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# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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# General Information

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

On March 13, 2020, Lancaster School District faced the challenge of closing schools due to the COVID-19 pandemic. This was a difficult decision to make, as the Lancaster School District (LSD) realized the impact that public education has on the community of Lancaster at large. As all families were ordered to stay at home, LSD was well aware of the inequity that would be caused by a full shutdown of the District's system. As a city and community, Lancaster currently has just under 2,350 cases of COVID-19, and has sustained 31 deaths. Economically, the city has had to close the doors to many businesses, and as a result of lost business during the "safer at home" order, the city has sustained long term shutdowns as a result of the many months not collecting revenue. Additionally, we observed as a system, an increase in domestic violence cases, and a drop in the reporting of cases to child welfare. As teachers and schools are generally those most active in identifying cases of child abuse, this can only mean that children within the city of Lancaster, have been put into situations in which they have not been able to receive the much needed help.

As we started to plan for the implementation of a distance learning program in the fall of 2020, Lancaster School District began analyzing program offerings in order to continue learning, while having students remain in their homes. Lancaster's administration worked along-side the Teachers Association of Lancaster (TAL) to provide offerings to students throughout the district. In order to ensure equitable access to quality learning materials for all students, the district handed out over 10,000 Chromebooks, and 3,500 hotspots in order to place the needed technological materials into the hands of families and students. We expect to hand out close to 12,000 Chromebooks, and up to 4,000 hotspots for students to access online resources, lessons and support at home. All work provided to students is based upon high-priority standards and is grade level aligned. Teachers and Bilingual Para-educators are responsible for supporting English language learners while helping them achieve their language development goals. We will be providing students in our special education program with differentiated work that includes regular communication with their case managers and service providers in order to meet the requirements of their Individualized Education Plan (IEP). In order to meet social emotional needs of our low income, foster and homeless students, the district counselors are working to create and provide social-emotional learning lessons to both, students and families. Counselors also have provided access to social services for families and counseling support.

Lancaster School District prioritized regular communication with families through teachers, various written forms such as regular "Updates to the Community" from the Superintendent, written letters from school sites as well as the "Staying Connected" newsletter. The District continues to update the community through radio appearances on AM1470 and FM 96.9, and finally by increasing our social media presence on Facebook, and via our "AAA+ Learning Systems" website, along with updates on our district website. District sites have institutionalized the meeting of various parent decision making and information gathering bodies via web-based tools such as WebEx and Zoom.

The plan that follows provides details and descriptions as to the specific actions that are to be taken to provide for full implementation.

# Stakeholder Engagement

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

In order to get the perspectives and understanding of this plan, the Lancaster School District engaged all stakeholder groups. The District provided for three rounds of district wide family surveys and various rounds of staff surveys (classified, certificated, and management) to secure the perspective of families. In the first round of survey's we found that families were significantly concerned with the safety aspect of returning to school, and further found that there was a 50/50 split as to who wanted students to return, and who wanted to continue with a distance learning schedule. During the second round of surveying, we found that families were concerned with the amount of time that students had access to teachers. In the final round, which came after the initial implementation of our distance learning program, we found that families were having difficulties with bandwidth in the home. In order to reach families who did not have access to technology, we utilized our Family Ambassadors to make targeted calls (specifically to our homeless, and those families we knew would be hard to reach with technology), and provide surveys over the phone.

The district met with both the District English Language Advisory Committee, as well as the Superintendents Advisory Committee (Lancaster's Parent Advisory Committee). In both instances, the Superintendent provided the opportunity for families to provide questions, and to provide for answers to those questions in writing.

The district engaged both the Teachers Association and the Classified Association, in order to secure agreed upon measures for the development of this plan. As we move further into the year, the district plans on increasing stakeholder engagement by continuing to offer translation/interpretation for DELAC meetings, and input sessions to gain the EL family perspectives on distance learning, as well as possible hybrid learning options as we move forward. The district will solicit student feedback through facilitated focus groups in order to refine distance learning options, and we will further utilize Family Ambassadors to fully engage our families. As we begin to see students who are not engaged in distance learning, the district has provided for and created a process to reach out specifically to families of foster, EL and homeless students to determine the root cause of student disengagement.

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

District solicited recommendation for comments through multiple, parent/family, pupil and staff surveys, allowed for input and public comment in synchronous board meetings held through WebEx, as well as through the implementation of surveys. The district engaged both the District English Language Advisory Council, as well as our parent Superintendents Advisory Council via Zoom. Other areas of remote participation were seen to come by way of our Family Ambassadors making targeted calls to families in order to engage parents that may not have the means to engage via a technological method.

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

Feedback from families provided that families were concerned with the health and safety of their students, and that they saw that access to student computers, internet, and childcare were all concerns as a response to Spring closures. In the fall, there was a concern with the idea of safety, access and childcare. We determined, based on the responses to family surveys, that over 45% of our families have multiple students (2 = 33.5% and 3+ = 13.7%) who attend school (K-12) in the household, warranting possible concerns for bandwidth and quality of internet service. In our English learner community there was a stronger concern regarding access to internet, devices, etc. The most significant concern that families saw as being problematic was the perceived lack of contact of staff to the home, specifically staff to student. Families were concerned that there was a need for students to be engaged on a consistent basis; however, they did not feel that the amount of help necessary for their students to be successful academically was present during the Spring, and thus was a further concern in the Fall. Whereas the decision to maintain closed campuses to students was made by the state legislature, the district found that 49% of families agreed that coming back to school in a traditional manner would not be desirable. Many families opted for a hybrid model of instruction, in which students were present at school in a split AM/PM model.

Information from family meetings in the Spring helped to provide us with the model of instruction, as all stakeholders were represented in the planning process. However, in July it was made evident that we would not be able to open schools, we were able to come about rough plans that would provide us information for the reopening for schools when that becomes a reality.

Families in our Superintendents Advisory Committee (SAC) and District English Learners Advisory Committee (DELAC) were also engaged in this process. In so doing, the District was confronted with concerns regarding access to technology for TK-1st grade students, as well questions as to why families were required to use district laptops. Families in the SAC commended the district for the amount of communication that they have received, and appreciate the District's correspondence with them, stating that "there are definitely ways to know what you want to know." They commended the fact that teachers have been in contact on a more consistent basis, as school has resumed through Class Dojo, and that it is evident that teachers are putting a great deal of effort into the current situation. Safety concerns have shifted, however from being about health concerns, to internet safety. SAC did remark that families were observing "Zoom bombing" and wondered how that might happen. We were able to provide information as to the need for students to report issues immediately to their teachers, and that this situation comes about by students sharing links with outside individuals to get into class meetings. The DELAC provided recommendations, regarding accessing technology for students in grades TK -1, and also provided concerns regarding students being lost in the crowd in online classes.

Based on staff surveys (teachers, classified workers, and administrators) we observed that staff was significantly concerned with being at the site, and/or students being present at the site. We determined that with regards to our classified employees there are many who are in a high risk category for COVID-19. A significant concern was the need to maintain social distancing and a clean workspace during the school day. Staff had a concern for students and families updating phone numbers, which we found interesting, as families suggested that they weren't contacted by teachers during the Spring school closures. Staff were concerned for the health and safety of both the students, and themselves, and were concerned that the district would have to take drastic measures to maintain cleanliness when we begin the reopening process. Moving into the Fall, Staff provided feedback that they were cautiously optimistic towards the new distance learning environment. A great majority felt that the right thing to do was to keep students off campuses until we were able to come closer to closure with the Coronavirus pandemic, however that they were concerned about having to come into class to work. In our agreement and work with the Teachers Association of Lancaster, it was agreed that teachers would be able to make the decision as to whether they felt comfortable teaching from either home or in their classrooms. This was well received by teachers. We have worked with our CSEA union in order to

reach agreement as well. Staff reported that they are connecting with families on a more regular basis, and this was recognized in the fact that families have reported more connection with teachers and staff at the school sites. Teachers did provide that there is still a concern as to the move to a full virtual learning environment, in the fact that some teachers are struggling with different platforms that are being used. In order to assist with this, the District technology department made it a point to infuse the system with training on Google Classroom, WebEx, and Nearpod, as both Google Classroom, and WebEx are the main focus of our delivery of instruction for both synchronous and asynchronous instruction.

Teachers remarked that they felt that communication with families was an important piece within distance learning. With this, they stated that the most effective way to do so would be through softphones, or google voice. Teachers also did a great deal of work around the use of Class Dojo. Go Guardian was also noted as a valuable resource as it allowed for our teachers to monitor students as they work. An interesting piece of information coming from teachers, was that of parent contact. 54% of teachers stated they contacted families a minimum of two times per week. However, they also remarked that families did not return phone calls, or that they had to leave multiple messages to get in contact with families to assist students. In terms of staff concerns, the following issues were provided by teachers: Lack of accountability on the part of the students, understanding and using technology, assessments, having trouble communicating with parent's expectations, getting students excited about learning, and students lack of good technology or internet. There was considerable concern for lower grades as they could have extensive problems with technology, and because of the nature of young students being kinesthetic learners. As these are a sample of the feedback and concerns received from staff, there were also statements regarding teachers wanting to teach from their classroom, and others who wanted to have the ability to stay home due to having a family member who was in a high risk group, or being in a high risk category themselves.

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

As a result of the consultation process, the District was able to provide for the following actions associated within this plan.

With regards to in-person instruction:

- Extensive purchase of personal protective equipment throughout schools
- Purchase of iReady tool kits to assist in mitigating learning loss
- Focus on ELD in both middle and elementary levels to mitigate language learning loss
- Bilingual para educators continuing to support EL students and provide extra time

With regards to Distance Learning Instruction:

- Technology devices for all students (TK- 8)
- Hotspots purchased for extensive support of internet access
- Revised district website in order to provide resources for parents and students
- Family Ambassadors to reach out to homeless families to assist with academic needs
- Softphones provided for sites to contact families
- Purchase of WebEx and Zoom in order to allow for face-to-face online instruction, and provide ongoing training to staff
- 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 emotional outcomes as it pertains to our socio-economically disadvantaged student population.
- Ensure all students have access to rigorous standards aligned instructional materials



- Purchase and provide headsets and microphones to students to enhance engagement with academic content
- Provide translation services for parents and community members whose first language is not English

With regards to Pupil Learning Loss:

- Provide professional development and coaching support for staff on programs and practices that will support all learners, students with disabilities, English learners, African American, foster and homeless students; to ensure all students have access to rigorous content standards

Provide a tiered system of support for academics and social/emotional behavior, through the implementation of Multi-tiered System of Support (MTSS) at each school, including opportunities for personalized learning for each student

## 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 Lancaster School District will be beginning the 2020-21 school year in a distance learning educational environment. The model of this instruction has been provided in two separate documents and memorandums of understanding with both the classified and certificated bargaining units and has been presented and approved through the Lancaster School District Board. Lancaster understands the relevance of in-person instruction, and the imperative that our students have access to live teaching. Lancaster School District will begin to reopen the physical locations of schools as soon as it would be both recommended and safe. Based on guidance from the California State Governors office, as well as the California Department of Education, and as Lancaster School District is located in Los Angeles County, a county that is currently on the California Department of Public Health's watch list, Lancaster School District is not provided the ability to open in person instruction at this time, to any extent.

When the district is allowed to return we will continue to offer the appropriate instructional minutes per grade level span. Whereas we are not currently providing in-person instruction, Lancaster School District has planned for in-person instruction as we continue through the 2020-21 school year. Should Lancaster School District resume in-person instruction, the District has determined that a phase in of in-person instruction would be the most adequate way in which we would be able to operate. Out of necessity, the district will use a hybrid/blended learning model in order to provide for adequate social distancing. The hybrid/blended learning model would prioritize the integration of English learners, foster students, and homeless students, and allow them to be reintegrated gradually. English language learners, foster, homeless, and students with special needs, would be among the first student groups to be brought back for in-person instruction, creating a phase 1. Phase 2 would incorporate our students of essential workers, and finally Phase 3 would establish the remainder of our student population.



In elementary schools, in-person instruction will be a program of choice that will have two times for students to attend live instruction at the site. Group A students would attend class every day from 8-11 a.m. then attend to asynchronous work for the remainder of the day at home. Social emotional learning will be integrated into the seat based instruction portion of this model, and students will receive academic support via a digital format. Group B would complete asynchronous work in the morning, from 8-11, and then attend live learning from 12-3 pm. During asynchronous learning, students will be given the opportunity to receive support from tutors or from Para-educators, should they be assigned to receive help from them (i.e., if they are English learners or are receiving special education services). They would also be given the opportunity to receive live help from their teacher throughout the day. Distance learning would be offered for elementary schools as well as the blended learning model in order to ensure freedom of choice for the family due to the Coronavirus.

In middle schools, we are currently working to determine a schedule that would effectively meet the needs of our students, in the instance that we are allowed to bring our middle school students back to an in-person learning setting. The district will have to develop an appropriate schedule in conjunction with our stakeholders in order to meet the needs of middle school students. This will be developed and communicated to our stakeholders prior to the closure of our Memorandum of Understanding reached with the Teachers Association of Lancaster.

Regarding our instructional program, the district will continue to utilize our district adopted texts throughout the year with our students, in order to provide for district identified priority standards. Additional software will be used to provide structured lessons in all core instruction. The district will continue to provide a dedicated social emotional learning program, with tiered counseling offered based upon student need, and teacher recommendation. It is important to note that both foster and homeless students will receive priority assistance from counselors in order to ensure their social emotional well-being and mental health. Physical education will be offered with the appropriate social distancing methods in place, and elective classes would be offered in order to provide for enhanced student engagement. Schools will further support students with additional needs (i.e., foster, homeless and English learners), with the increased presence of instructional personnel. English learners would have access to bilingual para-educators in order to provide assistance in the acquisition of the English language. Furthermore, our foster, homeless and English learner student groups will receive additional instructional time in order to expedite gains in learning. Students receiving special education services will receive all services that are appropriate, as provided by students' IEP.

Regarding COVID-19 Safety Procedures for infection as it pertains to the possible implementation of in-person instruction, we have provided very targeted and firm instructions for our families, students, and staff as they have returned to work and school. All visitors to campus must wear a mask/face covering. When not brought with them to the site, we have provided for disposal PPE. All school personnel are required to sign in and out of school sites, we have determined a location for individuals to enter and exit all sites. Signage has been purchased for all public entrances, custodians have been engaged in cleaning protocols in order to maximize the disinfecting all spaces that would have people working on site currently.

Further details will be made available on our district website in our 2020-2021 COVID-19 Response Plan.

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

Description	Total Funds	Contributing
Purchase materials to maintain social distancing within the classroom in order maintain a physically safe environment. (3.1)	3,802,036	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	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	No
iReady Instructional Toolkits will be utilized to provide for understanding of learning loss in terms of our student populations (1.5)	578,661	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	Yes
Extra duty time for meetings/training of staff. (1.5)	1,411,500	Yes
Coaches to support teachers in implementing a hybrid model of learning (1.2)	470,500	No

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)	0	Yes
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	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	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	No

# Continuity of Instruction: Distance Learning Program

## Distance Learning Program

[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.]

Students in the Lancaster School District distance learning program, will work online with teachers daily via WebEx, or Zoom, in order to receive age appropriate, designated minutes of instruction. Students will receive live instruction that will consist of core subject matter, allowing students to remain current on the instructional program. Students in grades TK-1 will utilize iPads as core technology, matriculating to Chromebooks throughout the year. Students in grades 2-8 will utilize Chromebooks at the beginning of the year.

Students in elementary schools will be split into two groups, group A and group B. Group A will attend live synchronous sessions in the morning from 8-11am. During that synchronous time, students will attend core instruction and an intervention block from 9:50am - 11:00am in order to remediate learning loss. Students will have lunch from 11:00-11:50, and begin asynchronous learning from 11:55 until the end of their instructional day at 2:55pm. Group B will receive their asynchronous time in the morning, then receive synchronous live teaching from 11:55am to the end of their day, with an intervention block embedded to remediate any learning loss. Intervention time will be utilized to provide students with time for small group work, one to one assessments, and to provide parent and student support. Both English language development and social emotional learning will be provided daily. English language development will revolve around instruction in reading, writing, speaking and listening, and will be targeted towards supporting the language development for English language learners.

Middle school students will receive live synchronous instruction from 8:00am-1:15pm. From 1:15pm-3:00pm students will attend small groups, receive direct teacher support. An intervention period is built into their school day. Consistent with the elementary school schedule, students will receive English language development daily. Social emotional learning will take place every Wednesday from 1:15pm-1:35pm.

In order to maintain a continuity of learning, and to create conditions for a seamless transition into hybrid instruction, Lancaster School District has developed schedules aligned with instructional minutes appropriate for all students based on age and grade level. Students will use core text books throughout the year, and will have access to those texts via online and hard copy as well. The same texts used in distance learning will remain in use should students return to the classroom. District coaches have identified priority standards through "Achieve the Core," and texts that are used within the normal school day have been provided for students as a resource in gaining access to those standards. Additional software will be utilized to provide structured lessons in all core areas of instruction. Either Zoom or WebEx will be used to support live instruction, and Google Classroom will be used to provide students with assignments. In this method and overview, all certificated staff will be engaged with students on a daily basis. Counseling services are for participating students, in that at the tier 1 level they will focus on normal social interaction, and our Second Step social emotional learning curriculum. Initial work with students will be targeted towards students working to mitigate learning loss, and trauma associated with the pandemic. Special Education students will remain engaged with staff, and services identified within the IEP will be provided for.

In order to ensure consistency among teachers in the delivery of instruction, all ELA and Math teachers have been trained in the 2020-21 priority standards to focus on essential skills and concepts while addressing learning loss. In addition, all teachers have been trained on how to effectively use Google Classroom and Webex to deliver synchronous and asynchronous instruction to all students. Teachers have been provided distance learning lesson planning templates that specify distance learning strategies and considerations to help in planning and delivering effective instruction that meets the needs of our students. The District and site admin will monitor instruction through virtual walkthroughs, teacher lesson plans and leadership team meetings.

Bilingual para-educators will support English learners in accessing the full curriculum by collaborating closely and often with the teachers to provide virtual small group content-relevant frontloading/translation and additional practice for English learner's, focusing on levels 1 and 2, while still supporting levels 3 and 4. For our Spanish-speaking newcomers, Math and Social Studies curriculum will be made available in Spanish.

All core subject area adopted curricula are available in a 100% digital format and all students will be given a device to access their curriculum. As the district had not completed their science adoption at the time that distance learning took effect, a one year purchase was made to ensure all grades have access to NGSS based, digital curriculum.

All consumable books from each program are also being distributed to students for use at home if needed.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All TK-8 students will receive devices in order to access live instruction on a daily basis. Students in TK-1 will receive iPads, whereas students in grades 2-8 will receive Chromebooks. Hotspots will be provided to students in need of internet access. Whereas we understand that students in our district reside in areas that do not have internet access, we have determined an increased need for hotspots in order to assist in securing adequate internet connection. We have also found that many of our students live in households where the internet is being used on a wide basis, lessening the amount of bandwidth available to students in the home. Due to this, the district has identified a need to purchase more hotspots. The Information Technology Department is able to analyze student internet access from our WebEx platform and provide solutions for families if they are within an area that has internet access. Given the previous, as we encounter issues in terms of connectivity we continue to search for innovative solutions to assist. Where we are not able to assist, we do provide students with work packets in order for them to remain current when there is no way of connecting to the internet. When this is the case, teachers are deployed to contact families a minimum of two times per week.

In order to determine the needs of the community in terms of connectivity and access to devices, the district provided a parent survey. Through that survey, we determined that on top of there being a need towards actual devices, there is a further need for other tech tools, such as headsets for students, and access to a technology helpline. In determining this, we will be deploying our Family Ambassadors and

both, site and district technicians to assist families in need of support. We developed our AAA+ Parent resource website in order to assist parents in finding assistance via videos or live help. Providing packets to all students who have no way to connect to the internet.

## **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.]

Elementary school teachers will take attendance, and monitor engagement during the synchronous portion of the school day using the district adopted student information system, Powerschool. This system will also be used in the middle schools during each period of student attendance during the synchronous portion of the school day. Student participation will be documented each day of distance learning to ensure that students are actively present during synchronous time. Participation during daily synchronous instruction will be documented in the student information system and students are expected to participate and fully engage as communicated to them by their teacher. A combination of synchronous and asynchronous participation will be used to document daily student attendance. Time values for assignments is being provided and discussed with Principals in order to communicate the process for delineating time values to assignments along with staff. Attendance will be taken daily and will be updated throughout the week utilizing student engagement logs to ensure appropriate documentation and accountability. The district has purchased a comprehensive data system called Hoonuit that integrates with our student information system. Hoonuit provides detailed analysis, accountability measures, and key tracking of outcomes. The data will be shared and presented to staff, teachers, principals, administrators, and other stakeholders through information summary reports and actionable insights. Furthermore, Hoonuit enables the district to identify students who are at risk while providing appropriate targeted intervention. Teachers will evaluate student work daily and assign a time value in cooperation with the site administrators. Teachers will be asked weekly to update attendance and engagement logs monitored by the site administrator.

## **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.]

Lancaster School District has identified various areas of need to successfully implement an online learning program district wide. The following training areas were identified: teaching pedagogy, to train teachers to utilize the various web based communication platforms, as well as strategies to implement the curriculum; Classroom management in order for teachers to have a clear understanding of the new management in the online setting; Curriculum training associated with priority standards, and English language development training to address the needs of English language learners. The district also trained teachers in reading data, and iReady assessments to provide for professional development in terms of reading data for evidence of learning loss. Administrators were trained to provide them with skills in coaching their teachers through the new teaching and learning situation. The specific trainings that were provided for teachers were: WebEx, Nearpod, and Flipgrid. In terms of assessment we plan to provide training with regards to our iReady assessments, and assessment

platforms. In terms of classroom management, we have decided to provide training on our core web based platform, Google Classroom throughout the year. In terms of curriculum, we have developed and plan on training our teachers on the use of priority standards in both mathematics and English language arts. Finally, in order to facilitate the change leadership that we are expecting to need to be in place, we provided training on Coaching Conversations through Jim Knight. In the coming months, we will be offering this same coaching training to our site coaches.

Additionally, the district has created an “LSD Educational Technology” website to house various resources and support for staff (including videos and how-tos). There are four district technology integration specialists and each of them has been assigned to a specific school, and district academic coaches are present to provide training for NGSS, Mathematics, Intervention, and ELA.

## **Staff Roles and Responsibilities**

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

Due to the closures of schools, the District evaluated the needed services for our schools in order to operate and ensure a positive impact to student learning. In so doing the District has determined the need for the following positions to either continue or be repurposed to fill the following needs:

Bilingual Para-educators will provide tutoring services for English language learners, as well as support during integrated language development in order to provide full access to curriculum for students during the school day. Furthermore, bilingual para-educators will assist in contacting families of EL students in order to address needs of the families and students.

Family Ambassadors will be responsible for working to find families that are not engaging in distance learning and help to eliminate barriers that would keep students from engaging.

Special Education Para-educators will provide small group support in break out rooms during distance learning, and push in to online classrooms to offer support to teachers.

MTSS Para-educators will continue to support their assigned TK, K, and 1st grade teachers with student support, and/or small group instruction.

Campus Supervisors/Supervision Aides will be repositioned to assist with meal distribution, provide for campus security and sanitizing efforts, and run errands on campus while helping with staff check in, and other tasks under the direction of the site administrator.

Instructional Coaches have been trained to support teachers in the required elements of distance learning, but they will be focusing especially on supporting teachers with ensuring learning is focused on rigorous, grade level content and scaffolded to address learning loss and intervention/enrichment needs. They will continue to visit teacher classrooms, provide professional development, and facilitate PLC meetings.



Educational Technology Coaches have been assigned to various sites to support all technology needs of teachers. The Ed Tech coaches will provide on-going professional development, troubleshooting and individual support for classroom teachers. They will continue to visit teacher classrooms and provide suggestions and feedback to improve instructional strategies using technology.

## **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 District recognizes the need to provide services above and beyond core services to students in unduplicated student groups, specifically to English learners, foster students, students experiencing homelessness, students who are socio-economically disadvantaged, and students with special needs.

English language learners will continue to be provided with both integrated and designated language instruction utilizing the Wonders designated ELD curriculum in elementary schools, and Study Sync in middle schools. Reclassified students, current English learners, and long term English learners will be monitored through the Ellevations program, while we will continue to pilot Ellevations "strategies" program in five schools with the intent of implementing throughout the district in outgoing school years. The district will also utilize the AVID Excel curriculum as an elective course for Middle School ELD students at three middle schools. English learners will receive support throughout the year during their intervention block, which will allow them to focus on language needs. English learners will be targeted for extra learning opportunities in order to increase their access to the English language. English learners will be supported by bilingual para educators to ensure that language deficits do not hinder full access to the core curriculum. They will also provide tutoring in the afternoon of each day. Bilingual Para educators will communicate with families weekly in order to provide families resources that would benefit students in their language development learning. EL chairs will continue to conduct monthly English language advisory committee meetings to engage and support EL families in decision making.

After determining the needs of foster youth through various analysis, the district will monitor foster youth on a weekly basis to determine additional services and supports needed based on daily engagement, academic grades, and student communicated needs. Educational liaisons (through Foster Ed/LSD partnership) and counselors will make phone calls to foster families when foster youth are not engaged in learning consistently. Social workers of foster youth will be contacted when several unsuccessful attempts have been made with caregivers to re-engage or engage foster youth in distance learning. The district will also create a google form survey for foster students to access on Classlink to request help or support when needed from staff. From these forms, the District will offer foster youth the opportunity to take part in social groups that will focus on peer support and sharing common issues. In order to provide for support in academics, foster students will be prioritized for additional services that include enrichment Saturday schools, after school support, early literacy support provided in small group settings, and virtual enrichment opportunities, as well as with access to our LSD Bruin project, where students and families will be provided access to college age tutors.

In order to meet the needs of students experiencing homelessness, the District will continue to interview each family when they are enrolling to determine what services families experiencing homelessness need. School supplies, books, backpacks, clothing and transportation support will be provided to families and students experiencing homelessness. Homeless families will also be engaged by the District's Family Ambassadors, who will be responsible for weekly check-ins by calling, and connecting with families to offer resources and services to meet the needs of the district's homeless population. The focus of this connection will be to maintain engagement of students experiencing homelessness. Homeless students will be prioritized for additional services that include enrichment Saturday schools, after school support, early literacy support provided in small group settings, and virtual enrichment opportunities.

Students with special needs will receive all services as provided via their IEP in a combination of both push in and pull out services model. All services for speech will be conducted during small groups, and special education teachers will modify all assignments for students with exceptional needs in order to provide student access to core content knowledge. Testing of special education students will take place in person to the extent possible, as the District will provide for special settings within each school site to allow for in person testing.

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

Description	Total Funds	Contributing
iPads were purchased for use in grades TK - 1 (1.2)	990,949	No
Chromebooks were purchased to provide access to all students in grades 2-8 (1.2)	2,602,730	No
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	No
Provide parents with help in accessing technology programs (4.1)	100,000	No
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	No
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	No
Provide internet access for students in need. (1.5)	1,080,000	Yes
Ellevations will be purchased in order to provide for monitoring of English language learners in terms of language development. (2.3)	31,000	Yes

Purchase softphones in order to allow teachers the ability to contact families from their home offices. (3.4)	150,595	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 emotional outcomes as it pertains to our socio-economically disadvantaged student population. (1.5)	386,212	No
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) (1.2)	100,000	No
Ensure all students have access to rigorous standards aligned to instructional materials (all) (1.2)	92,000	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	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	No
Provide instructional assistants to support the needs of English learners to increase language development (2.1)	395,000	Yes

Provide Headsets with Microphones to students to enhance engagement in the distance learning program (1.2)	202,926	Yes
The district will research options of child care for students in grades TK – 3 of parents who are essential workers.	330,000	No

# Pupil Learning Loss

## 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.]

Lancaster School District will administer an iReady diagnostic, an adaptive assessment, in both math and reading to determine learning loss. We will compare Spring iReady to this year's 2020 Fall iReady to assess learning loss. The diagnostic will be administered three times a year depending on the grade level. Once the student completes the test, he or she will be assigned online instruction to support his or her progress in mastering each skill. The iReady program provides a series of comprehensive reports designed to make classroom instruction more effective. These reports include data about student performance as well as detailed teaching suggestions (whole group or small group instruction) that teachers can use to make informed decisions about the instruction that is right for their students. In addition, the district will administer other formative assessments (i.e. Smarter Balanced, Interim Assessment Blocks {IABs and Focused IABs}, iReady Standards Mastery, Illuminate, and other) between diagnostics. Data will be used by various stakeholders to analyze what students know, what they should know, and what can be done to meet their academic needs.

Lancaster School District will assess learning loss as it pertains to English language development through a formative language development assessment (Wonders ELD Benchmarks). This will provide the district with the information pertaining to reading, writing, listening and speaking necessary to further provide needed instruction pertaining to language learning for our English language learners.

## 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.]

Prior to the beginning of the school year, grade level teachers created a vertical articulation document to identify specific standards, skills, and concepts that were not addressed during the remote learning spring season. Those documents, in combination with the identified high priority standards will give teachers a roadmap to what needs to be taught and mastered in each grade level. All students will take the iReady diagnostic assessment within the first month of school to help pinpoint gaps and strengths. Teachers have been trained to begin with the grade level standard and scaffold down to address learning gaps and missing skills as needed. In addition, a specified portion of each school day is designed to support intervention and enrichment for students identified by diagnostic and formative assessments as needing support to master grade level standards. Targeted intervention programs such as Read 180, Lexia, and i-Ready Teacher Toolbox, will continue to be used to accelerate mastery of foundational reading and math skills necessary to master grade level concepts. There is a specified time during

the day for all students who are identified as English learners to receive English language development instruction, both synchronously and asynchronously. In addition, bilingual para educators will support and ensure student access to the core curriculum, by providing additional practice, small group discussion, frontloading through the expansion of key concepts, under the direction of the teacher. A specified portion of each school day (intervention block/period) is designed to support intervention and enrichment for students identified by diagnostic and formative assessments as needing support to master grade level standards. During the Intervention Block, students can receive small group instruction from their teacher and/or begin on their asynchronous assignments. Low income students will be prioritized for additional services that include enrichment Saturday schools, after school support, early literacy support provided in small group settings, and virtual enrichment opportunities. One-to-one tutoring will be available through Foster Youth Services and will be offered to foster students in need of additional academic support. Counselors will refer foster youth who are struggling academically to tutoring and small group support at schools, as needed. Counselors will also make contact with social workers to enlist their help when a foster youth is not engaged or participating in distance learning and school contact with the caregiver has not been successful.

The District will implement the special education distance learning plan in order to document how students with disabilities will receive their related services in their IEPs. Students in special day class will attend both sessions of synchronous and asynchronous learning in elementary and all day at middle schools; thus receiving more direct instruction. Progress towards goals will be measured at the beginning of the school year to determine areas of need, and identify areas of focus as they relate to student services. Annual and triennial IEPs are conducted to review and discuss present levels of academic achievement and functional performance. Small group instruction will be provided utilizing all special education support providers to support areas of needs.

Counselors and Family Ambassadors will refer homeless youth who are struggling academically to tutoring and small group support at schools as needed, and our collaborative relationship with the UCLA will continue to support families and students when in need of academic support.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The iReady diagnostic and online instruction system will be used to monitor all K-8th grade student progress in overcoming learning loss. In addition, teachers will implement frequent formative assessments based on high priority standards to adjust instruction as needed. Data from intervention programs, diagnostic assessments, and formative assessments will be routinely analyzed at the teacher, team, site, and district level on a consistent basis to monitor progress and identify areas for support.

The iReady diagnostic in both reading and mathematics will determine unfinished learning and provide acceleration support. We will compare Spring iReady to this year's 2020 Fall iReady to assess learning loss. The diagnostic will be administered three times a year depending on the grade level. Once the student completes the test, he or she will be assigned online instruction to support his or her progress in mastering each skill. The iReady program provides a series of comprehensive reports designed to make classroom instruction more effective. These reports include data about student performance as well as detailed teaching suggestions (whole group or small group instruction) that teachers can use to make informed decisions about the instruction that is right for their students. In addition, the district will administer other formative



assessments (i.e., Smarter Balanced Interim Assessment Blocks {IABs and Focused IABs}, iReady Standards Mastery, Illuminate, and other) between diagnostics. Data will be used by various stakeholders to analyze what students know, what they should know, and what can be done to meet their academic needs. The district has developed assessment guidelines and expectations to ensure that we get accurate and reliable data to address learning loss and to accelerate growth (academic and social-emotional behavioral) for all students.

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

Description	Total Funds	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	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	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	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	Yes
Provide professional development and coaching support for staff on programs and practices that will support English learners, foster and homeless students to ensure all students have access to rigorous content standards (2.3)	200,000	Yes

# Mental Health and Social and Emotional Well-Being

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

In order to meet the needs of students in terms of mental health and social emotional well-being, the District has a full staff of counselors who will be the cornerstone of the workers who will help students, with a focus on their greatest needs. In order to access assistance, all counselors have created digital referrals and posted them on their school websites and school-specific counseling web pages for parents, school staff, and students to request counseling support. Information is also available on the district counseling website. Counselors will offer counseling groups to students enrolled in their schools (virtually) using WebEx and Zoom on specific topics as they arise. Community agency resources are available on each of the schools' counseling websites, including mental health support, virtual support groups, webinars related to mental health issues, social emotional learning tools, self-care tips, and crisis hotline numbers. Information is also available on the district counseling website.

Each school has access to a School Based Mental Health community agency (funded through Medi-Cal). Counselors and psychologists make referrals to the agency for students who need more support than the counseling offered at schools. School counselors and psychologists will provide counseling support as needed via WebEx in order to address social and emotional concerns including loss, anxiety, depression, and other areas. Counselors will be offering grade level WebEx sessions that will provide social interaction and activities for students to engage in, so that they are able to interact socially with their peers during distance learning. Weekly Second Step/SEL lesson videos will be developed for each grade level for the students to view during their independent work time or during their live interaction with the classroom teacher. The classroom teacher will follow up with discussion questions related to the video lessons when students are receiving live virtual learning sessions.

Family workshops will be offered to address various topics such as how to detect and respond to isolation, depression, internet safety, suicide prevention, and other relevant topics. The District will identify other topics of interest to families related to the social emotional wellbeing of students. Counselors will develop and deliver training to school staff on creating trauma-informed virtual classrooms, which will include information about how trauma is manifested, how to address it, and how to mitigate the trauma response within the virtual classroom processes and procedures. School staff will engage in an annual training regarding the signs of child abuse and the reporting procedures. Training will also be provided to include identifying abuse while engaging with students virtually. Child Abuse reports will be filed as appropriate and necessary. Counselors will be available to consult with school staff regarding mental health issues or social-emotional concerns, and will also be available for staff in the event that they experience mental health concerns. Families will also have access to a video library via our AAA+ Family Resource Website, managed by our technology department.

As part of social-emotional learning lessons, students will learn about how to behave responsibly and appropriately when engaged in online learning. Behavioral expectations will be outlined by each school using matrices that are part of Positive Behavioral Interventions and Supports. Students, families, and staff will have the ability to call or email school counselors to receive crisis support or receive information about community agency services. Social emotional learning activities will be created and available for teachers to use in their virtual classrooms as a means of connecting with students and enabling students to connect with one another in order to create a safe, secure learning environment.

To specifically address the needs of foster youth, educational liaisons in partnership with Foster Ed, will continue to provide intensive support to students in the middle schools through frequent video chats and other forms of communication in order to create and monitor goals and advocate for the students' educational needs. Communication will continue with social workers to address social-emotional support to students and as needs are identified. Social workers will also be contacted when students are not engaging in distance learning. Counselors will do monthly check-ins by calling or contacting foster youth using WebEx to monitor social, emotional and behavioral needs and make community referrals as necessary. They will further provide virtual group supports periodically with foster youth interested in interacting with other foster youth.

Staff will have access to the school counselors and school psychologists if they have personal mental health or social-emotional concerns. Referrals will be provided as needed. Staff will also be provided self-care examples and Employee Assistance Program information via email periodically to remind them of counseling and mental health support, legal, financial, and work/life services. Quarterly google form surveys will be provided to staff in order to reach out for help if they are feeling anxiety, depression, or overwhelmed and need mental health support. Counselors will provide appropriate referrals. The district counseling website and each schools' counseling websites include videos and information related to social, physical, emotional and mental health for staff to access. Staff development videos will be created to assist teachers while setting up a virtual classroom, including how to set class norms, transitions, how to integrate PBIS, and other essential elements to create a positive classroom.

Additional mental health supports have been identified during the COVID-19 pandemic by the Department of Mental Health. Counselors make referrals to these resources as needed. Information is also visible on the schools' counseling websites as well as the district's counseling website. Information pertaining to community resources, such as support groups for grandparent, caregiver, mothers, and Living Through the Pandemic are available on the district counseling website. The Antelope Valley Community Resource Guide is available on the district's website. The resource guide includes addresses, phone numbers, and websites for basic needs, child welfare services, housing, mental health services, substance treatment, tutoring services, and more. Saturday counseling sessions will be offered for four weeks to target homeless and foster youth students.

Family Ambassadors will do monthly check-ins with families by calling or using an online platform to provide knowledge of district and community resources and connect them to those resources as needed. For homeless families, Family Ambassadors will do monthly check-ins by calling or using an online platform to connect with the parent/guardian of the student to provide support with maintaining connection with their child's school site. Bilingual Family Ambassadors will do monthly check-ins with families of EL students by calling or using an online platform to provide support in accessing resources and maintaining connection with their child's school site using the preferred language. Family Ambassadors will contact and assist families in taking district provided surveys that aid in the understanding of the social

and emotional wellbeing of our school community, and will also target families that may not have access to technology in order to secure information that would be needed for academic success.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Attendance will be taken each day for distance learning during synchronous live instruction to monitor student participation in teacher directed lessons. During asynchronous instruction, students are expected to log into their Google Classroom(s) to be marked present. Attendance will be taken during a specific time of the day to ensure appropriate documentation and accountability. All teachers will enter attendance daily for students in PowerSchool by 3:00pm. Attendance can be earned through attendance in live instruction- whole group, attendance in live instruction- small group, GoGuardian sessions, Google Classroom work submitted, weekly engagement records or time value work assigned by the teacher. Middle schools will have attendance taken during each period daily. Blackboard phone call/message will be sent to parents informing them of student absence by 6:00pm on the same day of the absence. In addition, attendance data will be synced nightly to Hoonuit and reviewed by various stakeholders to develop action plans at all levels (district, school, classroom, and student). Daily attendance can be modified based on weekly engagement logs as needed.

Family Ambassadors will assist in calling families of absent students and connecting the families to assist in acquiring appropriate resources as needed. A log of contacts will be maintained. Bilingual Family Ambassadors will assist in calling families of absent students and connecting the families to appropriate resources as needed using the families preferred language. A log of contacts will be maintained. Attendance data in Hoonuit will be reviewed weekly and action plans will be developed to address attendance issues.

Contact with families will be initiated by staff to help resolve barriers getting in the way of engagement and participation. Contacts will be documented in our student information system. Depending on the barrier discussed, district personnel will involve district departments to resolve concerns or provide materials needed to assist with student re-engagement. During each contact, the following will occur: Assistance will be provided regarding access or connectivity issues

- An update to families regarding student academic progress
- Assistance in connecting student/family to counseling/guidance support services

Counselors will assist families with community agency referrals and make school based mental health referrals, as appropriate. School Nurses will provide guidance related to health concerns, as appropriate. Family Ambassadors will make contact with families to help problem-solve barriers and refer families to the appropriate school professionals depending on the issue.

## Preventing Student Disengagement

Intervention is required once a student is absent for more than three days of distance learning. In the case of absence, the following actions shall be taken.

- Blackboard phone call/message will be sent to parents informing them of student absence by 6:00pm on the same day of the absence. It is recommended that teachers communicate with parents daily if students are absent from instruction.
- Staff will assist with access or connectivity issues when contacting families.
- For students who miss three days of instruction, the school will implement re-engagement strategies for the student/family.
- School sites will document all communications or attempted contacts through our student information system log entries/distance learning. Re-engagement actions will be planned based on information received from contact.
- School sites will communicate student academic progress to student/family at least every two weeks through the student information system grade book.
- Staff members assist in connecting students/family to counseling services or health services as needed
- Counselors will monitor Foster student engagement on a weekly basis. Phone calls to check in will be conducted and documented every two weeks.
- Family Ambassadors will monitor Homeless student engagement on a weekly basis. Phone calls to check in with families will be conducted as needed to help determine needs of families.

## Re-engagement Plan

Tier 1: In order to provide a tiered intervention system in terms of attendance, all students will be offered attendance and engagement incentives school wide. Synchronous and asynchronous instruction will be designed in such a way that students are engaged and connected to their teacher, classmates and schools. Community building activities are built into the regular school day for all students. Time will be provided for students to communicate and “hang out” with each other to strengthen the home-school bond and student interpersonal relationships.

Tier 2: Students who begin to be absent regularly (not participating asynchronously or synchronously), will receive contact from various staff members to help problem-solve and eliminate barriers, if necessary (including internet issues, technology device issues, student login information, etc.). Automated phone calls will be sent daily to parents notifying them if their child was not in synchronous attendance for the day. School counselors will provide community agency referrals, as needed, to address mental health resources and other financial resources.

Tier 3: Our students showing the highest need will be monitored by Attendance Review Teams and our Counselor on Special Assignment in order to work towards improvement in attendance, they will help to address issues with engagement that have not been successfully addressed through the previous means. An interdisciplinary team will meet to problem-solve and find ways to re-engage students and support families.

The tiered re-engagement plan begins when students are observed to either not be attending synchronous instruction after three days, or should they not show engagement via work completion over three days.



# 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.]

Students participating in distance learning are able to receive Grab-N-Go style meals (breakfast and lunch) by either drive thru or walk up service. Meals may be served in a combination of cold/frozen/shelf stable. No food is served heated, so that the district has the ability to serve multiple meals for multiple days, limiting the number of days that meals will need to be picked up. Currently we distribute meals on Tuesday and Thursday. On Tuesday they receive meals for Tuesday and Wednesday. On Thursday they receive meals for Thursday, Friday and Monday. If it becomes apparent that there is an issue with our distribution plan the district has provided the ability to be flexible and work to create solutions asking for parent input.

We are using the following waivers:

1. The waiver allowing parents/guardians to pick up meals without students present, allows students to stay safe at home.
2. The waiver allowing flexibility in meal service times allows us to provide both breakfast and lunch together in Grab-N-Go meals.
3. The waiver allowing non-congregate feeding allows meals to be taken home and consumed off campus.

These waivers will remain in place until June 30, 2021.

All sites with the exception of The Leadership Academy (meals being provided by Sierra Elementary) will be distributing meals, unless the participation at any given site is so low that it is unreasonable to remain open.

When we return back to in-person learning, we will likely implement a hybrid model. In that case, when students return to in-class instruction, we will serve Grab-N-Go style meals (which will include a breakfast and lunch) just before dismissal - food that the students will take home to consume. Foods are not cooked; they will be distributed in a combination of cold/frozen/shelf stable. If we return to regular instruction, we will return to regular meal service unless otherwise decided.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	The District will provide counselors 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	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	No
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	No
Pupil and Family 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	No
Pupil and Family 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	Yes
Pupil and Family 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	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	No
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# 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
34.76%	39,888,570

## Required Descriptions

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

- The district will prioritize direct teacher instruction for students with the greatest needs - including but not limited to English learners. This will provide our system with the ability to ensure that upon return to the regular teaching classroom we will have the opportunity to bring English learners back in the first phase of hybrid learning.
- Counselors will work with students and staff to provide tiered support for social emotional needs targeted to the needs of foster and homeless students. This will allow for our counselors to focus the bulk of their SEL work on our foster students.
- The district will schedule designated ELD to meet the needs of English language learners in both the middle and elementary grade levels, and integrated ELD will be present throughout the school day. This will ensure that ELD is taught during the regular school day, and allow for students to develop their English speaking, listening, reading and writing skills. Bilingual Para-Educators will be present for small group designated ELD practice, outside of the school day, allowing for English learners to close any language learning gaps as a result of the previous school closures.
- Targeted delivery of hotspots will be provided and afforded to students from low-socioeconomic households, as well as foster and homeless. This will allow for internet access to families that do not currently have access, or whose access is limited in terms of bandwidth. We also recognize that many of the families that we serve, who are low-income, also have multiple students in their household, meaning that these students, being online at common times, could pose a possible issue in terms of bandwidth.

-Elevations will be purchased in order to provide for monitoring of English language learners in terms of language development. This program will allow the district to actively monitor both RFEP students as well as ELD students. Providing an outlet for the district to be able to locate those students who are falling behind, or who experienced language learning loss.

-The district will provide instructional assistants to support the needs of English language learners to increase the rate of language development. This will be provided to EL students in order to reinforce their learning with tutoring support, and allow the teacher to bring about small groups to focus on language development with EL students.

-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. This action was developed in order to allow for sites to actively monitor learning loss for their socio-economically disadvantaged students; allowing them to close gaps, and continue to actively engage in school work. It also follows that this action will be combined with the following action that teachers and staff will be offered time above and beyond the time being offered for staff meetings, and trainings in order to collaborate around the needs of targeted students, including socioeconomically disadvantaged students, and EL students.

-Extra learning opportunities will be provided to students to target the effects of possible learning loss. This will include but not be limited to Saturday school, after school tutoring, and intersession during Fall, Winter, and Spring breaks. This has specifically been targeted towards our socio-economically disadvantaged population, as well as our English language learners.

-The district will 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 will include opportunities for personalized learning for each student. This action was specifically targeted towards our socioeconomically disadvantaged student groups in order to allow for varying levels of support prior to utilizing punitive measures.

-The district will provide professional development and coaching support for staff on programs and practices that will support, English learners, and our foster and homeless populations, in order to ensure students, have access to rigorous content. One of the key tenets of this plan is the need to ensure that our most at-risk student groups are provided with rigorous, grade level instruction, and content, scaffolded to their current knowledge base. By completing this action, we promote the rigor of instruction that is required of our students to bring about meaningful gains.

-The district will provide counselors to ensure students social emotional and behavioral needs are addressed, specifically to our foster and homeless student groups. Based on our needs assessments, it was determined that our foster and homeless student groups were specifically in need of social-emotional support. Counselors will fulfill this need coming out of this pandemic.

-Implementation of parenting programs that will increase parent capacity to assist students in achieving academically. The focus of this strategy is to meet the needs of our socio-economically disadvantaged student group, and allows our families to be more aware of support they will need to be able to offer their students in a distance learning environment.

-Provide translation services for parents and community members whose first language is not English. This is targeted towards our English learning student group, which will bring about a common knowledge of information being provided to all parents regarding student progress, and understanding of expectations.

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

English language learners will have access to Bilingual Para-educators, increased time towards language development program (both integrated and designated ELD), and teachers who have been trained through targeted professional development. Bilingual Para-educators will work with families, as well as students during direct instruction. EL students will also have a specific data monitoring system assigned to them, that will also provide recommended strategies based on their language needs. Finally, EL students will have access to EL tutoring in subject matter, as well as language development specifically.

Foster students will be provided with counselors that will be responsible for providing assistance in growth in terms of social-emotional needs of foster students. Foster students will also receive extra time in terms of tutoring, and access to intervention, and help outside of the students' academic day.

Homeless families will be provided targeted access to our Family Ambassadors who will be responsible for providing resources and acting as a liaison between teachers and homeless families. Students will be provided with targeted tutoring to meet their learning loss needs.

All of our SED students will be receiving access to tutoring, extra social-emotional support as well as family resources through our Family Ambassadors and family-student training.

In order to create a more equitable environment, and reach as many students as possible within synchronous learning time, the district has purchased over 12,000 Chromebooks, specifically to meet the needs of our unduplicated student groups (ie. Foster, Homeless, English Learners, and Socioeconomically Disadvantaged). The district also went about purchasing hotspots in order to increase the amount of bandwidth within a home. As many of our students reside in homes where there are multiple students in the household, we also increased our purchase of microphones and headsets. This was provided in order to increase participation and engagement.