

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

On Friday, March 13, 2020, the La Habra City School District (LHCSD) Board of Trustees, in consultation with the County Office of Education, the Centers for Disease Control, and the Orange County Health Department, made the difficult decision to close all nine of its schools effective Monday, March 16. LHCSD immediately began its Distance Learning journey by providing training to teachers and setting its focus on student engagement and equity. In addition to Distance Learning, the District’s Nutrition Team was able to provide complete, nutritious meals through curbside delivery starting March 16.

The La Habra City School District serves approximately 4,600 students. Seventy-nine percent of our students qualify for a free or reduced-priced meal, and more than 40% are English learners. While we had 1:1 iPads at three of our sites, it was imperative for our team to ensure that each of our students had a device suitable for Distance Learning. Our Technology Team coordinated six successful iPad distribution days, including two for hotspots, and offered on-going technology help in-person and by phone for our students, families, and teachers. LHCSD also created online resources to instruct families on how to use digital learning platforms, virtual instructional tools, and provided links for childcare. To monitor student participation in Distance Learning, LHCSD created Distance Learning Engagement sheets to allow teachers to monitor which students were participating in synchronous and asynchronous lessons and turning in work. School teams then followed up with students who were not engaged. A Distance Learning Grading Committee was created to develop interim Administrative Regulations regarding evaluation of student achievement to ensure students were held harmless during the transition to Distance Learning.

Now as we turn our attention to the 2020-2021 school year, we have new challenges and opportunities. LHCSD has developed a plan for Distance Learning 2.0 and eventual transition to a Hybrid Instructional Model. In addition, we have created a Virtual Learning Model to be responsive to students, staff and families who do not wish to return to face-to-face instruction this year. We are extremely grateful to all

LHCSD staff members for their extraordinary efforts. We are fortunate to have a strong team of educators and support staff who worked together to meet our students' academic and social-emotional needs in these unprecedented times.

This Learning Continuity and Attendance Plan documents the ongoing planning process for the 2020-2021 school year. The plan contains items that are completed, and others that are still pending, in development, and/or being discussed in negotiations with bargaining groups.

The plan contains descriptions of how LHCSD will ensure continuity of learning for all of our students, as well as specifically for English Learners, Homeless and Foster Youth, and students with special needs. This plan addresses:

- Stakeholder engagement
- In-person instruction
- Distance learning
- Learning loss
- Mental health and social-emotional well-being
- Pupil engagement and outreach
- Students' nutritional needs
- Increased or improved services for Foster Youth, English Learners and low-income students.



Stakeholder Engagement

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

LHCSD's stakeholder engagement for Distance Learning began last Spring and will continue throughout the 2020-2021 school year. Efforts to engage stakeholders include creating systems to capture feedback from students last Spring, development of a Reopening of Schools Task Force, receiving feedback from family and staff surveys, holding town hall meetings and site-based family nights, negotiating with certificated and classified bargaining units, encouraging feedback from families on digital platforms and from parent advisory committees, and listening to public feedback on reopening plans at board meetings.

In the Spring of 2020, students were sent home on March 13 due to the concerns over the Covid-19 pandemic. When students returned to school on March 31st, it was important to capture their engagement and feedback during this time of emergency Distance Learning. Teachers began keeping daily engagement records including their observations of student engagement and feedback from their students and families regarding the challenges they were facing. From these engagement records and anecdotal notes, kept from April 6th to the end of the school year, we discovered common challenges our pupils and families faced that would need to be addressed in 2020-2021 and in our LCP including:

- Students lacked internet access
- Students were frustrated with technology
- Students had too little family support to handle technical difficulties, the digital instruction, or to encourage/enforce them to attend class
- Students had too much family support making it difficult to discern a student's true learning progress
- Students did not complete school work due to personal/family challenges related to the pandemic
- Students faced distractions to learning within their home environment

As LHCS D began the planning process for the 2020-2021 school year, a Reopening of Schools Task Force was convened. The Task Force has 45 members, including family members representing English Learners, Gifted and Talented students, and students with special needs. The members also included certificated and classified staff members from each school and representatives from the certificated and classified bargaining units. To date, the Task Force met remotely using Zoom six times, and will continue to meet as needed to address the challenges of returning to school in a Hybrid model. Task Force Committee Members were placed on one of seven sub-committees to provide input on their concerns and questions related to:

- Health and Safety
- Elementary Schedules
- Middle School Schedules
- Human Resources and Professional Learning related to Distance Learning
- Family Services including nutrition, transportation and child care
- Family Engagement
- Wellness

The family and staff surveys were parallel in structure and asked similar questions to solicit feedback in the following areas.

- Preference (families) or comfort level (staff) for various instructional model options both while safety restrictions are in place and after safety restrictions have been lifted.
- Need for child care and transportation (families only)
- Level of concern regarding the spread of the virus, learning loss, sanitation/cleaning procedures, social distancing, child care, daily schedules, and wearing of masks.
- Overall feedback on challenges faced during the Spring implementation of Distance Learning.

- Overall feedback on concerns and questions regarding the reopening of schools

LHCSD received input from 469 staff members providing a 69% response rate. The district received feedback from 1,462 English speaking families and 317 Spanish speaking families, giving a response rate of approximately 60% from our families overall.

In addition to survey feedback, all LHCSD stakeholders were encouraged to post their questions and concerns on “Let’s Talk,” a web-based communication tool to receive and respond to stakeholders. LHCSD has received over a hundred Let’s Talk communications related to Distance Learning and the Reopening of Schools.

LHCSD met several times with the certificated bargaining unit, La Habra Education Association (LHEA) and the Classified School Employee Association (CSEA). Discussions with both bargaining units will continue as needed throughout the school year to address ongoing concerns and challenges.

From these Reopening of Schools Task Force Meetings, sub-committee work, input from family and staff surveys, Town Hall meetings and individual feedback from stakeholders and negotiations with both bargaining units, the District was able to create a Reopening of Schools Plan. This plan was presented to the public and Board of Trustees on July 23rd, to our families at Town Hall Meetings in English and Spanish on July 21st and to staff members on July 24th.

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

Stakeholders had options to participate remotely at all public meetings and the district’s public hearing. Task Force meetings, negotiations and family advisory groups all were held via Zoom with opportunities for live discourse and written input in the chat rooms or shared google forms. During the Board of Trustees meetings, there were opportunities for participants to provide submission of comments by email prior to the meeting. Public comments were read aloud by the staff. During the Town Hall meetings for families and staff, attendees had the opportunity to submit questions live through the chat function that were answered by members of the Reopening of Schools Task Force Steering Committee.

The draft LCP was presented to the Board of Trustees on September 10, 2020 for a public hearing to provide additional opportunities to solicit broad stakeholder engagement. The draft plan was also posted on the district website in advance for public review and comment, presented for discussion at the board meeting, and opened for public comment. In addition, the draft LCP was presented to the district Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) for input and discussion.

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

The feedback trends from stakeholder groups that influenced the LHCS D Reopening of Schools Plan and LCP are summarized below. Overall, stakeholder feedback provided valuable insights and recommendations that addressed the challenges during Spring implementation of Distance Learning and priorities for how students would return to school in 2020-2021.

1. Families and staff wanted both a Distance Learning model that would transition to Hybrid once it was safe to do so and a Virtual Learning model that would provide an option for students and staff to stay in a Distance Learning model even after safety precautions were lifted.
2. Hybrid schedules needed to align with those of the neighboring high schools.
3. Families needed child care options.
4. Families need more training in Distance Learning learning platforms and tools.
5. Social-emotional and mental health needs of students and staff need to be addressed as a top priority.
6. The pandemic has created a demand for and an opportunity to grow professionally to meet the needs of all students, especially low-income students, English Learners, Foster youth and Homeless students.
7. Teachers needed sufficient planning time to manage the complexities of synchronous and asynchronous instruction.
8. Classified staff needed options to work outside of their previous job descriptions to support the different demands of Distance Learning.



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

Aspects of the LCP influenced by the stakeholder feedback trends is summarized below. Greater detail can be found in the subsequent sections of the LCP. The work to effectively engage students and improve learning outcomes for all students is an ongoing process and as such, our plans will continue to evolve throughout the 2020-2021 school year.

1. All students will start in Distance Learning 2.0 until Orange County is off the watch list.

When it is safe to do so, students and staff have the option for an in-person Hybrid Instructional Model with two cohorts of students attending school twice a week.

A Virtual Learning Model (VLM) was created for students from six elementary schools for students and staff who did not want to return to in-person instruction for the entire 2020-2021 school year. A separate VLM is embedded within the Dual Immersion (DI) Program at Ladera Palma School so that students in the DI program will be taught by teachers with BCLAD credentials and have daily opportunities to continue their Spanish and English Language Acquisition. The VLM is embedded within the master schedules for students attending both middle schools.

2. LHCS D followed the Fullerton Joint Union High School District hybrid model with two cohorts of students attending on either Monday/Thursday or Tuesday/Friday. Aligning the hybrid model in the two districts provides families with elementary, middle and

high-school aged students to have similar structure and schedules.

3. In addition to community-based childcare options such as the Child Development Center (CDC), LHCS D provided at-school child care options for families. Classroom space was made available to the Boys and Girls Club and Kid Zone to provide all day childcare for students to learn safety on two of our school campuses.
4. Schools have and will continue to provide family orientations, back to school nights and training to help families support their students. The district website also provides self-help resources to families.
5. The district created a year-long Social-Emotional Curriculum and expectations for students to receive a least one SEL lesson per week. Staff SEL resources are also being provided.
6. A Distance Learning Task Force was created to address the challenges teachers face engaging students online and specifically reaching those students most at risk.
7. Negotiations with LHEA led to a Memorandum of Understanding detailing the school schedules that would both meet the minimum instructional minute requirements and provide teachers planning time.
8. Negotiations with CSEA led to a Memorandum of Understanding detailing four job categories that would be allowed to work outside of their job description for the remainder of 2020-2021.

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.]

To meet health, safety, and learning needs, a 100% Virtual Learning Model (VLM) and a Distance Learning 2.0/Hybrid Model (which is part in-person, and part distance) was offered and selected by each family. While students engaging in the VLM will remain online for the entire school year, students engaging in the Distance Learning 2.0/Hybrid Model will receive part of their instruction each week at their school site once it is safe to do so.

LHCS D will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and state and local health agencies to plan for in-person scenarios as health conditions in Orange County permit us to return to in-person instruction in the 2020-2021 school year. LHCS D began the process of planning for in-person instructional offerings in May with input from the Reopening of Schools Task Force. Plans will continue to refine using the work of the Task Force as well as input from all stakeholders.

Hybrid Instructional Model Schedule

Whether in distance learning or in-person, students will receive the same minimum number of instructional minutes per day. Some students may receive more who take advantage of enrichment opportunities and who are invited to intervention groups to target their needs. Instructional minutes include both scheduled synchronous and asynchronous instruction. The minimum instructional minutes to be provided by grade level are as follows:

- TK/K: 180 minutes
- Grades 1-3: 230 minutes
- Grade 4-8: 240 minutes

Hybrid Instructional Model Cohorts

The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. School Administrators will assign students to either cohort A or B, with the aim to schedule students of the same family in the same cohort. Specific bell schedules will be provided by each school site.

Depending on the number of classrooms at each site, class times may be staggered to prevent a large group of students entering or exiting the classroom and campus at the same time. Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case. Additionally, starting the in-person instruction with small cohorts of students will enable teachers, educational assistants, counselors, and other support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge.

Students Who Are Medically Fragile Or Have Significant Behavioral Or Physical Support Needs

For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician may recommend additional accommodations that need to be considered to mitigate the student's possible exposure. If the physician recommends that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) or student team will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with

significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

Student Well-Being

LHCSD recognizes the importance of Social Emotional Learning (SEL) especially during a global pandemic. The District is committed to continuing the development of SEL that can be accessed by all students, especially those who are at risk or have special needs.

School-Based Mental Health Supports will include:

- SEL and wellness curriculum
- School psychologists, school counselors, and interns available to provide educationally based mental health support
- Community partnerships and referrals
- Mental health trainings for staff and families

Whether at a distance or in-person, students and families need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained. As part of the school day, LHCSD teachers offer regular office hours throughout the week for students to gain access to additional assistance.

Addressing Student Needs

The effects of the pandemic have placed new burdens on families, especially those who are low-income, foster youth, English Learners, and those who are experiencing homelessness. Coping with stressors, such as disruption of school routine, may have an impact on students' academic achievement. The foundation of LHCSD's school programs is a dedication to the highest levels of academic success for all students, which includes distance learning and in-person instruction, when it is safe. In all models of instruction, there will continue to be a focus on highly-engaging learning environments, rigorous instruction and staff to support the learning at all levels.

As LHCSD determines where opportunities for learning exist, it is important to assess student proficiency in both language arts and math. To assess the needs of students in these areas, LHCSD teachers will administer i-Ready. The use of online i-Ready math and language arts assessments will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on their needs.

When it is safe to return to school, a schedule for support services will be implemented at each site. Determinations will be made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery. Most of the District's related service providers are able to provide their services in a virtual setting. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and

consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic. Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each. If implemented, all state and county public health guidance will be followed. In addition to diagnostics through i-Ready, the following additional measures will be considered for in-person administration (as allowed):

- 1:1 Assessments and Evaluations
- English Language Proficiency Assessments for California (ELPAC) Administration

School routines are essential to the operational structure of LHCS D's school programs. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Regular live contact with educators will allow students to re-engage the skills they had before the pandemic.

In addition to instruction during the regular school day, LHCS D remains dedicated to supporting students and families who need additional time in school. Our programs, such as KidZone and ASES, which usually operate after school hours, will continue to be offered as an option during this time as families seek support for childcare. While students participate in these programs, they will be provided the support of additional staff for assistance with online/distance learning during the school day and also extra help as needed.

A key decision supporting symmetry and cohesion in the district's teaching and learning was the identification of SeeSaw and Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. Furthermore, the use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

LHCS D recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the model of instruction that best meets their needs.

Staff /Student Health and Safety

LHCSD's focus and commitment to reopening schools safely and resuming in-person instruction are evidenced by the following:

Face coverings/masks:

The La Habra City School District will provide one cloth facemask and one shield for each child.

- All staff will be required to wear masks or face shields.
- Children pre-school through second grade will be encouraged but not required to wear masks or face shields.
- Children third through eighth grade will be required to wear masks or shields.

Social Distancing

- Common areas, including hallways and classrooms will have physical distancing, Plexiglass protection, limited gatherings, and minimal contacts
- Student schedules will emphasize social distancing in the classroom with furniture removed for more spacing
- Safety signage around campus
- Student entrance, exit and travel pathways on campus clearly defined for social distancing
- School office areas with limited occupancy and Plexiglass protection

Revised Schedules and Configurations:

- Schedules will limit student traveling on campus and interactions among students
- Breaks will be carefully monitored to ensure limited student interaction and social distancing
- Areas of frequent student travel such as restrooms, lunch area and other common areas will be carefully monitored and cleaned by staff
- Student schedules will be mindful of needed breaks and social-emotional well being
- Playground structures will be off limits for students

Temperature Screening:

- Staff will have their temperature screened daily upon entering the campus.
- Students will undergo temperature screenings using no-touch thermometers.

Elementary In Classroom Care and Instruction:

The Center for Disease Control (CDC) and the California Department of Public Health (CDPH) recommend creating cohorts to minimize the spread of COVID-19. A cohort is a group of children and staff who will remain together throughout the program and during daily tasks.

- Each classroom will have no more than 17 students, these students and the staff will be a cohort.
- Staff will remain in their assigned classrooms throughout the program.

- Student desks will be social distanced at least six feet from each other and each student will have a sneeze guard.
- Children will be assigned a desk and will remain in the same classroom throughout the program.
- Student supplies will not be shared.
- Children will have breaks and lunch within their cohorts.
- Children will be washing their hands throughout the day and practicing good hygiene.
- Water dispensers are installed throughout the campuses for no touch refill of water bottles.

Sanitation and Cleaning:

- School offices and classrooms will be sanitized every evening using the Victory Innovations Electrostatic Sprayer.
- Restrooms will be sanitized throughout the day.
- Safe and effective sanitizer is provided throughout the campus and inside each classroom.

COVID-19 Measures:

The La Habra City School District will use updated guidance from the California Department of Public Health to determine if any action will take place if there are COVID-19 symptoms or cases. For students currently attending Kid Zone day care, the following guidance is in place.

Student or Staff With:	KidZone Action:
COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing)	<ul style="list-style-type: none"> ● Send home ● Recommend testing ● School/classroom remain open
Close contact with a confirmed COVID19 case	<ul style="list-style-type: none"> ● Send home ● Quarantine for 14 days from last exposure ● Recommend testing ● School/classroom remain open
Confirmed COVID-19 case infection	<ul style="list-style-type: none"> ● Notify the local public health department ● Isolate case and exclude from school for 10 days from symptom onset or test date. ● Identify cohorts and contacts and quarantine for 14 days after the last date the case was present at while infectious. ● Recommend testing of contacts. ● Disinfection and cleaning of classroom and primary spaces where case spent significant time. ● School remains open for other classrooms.
Tests negative after symptoms	<ul style="list-style-type: none"> ● May return to school 3 days after symptoms resolve ● School/classroom remain open

For additional information, please visit the California Department of Public Health Website at <https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

Nutrition Services- Breakfast and Lunch

The District's Nutrition Services Department will provide breakfast and lunch.

- **Students off campus** will utilize the drive up grab and go bags located at the front of each campus. Each bag will contain lunch for the same day and breakfast for the following morning.
- **Students who are on campus** will be given grab and go bags as they leave the campus.
 - Students will receive lunch and breakfast in grab and go bags at dismissal each day.
 - Each student will receive lunch for the same day and breakfast for the following morning.
 - Breakfast must be consumed at home.
 - Students can bring a small snack such as a granola bar or crackers for a nutrition break, if a student does not have a snack the District will provide one.
 - Fridays grab and go breakfast will be for the following Monday.
 - Students who do not qualify for the free or reduced meals can purchase breakfast and lunch at a cost.
- **Students who attend KidZone and ASES** will also receive their grab and go lunch and breakfast. Breakfast will be individually bagged, labeled, and sent home with the students daily. Students may have their breakfast at home or bring it with them in the morning to have in daycare if time permits. KidZone and ASES students may bring snacks for their extended day on campus.

Transportation Services

The District will follow the California Department of Public Health (CDPH) recommendation that students be seated a minimum of 6 feet apart on the bus.

- Parents and caregivers must be present at the bus stop during pickup and drop off.
- Students will have their temperature checked with a no touch thermometer prior to boarding the bus.
- Buses will have seating assignments that maintain physical distancing requirements. Seats that must be left vacant will be clearly marked.
- Buses will be loaded from back to front and unloaded from front to back to maintain physical distancing.

- Drivers will wear a face covering at all times when passengers are present. Drivers will wear a face shield during loading and unloading of students.
- Students will be required to wear a face covering on the bus and at the bus stop.
- Students are to practice physical distancing at bus stops by staying at least 6 feet apart.
- Buses will be sanitized daily using the Victory Innovations Electrostatic Sprayer.

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

Description	Total Funds	Contributing
Health materials, personal protective equipment, disinfecting materials, visual signage, HVAC filters to mitigate potential spread of COVID-19.	\$ 450,000	N
Costs of outside vendor to support LHCS D communication to staff and community	\$ 15,000	N
Additional custodial staff to support sanitizing.	\$ 180,000	N

Distance Learning Program

Continuity of Instruction

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

LHCS D is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or hybrid learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the complexities of a school program.

In both the Virtual Learning Model (all year) and the Distance Learning 2.0 Model:

- All students will receive synchronous and asynchronous instruction and content five days per week.
- The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98.
- All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Daily live interaction shall be designed by the teacher to meet the needs of students.

- Teachers have posted teacher websites to include class expectations and information on accessing the teacher’s learning platform (e.g. Google Classroom), and contact information.
- Administrators are provided access to all virtual classes and learning plans.

In both the Virtual Learning Model (all year) and Distance Learning/Hybrid model, students will receive a minimum number of instructional minutes per day. Instructional minutes include both scheduled synchronous and asynchronous instruction. The instructional minutes to be provided by grade level are the same as in-person instruction.

- TK/K: 180 minutes
- Grades 1-3: 230 minutes
- Grade 4-8: 240 minutes

A master schedule for School Readiness, Elementary School and Middle School has been created. Every student will receive core academic lessons and physical education. Schedules may also include enrichment and intervention.

Access to Full Curriculum

It is important to acknowledge that ALL grade level learning standards are important and LHCS D recognizes that they were included in state frameworks by design. Learning standards have been prioritized to focus on depth of instruction, rather than pace. The prioritization of key content enables teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Teachers and students will have access to digital resources for core adoptions.

The academic and mental health safeguards and services provided to students on a regular basis are important elements of LHCS D’s distance learning plans and allow students to maintain a network of support. In the area of curriculum, access to curriculum materials is both flexible and appropriate for in person, distance, or blended learning instructional programs.

LHCS D understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. LHCS D teachers and educational assistants are provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, Google Classroom, SeeSaw, ST Math online, iReady, Imagine Learning, Mystery Science, and Newsela. To support teachers and build their capacity

to incorporate instructional tools, teachers are provided with relevant professional learning resources, including the support of Teachers on Special Assignment (TOSAs) for group and individualized professional learning opportunities across the full range of educational resources.

Families of students participating in distance learning will continue to be our partners in the education process, even though their role has taken on a new dimension during this time. With student learning taking place in the home, parent engagement has become increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will be drafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. For our Spanish-speaking families, LHCS D will be offering parents the opportunity to attend virtual workshops that will provide a forum to discuss a variety of education and mental health topics and respond to parents' questions about how to partner with the school to support their children during distance learning and the return to in-person education.



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.]

As LHCS D begins the 2020-21 school year in the Distance Learning 2.0 and Virtual Learning Model and prepares for the eventual transition into the Hybrid Instructional Model, ensuring access to devices and connectivity for all students is of the highest priority. The technology gaps identified at the outset of school closures through various online surveys, walk up support, and parent/guardian outreach calls deepened the District's understanding of inequities that existed prior to COVID-19. The District's efforts in the spring to provide all students with access to devices and internet connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have sufficient connectivity to engage in distance learning and that families have access to technology support and training. During the spring school closures, LHCS D distributed iPads to approximately 3800 students and internet hotspots to 250 families. In planning for the fall, the district has secured enough devices to supply all those in need. This included preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need. The District has also secured an additional 400 internet hotspots to support families with no or poor internet connectivity. Also continuing into the fall are partnerships with local agencies and corporate entities to provide connectivity. The Spectrum COVID-19 Remote Education Credit provides eligible families with several months of free internet access. Through a partnership with Verizon Wireless, the District is able to provide internet access to 450 families at a discounted price. The District will continue to promote both of these opportunities in its outreach to families and explore how additional partnerships might expand connectivity access.

LHCS D will continue to assess technology access and support needs. In August, parents/guardians were asked to complete the District's Data Validation process which included questions to assess technology/internet needs. This information was added to the Aeries student information system (SIS), allowing sites to contact students and families who are in need of assistance. Site administrators/designees and the technology department began contacting families prior to school starting, targeting the families who need internet access or have not yet responded to the survey and have not yet been issued a District iPad. The District will continue to provide devices to students in need via a

walk-up process and will continue to update data in the SIS upon issuing any device or for other status changes. This will enable the District to continue monitoring the overall and individual needs of students and families.

Direct outreach efforts from the District's Information Technology Department and the school offices are ongoing and include specific assessment of technology needs and connection of students and families to services. Where needed, representatives from the technology team distribute iPads and/or internet hotpots directly to individuals. Technology support is a frequent outcome of outreach calls conducted for non-engaged students. Technology support is provided at the District offices from Monday through Friday from 9 am to 2 pm. In addition to the walk-up support, the Technology Team offers support through an online helpdesk accessible from the District's website and phone support. The Information Technology Department will continue to serve as a hub to support families regarding all connectivity issues.

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.]

LHCSD believes in the importance of live daily interaction between teachers and students in order for students to retain a sense of connectedness to school and each other. Student learning improves when students feel connected to school. Accordingly, LHCSD developed [sample weekly elementary and middle school teaching schedules](#) that ensure daily live interaction between teachers and students. In addition, in response to concerns from families and board members that more synchronous instructional time was needed from some teachers, LHCSD worked with bargaining units to develop minimum expectations for synchronous instructional minutes. Students will receive instruction for at least four core subjects per day and for each of those subjects, teachers will provide age-appropriate live instructional synchronous minutes. The minimum minutes of synchronous instructional minutes is dependent on the grade level:

15 minutes per subject for TK and Kindergarten students

20 minutes per subject for 1st-3rd grade students

30 minutes per subject for 4th-6th grade students

Teachers expect student engagement on a daily basis and will monitor both synchronous and asynchronous student participation daily in the student information system, Aeries.

C = Student engaged in synchronous and asynchronous instruction for full period or day

D = Student partially engaged in synchronous and asynchronous for period/day. Use "D" for anything less than full participation and/or engagement. For example, if a student came late, left class early, did not participate or complete classwork.

Z = Communication with students and/or family only. A "Z" is counted as "participation." For example, use a "Z" when a student/family member communicates technical difficulties with any LEA staff member.

A = Student did not attend/participate at all.

In addition, teachers will keep a Weekly Engagement Record ([Elementary](#) and [Middle School](#)) to certify the type of instruction (in-person, synchronous, asynchronous), the amount of instructional minutes provided to students, and a list of the assignments/assessments provided for each day of the week. Teachers will also maintain gradebook records of assignments and grades, and assignments provided to students through the two learning delivery systems utilized in LHCS, Google Classroom and/or Seesaw.

Teachers are responsible for assigning the time value of assignments for their respective classes/courses. Students may complete asynchronous work during the school day while teachers are able to monitor progress, provide feedback and answer questions. Students may also complete asynchronous work after the school day if more time is needed, or to study or complete long term projects. Teachers create and modify instruction and assignments as they check for understanding and analyze the results of ongoing formative assessment. Allowing teachers to create and certify the time value of assignments based on their knowledge of subject matter, age of the student, and students' needs, allows for more precision and accuracy in the assignment of time value.

Teachers are expected to monitor students' progress continually throughout the year. Students take diagnostic assessments in reading and math from i-Ready to monitor progress in these two core subjects throughout the year. In addition, teachers monitor student progress using classroom based assessments. Student progress is communicated to and monitored by site administration during trimester data conferences. Student progress is also shared during at conferences in October and February with families and on each trimester report card and progress report.

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.]

Professional Development

Professional Development has been offered and will continue to be offered in a wide range of topics and in a variety of ways. A Distance Learning Task Force was convened by the district at the end of the 19-20 school year with the intent to help teachers better understand blended learning. As it became evident that we would not be meeting in-person to start the school year, a shift was made to provide professional development and resources for teachers in 5 areas: Community Building during the first weeks of school; Consistent Activities for students to show what they know using technology; Instructional Strategies that can be used in Distance, Hybrid, or Blended learning; Small Group Instruction strategies for distance learning; and Feedback and Assessment in a technology-rich environment. Task Force members presented this information to the teachers at each school, and the continued professional development being offered throughout the year will reflect these 5 topics. A link to the slides created by the Task Force can be found [here](#).

Resources

The district's Ed Tech Teacher On Special Assignment (TOSA) delivers both tool-based and pedagogy-based professional development via Zoom, records each session, and posts the session in Google Classroom for future reference. This year's professional development plan will include live Zoom workshops in addition to a flipped model where videos will be created and posted, teachers will have time to review the material, and then a live session will be held for teachers to clarify understanding of the concept or tool. Tool-based sessions will be focused on tools that are free for teachers, those the district has purchased, and those that individual schools have purchased.

Technological Support

Support will be provided to both certificated and classified staff throughout the year by the TOSA and the district's Instructional Technology (IT) team. Teachers have direct access to the TOSA via text and email, and they are able to schedule appointments for support with educational technology in teaching and learning. Teachers also have access to the district helpdesk for device and technical support.

Staff Roles and Responsibilities

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

The transition to Distance Learning and eventual transition to Hybrid instruction has significantly impacted the roles and responsibilities of staff across our district. Working with bargaining units for certificated and classified staff, new positions, roles and responsibilities have been developed and will continue to evolve. Below is a summary of the key changes made to date regarding staffing to support Distance Learning 2.0 and the anticipated needs when we transition to a Hybrid instructional model.

Virtual Learning Model (VLM)

Over 500 families selected the option to have their children remain in a virtual learning model for the entire school year. To support VLM, a retired administrator was hired to serve as principal of VLM and support those teachers, students and families. Classified staff will also be assigned to VLM to support attendance, engagement and family outreach.

Distance Learning 2.0

To support Distance Learning 2.0, Educational Assistants, Inclusion Assistants, Instructional Assistants, Physical Education Assistants and Transportation staff, are now providing support for other departments in need of support. For example:

- Support outreach to families needing technology support
- Assist office staff with attendance and engagement records
- Assist administrators and office staff with outreach to families who need support with reengagement
- Assist families with learning platforms, educational software, hotspots and devices
- Assist TOSAs and classroom teachers with small group interventions
- Assist students in Kid Zone and ASES child care programs
- Assist with textbook and material distribution

Hybrid Instructional Model

When LHCS D transitions to a Hybrid Instructional Model, classified staff will support teaching and learning in different ways. For example:

- Assist with implementation of safety plans and protocols as students enter and exit campus
- Assist with monitoring social distancing in high traffic areas
- Assist in small group instruction with students experiencing learning loss
- Assist with social-emotional check-ins with students
- Assist with our afterschool interventions and programs.

Special Education

All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists will support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the ‘paper requirements’ of conducting an IEP in a virtual or telephonic setting.
- School Psychologists and School Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone. In addition, school psychologists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified.
- Instructional Assistants will be more systematically used to support direct instruction than they were in the spring. IAs that are assigned to classrooms will assist students during distance learning and help the teacher manage instruction. In accordance with the student’s IEP, instructional assistants will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.
- Student Support and Health Services Staff will continue to consult with Orange County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID. In addition, school nurses will follow guidelines to support contact tracing.

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.]

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular instruction during core instruction.

Special Education

To fully include students with disabilities (both IEP and 504 plans) and ensure that the needs of all students are addressed in all instructional models, the following will occur:

Distance Learning Plans (DLP)s will be created through the student's Individualized Education Program (IEP) to outline services to be provided during distance learning. These will remain in effect until school resumes in a face-to-face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days. In addition, telehealth services for speech and language as well as counseling will be made available to students.

When it is safe to return to a hybrid model, the district is proposing to offer additional in-person instruction to students participating 51% or more of their day in a special education classroom. Students will receive in-person synchronous learning 4 days out of the week.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

- Contact with families/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with families/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for families/students, such as shelter, housing, food, clothing, health, COVID resources, etc.
- Referral of families/students to appropriate community agencies and/or district departments/services when educational, health, or welfare
- needs are identified.
- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer

Foster Youth

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth

- Regular check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Gifted and Talented Education (GATE)

Distance learning allows for the differentiation of content, process, and product for gifted and advanced learners. Teachers will plan for flexible grouping, curriculum compacting, and assignment of targeted enrichment.

- During the 2020-21 school year elementary students in grades 3-6 will continue to be screened to determine whether they might require gifted education services.
- Students who are already identified will continue to receive gifted education services according to the GATE service plans in place at their school site.
- District staff will continue using the National Association for Gifted Children’s resource on Virtual Instruction for Gifted Students as guidance for strategies and resources to support gifted learners during distance learning.
- Middle school students enrolled in Honors English, Advanced Math and Algebra will continue to have access to those courses



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

Description	Total Funds	Contributing
Teachers on Special Assignment dedicated to professional development related to Distance Learning and Blended Learning	\$ 725,000	Y
Administrator/Principal dedicated to the operation of TK-6 Virtual Learning Model (VLM)	\$ 56,446	N
District Administrator to oversee TK-8 Virtual Learning Model (part of salary)	\$ 88,071	N
Updated software for Distance Learning (Upgraded Zoom, Seesaw, etc.)	\$ 18,900	N
Devices and Connectivity - hot spots, iPads, chromebooks	\$ 700,000	Y
Classified support for Virtual Learning Model	\$ 100,000	N

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.]

In order to inform instruction and gauge student learning, LHCS D has a systematic cycle of assessments, including diagnostic, summative and formative assessments covering core standards and foundational skills administered at regular intervals throughout the year. In addition to the assessment cycle, teachers and administrators have dedicated time embedded each week to look at data to inform instruction for all students and including those with unique learning needs such as English Learners, students with special needs, students in the foster youth system or who are experiencing homelessness.

LHCS D will measure students' learning status throughout the year with trimester administration of the iReady Diagnostic assessment in reading and math. The i-Ready Diagnostic is reported in easy to understand grade-level equivalency to help teachers, students and families understand the extent of any learning loss that may have occurred due to school closure. In addition, the diagnostic assessment results help teachers, students and families pinpoint the specific skills and standards that need remediation. Teachers have been trained in how to administer the i-Ready diagnostic assessment while students are at home to get the best and most accurate data possible. Families also received a letter and video-training about the importance of encouraging their child to do their best independent work so that teachers will receive accurate data on students' needs. The Dual Immersion School, Ladera Palma, uses two other diagnostic tools, Imagine Learning (K-2) and Achieve 3000 (3-6) to discern students' learning progress in Spanish Language Development.

In addition to regular diagnostic assessments, English Learners new to our district are taking the ELPAC Initial assessment to diagnose their level of English proficiency. Most families are scheduling in-person assessment appointments with our Language Assessors. The testing center for English Learners follows suggested guidelines for social-distancing and personal protective equipment. For families that are not comfortable with in-person assessment, remote options for taking the Initial ELPAC are being investigated.

LHCS D also uses many classroom-based assessments from our adopted curriculum for English Language Arts and English language development, Wonders (TK-5) and Amplify (6-8), and for math, Bridges (TK-5) and Math Links (6-8). Teachers in the primary grades also use multiple measures to assess foundational skills such as the Basic Skills Phonics Test (BPST), Fry-Words and Developmental Reading Assessment (DRA).

Digital access to all of the diagnostic, classroom-based and foundational skill assessments is available to teachers. Teachers on Special Assignment (TOSA) support classroom teachers and grade-level teams in using these digital resources.

In an effort to mitigate learning loss over the spring and summer, LHCSD intentionally allowed students to retain their electronic device (iPad or Chromebook) and provided access to [Summer Educational Activities \(SEA\)](#). The TOSA team developed curriculum for reading, writing, math, science, engineering and the arts and made it publicly accessible on the district website. Students could access curriculum at any grade level, allowing students with lower skills or limited English to access curriculum at their level, and students with higher skills to challenge themselves with activities above their current grade level. Students also had access to i-Ready individualized instruction in read and math throughout the summer.



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.]

LHCSD utilizes the Multi-Tiered System of Support (MTSS) model to address learning loss and accelerate learning progress for all students, including English learners, low-income, foster youth, pupils with exceptional needs and pupils experiencing homelessness. Below is a summary of the general strategies at each Tier of instruction.

Tier 1: All students receive standards-aligned core curriculum focused on priority standards appropriate to their grade level.

Tier 2: Some students are provided small-group instruction from their classroom teacher or TOSA that is targeted to identified student needs. Classroom teachers may assign asynchronous work to some students so that others can be targeted for small-group instruction. Based on data provided by the classroom teacher, TOSAs may push-in or pull-out a small group of students to work on identified needs. In our Distance Learning schedule, this may occur during and/or after the regular school day hours.

Tier 3: A few students require support that is even more intensive and will receive additional small-group or individualized instruction and progress monitoring to meet their needs.

Teachers have weekly scheduled time to discuss Tier 1 and Tier 2 strategies in their grade-level or content-based Professional Learning Community. The TOSA, administrator, psychologist and other specialized support staff at each site are responsible for meeting regularly to examine student engagement and academic data and support Tier 2 and 3 interventions. Teachers in the VLM model have a site-based TOSA assigned to each grade-level to support teachers and address their students' needs.

Implementation of synchronous and asynchronous whole group, small group and individualized instruction will enable staff to deliver targeted support to all students, but also particularly for those most at risk of for past and ongoing learning loss. English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth are identified and known by their teachers and site team so that their progress can be closely monitored.

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.]

LHCSD will measure the effectiveness of the tiered services and strategies to address learning loss by analyzing the results of the ongoing diagnostic, classroom-based and foundational skills assessments. District and site teams of administrators, TOSAs and teachers review the data for patterns and trends at the district, site and classroom level. Formative assessment directly linked to intervention services are analyzed to monitor the effectiveness of small-group and individualized instruction. When intervention strategies demonstrate evidence of success, they are shared and scaled up to potentially support more students district-wide. When intervention strategies demonstrate lack of progress, the team considers the duration, frequency and intensity of the intervention to adjust their efforts and more effectively address students' needs.

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

Description	Total Funds	Contributing
Students will be invited to Summer Academy 2021 to address learning loss not regained during the school year.	\$ 260,000	Y
iReady Diagnostic in Reading and Math, ALEKS, Achieve 3000 and Imagine Learning will all be utilized to assess ELA, ELD and Math pupil learning loss.	\$ 217,000	Y
Language Assessors conduct in-person assessment of English Language Acquisition for students new to the District.	\$ 72,800	Y

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.]

To effectively support the social emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum at all grade levels.

- Tier 1: SEL lessons and materials are made available weekly to all grade levels. The lessons are geared towards monthly SEL themes that are consistent district-wide. The lessons are specifically designed by the District's school counseling and school psychology

department using research based strategies and curriculum. In addition to SEL classroom lessons, the team has developed online resources to support parents beyond the classroom.

- Tier 2: Based on the MTSS referral process, school counselors and school psychologists will provide individual check-in and counseling to students who need an “extra scoop” of support.
- Tier 3: Students who require intensive support will have access to community resources through a direct referral process. Students and their families can then access a licensed therapist to address their mental health and social emotional needs.

Professional development series: Parents workshops will also be provided in collaboration with our school psychologists, school counselors, and community liaisons. The workshops will align to the same monthly themes the students are engaged in at school to allow for continuity of social emotional learning. The workshops will be provided in English and Spanish and based on feedback, may be offered several times to accommodate working parents and their schedules.

Teachers will also continue their professional development training on topics such as trauma informed care, restorative practices, and proactive strategies to support social and emotional learning for their students. A SEL “Check-in Survey” will allow staff to provide feedback to guide targeted outreach to students/families as well as potential referrals to tiered supports for mental health and social emotional interventions.

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.]

Pupil Engagement

LHCSD recognizes the importance of students and families feeling connected to their school community. As in the Spring, school sites regularly reach out to students and families to create a culture of caring and inclusivity. Families are encouraged to attend orientations, back to school nights, family training sessions in Distance Learning. Students are recognized at virtual assemblies and collaborate on school-wide projects and performances. Staff members organize drive-by parades in their neighborhoods so students and families can see their teachers off-screen and be reminded to stay safe and remain engaged in school activities.

To monitor engagement, it must first be defined. Rather than limiting the definition of engagement, and thus the expectation, to a minimum standard such as a student logging in or returning a daily assignment, in LHCSD, student engagement is defined and monitored broadly.

Teachers look for and monitor student engagement that encompasses physical and cognitive actions such as a student attending class, writing, reading, listening and participating in class discussions. In addition, teachers look for and monitor students' emotional engagement and motivation.

Teachers keep track of daily student engagement by noting the quality of student engagement in the student information system, Aeries.

C = Students fully meet expectations for engagement in synchronous and asynchronous instruction for the entire period (middle school) or day (elementary school).

D = Student partially engaged in synchronous and asynchronous for period/day. Teachers use this notation for anything less than full participation and/or engagement. For example, if a student came late, left class early, did not engage in class discussions or complete classwork.

In addition to tracking student engagement in Aeries, teachers monitor student work completion in grade books, and assignments turned in to Google Classroom and Seesaw. Student participation in optional enrichment and targeted interventions is also monitored.

Monitoring engagement is a collective responsibility shared by students, teachers, administrators, staff and families. Updated Home-School Compacts were created to outline the new expectations of students, families and staff in Distance Learning. The LHCS D Family Handbook is also being updated to inform parents of the new attendance and engagement policies.

- Students and families: Participate/engage with their teacher(s) for the full instructional day and report any absences to the school.
- Teachers: Document participation/engagement for each student every day including the type of instructional model and activities.
- Attendance Staff and Community Liaisons: Monitor absences/participation and engagement daily and weekly and follow-up with families. Provide reports to the MTSS team to inform tiered re-engagement strategies.
- Administrators: Ensure that participation/engagement records are being documented as required and work with teachers, students and families to provide tiered interventions when necessary.

Pupil Outreach

Throughout the end of the 2019-2020 school year and the start of the 2020-2021 school, LHCS D has collected data and followed up with students and families not meeting expectations for engagement. In the Spring, the focus was on identifying students with connectivity and technical challenges. As we open the 2020-2021 school year, we are able to move beyond the immediate need for devices and connectivity as most of those needs have been met, and turn to addressing social emotional concerns, such as those caused by the trauma of the pandemic, that impact student participation and engagement.

Tiered Re-engagement Strategies

LHCSD has expanded the MTSS to specifically address student engagement and re-engagement strategies.

Tier 1: Students participating/engaging in school as expected on a daily basis (earned a “C” in daily monitoring).

- Teachers, support staff and administrators create engaging lessons and school activities to motivate student participation.
- Each school utilizes a common communication tool (such as Remind/Class Dojo) to communicate expectations with students and families.
- Teachers, support staff and administrators monitor daily engagement.
- Teachers implement a weekly social-emotional lesson to proactively address concerns and needs related to the pandemic and emerge in their classroom or homeroom.
- District and school sites utilize website, social media and local media to promote school attendance and engagement

Tier 2: Students participating/engaging in school less than expected on a daily basis (earned a “D” or “Z” in daily monitoring).

- Teachers and support staff follow up with personal phone calls and informal letters to message that students’ lack of participation and engagement was noticed and missed. Technical assistance provided as needed.
- Use the School Attendance Review Team (SART) to identify and address barriers to Distance Learning engagement for students not fully participating/engaging in school. Actions may include development of a SART contract and/or formal 1st letter sent home.

Tier 3: Students participating/engaging less than 60% (3 out of 5 days) in a week (earned an “A” for absent for 3 or more absences a week).

- Utilize the district School Attendance and Review Board (SARB) process to involve multiple agencies in supporting student re-engagement. Actions may include home visits, referrals to outside agencies, development of a SARB contract and/or formal SARB letters sent home.

To support implementation of the tiered re-engagement strategies and ensure students are meeting **compulsory attendance requirements and engagement** expectations, site-level attendance and engagement teams will conduct weekly data reviews. The analysis of attendance and engagement data will inform the need for refocused energy and effort on Tier 1 engagement strategies, group interventions for students with similar challenges at the Tier 2 level, and individual targeted interventions for students most at need in Tier 3.

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.]

Nutrition Services will continue providing nutritious meals to students using a process similar to the one utilized throughout the summer months. All children, 0-18 years, may eat free of charge, regardless of eligibility or enrollment in school. Students will not have to punch in an ID number, nor wear a lanyard, making social distancing much more feasible as students pick up their meals.

Distance Learning

Students off campus will utilize the drive thru grab and go bags which will include lunch for the day and breakfast for the next morning, The drive-thru process ensures at least 6 feet of social distancing for staff and community members, clear signage and use of masks.

In-Person

Students on campus will receive lunch for the day and breakfast for the next morning in grab and go bags immediately after school dismisses for the day. Students can bring a small snack for mourning nutrition break, if a student does not have a snack the District will provide one. Students who do not qualify for the free or reduced meals can purchase breakfast and lunch at a cost. Students learning off campus during the Hybrid Instructional Model, or who attend the Virtual Learning Model, will follow the procedures above for Distance Learning.

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

Section	Description	Total Funds	Contributing
Pupil Participation & Progress Pupil & Family Engagement & Outreach	Informed K12 which allows for secure documentation of student attendance and engagement, providing workflow solutions to automate essential business processes and reducing the amount of physical contact between staff (ie. attendance and engagement documentation forms, personnel requisitions, forms requiring signature, handbooks, etc.)	\$ 25,000	N
Mental Health and Social Emotional Wellbeing	Counselors to provide remote services to students experiencing trauma and anxiety related to the pandemic and/or Distance Learning. Priority will be given to low income families and foster youth as they may be experiencing greater hardships and struggles.	\$ 250,000	Y

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
26.93%	\$ 9,047,108

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.]

LHCSD serves a student population with a high percentage of vulnerable students. The needs of English learners, low-income students, foster youth and homeless students are prioritized when implementing services and programs and when evaluating these services and programs to determine their effectiveness.

Devices and Access Last Spring LHCSD distributed 1:1 devices and hot spots for our students to access Distance Learning. These items were offered to all students, but principally benefitted low-income who may not have otherwise had access to technology outside of their school. All LHCSD students were allowed to keep their devices over the summer to access Summer Education Activities, but this principally benefitted low-income students who may not have otherwise had access to summer learning programs. All LHCSD students received learning materials and supplies to use at home, such as crayons, pencils and paper, but this principally benefitted low-income students who may not have otherwise had access to these essential learning tools.

Teacher on Special Assignments All LHCSD teachers received trainings and workshops from Teachers on Special Assignment to support teachers’ instructional skills in Distance Learning, but the benefits of these professional development opportunities were felt the most by our English learners who require additional support from their teachers to mitigate learning loss and maintain their language acquisition outside of the classroom. Teachers on Special Assignment provide interventions beyond the school day for all students identified as needing support, however these services are principally directed at addressing the unique needs of low-income students and English Language Learners.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL) PBIS and SEL will focus on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. Additionally, PBIS and SEL will support student’s social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to

experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. Building on last year's work, PBIS and SEL will adapt their range of supports for staff and students during distance learning. School Counselors and School Psychologists will be critical elements in communicating and supporting best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Community Liaisons The Community Liaisons provide a range of engagement opportunities intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The Community Liaisons provide workshops and training to provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students.

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

Language Assessors are providing in-person assessments at a testing center following the safety and social distancing guidelines. The results from the initial ELPAC assessment will help teachers address students' language abilities.

Achieve 3000 software will be purchased for English Learners at both middle schools to help teachers meet their language needs and help students redesignate as English proficient students before leaving middle school.