



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.]

Los Alamitos USD educators and leaders have spent the last several months diligently collaborating and preparing the best possible educational options for our students, while keeping safety as our top priority. In June, Los Alamitos USD created a Remote Teaching and Distance Learning (RTDL) committee that was comprised of over 72 teachers and administrators from every school site across the district.

The role of the RTDL committee members was to share information from the committee meetings with colleagues at their school sites in an effort to make the planning process for 2020-2021 as transparent as possible. The RTDL committee was subdivided over the summer into sub-committees that took a dive deep into targeted areas. The specific sub committees were:

- > Elementary (TK-5)
- > Middle School (6-8)
- > High School (9-12)
- > Secondary (6-12)
- > Hybrid Learning (TK-12)
- > Remote/Virtual Learning (TK-12)
- > Special Education
- > Mental Health/Trauma Informed Instruction (TK-12)

Our committees met collaboratively over 30 times and reviewed nearly 9,000 responses from staff and family surveys. Our team has taken the input from stakeholders, the guidance from state and local health and education agencies, and collaborated with the Los Alamitos Unified School District Board of Education to offer a comprehensive 2020-2021 School Opening and Safety Plan for all students.

As always, Los AI Unified is committed to providing a rigorous and quality instructional program for our students, while ensuring a safe environment for students, staff and the community. We realize our community deserves a variety of educational options and we are committed to providing choices for families during the pandemic. The School Opening and Safety Plan includes the appropriate safety precautions as well as a clear outline of our educational options for both a traditional schooling pathway and a year-long, 100% distance learning pathway (LosAI@Home). Our team and Board of Education have worked hard to provide two pathways for students, allowing families to make the choice they believe is best for their child(ren).

Throughout the COVID-19 pandemic, every action has been and will continue to be in alignment with the California Department of Public Health (CDPH) and the Orange County Health Care Agency (OCHCA) guidelines specific for schools and classrooms. The safety protocols and procedures are aimed to mitigate risk. No single action or set of actions will completely eliminate the risk of COVID-19 transmission, but the implementation of several coordinated interventions can greatly reduce that risk.

Stakeholder Engagement

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

Los Alamitos USD has included stakeholders throughout the entire distance learning process in the spring as well as during the summer. Families were initially surveyed at the end of the 2019-2020 school year regarding the re-opening of schools for Fall 2020-2021. The initial family survey had 5,031 responses and asked questions specific to school settings for a traditional, hybrid or virtual model, requirement of face coverings for students, social distancing restrictions, childcare and their student's experience with emergency distance learning. Simultaneously, teachers were sent a survey that asked the same types of questions and the District received 337 responses. This information was used from these surveys to direct the work of the Remote Teaching and Distance Learning (RTDL) committee work over the summer. It was clear from the initial parent survey, that there was a need for a 100% virtual program for some of our students TK-12. At that time the committee began vetting online learning management systems.

The RTDL committee met multiple times to give input on student schedules for a virtual, hybrid and traditional setting. All participants were given the opportunity to meet in person for the meeting, or to join remotely, in an effort to include as many stakeholders as possible. Teachers who were part of the RTDL committee were surveyed multiple times during the summer committee work to gain input on online learning management systems as well as sample bell schedules. These survey results continued to guide the committee work along with updated guidance we received from the California Department of Public Health (CDPH) and the California Department of Education (CDE).

The specific committee meeting dates were June 3, 16, 17, 23, 24, 30 and July 1, 7, 8, 9, 13, 15, 16, 20, 28.

To keep families and staff informed of the RTDL committee work, a presentation was given at each Board of Education meeting. These meeting dates were June 9 and 23, July 14 and August 11.

Los Alamitos USD held a District Advisory Committee (DAC) meeting on September 1 to review components of the Learning Continuity and Attendance Plan and had an opportunity to provide additional input. DAC is comprised of parents, teachers, administrators and a representative from CSEA and LAEA.

The input from the RTDL committee in conjunction with our DAC meeting and family surveys were used to develop the Learning Continuity and Attendance Plan. The District chose to survey families as a whole instead of doing two separate surveys, one to parents and one to students. In addition, an LCP Input form was created to gain input from stakeholders who did not have internet access or access to a printer. Completed forms were dropped off at the District Office. Translation services were also available on the input form for non-english speaking families.

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

Remote Teaching Distance Learning (RTDL) committee meetings were held both virtually and in person. For each meeting, participants were given the option to join remotely via ZOOM, or to show up in person. All participants in person followed social distancing, face covering and screening guidelines.

The Board of Education Meetings also provided an avenue for community members to participate remotely by submitting public comment prior to the board meeting for items on the agenda, such as the RTDL committee updates as well as for the public hearing on the Learning Continuity and Attendance Plan. Submissions from the public were then read during the public comment portion of the board meeting. Public comment was also available to the public by calling in via telephone for the live board meeting.

The District Advisory Committee (DAC) meeting was held online via ZOOM to allow the flexibility for all committee members to participate.

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

Los Alamitos USD is very fortunate to have staff, administrators, parents and community members who have students best interest at the forefront. All of the stakeholder feedback was taken into consideration as the logistics of the 2020-2021 school plan was written. The majority of the feedback was around the schedules for our distance, hybrid and traditional models as well as the vetting of an online learning platform for staff and students. The RTDL committee was a vital part in vetting online learning management systems and looked at multiple different systems before deciding on the Schools PLP platform. In addition, the RTDL committee spent multiple meetings providing input of the distance, hybrid and traditional schedules. The committee was presented with sample schedules for all three models and provided valuable input to each model, yielding a schedule for each that supported maximizing in-person instruction to the greatest extent possible.

Parents provided valuable information through surveys to help guide the programs Los Alamitos USD would offer for the 2020-2021 school year as well as child care needs, and the comfort level with families in regards to students wearing face coverings.

The District Advisory Committee met on September 1st to review the components of the LCP and will be providing input in writing on the plan by September 11th.

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

The work of the RTDL Committee provided a large amount of influence on the development of the Learning Continuity and Attendance Plan in a variety of areas. Specifically, the hybrid, distance and traditional schedules, deciding on an online learning management system, input on the district attestation plan and the mental health, social emotional well-being of students and staff and staff professional development.

Results from the Los Alamitos USD parent survey was used to develop our LosAl@Home distance learning program. It was evident in the survey that about 20% of our families were not interested in sending their student(s) back in-person for 2020-2021 school year. The development of LosAl@Home was in response to the parent survey and will allow Los Alamitos USD to meet the needs of our families and students in a non-traditional format.

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.]

Los Alamitos USD has taken every step possible to offer in-person instruction to the greatest extent possible. The District applied for the California Department of Public Health waiver for TK-5 schools to open in-person, and was granted the waiver. In collaboration with our advocacy and support from legal counsel, we also have obtained confirmation from the California Department of Education that under our approved CDPH elementary waiver, we can open our elementary special education classes at the same time as our elementary classrooms. In-person instruction in a Hybrid model will begin on Tuesday, September 8th for TK-5 students. Once Los Alamitos USD is given permission to start in in-person instruction for students in grades 6-12, they will also begin in a hybrid model.

All school sites have completed an Attestation Plan and have it posted at their school site. The Attestation Plan describes specifically how the campus will enforce hygiene practices, protective equipment, physical distancing, cleaning and disinfecting as well as how students will access the campus. The District School Opening Plan also addresses the social emotional well-being of all students and can be found on page 11 of the plan. All of these practices are in accordance with the District School Opening Plan and follow the California Department of Public Health (CDPH) and the Orange County Health Care Agency (OCHCA) guidelines. A full copy of the District School Opening and Safety Plan can be found at:

https://resources.finalsite.net/images/v1597883338/losalorg/gcyiyf2hbjexkkpj4vwa/LosAIUnified_Opening_Safety_Plan_2020-21.pdf

In-Person instruction will be in a Hybrid model until guidance is given that will allow students to transfer into a traditional school setting. The hybrid schedule is consistent between grades TK-12 with a Group A in the morning and Group B in the afternoon, however each level has a different bell schedule. The goal in developing the hybrid schedule was to maximize the in-person instruction time with students using the goal of nothing less than 60% of live instruction when developing schedules. This will allow teachers to meet with half of their students at a time. Teachers will be able to address the needs of students in a smaller group setting and allowing teachers to provide more targeted assistance to students. This will also allow teachers to provide targeted ELA and Math instruction to students to support any learning loss in combination with ongoing benchmark assessments. It also cuts down on the number of students in a classroom at a time to help slow the spread of COVID-19. Between each group the classroom will be sanitized.

The traditional setting will allow for all students to be in-person at the same time. In a traditional setting, TK-5 students will have staggered arrival and departure times and will eat lunch in their classrooms, to minimize the number of students traversing a campus at one time. For 6-12 students, they will follow a block schedule with increased lunch periods to minimize the number of students traversing campus.

Los Alamitos USD does not have a major concern with students' significant learning loss including those who are at a greater risk. This is

due to a district wide implementation of the Districts signature practices and targeted interventions that occur year round. Also, in combination with the structure of emergency distance learning in the spring, and being able to meet all instructional minutes in a distance learning setting with live teaching time,

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

Description	Total Funds	Contributing
Sanitization Supplies (Ex: Hand Sanitizer, Disinfectant Spray, Sanitizing Wipes)	\$90,000	No
Desk Shields (Students & Staff)	\$196,000	No
Portable Hand Washing Stations	\$55,000	No
Thermometers	\$13,000	No
Teacher Amplification Systems	\$352,000	Yes
Personal Protective Equipment (PPE) for Staff and Students	\$70,000	No
Air Purification Systems	\$300,000	No

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.]

Los Alamitos USD purchased Schools PLP, a learning management system and supplemental curriculum. Schools PLP will be the platform that all students use to access curriculum while in a distance or hybrid model. Teachers have the flexibility of using their own lessons and board approved curriculum as well as lessons in the Schools PLP system. Los Alamitos USD encouraged teachers to follow the same scope and sequence as in previous years to keep instruction as consistent as possible and for continuity, allowing the transition to a hybrid model to be easier for students. Schools PLP will be the main login for students to access all of their class information and where they will receive daily assignments and links for Google Meet sessions with their teacher(s). Los Alamitos USD set a goal to maximize the amount of in-person instruction for students. In grades 6-12, all 240 instructional minutes are being met synchronously in the distance model. At the TK-5 level, 80% of the minutes are met synchronously in grades TK-K and 65% of the minutes are being met synchronously in grades 1-5. The in-person time for grades TK-5 was focused on math and ELA instruction in a small group model.

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.]

Individual Los Alamitos USD principals sent a survey to their families inquiring about technology needs for the 2020-2021 school year. The survey asked about devices as well as connectivity so that the District could assure there were enough devices and portable hot spots for each student in need. Los Alamitos USD is a Bring Your Own Device (BYOD) district. This assists with the number of devices available for students to check out for the school year. All students who need a device or internet connectivity are able to work directly with their school site to check out the necessary technology. In addition, our district IT technicians are available to support families and sites as needed and detailed technology support information is available on the technology page of the district website. Students and families are also able to set up an appointment with IT support staff at their students school to trouble shoot any issues that arise. To assist students with unique circumstances, site principals work directly with these students and communicate needs to the IT department. This has worked well in the district as site principals know their families and are able to assist families with all instructional material needs. Families are communicated with via our parent information system which includes telephone, email and text message notifications, and families often visit the school site office directly as well.

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.]

Teachers will be using Google Meet as their online video conferencing platform for live instruction. Attendance will be taken at the beginning and the end of each Google Meet session and the teacher will use the Google Meet log to enter attendance in Aeries on a daily basis. Teachers will be entering in Aeries daily if a student is present, not engaged (absent) or partially engaged (tardy). In a distance learning setting, the Aeries attendance log will account for the synchronous minutes a student is engaged. All asynchronous learning will be logged

through assignment tracking in Aeries (grades 6-12), Illuminate (grades 4-5) and Schools PLP (grades TK-3). When teachers assign an asynchronous assignment for students they will also be assigning a time value to the assignment and using a naming structure that is consistent TK-12. Just like in a traditional setting, teachers will be responsible for following up with students that are not engaged, or meeting the standards. Follow-up to students progress can be through reaching out to the student and/or parent, setting up time to meet with the family to address concerns as well as working with the site administration.

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 (PD) was offered to all staff both during the summer and when staff returned back for the 2020-2021 school year to support Distance Learning. The main PD offered was for Schools PLP (the learning management system) and Google Meet (the online video conferencing system) for teachers, these are both resources to support teachers in a distance learning model. The Schools PLP training consisted of two trainings one week apart and Ed Services also sent out an FAQ to assist teachers. The summer PD for Schools PLP was very well received as over 385 teachers were trained prior to school starting. In addition, Professional Development was also offered to Kids Korner staff, Instructional Assistants, Special Education Staff and Substitute Teachers on the Schools PLP system.

The PD Sessions for Schools PLP were held for teachers on the following dates:

July 30, 31

August 3, 4, 5, 6, 7, 10, 11, 12, 13, 17, 18, 19, 20, 21, 25, 26

The Google Meet PD sessions were held on the following dates: August 27, 28

Additional PD Sessions for Schools PLP were held on the following dates:

Kids Korner Staff - August 24

Instructional Assistants (via video recording) - August 28

Special Education - August 26

Substitute Teachers - August 28

In the event that Schools PLP or Google Meet do not work properly for staff, the District has an Ed Tech Coordinator as well as the IT team to support. The Ed Tech Coordinator has implemented systems at sites to streamline tech concerns for staff so they can be addressed in a timely manner. In addition, the District has offered additional site "open" PD sessions where staff can come and get their questions answered, these sessions are site specific. The District has also recently added a ZOOM license to give staff more flexibility and a back-up in the event that Google Meet is not working properly.

Staff Roles and Responsibilities

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

All staff are required to complete a COVID-19 safety training at the beginning of the school year. The training video about COVID-19 Safety for all employees is about 15-20 minutes long and all employees will need to sign to verify that you viewed it. In addition, teachers have been given professional flexibility to teach from home or in their classroom as long as professional expectations are met. Due to distance learning and not all students back on campus in a traditional setting, some staff members have taken on different responsibilities, or are providing support in a different capacity. Specifically, playground supervisors have been re-assigned to additional support on TK-5 school sites as well as Media Center, Music Teachers who are assisting site administrators with daily tasks. In addition, some teachers, administrators and a counselor have been reassigned to our LosAl@Home distance learning school, which is a new role for them in the 2020-2021 school year.

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.]

Los Alamitos USD is committed to providing additional supports to students with unique needs, specifically English Learners, pupils with exceptional needs, pupils in foster care and pupils who are experiencing homelessness. While each student may access a resource at a different level, all students have access to the same resources. These resources include the following:

1. Reading Plus - provides targeted tiered reading intervention for students
2. Small group academic intervention
3. Access to social emotional support groups
4. Targeted tiered intervention from guidance counselors in grades 6-12

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

Description	Total Funds	Contributing
Schools PLP Learning Management System	\$515,000	Yes
Google Meet Expansion	\$15,000	Yes
eBook & Software Subscriptions	\$123,600	Yes
Staff Head Sets & Earphones	\$5,000	No

Description	Total Funds	Contributing
Webcams	\$140,000	No
Keyboards	\$1,000	Yes
Laptops & Chromebooks	\$950,000	Yes
Hot Spot Devices	\$30,000	Yes

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.]

Los Alamitos USD has multiple measures in place to address the learning loss of students as a result of COVID-19. Below is a breakdown for English Language Arts, Mathematics and English Language Development.

English Language Arts (ELA)

- > District Benchmarks - District benchmarks are custom and follow the scope and sequence of each course and provide teachers with immediate feedback. This is given to students four times a year.
- > Fountas & Pinnell Reading Assessment - Allows teachers to track student progress through one-on-one formative and summative assessments to determine independent reading levels. This is given to students three times a year.
- > (TK-5) Skills Based line item assessment in ELA. This is given to students on an ongoing basis.
- > TOSA support with developing ELA learning loss units that are reformatted and align with a new scope and sequence that was developed based on student learning loss from Spring 2020.

Mathematics

- > District Benchmarks - District benchmarks are custom and follow the scope and sequence of each course and provide teachers with immediate feedback. This is given to students four times a year.
- > Cal State Fullerton Math Readiness Assessment - This is given to students once a year for placement purposes.
- > (TK-5) Skills Based line item assessment in Math. This is given to students on an ongoing basis.
- > TOSA support with developing Math learning loss units that are reformatted and align with a new scope and sequence that was developed based on student learning loss from Spring 2020.

English Language Development

- > ELPAC Summative Assessment - This is given yearly.
- > (TK-5) Small group instruction for vocabulary development and ELA support. - This is ongoing throughout the year.
- > Ongoing Instructional Aid support for students via group settings and one on one assistance.

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.]

Los Alamitos USD has a very targeted intervention system in place to address the learning loss as accelerated learning progress for students. The District approach for all students, including those who are English learners, low income, foster your, pupils with exceptional needs and students experiencing homelessness is to assess, analyze and identify. Assessing, analyzing and identifying students is followed by a tiered intervention platform where every six weeks students are rotated in or out of the intervention model based on progress as well as their individual needs. This model has been successful for Los Alamitos USD and allows students to get the supports they need in a timely manner.

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.]

Los Alamitos USD will measure the services provided through ongoing re-assessment of students as well as teacher and parent feedback. Specifically the District will use custom district benchmarks that are aligned to the scope and sequence to assure students are meeting grade level standards and providing intervention for those that are not.

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

Description	Total Funds	Contributing
Remote Teaching Distance Learning (RTDL) Committee Work	\$76,000	Yes
Teacher on Special Assignment	\$105,000	Yes

Description	Total Funds	Contributing
Illuminate	\$68,000	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.]

Los Alamitos USD will monitor and support the mental health of pupils during the school year with a wide variety of staffing and resources, including the following:

- Care Solace is a mental health concierge service available to all families to assist them in finding mental health resources that best fit their needs.
- Mental Health staff are available for school based therapy
- School psychologists are assigned to each school site
- Each secondary site is also staffed with a full time school counselor(s)
- Teachers use district referral process for students who may need mental health support
- LAUSD Middle Schools are currently creating Wellness Centers at each site

Los Alamitos USD will support the mental health of staff during the school year by offering the following:

- Care Solace is mental health concierge service also available to staff
- District Wellness Challenges

Los Alamitos USD will monitor and support social emotional well-being of pupils during the school year by providing a variety of resources and outreach, including the following:

- All LAUSD staff will be trained in suicide prevention, intervention and post-vention.
- Student ID cards provide resource phone numbers for students
- The LAHS Counseling website will be updated with social emotional resources for students and families
- Social media will be used for outreach to students and provide updates on available resources
- Site based student wellness education and challenges

Los Alamitos USD will monitor and support the social and emotional well-being of staff during the school year by providing the following:

- Care Solace is mental health concierge service available to staff
- District Wellness Challenges

Los Alamitos USD will provide professional development to all staff on safety protocols and procedures to prevent transmission of COVID-19 while working with students and other staff members. Staff will also be provided with resources to share with families and a referral process to provide support to students who may be struggling.

Los Alamitos USD will provide the below resources to address trauma and other impacts of COVID- 19 to the school community.

- Care Solace is a mental health concierge service available to all families to assist them in finding resources that best fit their needs.
- The district will provide LOSAL@home, an online option for students and families who may feel at high risk for COVID-19 and will refrain from attending school in person.
- Mental health support via online platforms

Los Alamitos USD will provide staff with resources to address trauma and other impacts of COVID-19 on the school community.

- Training on Covid -19 safety protocols and procedures at work
- LAUSD will be providing PPE equipment to all staff
- The option for staff and teachers who may be at high risk for COVID-19 to work in the district online program, LosAL@Home.

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.]

LAUSD students receiving online instruction are subject to all existing District policies regarding student conduct. This Distance Learning Code of Conduct is in place to protect students and staff members. Distance learning is an extension of the school and must be practiced in a responsible, safe, efficient, ethical, and legal manner. Parents/guardians are expected to monitor online behavior and to teach responsible Internet usage. This Code of Conduct does not supersede or replace existing District Policies, Board Policies, or the California Education Code.

ONLINE DISTANCE LEARNING SHARED RESPONSIBILITIES

Parent/Guardian Responsibilities:

- > Provide a distraction-free learning environment
- > Ensure students attend class at the assigned time daily

- > Supervise and monitor students progress via AERIES
- > Ensure Academic Integrity
- > Encourage students to manage time in an effective way
- > Communicate with the teacher concerns about student performance or behavior

Student Responsibilities:

- > Communicate with teachers about questions and concerns on information being presented or assignments being assigned
- > Attend and participate in class during the assigned times
- > Follow this Code of Conduct and class expectations
- > Find a place for Distance Learning that is distraction free (to the best of their ability)
- > Complete assignments with academic integrity
- > Respect teachers and classmates
- > Refrain from engaging in cyberbullying or bullying of any kind
- > Dress appropriately for class time (as if attending in-person class sessions).

School Responsibilities:

- > Keep parents/guardians apprised of students' progress and initiate contact if students fall behind in their coursework
- > Take attendance
- > Notify parents of behavior/discipline concerns

GENERAL ONLINE LEARNING EXPECTATIONS

- > Students are responsible for proper behavior during online learning; students must always show consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language.
- > Security and safety are top priorities, especially with so many students online. If a security and/or safety concern arises immediately notify the teacher or school administrator.
- > Students are responsible for protecting passwords. Passwords should be kept private from everyone except parents/guardians.

STUDENT BEHAVIOR EXPECTATIONS

The following behaviors are not allowed and may result in student consequences:

- > Recording/taking pictures of any class session, teacher, or classmates without their consent
- > Posting/sending pictures or video of any class session, teacher or classmate without their consent
- > Distributing online class access codes to individuals who are not assigned to the class
- > Sending or posting discriminatory, harassing, or threatening messages or images
- > Stealing, using, or disclosing someone else's code or password without authorization
- > Copying, pirating, or downloading software and electronic files without permission
- > Participating in the viewing or exchange of pornography or obscene materials
- > Sending or posting messages that defame or slander other individuals
- > Disturbing or disrupting the online learning environment
- > Refusing to follow the rules of the specific online classroom

- > Dress Code Violation (examples: dressed in revealing clothes, dressed in clothes with inappropriate sayings)
- > Participation in cyber-bullying and/or harassment.
- > Cheating, plagiarism or academic dishonesty.

Teachers may use the following means to modify inappropriate student behavior:

- > Redirection
- > Student conference
- > Student behavior contract
- > Parent contact and/or parent Conference
- > Referral to an Administrator

Administrative actions and tiered re-engagement strategies may include the following:

- > Student/Parent conference
- > SST including teacher, parent, student (when appropriate) and Administrator
- > Other means of correction/restorative practices
- > Digital citizenship assignments
- > Student follow-up behavior conference with school administrator
- > Suspension and/or expulsion

In addition, in compliance with SB98, Los Alamitos USD will be completing an engagement log that tracks student attendance, engagement, synchronous learning and asynchronous learning. Site administrators will reach out to students who are not engaged and will follow the re-engagement protocols listed above. For students who are not meeting compulsory education requirements, the District will follow its normal protocols and process that include SART and SARB meetings. In addition, when a student is not engaging in instruction, teachers are to reach out to the parent and notify an administrator so appropriate re-engagement strategies can be implemented (listed above).

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.]

Pursuant to the Families First Coronavirus Response Act of 2020 (P.L. 116-127), the Food and Nutrition Services (FNS) of the United States Department of Agriculture (USDA) and California Department of Education (CDE) has issued several nationwide waivers to support access to nutritious meals while minimizing potential exposure to the novel coronavirus. Los Alamitos USD have applied for the waivers and will provide nutritionally adequate and compliant Grab & Go meal service for students in our distance, hybrid in-person and traditional in-person

learning models for school year 2020-2021. Our Food and Nutrition Services Department will comply with all current CDE and USDA guidelines and waivers for meal compliance and service.

Our CNP traditionally are voluntary and open to all enrolled students who would like to participate. Under the current waivers, we will provide breakfast and lunch meals to all enrolled students in the district and children under 18 years of age in our community.

The extended waivers allows us to serve “Grab-n-Go” meals the most convenient and safest way possible during these uncharted times via drive through or curbside pick-up at designated times and locations each school day in our school District. Parents or guardians of enrolled students may pick-up the meals but children not enrolled in the district must be present during service.

Upon transition to traditional in-person, we will provide grab and go meal service within the campus, and continue to comply with regulations for meal compliance, service and stipulated waivers.

Our Food and Nutrition Services have HACCP (Hazard Analysis Critical Control Points) plan in place that includes proper handwashing, proper cleaning and sanitizing, proper use of chemicals, personal hygiene, food safety standards for proper receiving, storage, handling, and serving of food. In addition, safety best practices were integrated and implemented to daily procedures to increase safety and protect the health of our internal and external customers. These are increased frequency of cleaning and sanitizing between meal service, cashless transactions, touchless transactions by scanning student barcode IDs or school IDs or names using the Point of Sale (POS) system, training on use of mask, gloves and social distancing. Safety protocols posters are posted in public view and markings were provided in the workstations as reminders.

Los Alamitos USD utilizes various modes of communication to families and the community –District websites, social media, press releases, flyers, phone messages, email, text messages, etc.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	ZOOM License for Staff. This will give staff the option of using Google Meet or ZOOM as a video conferencing platform.	\$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
3.74%	\$3,044,014.00

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.]

Los Alamitos USD believes in best first instruction for all students including those who are English Learners and socioeconomically disadvantaged. The District is very responsive to the needs of students and is able to provide targeted intervention and assistance to students in a timely fashion. Throughout the planning process for the 2020-2021 school year, the District and the Remote Teaching and Distance Learning (RTDL) committee focused on meeting the needs of all students and made sure resources were put in place prior to the school year starting. To better serve Foster Youth, English Learners and low-income students Los Alamitos USD has added an additional period 0 course for all 6-12 students. These students were prioritized when students were assigned to cohorts insuring targeted instruction can be provided on a regular basis.

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

The District funds are being expended on a LEA-wide basis while also principally targeting unduplicated pupils as described in this section. This allows foster youth, English Learners, and low income students the ability to receive endless targeted intervention. Specific programs are:

- > Elementary Reading Lab (provides students targeted intervention)
- > Middle School Math Intervention
- > High School Griffin Lab and the addition of the Intro to Algebra Course
- > Foster Youth Liaison
- > Intervention Teachers – push in and pull out service delivery

The Los Alamitos USD team reviewed the educational services provided to students. The District believes its current programs, student achievement results, and survey related data indicate the current use of funds in a districtwide manner is the most effective use of funds. Los Alamitos USD will continue to put systems in place to monitor student success, the professional development of teachers and the overall effectiveness of current teaching materials and targeted intervention programs.