



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.]

It is safe to say that no one anticipated with the school closures in March of 2020 that we would be beginning the 2020-2021 school year with only distance learning. Staff worked tirelessly over the summer months to prepare for the various options of returning in-person full-time, a hybrid model, and a Virtual Academy for full-time distance learning that was anticipated to service those families not able or comfortable with in-person instruction at the beginning of the year. As a small district, everyone has been working hard to manage the transitions and new requirements on top of already very full plates. In response to a brief survey shared at a stakeholder engagement meeting in late August, one participant summed up the impact on our overall community with this: "we are at a point today where La Habra ranks third in the case rate in Orange County, with 19.5 cases per 1000. La Habra has 1239 cases...and 34 total deaths from COVID-19. Undoubtedly, those cases and deaths have touched the LJSJ community. We already had numerous families living in poverty, and COVID-19 has exacerbated their circumstances. So many of our families are in need of food services, among other basic necessities. Many are working essential jobs, and have no way to be present and monitor their students trying to learn during the school day. In addition, the pandemic has clearly impacted our students' and teachers' ability to connect in person. Students miss their friends, and are always engaging with each other during recess and lunch on Zoom." Feelings of isolation and disconnectedness were also shared as concerns. Lowell Joint continues to work with it's stakeholders to determine the best course of action for moving forward while knowing that there will be many starts and stops along the way as we navigate these uncertain times. The Learning Continuity Plan has been developed with what is currently known, and we anticipate that it will continue to be a living document that is modified moving forward as necessary based on new information or changing circumstances.

What will not change is the underlying commitment to serve our Lowell Joint families and staff, to keep all healthy and safe as we transition through the various phases of re-opening to a new normal that will shape the way we approach education for years to come.

The greatest educational impact from March to September of 2020 has clearly been on the development of a distance learning program to meet the needs of our students while in-person instruction is not an option. While we had 1-1 devices for all of first through eighth grades on site with additional carts for use in TK and Kindergarten, we did not send the devices home with students. We have become a 1-1 district including the purchase of hot spots for those families who were lacking internet connectivity within the home. We continued to provide information for low cost internet options as well for qualifying families. We have developed a system for monitoring student engagement that will include the tracking of any issues connected to devices and connectivity so that we can ensure access to our distance learning program for all students. We are continuing to explore options and troubleshoot as issues arise for our families. For teaching staff, the shift to a virtual learning environment has been challenging in terms of having to learn new platforms and technology tools (Zoom, Flipgrid, SeeSaw, Loom, Google Classroom, Google Sites, Google Meets, etc.) to pedagogical considerations for how best to teach virtually. More than 75% of staff engaged in professional learning over the summer in addition to training after the start of the new year in order to better prepare for distance learning.

In addition to the academic needs of our students, our Nutritional Services department has been heavily impacted in preparing and disbursing meals throughout the summer and into the new year at staggering numbers for our small community. As part of the Seamless Summer Program, approximately 1200 meals a day are being distributed which is over a third of our overall enrollment. There was a significant drop at the beginning of the year before the Seamless Summer Program was extended. We dropped from approximately 1200 to 150 daily. This was disconcerting given the current state of affairs knowing that our typical numbers are closer to 1200 a day. Once the extension was granted, Principals sent out additional notifications to cast a wide net in encouraging families to take advantage of the service. Food drives have also been organized with Saddleback Church to meet the most basic needs of families in our area who are experiencing extreme hardship due to COVID-19. The first was held on September 4th with approximately 275 families receiving 40 plus pounds of food. These will continue on the first Friday of the month until December. Lastly, the social-emotional toll on the mental health of both staff and families is of great concern. We have added a universal screener to identify students needing additional supports in this area while continuing to provide the services of school psychologists, our counselor, and our psych and counseling interns to address the overall well-being of our families. Resources have been identified and shared for families as well to address social-emotional concerns. We will continue to look for additional avenues to support the mental health needs of staff and families as we move forward including how to identify the signs of trauma and systems for referring students to get the help they need as they process the impacts of COVID-19.

Stakeholder Engagement

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

A Taskforce consisting of certificated and classified staff (including the Presidents of both the certificated and classified unions) was created to provide input and help develop the overall plan in addressing key components of SB98. In addition to regularly scheduled meetings with Cabinet members, site Principals, and staff, this Taskforce has met to discuss the framework for in-person and distance learning including a hybrid model for transitioning back to full-time, in-person instruction when it can be done meeting all state and local health directives. Given the extremely short turn-around from the release of the template to the draft of the written plan for presentation at a public hearing, every effort was made to involve as many stakeholders as possible through a variety of avenues. The LCAP Advisory Committee was invited to attend a meeting on August 27th, 2020 where elements drafted for the Learning Continuity Plan by other stakeholder groups were shared and input solicited for the plan as a whole. A link to a brief survey was posted as part of the meeting to encourage feedback and input from the LCAP Advisory Committee, which consists of parents, teachers, classified staff, and district personnel. The plan was presented to the Parent Advisory and to the District English Learner Advisory Committee as well. A letter from the Superintendent will be sent out following the final Taskforce meeting to respond to input from the various stakeholder groups.

All meetings were held virtually. Letters in both English and Spanish were mailed home for the Parent Advisory and LCAP Advisory Committee meetings as well as for the DELAC meeting in addition to email invitations. The Healthy Families Update in the month of August, sent through the district's messaging system, also contained information soliciting stakeholder input from all staff and parents. This is also distributed in both English and Spanish and posted on the district's website in both languages. Phone calls were made by Bilingual Aides to families of targeted student groups as part of ongoing monitoring of engagement. The following is a list of meetings related to the development of the Learning Continuity Plan with various stakeholder groups:

June

- 6/1 Instructional Leadership Mtg.
- 6/4 Planning Leadership/Spring Mgmt. Retreat
- 6/9 Instructional Leadership Mtg.
- 6/22 Distance Learning/Blended Mtg.

July

- 7/14 Strategic Planning Taskforce
- 7/14 Instructional Leadership Mtg.
- 7/15 Strategic Planning Taskforce
- 7/15 Town Hall Mtg. (Parents and Staff)
- 7/16 Virtual Academy Information Meeting (Parents)
- 7/20 Instructional Leadership Mtg.
- 7/22 Virtual Academy Information Meeting (Staff)
- 7/23 Virtual Academy Information Meeting (Staff)
- 7/30 Principals, Attendance Clerks, and Office Managers

August

8/13 Strategic Planning Taskforce
8/18 Instructional Leadership Mtg.
8/19 Strategic Planning Taskforce
8/27 Parent Advisory and LCAP Advisory Committee

September

9/2 Strategic Planning Taskforce
9/2 All Certificated Staff, Office Managers: Weekly Engagement Summary
9/11 Student Survey
9/14 Public Hearing/Board
9/15 Survey of students
9/22 DELAC
9/24 Strategic Planning Taskforce
9/28 Board Approval of LCP

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

Public input was also solicited from postings on the district website and as part of the Public Hearing on September 14th, 2020 at the regularly scheduled Board meeting. The Learning Continuity Plan was posted on the District's website along with the information for joining the Board meeting virtually. There was an opportunity to provide input through the chat feature during the Board meeting. The Board agenda with information for attending the meeting was posted at sites, and the Learning Continuity Plan was available for in-person viewing at the District Office. The email for the Assistant Superintendent for anyone interested in providing input was provided in the Healthy Families Update, posted on the front of the District's webpage, and provided at all stakeholder meetings for anyone interested in providing input. Data was gathered from a student survey as well to help inform the development of the plan especially in the area of student engagement.

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

Much of the feedback from parents and staff centered around re-opening too soon in transitioning to in-person instruction and a concern for the safety and well-being of both staff and students. There is a general appreciation for the hard work that is being done by all stakeholders to make the best of very difficult circumstances. There was an expressed desire for more communication with a specific focus on using different avenues to reach families that might not otherwise be receiving information. While Healthy Family Updates are emailed and posted in both English and Spanish, there is a need to use social media more frequently and target connections to new families that are not a part of existing networks outside of basic communication outlets. There were great suggestions for reaching out to our non-English speaking families and providing much needed contact information to help direct families when they are unsure of where to get information. There was feedback on coordinating lunch and break schedules so that families with multiple students have an easier time of managing those breaks within the home, and there is an ongoing desire to be sure that our struggling students and families are connected and followed-up with to remove any barriers that may be causing an inability to engage with distance learning in meaningful and productive ways. We had over 200 students respond to the student survey asking some basic questions about their experiences in distance learning and what we might be able to do to better support them. Students report having access to devices, internet connectivity, materials, and a space to work in the home (98-

100%). The majority of students report that they miss being on campus, that it is hard to focus on school, that they are doing their best, and that they know who to reach out to for academic support or other issues. They report much lower numbers in terms of getting to know their classmates and being okay with distance learning.

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

Plans for both in-person and distance learning were heavily influenced and shaped by the Taskforce and shared out in the broader community. Because this Taskforce includes union representation, teachers, classified staff, district personnel, and principals, input from parents and students was solicited after initial conversations to flesh out the basic elements of the plan; however, feedback from the spring from both groups was part of discussions in the Taskforce in outlining both the distance learning and in-person programs. While we are still gathering additional input from our English learner families and students, we are building in the suggestions from the various stakeholder groups as part of our outreach and engagement strategies as well as the overall in-person and distance learning model. We have incorporated more mailings and are working on social media platforms to increase overall communication. The decision to begin the school year in distance learning even before the requirement was announced was a direct response to concerns shared by both staff and parents. We are "going slow to go fast" and trying to create the least amount of disruption for students and families as possible. It was clear from the parents and students that efforts need to be made to address the social and emotional needs to help families connect with both the schools and each other during these difficult times. Our counseling and psych interns, along with our counselor and school psychologists are working within classrooms to connect with students and help identify ways that we can create opportunities to build relationships and time for students to connect with each other. Modifications to the schedule were also made in September based on feedback from staff, students and families in trying to balance the need for rigorous instruction while understanding the obstacles created by distance learning.

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.]

We believe that "our best instruction is in person instruction, which is the most beneficial method of helping students learn and make academic progress; therefore, it is our ultimate goal to provide in person instruction in a safe environment and manner." This is one of the Foundational Premises within the Return to School Adaptable Plan developed as a guide for re-opening. As a district, Lowell Joint will follow the recommendations from state and local health agencies to plan for in-person instruction as health conditions in both Los Angeles County and Orange County allow us to re-open schools. Planning for in-person instruction, either full time or in a hybrid model to comply with state and local guidelines for re-opening, began in the spring once it became clear that we would not return for the 2019-2020 school year. A Taskforce was convened to begin planning for a Virtual Academy knowing that some parents may not feel comfortable with sending students

back to school once we are allowed to re-open. This Taskforce continued to meet to discuss options for re-opening in terms of in-person instruction. In following the various guidelines presented by local health officials, the Governor's Office, and the California Department of Education along with recommendations from the CDC, a plan was developed with the safety of staff and students at the forefront in alignment with the phases of re-opening provided by the state. The Return to School Adaptable Plan outlines Safety Protocols; Instruction; Guidelines for Activities, Athletics/PE, Assemblies, Support Systems, Performances, Breaks/Lunch and Volunteers/Guest Speakers.

For in-person instruction whether in a hybrid model to reduce the number of students in a classroom to meet social distancing requirements in Stage 2 or reopened to full capacity in Stage 3 with precautions in place, new protocols have been outlined:

SAFETY PROTOCOLS

- *Student Daily Health/ Wellness check at home and school
- *Social Distancing in Stage 2 which requires a reduced number of students in each classroom to accommodate so this will be managed through a hybrid model with half the student population in-person and half in distance learning on any given day
- *Clear dividers have been purchased to ensure student protection where rearranged classrooms to meet social distancing requirements are not able to be exactly six feet apart
- * Mask/face covering guidelines as prescribed by local and state health officials
- *Practice hand hygiene throughout the day
- *Enhanced Health/ WellnessProtocols
- *Enhanced cleaning/sanitizing protocols including pressure washing of outdoor playground equipment and eating areas and disinfecting of cafeterias, indoor eating areas, and classrooms
- *Staff Daily Health/ Wellness Screening
- *Enhanced health office protocols
- *Temperature scanners at each site
- * Hand sanitizers in each classroom and around the campus
- *Plexiglass shields have been installed in all office spaces

The Taskforce continues to meet to plan for the transition from distance learning to a hybrid model that will allow for smaller cohorts of students to participate in in-person instruction. As we monitor students in distance learning for engagement and academic growth, determinations can be made based on the available space within a given site to increase the amount of in-person instruction a student might receive to support students experiencing significant learning loss. As state and local guidelines permit, students may return to school for intervention and support services observing all necessary safety protocols. One-on-one assessments to determine academic needs for entering Kindergarten students were conducted prior to the start of school. This allowed the teachers an opportunity to connect with new students, show parents/guardians how to log in to district platforms to be used for instruction, and gather critical data for teachers to best plan for meeting the needs of these incoming students for placement into instructional groups for distance learning that will transition into the early birds/late birds when meeting in person. Equipment has been purchased to facilitate live streaming for the hybrid model in order to ensure live, daily interaction for students with both their teacher and peers. Arrangements are currently being made for training on the equipment so that students will have access to the same rigorous content whether at home or in school. Initial training on the equipment has been scheduled for September 23rd with a full day of training on October 12th to support teachers in the transition to a blended learning model with live streaming. Access to a course in blended learning by Catlin Tucker was provided for all certificated staff in preparation for the hybrid

model. Modified days were moved to Wednesdays to be in alignment with the high school district to better support our families with students in both districts. The current plan is to divide students into two cohorts (A and B) for attendance in-person twice a week on a rotating basis with Wednesdays remaining distance learning for all students. A third cohort will be available for those families electing not to return to in-person instruction in a Virtual Academy. The current plan has students attending school until approximately 12:45. At that time, students would be dismissed with a "grab and go lunch" to avoid social distancing and sanitation issues created by an on-site lunch. The afternoon session from 1:45-3:00 would be distance learning for all students. As local schools begin to open up, we will monitor and adjust our plan based on their learnings since we are close to both Orange County and Los Angeles County schools. Since Orange County schools are opening earlier, it allows us to model best practices off of the experiences from neighboring districts.

The proposed schedule will be posted on the district website and disseminated after Board approval to all staff and families. We are still in the process of finalizing decisions for the in-person program in conjunction with stakeholders.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) such as masks, face shields, plexiglass shields and dividers as a safety measure for students and staff. Provide enhanced sanitation to classrooms and school offices in addition to pressure washers at each site to support the deep cleaning of playground equipment and outdoor spaces. Hand sanitizers for every classroom and temperature scanners were also purchased for the overall safety of staff and students.	42,000	No
Additional custodians were hired to support the increased sanitation requirements for in-person instruction.	22,200	No

Return to School Adaptable Plan Continuum: https://www.jisd.org/apps/pages/index.jsp?uREC_ID=1705293&type=d&pREC_ID=2003213

Distance Learning Program

Continuity of Instruction

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

In preparation for the extended closure, the district developed a Distance Learning Plan that was shared with all stakeholders to set expectations for both staff and families. The plan focused on four key areas: Communicate, Teach, Connect, and Feedback/Assessment. Communication takes place through Google Classroom, Email, and apps like Seesaw with an expectation that teachers post an announcement on Mondays, via text or video, to provide an overview of the week. In addition, teachers have set office hours at the end of each day while students are working independently where families know they can contact the teacher for support, and teachers check emails multiple times a day for timely responses to either student or family needs. Principals send out weekly communications for families. For "Teaching", staff are expected to create standards-based lessons aligned with their curriculum and post the lessons on Google Classroom or other district platforms daily. A sample week was provided in the Distance Learning Plan in terms of the timing for subject matter coverage including core areas and PE. Under the umbrella of "Connecting", teachers provide opportunities for students to share their learning with classmates and interact in discussion or asking questions as part of the face-to-face time with their teacher. In order to provide feedback and assess student learning, teachers are asked to gather assessment data at least once per week. This could be through assignments, a creative project students put together, or even some form of quiz so that teachers are able to monitor student progress and adjust instruction accordingly. Instructional materials were dispersed at the beginning of the school year for all subject areas along with a Chromebook to ensure access to core content for all students. Teachers are using the same resources to teach virtually that are used in in-person instruction everyday. Once we are able to transition to a hybrid model, teachers will livestream daily to ensure that students learning for home are still connected to the classroom and less instructional time is lost as a stop gap for decreasing the learning loss occurring from disrupted schooling. Additional materials were purchased for science because the existing program did not have an electronic platform of any kind. Because all elementary students are familiar with Studies Weekly as our approved History/Social Science curriculum and many teachers used the Studies Weekly Science that was made available in the spring for free, the decision was made to purchase Studies Weekly Science as a supplemental program for the 2020-2021 school year. In addition to using our Board approved materials, academic supports for language arts and mathematics are available through Lexia and ST Math along with site specific software to support student learning and engagement. Schedules for our distance learning are provided in the Appendix. Teachers are expected to meet daily with students to cycle through elements of good instructional practice. The direct instruction is conducted synchronously along with guided practice while independent practice and projects are completed asynchronously. There is a morning meeting to check in with students and create a space for addressing their social-emotional needs.

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.]

In the Spring of 2020, we were able to move very quickly to ensure a device and internet connectivity for all students since we were already well into a Chromebook initiative to provide students with devices on campus. Hot Spots were made available to any family needing internet support. With these systems already in place from the spring, the distribution of devices and hotspots for the fall followed similar procedures. As part of the annual Data Confirmation process to verify data within the Aeries system for the purposes of completing required forms, each

site has multiple on-site days the week before school starts to collect the final signed sheet that is printed as verification of completing the Data Confirmation process. This year, on those Data Confirmation Days, materials for the coming year were distributed, including Chromebooks, for all students. For those families who lack access to printers and/or internet connectivity or just need assistance, computers were set up and manned by staff to provide assistance during those days following local and state guidelines for social distancing. Bilingual support was available for families needing assistance as well. As part of this process, as families expressed a need, hot spots were provided to address connectivity issues. Within the first few weeks of school, students not engaged in Distance Learning were contacted to determine if device or connectivity issues existed that the District could support. Our Williams check off for Principals was modified to include the distribution of Chromebooks to each student along with verification on internet access. As part of Re-Engagement Strategies detailed in the Pupil and Family Engagement section, staff will continue to monitor accessibility for all students. The Technology Department continues to provide support to families through the Help Desk line on a regular basis.

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.]

In order to monitor student participation and engagement in distance learning, additional attendance codes were added to Aeries, our student information system. When taking attendance, students are present if they participated in synchronous instruction or submitted work from asynchronous assignments or both. We are able to query student attendance to monitor those students who are "present" from an attendance standpoint but who may not be fully engaged in the learning. In order to capture this more detailed information, shared folders have been set up for all teachers with their Weekly Engagement Summary template to be completed each week. Student names were pre-loaded onto the template with drop down menus for identifying Tier One support. If there are no concerns for the student's progress, then teachers are able to mark that a student was engaged for more than 60% of the learning for the week. For those not engaged, teachers have been provided with options to record actions taken (email, call, referred to counselor, etc.), to identify the reason for disengagement (lacks connectivity, motivation, illness, language needs, other, etc) and a space to write additional notes. Attendance Clerks, Office Managers, Principals, the Counselor, School Psychologists, and District Personnel all have access to this shared document to then monitor the needs of students on a regular basis. ON this same form, there are then drop downs to identify Tier 2 and 3 supports for these students as well a space for notes to document actions taken for the purposes of re-engaging students in the learning process. On this template, teachers are certifying the instructional minutes for the day based on the combination of both synchronous and asynchronous time with Google Classroom and/or grade books as evidence to support the asynchronous instructional time. With the Attendance Report, the Weekly Engagement Summary, and the grade book/Google Classroom assignments, all students can be monitored for overall progress toward mastery of standards, engagement in the learning process, and attendance in the instructional program. The documents were discussed with and approved by our auditing firm to ensure compliance with SB98 requirements. To borrow from a neighboring district, we want our students to LEARN during remote instruction: Live daily interaction for high quality instruction; Equitable access for all students; Active communication with students and parents; Re-engage students who are absent or not participating; Nurture social/emotional well-being. Each teacher has developed a daily schedule in alignment with the required instructional minutes for the day that has been shared with families. This allows for the coordination of students in multiple grade-spans within a family and for picking up lunches and so forth. A sample of the Weekly Engagement Summary is included in the Appendix. This summary allows teachers to certify the time value for synchronous and asynchronous work while monitoring the individual needs of students under our Multi-Tiered System of Supports to ensure that students are receiving any necessary academic, behavioral, or social-emotional supports to be successful in school. Calendars have also been put in

Aeries to mark the full or part time synchronous/asynchronous options, and the overall plan was approved by our auditors to ensure that we are meeting all state requirements under SB 98.

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.]

In the first few weeks of the closure, grade span and grade level meetings were facilitated to check in with staff and provide guidance for managing distance learning. The scheduled professional development day for April 10th became an opportunity for teachers to receive training in various supports for online teaching including Tynker, Kami, Zoom, Google Classroom, and Thinking Maps for example. The day also included much needed time to plan for online instruction. Following that full day, each Monday teachers could join professional development opportunities that also included time to share best practices. Various staff worked with small groups of teachers and one-on-one to provide support for effective teaching practices in a virtual format. This included everything from basic tech support provided by the Technology Department and Tech TOSA (Teacher on Special Assignment) to help in planning and delivering lessons. Principals met weekly with staff to discuss any needs and provided opportunities for staff to collaborate on a regular basis. Over the course of the summer, additional sessions were offered for interested teachers in using Google Slides, building a Google Site, and reinforcing prior topics like Flipgrid, Loom, and Google Classroom. The district also provided the opportunity for teachers to take a course with Catlin Tucker, author of numerous books on blended learning, that was designed specifically for teachers being thrown into a Distance Learning context. The course, entitled Preparing for Fall 2020! Blended and Online Learning, included both videos and learning activities to support teachers with the development of their online environment for the fall. Depending on the prior knowledge of the teacher, it was 15-20 hours of additional professional development support. On the first day back of the new year, we had professional development by Derrick Francis, the Director of Counseling Services in Minneapolis Public School District, to support the social-emotional component of difficult conversations connected to issues brought to the forefront by current events. An additional session for teachers at the intermediate level was provided on the second day back to dig deeper into impacts on our 7th and 8th grade students. An optional session was provided for all teachers entitled Community Building in the Virtual Classroom as an additional resource for supporting the development of relationships to address some of the social-emotional needs of students (and teachers) in beginning the school year with new students unlike in the spring when school closures happened well into the year. Ongoing training and support will be provided throughout the year as we develop offerings based on the greatest needs of students and staff.

Staff Roles and Responsibilities

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

All staff have been impacted as a result of COVID-19 whether taking on additional responsibilities while colleagues shift work loads due to childcare issues, shifting to an online instructional format, supporting communication with families, developing procedures and protocols to meet the challenges of working through a pandemic, increased demands for sanitization, or tracking and monitoring of students in a virtual setting. Lowell Joint prides itself on being a family. Staff have come together to do what needs to be done to meet the needs of students and families during these trying times. Noon duty aides and instructional aides have been reassigned to best support the current needs while being able to maintain employment with no students physically present for the time being. Some are providing support in contacting families to monitor attendance while others are working directly with students during synchronous instruction with the classroom teacher. Library Media Techs are reading with students online and Bilingual Aides are working with small groups of English learners to provide additional

language support. Counseling and psych interns along with School Psychologists, the Counselor, the Nurse and the Nurse's Assistant are all monitoring targeted students to ensure that students get the supports they need to be successful in an online environment. The Director of Educational Services continues to monitor all Homeless and Foster Youth. The TOSAs have had to spend the bulk of their time researching and learning about various supports to then train teachers on best practices and integration of technology into learning in an entirely virtual setting. Other staff, such as fiscal services, custodial and maintenance, and nutritional services have continued to support the district in their traditional roles although impacted by new state and local requirements.

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.]

While able to access the supports for all students, we are providing additional monitoring of our English learners, Homeless and Foster Youth. The Bilingual Aides are supporting classroom teachers with small group instruction and working one-on-one with English learners via Zoom. Our Foster Youth are contacted on a weekly basis by either the Nurse or the Nurse's Assistant and either a school psychologist, counselor, or one of our counseling and psych interns to be sure that they are engaging academically and that they have regular check ins to monitor their social emotional well-being. Many of our English learners and low-income students are also contacted on a regular basis by these support personnel. Where needed, the district provided hot spots to ensure connectivity and access to the internet for students to be able to participate in distance learning. That first week of school, teachers were asked to connect with all families to be sure that students had a device and access to the internet. We had twenty families that requested hot spots as a result of the district reaching out with additional available should more have been necessary. All students in grades TK-8 took home Chromebooks and instructional materials during the Data Confirmation process the week prior to school beginning to ensure that all students had a functioning device to use for instructional purposes. Paper/pencil packets are still used for some activities. Attendance and engagement is being monitored on a regular basis. With the additional requirements under SB98, teachers are monitoring student engagement on a weekly basis in the Weekly Engagement Summary with Tier 1 supports and referrals for Tier 2 an 3 supports including language support, referrals to counseling and psych services, support with tech and so forth. If a student was not participating in the week, calls are made and/or emails sent to determine if there are barriers that the district can assist with. There was clearly a disproportionate number of our English learners and low-income families who did not participate in distance learning. In some cases, families moved out of the area, and others expressed that there was just too much going on to handle instruction at home. Our participation in distance learning overall in the spring was very high with 94-98% of students participating at the elementary level depending on the site and 96% of students participating at the intermediate level. Of the 104 students at the elementary level that did not participate in distance learning, about 35% of the students were unduplicated pupils meaning either an English learner, a Foster Youth, or low-income as compared to 65% who were not. Similar supports are in place for our students with special needs. Special education teachers, including RSP, are contacting students on a regular basis to check in outside of their instructional learning time. Services that are feasible in an online context such as speech are being provided with ongoing discussions with a students IEP team to ensure the best possible support for each individual student with regard to other services. Assessments that were delayed in the spring have begun following all safety protocols on site. As these assessments are completed, IEPs are being updated to include plans for services in a distance learning environment. We will continue to monitor these numbers as school starts up to determine if additional supports are necessary for pupils with unique needs. Based on assessment data and recommendations of staff, all students have access to academic, behavioral, and social-emotional supports regardless of their classification within a specific student group. While this

encompasses the small populations of students we have as unduplicated students, the ongoing monitoring of English learners, Foster Youth, Homeless, and our students with special needs by Intervention Coordinators, the Counselor, School Psychologists, the Nurse, Counseling and Psych Interns, the Homeless Liaison, the Director of Educational Services, the Director of Special Education, the district Program Specialist supporting students with special needs, and the Assistant Superintendent of Educational Services along with teachers, classified staff, and principals allows for timely adjustments to any particular need that a student may have. With approximately 100 homeless students, 250 English learners, and 10 or so Foster Youth with some overlap, one-on-one connections with the students and district personnel allow us to monitor and provide for the needs of students.

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

Description	Total Funds	Contributing
<p>The purchase of newer Chromebooks and Hot Spots to provide UDP students with a device in the home and ensure connectivity to be able to access the Distance Learning Program. While the district had already purchased Chromebooks for use in the classroom, there was a need to update some as the sole device in the homes of some of our UDPs without access to devices capable of operating under the greater demands in accessing programs from home. While SB 98 allows for other means of engaging students who are not able to do so virtually through check-ins and phone calls, packets, and so forth, we felt it was in the best interest of our low income families to upgrade the devices provided through the district since many families chose to use a better, family-owned device in the spring. Head phones needed to be purchased for those students lacking access as well. With the varying roles of support staff in providing intervention and support to our Unduplicated students, a few devices/headphones also needed to be provided to aides as direct support to unduplicated students during synchronous instruction. The cost reflects about 30% of devices purchased for the district which is well below the almost 40% of families who are low income within the district traditionally.</p>	309,000	Yes
<p>Professional Development for staff related to best practices in virtual learning, technology platforms needed to support the Distance Learning Program, and in social-emotional considerations for working with students and families in the current climate. Daily support is available for teachers through sign-ups with the three Teachers on Special Assignment described below for the Tech and STEAM TOSA and in the Pupil Learning Loss/Pupil and Family Engagement and Outreach.</p>	30,000	No
<p>A Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for distance learning with our unduplicated pupils. In addition to the</p>	251,000	Yes

Description	Total Funds	Contributing
<p>existing Tech TOSA, an additional TOSA was funded to support STEAM. Because we were in the middle of adopting new science materials, our current program does not have a digital platform to support the virtual instruction of science, a core content area, to high levels of rigor. Our coding platform, Tynker, along with Gizmos for virtual labs and Studies Weekly Science were all purchased to support virtual science instruction until the pilot of materials can be resumed. The STEAM TOSA is working with teachers to differentiate instruction for our unduplicated pupils to ensure access to these programs.</p>	15,000	No
<p>A number of tools were provided to support teachers with online instruction including licenses for Seesaw, Kami for working with PDFs, Loom, Flipgrid, and Google Applications for Educators along with Zoom.</p>	100,000	No

Pupil Learning Loss

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

At the beginning of each year, certificated staff administer various universal screeners as a first step to determining the needs of students. This is normally done with DIBELS at the elementary level and the HM Reading Inventory for Rancho Intermediate. Because DIBELS is timed in part, having the students complete it virtually with having to look at passages and then respond on a computer, we felt it would not provide accurate data. Our Kindergarten through 2nd grade have been using A2i (Assessment to Instruction) as a platform for monitoring student progress as part of a research study/grant for the last two years. Since 3rd grade was being added this year and students are already familiar with the platform, the decision was made to use this platform for determining needs of students to drive instructional practice to address any gaps that students may be experiencing from the school closures in the spring and ongoing distance learning in the fall. Upper

elementary and Rancho will use Interim Assessment Blocks (IABs) from the state CAASPP system as an initial screener. Trimester/Quarter benchmarks will continue to be used to monitor ongoing progress and needs for students in addition to assessment data gathered from student programs such as Lexia and ST Math, classroom assessments by the teacher, and additional assessments conducted for specific student groups. For our English learners, in addition to monitoring overall academic progress above, the district uses LAS Links, a language assessment, for identifying needs and monitoring progress along with results from the Initial ELPAC and/or Summative ELPAC where that data is available. These formal assessments for both English Language Arts and Math (A2i, IABS, Benchmarks) are given three times a year (K-8) in addition to ongoing assessments within the classroom. LAS Links, for monitoring language development, is administered twice a year for all English learners TK-8.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

As part of a district-wide strategy to mitigate learning loss, we have maintained a higher level of instructional minutes than the state minimum. This is to allow teachers time for small group instruction or one-on-one support with struggling students, provide set office hours to support students in their specific learning needs, and maximize the distance learning time to ease the transition into a hybrid model with live-streaming. As part of our overall Multi-Tiered System of Supports, universal screeners are used to determine student need regardless of classification within a particular student group. Based on that data, interventions and supports are identified for the most struggling students. Students meet in smaller groupings with an intervention teacher or in sections for reading and math support at the intermediate level. An English Language Development class is provided at Rancho in addition to a double-block of English language arts to support English learners in language development before moving onto high school. Our Bilingual Aides provide small group and one-on-one support for English learners to access core curriculum in their instructional program. Our Intervention Coordinators meet with all English learners in grades 3 and up to complete goal setting sheets and monitor progress on a regular basis in addition to the Progress Monitoring forms completed by teachers to track language development. We are using LAS Links to assess language development specific to the needs of our English learners. Given that we are only in the first few weeks of school, we are still in the process of assessing students to determine what the actual gaps for students are. As this data is analyzed, additional supports and interventions will be targeted to address anything not already available under our current Multi-Tiered System of Supports. When we are cleared to have in-person instruction, we are planning for hubs that would provide a space for our most struggling students to receive regular support above and beyond our normal services. We are also providing resources for in-home instruction for families that need extra support. Bags will go home to our families of students with special needs and our English learner families with resources to support learning in the home. This includes things like books, manipulative, and QR codes to online resources to support the unique needs of different student groups. The Homeless Liaison continues to follow up with both our homeless student population and Foster Youth to refer for any necessary supports beyond what they are already afforded under our existing MTSS. Our data consistently shows that the needs of our Foster Youth, Homeless, and Socio-economically disadvantaged are met within the existing support structures developed for MTSS. The focus on first, best instruction with Explicit, Direct Instruction (Dataworks) and Project GLAD (Guided Language Acquisition Design), and then tiered supports through intervention based on assessment results ensure that supports are in place to meet the academic needs of students within these targeted student groups (less than 350 students total). The nurse, Intervention Coordinators, Homeless Liaison, counselor, one psychologist, and the interns for both counseling and psych monitor the progress of the approximately 350 students with weekly check ins to adjust any academic supports necessary and address any behavioral or

social-emotional needs for these students. Since the district is almost 40% low income with some schools as high as 55%, low income students have historically been served by the existing supports under our MTSS. There are traditionally very small gaps in assessment scores for low income versus non low income students. We anticipate a disproportionate number of low income students will experience learning loss in the current climate with greater obstacles to overcome in the home. As we begin to transition to in-person learning, the highest priority to on-site instruction, support services, and resources through the Hubs

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.]

Because teachers are monitoring student engagement on a weekly basis and all support staff have access to the Weekly Engagement Summary, we will be able to determine if re-engagement strategies and academic supports are effective. In addition to these weekly checks, trimester and quarter benchmark assessments will provide data on student progress toward mastery of state standards. For our primary grades, this is data tracked through Assessments to Instruction (A2i). Because we were already part of a three-year study, we have a lot of quantitative data on the progress of students from last year to this year to support identification of gaps as well as progress in regaining ground as measured against national norms during non-COVID times. Our students in 1st-3rd grade have been monitored since Kindergarten with A2i assessments, so this will provide concrete data on both learning loss and subsequent gains. Upper elementary and intermediate students will be assessed using Interim Assessment Blocks (IABs), which will allow us to compare the aggregate data for where students were at the beginning of the year and at multiple times throughout the year to determine growth. As teachers, Intervention Coordinators, and other support personnel are working with students, adjustments will be made and/or additional interventions identified based on need. The Director of Educational Services oversees the Bilingual Aides and services for English learners, MTSS, Attendance and Engagement, and Homeless and Foster Youth. In a small district with approximately 200 English learners, about the same in Homeless, and 15 or so Foster Youth (and many duplicated within those categories and our low-income population), individual contacts by the Director, Intervention Coordinators, or other support staff are the most effective way to determine if student needs are being met.

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

Description	Total Funds	Contributing
District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. Our Foster Youth are also monitored weekly by either counseling or psych interns as assigned by their supervisor.	213,157	Yes
Support and monitor English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic	170,702	Yes

Description	Total Funds	Contributing
<p>data portion (assessment scores, enrollment, etc.) Bilingual Aides are also contacting families for engagement and working with students in small groups.</p>		
<p>Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate.</p>	0	No
<p>Additional section of English Language Development at Rancho to support our Long-Term English learners and those struggling to reclassify before entering high school. This is a section in addition to their English Language Arts course using READ 180 for targeted support in developing language.</p>	15,000	Yes
<p>Continue to monitor English Learner language proficiency through the implementation of a formative language assessment (LAS Links). This measure can also be used for additional information to support reclassification. We will continue to use as guidance for instructional strategies to better serve our English Learner population.</p>	18,000	Yes
<p>Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged.</p>	21,000	Yes
<p>Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)</p>	34,000	Yes
<p>Resource bags for special needs students and English learners to support learning in the home. The cost reflected here is for only the English learners.</p>	6,000	Yes

Description	Total Funds	Contributing
Additional instructional minutes to mitigate learning loss from the spring and provide continuity of instruction between distance learning and in-person instruction.	800,000	No
The newly created Early Literacy TOSA will provide academic supports for our primary grades, parent trainings to develop school readiness skills, develop community partners in reaching students ages 0-5, coordinate efforts with the First Five Commission and La Habra Little Learners as part of a 3-year grant, and continue with work to establish a state-funded preschool in the district. In addition to salary costs, the grant provides some funds for program development and trainings. All of these responsibilities are with a primary focus on English learner and low income families to increase engagement and academic success for students.	120,000	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.]

The District will be using CoVitality as a screener to identify and monitor student's social emotional status twice in the year: once in the Fall and once in the Spring. Videos from the counselor and interns highlighting SEL strategies are shown weekly in homeroom classes at the junior high level and all Rancho students are a part of the counselor's Google Classroom that has resources and ways to connect with the counselor at the junior high level. All students are being taught mindfulness techniques by the school counselor and interns, and the counseling interns are teaching social-emotional lessons in all elementary classes. School counseling and school psychologist interns are working closely with school staff in identifying students who may be in need of social emotional support. They are providing check-ins with students via zoom sessions and phone calls with students and their families and emails. As students are monitored for engagement, referrals to counseling and psych services are a part of the Tier2/Tier3 supports for re-engagement. Bark notifications are also closely monitored by the school counselor and/or site Principals to assess if students are talking about or writing concerning things so that contact can be made in a timely manner to intervene. Beginning in second semester, more in-depth SEL lessons will be taught weekly in homeroom classes at the junior high level. For staff, teachers are currently implementing mindfulness strategies in their classrooms and practicing along with their students. Weekly videos are shown in class with the teachers so that they can learn the positive coping strategies as well. These weekly

mindfulness videos were created and posted/emailed to all students and families through school emails, website and social media, and additional resources were added to the website for students and families. Regarding Trauma and other impacts of COVID-19, professional development will be provided to school staff through site staff meetings. School counseling and school psych interns will ensure that staff has an understanding of trauma, signs of student trauma, and ways in which to support and address such trauma. District-wide professional development for the year has already begun teaching staff how to handle critical conversations with students and other staff members, especially in light of COVID-19 and other events of 2020. The District will continue to support students through the use of school counseling interns, the school counselor, school psychology interns, and school psychologists. Students will be provided with counseling support via small group and individual sessions. Parents and school staff can continue to refer students who have experienced trauma given the impacts of COVID-19. Counseling resources including outside agencies, mindful coloring pages and mindfulness videos are available on the District's website to all students and families. Counselors and psychs are receiving specific instruction with webinars and virtual professional development opportunities to help support both students and staff with the overall mental health and social-emotional well-being of both staff and students. Teachers, site administrators, support service providers (Occupational Therapist, Speech and Language Specialists, etc.), and other key personnel will receive the professional development, and additional offerings and supports will be made available as issues arise and/or as training requests are processed.

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.]

Starting back with the initial school closures in March, the Superintendent began sending out Healthy Family Updates on a regular basis to communicate with both staff and families during these unique times. In addition to these regular updates, families were surveyed regarding the various models and comfort level in returning to in-person instruction, a hybrid model, or remaining in full distance learning. To honor the feedback from those parents who expressed concern about starting back even months before the school year began, the district developed a Virtual Academy for those families that may opt to remain in distance learning due to health or other related issues. Having a plan to accommodate those families wishing to return and those wishing to remain online was part of the early work in establishing how best to meet the needs of all families moving forward. We also received input from families on what worked and what didn't work as part of community meetings to take into consideration for developing programs moving forward to support the engagement of students in the learning environment whether in-person or online. A parent meeting for those interested in the Virtual Academy was held in mid-July to explain how distance learning moving forward would be very different than the spring in terms of expectations. Ultimately, with having all students in distance learning for the beginning of the year, the Virtual Academy was put on hold as we developed the broader guidelines for all students to start the year. As a frame for developing both engagement and outreach strategies in addition to normal practices within the district, district personnel participated in the six-session Student Engagement and Attendance series through the LA County Office of Education in partnership with CDE covering topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies

for Distance Learning, Student Information System Solution Session, Strategies for Pupil and Family Engagement and Outreach with LEA Sharing, Support for Students with Unique Needs and Addressing Learning Loss, and Leveraging a Multi-Tiered System of Support in Distance Learning. As part of this and other meetings regarding the implementation of requirements in SB98, we developed a Weekly Engagement Summary that includes identified Tier 1 supports at the teacher level for reaching out to support students and families who are struggling to engage in distance learning. This includes everything from a quick email or a phone call to referral to services or the district office for support. Because the Weekly Engagement Summary was developed in a shared folder with access by the Principal, Attendance Clerk, Office Manager, and District personnel, the Tier 2 and 3 strategies are a part of the same document. This way, teachers can easily see the follow up as can appropriate district personnel, and students can be monitored for intervention and support. For any student who is absent, families are contacted through traditional means (the Attendance Clerk and/or Office Manager for clearing absences). In addition to this, as part of Tier 1 support on the Weekly Engagement Summary, teachers have been asked to identify any students who may be experiencing signs of mental health issues, motivation or engagement issues, connectivity or device issues, language barriers, and so forth for referral to appropriate personnel. Principals, School Psychologists, and the Counselor have access to the forms as does the Attendance Supervisor for the district (the Director of Educational Services) and the Assistant Superintendent of Educational Services. For any student not meeting the required 60% for engagement in a given week or any student that a teacher has concerns with, the teacher identifies the area of concern through the drop downs or additional notes section. Principals are monitoring the forms each week to engage the necessary Tier 2 and 3 supports. These include referral to counseling and psychology interns, referral to IT for device and/or connectivity issues, follow up by the Principal or other District Support Personnel, home visits, referral to community resources and supports, referral to Educational Services for Attendance Reviews, referral for additional academic supports as part of our Multi-Tiered System of Supports (i.e., small group tutoring, resources for language and math development, and intervention). A sample Weekly Engagement Summary is included in the Appendix.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Nutritional Services Department took action to submit waivers through the California Department of Education (CDE) and the United States Department of Agriculture (USDA) for the Seamless Summer Option waiver, the non-congregate waiver, and the meal pattern waiver. Each waiver was approved which allowed the District to serve meals at all sites and to remove the requirement for the meals to be consumed on campus for distance learning. Serving meals at all sites distributed the collection of meals across 6 sites. Given the volume of meals, (nearly 100,000 by June with thousands more through July and August), consolidating sites would have created challenges maintaining social distancing as families received meals. In addition, had the non-congregate waiver not been approved, children and parents would have been in close quarters and unable to maintain social-distancing guidelines. In addition to the waivers, sites delivered meals across tables to ensure social-distancing during the “hand-off” of meals. On the production side, the central kitchen expanded into the multi-purpose room at Rancho Starbuck Intermediate to assemble meals. Nutrition Services staff prepared meals in the kitchen on different work-stations to ensure 6 feet of social-distancing. Long lunch tables were used to place meal components into bags and each table only had 1-2 people at any given

time. This was essential in providing the necessary space between staff members. The waivers provided significant flexibility for the Nutrition Services program along with the on-site adjustments enabled schools to maintain social-distancing standards. The Seamless Summer program was extended through December, which has allowed for these much needed services to continue through December at least. The District is adding additional meals on Friday starting soon, so that students will receive food for both Saturday and Sunday. Nutritional Services information is distributed through the Healthy Families Update in both English and Spanish, Principal messages home each week, social media platforms such as Twitter, and posted on the District's website.

Plans for providing meals during in-person instruction include meeting all the necessary requirements from state and local health authorities including cleaning and sanitizing protocols outlined in the In-Person Instructions section. For the transition to a hybrid model, the current sample schedule releases students at 12:45 to be able to take a "grab and go" lunch and avoid the concerns around social distancing and sanitizing the lunch areas. A similar "grab and go" breakfast would be served in the classroom during the morning recess time with students seated at their desks behind the clear carousels installed, which are sanitized each night. Since we are in distance learning for at least another month, the district intends to re-evaluate current plans as neighboring districts in Orange County open up, and we can learn from their experiences in terms of what works best.

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	Counseling and Psych support will be provided at each elementary school with additional support for Rancho. Eight paid interns will be hired (4 counseling and 4 psych) to work directly with current personnel to increase these much needed services. The primary focus for these interns continues to be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), and an existing counselor, and existing Psych services.	218,510	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Purchased the CoVitality universal screener for all students in grades 4-8. This short, online questionnaire will help us identify students that need more social-emotional support through various data points. This will give us student specific as well as overall school data. This data can show us percentages of students that are in the low, medium and high risk groups as well as overall numbers of students who feel connected and supported on campus or virtually.	6,000	No
Mental Health and Social and Emotional Well-Being	Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs. This includes a stipend for supervising the counseling interns throughout the year (CREW) along with generating reports on supports for students served.	120,163	Yes
Mental Health and Social and Emotional Well-Being	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs. Additional services will be provided with a Nursing Assistant.	65,000	Yes
Pupil Engagement and Outreach	Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. Since our UDPs are typically the student groups with the highest absentee rates, we are looking at additional incentives and systems for increasing their attendance rates. The district will implement an attendance incentive program. This is normally done at P1 and P2 each year based on the sites with both the highest and most improved percentages for that time period. This will be modified for distance learning to encourage online participation and submission of work.	12000	No

Section	Description	Total Funds	Contributing
School Nutrition	Additional hours were added to staff to be able to meet the increased demands on nutritional services. The district has not provided breakfast/lunch for summer months or over weekends, so this is supplemental to our base program and principally directed toward ensuring our low income students have food outside of school days.	12,000	Yes

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
8.41%	2,100,721

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 purchase of additional devices and distribution of Chromebooks to students was first and foremost to ensure access to the instructional program for our most needy families who might not otherwise have access to a dedicated device in the home for the student. Even before the pandemic, approximately 40% of families in the district are low-income with individual schools as high as 55%. Prior to the school closures, we did not have devices available for students to use at home. The funds expended for additional Chromebooks (not for all Chromebooks purchased within the district) was to ensure our low-income families had an appropriate device and to manage the increased demand for devices with repairs due to the higher volume of usage given that approximately 1000 students are low-income. Similarly, the hot spots purchased are almost exclusively provided to low-income families unable to provide internet connectivity within the home for the purposes of distance learning. This same rationale is true for the headsets given that many of our low-income students struggle to fine a

quiet place within the home to do their studies with minimal distractions. We did not have initially have devices for TK and Kinder students and we found in the spring that this created a serious gap in access for our low-income families and our English learners who are predominantly TK and Kinder. Many of our families used a family-owned device in the spring because it had better connectivity than district provided devices. So the need to upgrade about a third of our devices was critical to ensure that our low income and English learner students had equitable access (not just access through providing a device).

For our English learners, we are targeting language development through ongoing assessment, small group and one-on-one support with bilingual aides, resources for in the home to support learning, and ongoing professional development of teachers to adjust language instruction in a virtual context. Our Early Literacy TOSA is also a national trainer for Project GLAD (Guided Language Acquisition Design), and is supporting teachers with how to use those strategies in distance learning. We know the importance of both hearing and practicing language for our English learners to develop language skills, so participation in the live, daily interaction with both the teacher and students is being monitored with re-engagement strategies for those struggling to participate. A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCP through the use of our Bilingual Aides. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for Guidelines 3 (instruction adjusted to meet their needs) and 6 (instruction is differentiated) as part of both the overall MTSS program with the specific focus on Universal Design for Learning to meet the needs of all students-including English learners and first, best instruction practices. The comprehensive and multidimensional approach recommended in Guideline 4 will be enhanced this year through an expansion of MTSS services with a focus on Universal Design for Learning. This focus will allow teachers to improve classroom instruction in literacy for English learners.

A number of salaries in order to be able to monitor and provide intervention and supports for our Foster Youth, English Learners, and Low-Income students make up the bulk of expenditures in increasing and improving services. These include the bilingual aides, the Nurse's Assistant, the Director of Ed Services, the TOSAs, additional custodians to offset the added events and trainings for UDPs and a small portion of the Assistant Superintendent's salary for coordinating all services provided to UDPs, and then the cost of salaries for additional instructional minutes to mitigate learning loss. There are also portions of salaries for the Library Techs to assist with homework and intervention and the Data Analyst for generating necessary student reports for monitoring chronic absenteeism and attendance along with providing other data sets for monitoring UDPs. It is clear that our low-income families struggle the most with engaging in distance learning when it is entirely virtual and whole group based on data from the spring on attendance. So maintaining instructional minutes above the state minimum in order to allow teachers and aides to engage in small groups and one-on-one instruction with struggling students is critical in providing access to our low income families. The other area of great expense is in intervention software to support the needs of students. Lexia, ST Math, READ 180, LAS Links, etc. These software programs are first and foremost to serve our most struggling students in intervention and language development, which target the needs of our UDPs. In a small district where these positions would otherwise not exist, we are able to increase the services provided to our UDPs through the use of supplemental dollars to target these specific student groups.

Additional sections at Rancho Intermediate for the purposes of targeted intervention in the areas of Mathematics, Language Arts, and English Language Development are being offered to support primarily our English learner population and low income students who are struggling in these areas. There are 2 sections of math intervention, one of ELA, and one of ELD. These classes are filled with UDPs first and then only offered to additional students as space is available within the lower class size.

Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged. Intervention Coordinators are also goal-setting and monitoring English learners and the most struggling students on campus for targeted support.

The focus of each TOSA (Tech, STEAM, and Early Literacy) is directly tied to supporting our low-income students in developing access to experiences and resources that would otherwise be unavailable while strengthening mastery of state standards in core content areas. How to differentiate activities based on the unique needs of students is at the forefront of their coaching support and lesson design. Additionally, the Early Literacy TOSA is working predominately with low-income and English learner families lacking school readiness skills to be successful in the academic program. The focus of the STEAM TOSA is supporting struggling students with math and science support while developing enrichment opportunities for those students who are also gifted. Pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UDPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. The TOSAs are designed to provide both access and opportunities principally directed at our UDPs to meet this need.

Multi-Tiered System of Support: English learners, Foster Youth, and Low-income students

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Working within this framework allows teachers to plan for and use the most effective strategies for students with different learning needs, which is especially important for our English learners in literacy. In the context of our Multi-Tiered System of Support, in addition to the unique academic needs of our students, we are addressing the social-emotional and behavioral needs, which include supports for our Foster Youth, Socioeconomically Disadvantaged, Homeless, and English learners as appropriate. Additional training and resources for teachers to be able to analyze data for placement into intervention and then provide instruction for intervention has also been a priority. This is in line with the research to provide comprehensive intervention to students, especially with increased access during the day since before and after school offerings are not currently available. Hattie's research also supports the need for decreasing disruptive behaviors (ES=.53), the climate of the classroom (ES=.52), and staff and student relationships (ES=.72). Counseling and psych services have been identified as actions to develop safe, school climates conducive to learning. RtI, the intervention component embedded within our MTSS program, has an effect size of 1.07 in Hattie's research. For that reason, it has been and continues to be a priority of the district to develop the necessary supports and systems of a comprehensive, MTSS model to ensure the needs of all our students are being met with a primary focus of supports for our UDPs.

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

40%. The purchase of additional devices, hot spots, and headphones for the 2020-2021 school year was specifically to address access issues for our low-income families. These items are normally provided in the school setting, but they are not distributed for student use within the home. It became abundantly clear with the school closures in the spring that many of our low-income families did not have high speed internet access (although prior surveys had reported almost 100% connectivity) and that many did not have dedicated devices for student use in the home. So while many engaged in the instructional program in the spring, it was clear that for ongoing distance learning and better access to high speed devices and connectivity, we needed to provide for equipment in the home.

50% The additional instructional minutes above state guidelines, allows for extended learning opportunities to support our UDPs and lessen the learning loss created by distance learning and school closures in the spring. This is principally directed at mitigating learning loss for our low-income students experiencing the greatest disadvantage based on attendance data from the spring.

70% Non-student work days for professional development opportunities beyond early-release Wednesdays. These days are focused on intensive professional development to close the achievement gap for UDPs.

50% Additional collaboration time for teachers to plan for differentiation and intervention for UDPs.

Supplemental LCFF funds (proportionality) are allocated both district-wide and school-wide to support low income, foster youth, and English learner populations in addition to targeted services for these same subgroups. Multiple data points were analyzed to determine the areas of need for the various subgroup populations. John Hattie's ground breaking study, Visible Learning outlines the influences that are related to learning outcomes. Hattie's 15 years of research and synthesis of over 800 meta-analyses serves as a model for teaching and learning. The high-yield practices (those with the large effect sizes) are the strategies Lowell Joint School District is proposing in the LCAP. These strategies are supported by the National Education Association (NEA). This association has identified similar actions as researched-based, best practices in Strategies for Closing the Achievement Gap. Furthermore, in 2010, Proven Interventions to Increase Student Achievement of Poor and Minority Students was published by the Center for School Improvement and Policy Studies. This synthesis of research from Boise State University of what works in high-performing, high poverty schools identified research-based strategies. LJSD staff also looked at the research behind Universal Design for Learning as part of developing our overall MTSS. Specific to English learners, decisions about supports for students were made based on the 8 guidelines in the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010) Research shows that the following practices are the most effective means for improving student achievement and closing the achievement gap. The Actions and Services best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With less than 40% of our students counted as UDPs and as few as 13 Foster Youth and 264 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS, which we realize allows access for other students to maximize resources although the services are principally directed toward one or more unduplicated pupil groups. All of the positions listed with 100% are complimentary to the Base program. Any action/service less than 100% is an expansion or improvement of existing services:

100% With the additional TOSAs this year to focus on Early Literacy and STEAM access and opportunities, we are able to improve our

overall system of supports for students within these student groups. A large focus of the Early Literacy TOSA is supporting that home-school connection and working with parents of students ages 0-5 to develop their school readiness skills. This includes parent trainings that target our low-income and English learner families who are most often at risk and developing partnerships within the community to better serve our families and connect them with much needed community resources. The STEAM TOSA is working with teachers to increase access to rigorous content in areas like coding while connecting it to academic development in content areas like language arts and math in order to differentiate for the needs and abilities of all students. These opportunities allow for development of competitive skill sets that are often afforded students in higher-income homes. 100% of their time and energy is principally directed at supporting our UDPs, whether it be low-income, English learners, or Foster Youth.

100% Student Counseling and Mental Health Programs- Student counseling and mental health programs provide assessments and interventions – crisis response, individual, group, or family counseling, and classroom-based social and personal skill development – including to support students’ mental and emotional well-being. This comes from the “School Health Program Models.” California School-Based Health Alliance. <http://www.schoolhealthcenters.org/start-up-and-operations/school-health-program-models/>. We are adding paid internships under the supervision of existing counseling and psych staff to provide services to our elementary sites and increased support at the intermediate level.

100% EMHRS- Supports socio-emotional and mental health. With the added health needs of many of our UDPs, we are adding a Nursing Assistant to support the growing demands.

100% One ELD elective at Rancho This is in addition to an ELA class with Designated ELD and Integrated ELD courses. We have also added a Spanish elective to support primary language fluency.

100% Monitor language progress with LAS Links for English learners

100% Bilingual Aides for additional support for the overall monitoring of English Learners, outreach to parents, and small group support for academics.

50% Additional Custodians-allows for a safe and positive school environment in managing set up/break down and clean up for before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events as a result of increased services to UDPs

100% Intervention Coordinators-This is a stipend for one teacher per site to support data analysis, monitoring, and placement into intervention for English learners, SED students, Foster Youth, and Homeless students.

50% Two Math Intervention Sections-This is in addition to a math class to target gaps in skills with first priority being given to English learners and SED students as needed. This would include Foster Youth and Homeless students as well if academic supports are necessary.

50% One Reading Intervention Section-This is in addition to an ELA class to target literacy skills with first priority being given to English learners and SED students as needed. This would include Foster Youth and Homeless students as well if academic supports are necessary.

50% With the added funding for UDPs, it is necessary to coordinate services, meet with personnel, and monitor student progress to adjust instructional practice based on student data. This reflects a portion of the salary for the Assistant Superintendent who works directly with teachers and principals and classified support for determining and tracking budget expenditures related to additional expenses for our UDPs.

30% Counselor at the intermediate level- Monitors and supports Foster Youth and Homeless students both academically and socially.

50% School libraries will continue to be open additional hours virtually to provide homework and tutoring help/study skills support with a primary focus on UDPs needing the additional access.

50%. This portion of the salary (50%) for the Data Systems Analyst reflects the monitoring and tracking of our UDPs to ensure data is in the

hands of Principals and teachers in a timely manner to make instructional decisions. Regular reports on the progress of UDPs are run monthly at minimum for the purposes of flexible grouping, intervention decisions, and monitoring progress. In addition, disaggregated reports to monitor Foster Youth, Homeless, SED, and English Learners on Academic Indicators, Suspension and Expulsion issues, and Chronic Absenteeism.

LJSD Attendance Policies and Procedures

In alignment with SB98, LJSD will ensure the following:

- Student access to internet connectivity and devices to participate in the educational program.
- Quality, challenging content aligned to grade level standards equivalent to in-person instruction.
- Supports to address the needs of all students.
- Special education, related services, and accommodations required by an individualized education program.
- Designated and integrated instruction in English Language Development.
- Daily live interaction with certificated employees and peers.

***SB 98 provides that for *in-person instruction*, "instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the LEA who possess a valid certification document." **For *distance learning*, "instructional time shall be based on *the time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document.*"**

To be in compliance with SB98, LJSD will:

- Track daily attendance/participation
 - 4 - Synchronous/Asynchronous
 - 3 - Synchronous Only
 - 2 - Asynchronous Only
 - A - Absent

***SB 98 provides that all LEAs must document daily participation of each student on each school day, in whole or in part. If the student does not participate in distance learning, then they must be marked absent. Participation includes, but is not limited to "evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student.

- Submit Weekly Engagement Logs
 - **Tier 1** monitoring for 60% (3+ days) of *engagement*
 - Teacher records/gradebooks will be used as verification
 - Weekly Attendance Logs from Aeries will be submitted
 - **Tier 1 Support** attempts:
 - Contact family, left message, emailed, referred to help desk, principal, or Educational Services

- **Tier 1** Reasons for *disengagement*:
 - Needs device or connectivity, materials, access, motivation, needs adult assistance, needs language assistance, social-emotional issues, illness, synchronous only, asynchronous only, not known, and other
- Referral to **Tier 2 and 3** if 60% is not met (Re-engagement Strategies put in place)
 - Admin call, home visit, referred for counseling, SART/SARB, or Educational Services
 - Follow up from school administration as well as district administration

***SB98 directs LEAs to develop tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% percent of the instructional days in a school week.

LJSD has these practices in place as of September 1, 2020.



Distance Learning Plan - Teacher Connect

Lowell Joint School District -adapted from La Habra City School District

Online Distance Education and learning will take place through Google Classroom.

Communicate

([Padlet/Teacher Connect](#))

Post an announcement on Monday, via text or [video](#) to provide an overview of the week.
Check email multiple times daily.

Teach

Create standards-based lessons aligned with your curriculum and post the lesson on Google Classroom or other district platform daily.

Connect

Provide opportunities at least two times per week for students to share their learning with their classmates and interact with you to discuss or ask questions.
Daily Office Hours (1 Hour Daily)

Feedback/Assessment

Once per week, gather assessment data. This can be through a Google Form, Illuminate, Think Central, Big Ideas, Quizizz, etc OR through a creative project students put together.

[Google Classroom](#)

[Sample Week TK-2](#)

[Zoom OR Google Meets](#)

[Google Forms](#)

[Screencastify](#)

[Sample Week 3-6](#)

[Flipgrid](#)

[Illuminate](#)

[E-mail](#)

[Sample Week 7-8](#)

[Google Classroom](#)

[Quizizz](#)



A Tradition of Excellence Since 1906
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LJSD TK-6 Distance Learning Guide

Weekly Lesson Plan



Board Approved: June 22, 2020

Board Adopted Revision: Aug. 10, 2020

Board Adopted Revision: Sept. 14, 2020

Content to be delivered through online instruction with some video, text, and other supports.

*This is not what you would show to students. This is a planning document for you.

They will need the instruction to come from you, and they will need to see your examples.

Think about your entire week of instruction and break up tasks accordingly.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introduction Video</p> <p>Post an announcement via text or video to provide an overview of the week.</p> <p>Online Instruction - This is live time with students to be able to interact</p> <p>8:30-9:00 Morning Business -Digital Citizenship -SEL -Team Building -Character Education</p> <p>9:00 - 10:30 ELA (include a 5-10 min PE activity-Brain Break)</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>10:30-10:50 Break</p>	<p>8:30-9:00 Morning Business -Digital Citizenship -SEL -Team Building -Character Education</p> <p>9:00 - 10:30 ELA (include a 5-10 min PE activity-Brain Break)</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>10:30-10:50 Break</p>	<p>EARLY RELEASE DAY</p> <p>8:30-9:30 Morning Business -Take roll -Assignment of the day's asynchronies activities - Class business -Digital Citizenship -SEL -Team Building -Character Education</p> <p>9:30 – 1:20/1:50 *Students: complete <u>asynchronous</u> activities and work: *ELA: Journeys, Study Sync, Reading Plus, Reading Counts, Lexia, Big Day, and LLL. *Math: Go Math, Big Ideas, GiGi./ST Math, Khan Academy *Science: Studies weekly *Social Studies: Studies Weekly</p>	<p>8:30-9:00 Morning Business -Digital Citizenship -SEL -Team Building -Character Education</p> <p>9:00 - 10:30 ELA (include a 5-10 min PE activity-Brain Break)</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>10:30-10:50 Break</p>	<p>8:30-9:00 Morning Business -Digital Citizenship -SEL -Team Building -Character Education</p> <p>9:00 - 10:30 ELA (include a 5-10 min PE activity-Brain Break)</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>10:30-10:50 Break</p>

<p>10:50 - 12:00 Math *Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>12:00-1:00 PM Lunch</p> <p>1:00-2:00 Writing/Intro to Science or Social Studies PE/Music/Art/Library STEAM/Coding</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p>	<p>10:50 - 12:00 Math *Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>12:00-1:00 PM Lunch</p> <p>1:00-2:00 Writing/ Science/Social Studies/PE/Music/Art/Library STEAM/Coding</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p>	<p>and Discovery Streaming. *STEAM & Coding: Tynker *Staff: Teacher Planning, 1:20/1:45 Early Release Grade Level Planning, Grade level or Site meetings or professional development based on calendar.</p>	<p>10:50 - 12:00 Math *Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>12:00-1:00 PM Lunch</p> <p>1:00-2:00 Writing/ Science/Social Studies PE/Music/Art/Library STEAM/Coding</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p>	<p>10:50 - 12:00 Math *Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p> <p>12:00-1:00 PM Lunch</p> <p>1:00-2:00 Writing/ Science/Social Studies PE/Music/Art/Library STEAM/Coding</p> <p>*Direct Instruction *Guided Practice *Small Groups -Differentiating -Collaboration *Independent Practice *Feedback</p>
<p>2:00-3:00 Teacher Office Hours/Planning Time Independent Practice</p> <p>30 minutes before and after school for planning/grading</p>	<p>2:00-3:00 Teacher Office Hours/Planning Time Independent Practice</p> <p>30 minutes before and after school for planning/grading</p>	<p>30 minutes before and after school for planning/grading</p>	<p>2:00-3:00 Teacher Office Hours/Planning Time Independent Practice</p> <p>30 minutes before and after school for planning/grading</p>	<p>2:00-3:00 Teacher Office Hours/Planning Time Independent Practice</p> <p>30 minutes before and after school for planning/grading</p>

Rancho- Starbuck

Distance Learning Schedules

Monday, Tuesday, Thursday, Friday		
Period	Start	End
1	8:15	8:49
2	8:55	9:29
Break	9:29	9:49
3	9:49	10:23
4	10:28	11:02
5 / 6	11:07	11:41
LUNCH	11:41	12:41
7	12:46	1:20
8	1:26	2:00
2:00-3:00: Teacher office hours, planning time, independent practice		



Wednesday		
Period	Start	End
Homeroom	8:15	8:30
Office Hours	8:30	9:30
Office hours for all teachers are available for help on Wednesday work.		
Asynchronous work posted on Google Classroom	8:30	2:00

