. COVID safety protocols were established and social distancing work habits were implemented. Ongoing training allowed employees to feel safe in their work environment and dealings with the public. Throughout the pandemic, the child nutrition department was able to serve 1,777,956 meals, allowing students to secure the needed nutritional value to continue growing in their academics.

In order to secure input Child Nutrition Services (CNS) involved kitchen managers in all decision-making processes. The kitchen staff was implemented meal-kit packaging, storage issues, and meal service logistics. Ideas were shared district-wide and standards were formed through trial and error. Through constant changes and consistent processes, our employees made these transitions as needed and with relative ease.

Curbside meal service was adopted by many school districts throughout the nation, and meeting these demands didn't come without its challenges.

#### Challenges:

As the district had to close schools, it must be noted that the supply chain was greatly affected. Securing products became a challenge; packaged food items were at a premium, and vendors struggled to maintain a stock of needed items. Although food and supplies were on order, many times it wasn't available for delivery. This left CNS scrambling to make changes to the menu, while still maintaining the regulation requirements and the integrity of the food program.

Early on, we served hot lunch meal kits and included breakfast for the following day. It soon became apparent that daily meal service was taking its toll on families. The logistics of at-home learning, accompanied with the daily task of driving to get a meal was unrealistic. We began seeing a decline in participation and needed to make changes quickly. Meal service was revamped to serving multiple meals at a time, twice a week, requiring less drive time for each family. Eventually, we were able to incorporate weekend meals and are currently serving curbside, 3 days every week.

Aside from simply meeting the nutritional needs of our students, funding this endeavor became an ever-present concern. Before the pandemic, our school district was home to approximately 15,000 students and we captured just over 2,000 breakfasts, 10,000 lunches, and 800 snacks daily. Reimbursement totals were \$43,104 daily, translating to \$7,801,764 overall in the 2018-2019 school year. Currently, we are serving roughly 4,000 breakfasts and lunches, but are unable to take advantage of the snack program. Today, our daily reimbursement is \$31,059 and we are projected to end the fiscal year at \$5,621,741. The deficit is substantial. Because our program is funded solely per each meal served, it is essential to look for ways to serve each family with meals worth returning for, day after day.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	The District will provide counselors/family ambassadors in order to ensure students' social/emotional and behavioral needs are addressed (this action will be targeted to our foster homeless student groups) (3.3)	3,500,000	2,015,247	Yes
Pupil Engagement and Outreach	School sites will implement Positive Behavior Interventions and Support plans at each school in an online manner. (3.4)	25,000	15,406	Yes
Pupil Engagement and Outreach	The District will develop and implement a system for tracking students who are chronically absent to insure rapid response and intervention (3.5)	75,264	59,906	Yes
Pupil Engagement and Outreach	The District will assist the school sites in implement programs and supports for families to increase their engagement (4.3)	42,980	11,589	Yes
Pupil Engagement and Outreach	The District will implement parenting programs that increase parent capacity to assist students in academic achievement at each school (4.4)	439,218	346,434	Yes
Pupil Engagement and Outreach	School sites with the assistance of the District will provide translation services for parents and community members whose first language is not English (4.1)	1,022,000	724,393	Yes
Pupil Engagement and Outreach	All sites will establish attendance intervention teams. The teams will include, site Nurse, Counselor, Health Clerk, Office Assistant, site administrator, teachers and other members as determined by the site. (3.5)	100,000	78,689	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Counselors were provided to all sites, and they were used in various capacities to meet the needs of our foster and homeless student groups. Not all activities that were planned for were completed in the 19-20 school year. Our most significant challenge this year was student engagement.

The translation was provided at all family events, and meetings this year. We did find that we did not need to translate to the degree that was expected.

We were only able to conduct one Parenting Partner training for the school year, which lowered our actual expenditures. Funding leftover from this will be applied to family engagement work with the same organization moving into the 21-22 school year. This impacted the site's use of funds to provide materials to parents consistent with parent training.

Hours for training for attendance intervention teams were not utilized as expected. Most sites were able to reengage students via phone calls, and during work hours, thus the work expected that would result in extra hours was not required in totality. Funding will be used from this action to increase attendance in the 21-22 LCAP.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

In the 20-21 school year, the Lancaster School District continuously evaluated distance learning for its effectiveness. While conducting distance learning, we began the process of planning for a move back to in-person instruction in the Spring. As we have evaluated this past year, we have made the decision to restructure our professional development to layer distance learning into our training, while conducting in-person training where appropriate. We will continue to develop and train on the High Priority Standards to drive instruction focused on essential learning with scaffolding to support students who have fallen behind. We will be supporting sites, teachers, and coaches with job-embedded PDs and support with data analysis, student grouping, and small group instruction through facilitated PLCs and coaching. We have also focused on the fact that equity and access to resources and instruction is a concern where we will focusing attention. We found that accessing resources for students based on neighborhoods was an issue, as wifi is not equitably distributed throughout the valley. Furthermore, due to the fact that we have a significant population that has multiple students living in a single household, it was necessary for us to ensure that we are paying attention to the needs of each individual student within the home. Due to this fact we have developed Goal 2 in our LCAP to be focused on equity and access for all students regardless of language, or socioeconomic status.

We also found that there was a significant amount of need in terms of healing-centered engagement. In order to address this in the 2021-24 LCAP, we plan to provide a significant amount of counseling, as well as a focus on social-emotional learning.

This year we found that although ELD was incorporated, we had significant issues in getting students to access the high-quality online curriculum. Moving into the 21-24 LCAP, we have made the commitment to close that digital divide for our EL learners by purchasing online resources to increase the rigor of online delivery for EL learners focused specifically on our Newcomers, and long-term English learners.

The pandemic has forced our district to rely on technology to fulfill many operations, from video conferencing to using Google Classroom/Nearpod to provide synchronous and asynchronous instruction. Suddenly the demand for technology and digital service support skyrocketed for staff, students, and parents alike. It also has highlighted concerns about the digital divide (lack of a computer or high-speed internet connection at home) due to school closures and the shift to online learning. The pandemic has shown the power of collaboration between different departments to create solutions quickly. Based on the recent survey results from both the classified and certificated staff, we will continue to provide targeted training in Google Suite Products, Nearpod, Google Certified Level 1 and 2, ViewSonic "My Whiteboard" (Level 1 and 2), and Flipgrid. We are planning to offer summer PDs to both classified and certificated in June. We will continue to offer Monday PDs throughout the school year on various topics based on the needs of our staff. Furthermore, we would like to offer technology workshops for parents and guardians. Our goal is to maximize technology tools to increase student engagement and instructional time in the classroom. There are benefits of online tools such as, but not limited to, real-time formative assessments, giving every student a voice/choice, students are actively involved in the learning process, and evidence of learning is captured in reports.

In terms of work with our Special Education student population, we have found that some students with disabilities have been successful in distance learning. We are now reviewing some of our service delivery models and providing opportunities for some students to continue to receive their services virtually. For example, a student in-home hospital may still be able to receive speech or counseling virtually. Our service providers found creative ways to engage students virtually and we will continue to invest in technology so they can continue this work. Our district provided all service minutes to all students, therefore there was never a lapse in service minutes. Our Special Day Class students received synchronous distance learning unless it was determined otherwise by the IEP team, in which case modifications were made in order to meet the individual needs of the student. There was also an increase in parent participation in our IEP meetings when we began holding them virtually. We found that a few of our special education assessment tools could be done virtually saving parents an extra trip to the Early Childhood Assessment office.

There was a smooth transition into in-person learning from our SDC mild/mod, RSP, and Speech students. Our most difficult transition has been in our mod/severe programs when a student has been unable to wear a mask based on the criteria set forth by LACOE Public Health. We are dedicated to providing students services in-person and many times have offered a one-to-one setting for students who have been unable to wear a mask. We were concerned about our ECE SDC students and masks, but they have transitioned well.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss in Lancaster has been termed loss of in-person instructional time. With regards to loss of this time, Lancaster will continue to assess its impact in two areas, academics, and social-emotional learning. Under academics, the district was able to measure learning loss utilizing our formative assessment system, iReady to provide feedback as to how students were progressing in terms of reading and mathematics. iReady is an assessment system that allows us to see where students are, with respect to current status, as to where they should be relative to growth as they progress throughout the year. In terms of English language learners, we have developed our own formative assessment system that provides us with data to target individual student progress, where they should have been relative to the start of the school year, and through the end of the 19-20 school year, and where they are relative to growth into the 20-21 school year. In terms of the social-emotional welfare of students, we continue to monitor students individually with our counselors, and their relative knowledge with our social-emotional curriculum. Lancaster SD is currently exploring the use of a social-emotional measure moving into the 21-22 school year.

For our Low-Income students, we will be utilizing iReady formative assessments, as well as Illuminates' Standards Mastery in order to assess learning loss for our low-income student population. We have provided access to iReady online and the teacher toolkit in order to assist low-income students. We have also worked and will continue to work to provide an adequate MTSS design for student populations such as our low-income student group in order to provide time for students to remediate any loss.

Our Special Education teachers will complete progress reports. We will look at each individual student and determine if a student did not make progress due to the pandemic. We are still in the process of determining how we will deliver services if there was a learning loss. We are encouraging all students to attend the summer of innovation provided by the district as well as utilize tutor.com.

Our foster student group will have learning loss measured through the use of both iReady diagnostics, and Illuminates, Standards Mastery. We have provided for Summer learning activities, through our Summer Camp. This camp is an online learning environment that is incentivized for students to attend, and complete learning tasks in the areas of core instruction. We have identified and will continue our tutoring programs through both UCLA, and Tutor.com as well.

Homeless students in the Lancaster system will have access to our in-person Summer school program, as well as our Summer Camp. All students returning to Lancaster School District have been given the opportunity to keep their technology during the Summer to continue learning. We will continue to assess our homeless students for learning loss through both our iReady diagnostic, and Illuminates Standards Mastery.

In the Summer of 2021-22 SY, we will be providing Summer school, and Summer Camps for our students to provide access to learning that may have been missed during the 2020-21 school year. This will follow along with our general Summer enrichment programs, which will allow for students to access opportunities that revolve around STEM, art and language programs, as well as computer programs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

As noted previously throughout this annual update, Lancaster School District was able to provide students with access to online education, secured wifi devices, and computers for unduplicated students, and provided mental health services to students demonstrating a need throughout the school year. We provided access to high-priority standards. In terms of monitoring for effective implementation, the district continued to conduct Cabinet "Walkthroughs" of sites, which accounted for a substantial amount of extra hours in meetings with district office administrators to address the current needs at sites during this time. In terms of technology, we were able to get some devices donated from outside agencies that were gracious enough to help in providing support to the Lancaster student population, resulting in a reduced cost to the district. In terms of professional development, we utilized virtual platforms to include both Zoom and WebEx. This called for the district to have ongoing training for these two platforms for teachers. We also were required to provide teachers with PD focused on online teaching strategies.

Early on in the year, the district used UCLA as a sole resource for tutoring and support for our students. After observing an increased need throughout the year, the district moved to acquire a program entitled tutor.com, in order to allow for all students to have 24/7 access to online tutors. This, in conjunction with the UCLA Parent Project, has proven to be a successful tool for our low-income student group.

In other areas, substantive differences came about due to the fact that we decreased the frequency of some of the actions that we had planned to implement. This was true of our Parenting Partners Program, in that we generally offer three training sessions per year for sites, however did not do so in the 20-21 school year due to the online nature of instruction. We also did not incur costs for extra hours as we reduced the number of days in which teachers were away from their classrooms. The purpose of this came from the need voiced by our teachers, and students for consistency of instruction. Many of the training sessions that we generally conduct through a year were completed online, therefore we did not incur costs for travel, hotel, or food, which allowed teachers, who did attend training during the day to attend training and return to their classrooms with less disruption.