

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.]

The first confirmed case of Coronavirus, or COVID-19 in the United States was announced on January 21, 2020. On March 4, 2020, Governor Newsom declared a “state of emergency” to help prepare for the spread of the virus.

On March 13, 2020, the Laguna Beach Unified School District Board of Education approved the closing of District schools and a transition to distance learning in response to the COVID-19 pandemic. On March 18, 2020, teachers officially began “distance learning” as an emergency, temporary measure to continue schooling during closure with the original intent of returning to campus later in the spring. In response to the continued community transmission of COVID-19 and new guidance from the Governor, the closure was extended to the end of the school year. The District has continued to update plans and work closely with state and local agency partners to provide a comprehensive response, including the California Department of Education (CDE), California Department of Public Health (CDPH), Orange County Department of Education (OCDE), Orange County Health Care Agency (OCHCA), and the Laguna Beach Fire and Police Departments. District health and safety plans have been only implemented with approval from local health officials and their review of epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.

Stakeholder Engagement

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

Administration met with its association partners, the Laguna Beach Unified Faculty Association (LaBUFA) and Classified School Employees Association (CSEA), regularly over this time to develop expectations for staff regarding delivery of instruction and services during the emergency period of distance learning. A Thoughtexchange was conducted with parents in May 2020 to seek input and feedback on distance learning. Over 500 parents participated in the exchange, sharing 726 thoughts and completing over 21,000 star ratings. A subsequent parent survey was conducted in June 2020 regarding parent interests related to reopening of schools, the results of which are described in detail below. Three districtwide online webinars were conducted for district staff to provide updated information, input, and questions. Subsequent smaller meetings were hosted for each school. Hundreds of questions and public comments were elicited through six public Board meetings or webinars held during the last three months, of which led to the development of multiple staff and parent FAQ related to safety and learning. Two district task forces, instruction, and safety, were created to develop recommendations and plans. These were further broken up into eight subcommittees that included staff from all departments and schools. District staff gathered feedback from parents, including those who speak languages other than English, through virtual meetings hosted with the district Parent Teacher Association (PTA) Council and the District English Learner Advisory Committee (DELAC). Input was solicited from student leadership groups at the middle and high school on grading policies, instructional practices, and other distance learning / reopening school related topics. Students were surveyed shortly after the start of the school year to gather feedback on moving from full distance learning to hybrid in-person learning. Stakeholder feedback was collected through email, phone, social media, district office drop-off public comments, and surveys.

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

Remote participation opportunities for public meetings and hearings were provided through public comments submission, from the time when Board agendas are posted to just prior to the start of live streamed board meetings using a Google form. All public meetings and hearings were livestreamed through YouTube. Public comments are read aloud during the meetings in accordance with Board bylaws. All families are notified of public meetings, public hearings and provided with links to Board agendas prior to the meeting using the District's mass communication/notification system.

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

In mid-May, the District conducted a Thoughtexchange with parents to seek input and feedback on the implementation of distance learning. Over 500 parents participated in the exchange, sharing 726 thoughts and completing over 21,000 star ratings. The thoughts shared were summarized into the following themes:

- Clearer direction and communication about assignments and ability to access a central platform for all assignments.
- Need for more meaningful and interactive live instruction, especially when teaching new concepts or material.
- Need for a consistent and predictable schedule.

In early June, the District surveyed parents/guardians of all students enrolled in TK-11th grades in the 2019-20 school year to gather their perspectives on returning to school in the 2020-21 school year. There were 1,620 responses completed representing 64% of parents/guardians of all surveys distributed. The survey was designed to determine perceptions of comfort with returning to school in August 2020 under a variety of different potential instructional scenarios (e.g., maximizing in-person instruction, hybrid school/home-based programs, or distance learning only). Additionally the survey captured parent/guardian perceptions around potential large group health

restrictions, personal health restrictions, and the need for child care under conditions of distance instruction. Lastly, for parents/guardians of students projected to return to school, the survey captured the need for District provided transportation and potential areas for social emotional learning.

Parents/guardians were asked how comfortable would they be if the District were allowed to provide in-person instruction. Nearly 40% of all parents indicated that they were “definitely comfortable” while close to 8% of respondents indicated that they were “definitely not comfortable.”

When asked about reasons why parents/guardians were concerned with in-person instruction, the most common concern was related to the school’s ability to provide social distancing (n=613), a lack of a vaccine (n=443), child or family member who is immunocompromised (n=203), or a combination of multiple factors.

Parents/guardians were asked about their preference for enrolling their child in a variety of instructional scenarios, in-person as much as possible, hybrid with mostly distance learning and some time on campus, or full distance learning. Of all parent/guardian respondents (n=1,581), 75% indicated a preference for maximizing in-person instruction, while 18% preferred a hybrid model, and 7% indicated a preference for full distance learning. When asked about their preference between two instructional model options, hybrid or full-distance, 89% of parents/guardians indicated a preference for a hybrid instructional model, while 11% indicated a preference for full distance learning model.

When asked about their need for childcare under conditions when students would not be on campus in a hybrid instructional model, there was a notable difference between responses for students in TK-5 when compared to students at the 6-8 or 9-11 grade levels. There were 40.3% of parents/guardians of TK-5 respondents who indicated a need for childcare on days when a student would not be on campus in a hybrid model, while 15.7% of 6-8, and 5% of 9-11th grade indicated a need for childcare under conditions of a hybrid model.

The core values of teachers and staff are also important and foundational in the key components of the Learning Continuity Plan. While many of their values are similar to the student values listed above in safety and connectedness and learning, teachers and staff prioritize safe work conditions and being prepared to meet the diverse needs of their students. A Thoughtexchange was launched in May to all teachers and staff regarding their interests and feedback and the preliminary results reinforce these values. The top themes included prioritizing health and safety of students and staff and developing clear expectations for staff and students.

The DELAC provided specific feedback related to the challenges of learning remotely, including one-on-one and small group support for students beyond academic learning. Positive feedback was provided in the area of Chromebook and wifi hotspot distribution and follow up help desk support.

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

The plan to reopen schools includes the core District values and targets the specific areas identified from stakeholder input. These components are shared from a student’s perspective and organized into three major themes:

EVERY STUDENT, EVERY DAY

- All students benefit from on campus learning, but some students are more successful than other students working independently in an online educational setting.
- All students want to feel safe. Students should be on campus as much as possible and must adhere to health and safety guidance from the California Department of Public Health and OC Health Care Agency.
- A modified school schedule could create challenges for students and families, so connecting to local supports is important.

RELATIONSHIPS MATTER

- All students benefit from social interaction with their peers and teachers. The social-emotional impact of the pandemic and changing school structure cannot be overlooked.
- All students benefit from mental health and social emotional support and an awareness and understanding of cultural diversity.
- All students want to feel a sense of “returning to normal.”
- All students want to feel connected to their school. Developing school and class learning communities will be especially important next fall, whether in-person or virtual.

CONTINUOUS IMPROVEMENT

- All students benefit from ongoing, timely communication with their teachers and schools.
- All students deserve a rigorous and engaging education that meets their unique learning needs in both an “on campus” and online format.
- Students must receive improved teaching and learning during distance learning, including direct instruction and assessment of their learning.
- The structure created must be able to shift fully online should state or local orders require it.

Health and safety was an important component recognized in stakeholder input. The District procured high tech, no touch temperature scanners at all school sites, in addition to personal protective equipment, such as masks, gloves, plastic barriers, and additional hand sanitizers, which are available at each site in preparation for full return of students and staff. In addition to training custodial staff in COVID-19 cleaning and sanitization procedures, the District has appropriated funding for a cleaning company to fully sanitize all district facilities every evening.

The social-emotional wellness of students and staff was also recognized by stakeholders as a priority. Social-emotional learning and related supports for groups and individuals are ready for student access upon the start of school via videoconferencing. Wellness programs will be incorporated into the distance learning day, and/or in-person once permitted to reopen.

Stakeholders also identified consistency of learning platforms and communication as a priority. The District has secured two robust learning management systems from which to consistently conduct distance learning activities, Canvas for grades 6-12 and Google Classroom for grades TK-5. ParentSquare will continue to be utilized as a parent and student communication tool by the District, school and individual teachers. Additionally, the elementary instructional model was organized such that non-certificated staff were assigned to support specific classrooms at scheduled times to allow for small group virtual learning, as well as organizational skill development and coaching.

Parents expressed various needs of their family situations during the pandemic, but the majority of those who wanted an option to return to in-person instruction as much as possible. In addition to developing hybrid models that allow for safe in-person instruction using a cohort model, the District has developed a new Virtual Academy program to provide choice to families who wish to remain in a distance learning environment once local health orders allow for schools to reopen with modifications as recommended by the State and local health agencies.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The priority of the District is to reopen schools in a traditional format as soon as conditions and guidelines allow. In order to prepare for a traditional opening, or an opening that requires both on campus and online learning, the District must plan for the appropriate educational and emotional support for all students while maintaining a safe and healthy learning environment on campus or online.

The District follows guidance and directives from state and local health officials when determining whether to reopen schools. As of July 17, CDPH guidance indicates that schools are permitted to re-open as long as the county has not been on the “county monitoring list” in the past 14 days. As of August 23, Orange County was taken off of the county monitoring list. However, the county must remain off of the list for 14 consecutive days, which required the District to initiate the 2020-21 school year on August 24 with distance learning only.

The District’s reopening plans provide flexibility in transitioning from a distance learning only format to an in-person hybrid model that follows the CDPH guidance for school operations with modifications to maintain health and safety of students and staff, and provides choice for parents who prefer for their students to remain in a distance learning only environment. There are three phases to the District’s plan:

Phase I - Distance Learning Only (required per State and local health agency orders)

Phase II - Schools open with modifications

Phase III - Schools fully open with normal operations

Based on the feedback received from parents and teachers regarding the implementation of emergency distance learning in the spring, staff have developed school schedule options that provide a consistent and predictable schedule, increased live instruction, and a common platform used by teachers to communicate assignments and instruction.

For Phase II, in order to accomplish the necessary health and safety measures stated above in a modified school reopening, the District will be required to implement a hybrid learning model where students will engage in a combination of on campus learning and online learning to accomplish social distancing. Even if Phase III is achieved at some point in the school year, some students will still require instruction via distance learning due to health and safety concerns. Therefore, it is critical that the District provides a consistent, flexible, and engaging curriculum and learning experience for students that includes integrated social emotional learning and mental health support. The employment of a flexible approach featuring options for both online and on campus learning will reflect the most effective way to address these objectives as outlined below.

In Phase II, families will be able to select their preferred method of instructional delivery from two options: the Virtual Academy (100% online) or a hybrid in-person and distance learning model. These models are described below for elementary and secondary students. Each of these models will provide for a personalized learning experience for District students via synchronous and asynchronous instruction and learning activities.

Option 1: LBUUSD Virtual Academy

For students whose families prefer a 100% distance learning instructional delivery model, the District will provide a fully online program that meets the rigor and high academic standards of the traditional District program. A fully-credentialed District teacher would be assigned a class of students to provide a combination of synchronous and asynchronous learning experiences.

At the elementary level, the grade levels assigned to each teacher may differ depending on the enrollment in the program. At the secondary level, students will be assigned to a District teacher who will facilitate their program. Additional content-area teacher support will be provided to students as needed to support learning.

Daily live instruction is included in both Virtual Academy models.

Option 2: In-Person Hybrid Models

The following known issues were considered as part of the development of Phase II in-person options:

- To reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including for recess and lunch. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Distance teacher and other staff desks at least six feet away from student desks.
- Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, where practicable, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.

- For the 2020-21 school year, the daily instructional minute requirements are 180 minutes for kindergarten, 230 for grades 1 to 3, and 240 for grades 4 to 12
- The typical instructional program cannot be provided in this environment
- Additional time is necessary to screen students and staff, wash hands, disinfect spaces, and engage in these preventative measures more frequently
- Any hybrid schedule creates potential child care issues for families and staff
- Some families will not send their children back to school until a vaccine is available or until Phase III is implemented.

Elementary Four Day In-Person Model

The elementary reopening team identified options that would allow for the most in-person instruction possible. The team considered several hybrid models, but recommended the “Four Day Flipped Instruction Model.” This model accomplishes social distancing requirements, minimizes interaction among cohorts, and allows for in-person instruction with a classroom teacher in a small group setting. All elementary students who select this option will attend schools Monday through Thursday. Half of each class will receive direct teacher instruction for a full day twice per week in core content areas while the other half will be provided instruction by support staff for intervention or ELD instruction, enrichment, or specialized instruction, such as music, art, physical education, science lab, or world language. The hours of the traditional school day remain the same, except for Friday when students participate in asynchronous distance learning instruction at home, which provides opportunities for teachers to meet in professional learning communities, share best practices, and prepare and plan for the following week’s instruction.

Secondary Trimester Hybrid Model

The secondary team identified options that would allow for cohorting students to maintain health and safety. Due to the larger enrollment of the secondary schools, all options considered limited in-person attendance to two days per week. The team considered the several hybrid models, but recommended the trimester hybrid model with in-person learning two days per week, three days per week asynchronous distance learning, alternating the two days with half-size class cohorts. This model:

- Accomplishes social distancing requirements
- Minimizes interaction among cohorts
- Allows students to focus on two courses at a time
- Allows teachers reduced class load to increase focus on relationships and support
- Establishes true cohorts
- Allows families to decide to remain in a distance learning format even when schools reopen

In all phases of in-person instruction at the middle and high school levels for 2020-2021, the District will transition to a trimester system in which students take two courses at a time (six over the course of the year). This model is recommended to allow students to focus on two courses at a time and allow teachers time to build relationships and provide learning supports for smaller groups of students. Students have the option to take a yearlong online math, world language, or elective course in addition to the two courses. A trimester system allows for consistent, predictable synchronous and asynchronous instruction. This model also allows for a smoother transition to Phase II when the District is permitted to reopen at the secondary level.

In this model, students attend two days per week for in-person instruction in their two assigned classes for 90 (middle school) to 120 (high school) minute blocks. At the middle school level, the 90 minute blocks are supplemented by an advisory period during which students receive intervention, enrichment, social-emotional learning activities, career/college counseling sessions, or other school-wide activities. Later in the day, teachers will host distance learning sessions for their courses for students who wish to remain at home once in-person instruction resumes. Students who are attending in-person have the opportunity to also participate in these sessions.

Students in special education in a self-contained program taught by all special education teachers will attend school in-person all four days per week. Social-emotional learning and wellness supports for students will be incorporated into the in-person or asynchronous portions of the hybrid model.

All secondary teachers will be trained in Canvas and elementary teachers in Google Classroom, the District’s new learning management systems, which will provide a common platform for course assignments, materials, and announcements for asynchronous instruction as part of the hybrid model. For any student participating in distance learning on hybrid days they do not attend school, the District has and will continue to provide District-issued technology, technology support, and portable wireless technology for students who need it.

Each school will continue to implement their Multi-Tiered System of Support (MTSS). Each MTSS includes a comprehensive assessment system, collaborative problem solving, systems of intervention, and systematic progress monitoring. Initial MTSS planning included an analysis of current universal screening, diagnostic, formative, and summative assessments. In the outcome it was determined that schools and teachers would streamline assessments in the areas of literacy and math through common formative assessments and universal screening to help identify learning loss and future growth. Determining factors included remote testing capacity, testing time, and validity. Staff will also utilize student learning outcomes prior to last March to help modify curriculum and create intervention student grouping prior to the start of the school year. The combination of previous student learning outcomes and beginning of the year assessments will be utilized to accelerate student learning through differentiated instruction, small group learning, and personalized online curricular programs, such as i-Ready, Savvas, APEX, IXL, and ST Math.

Protocols and plans were developed to ensure proper use of protective equipment, physical distancing, cleaning, disinfecting, and safe access to campuses. Plans for daily Health Screening protocols and temperature checks have been put into place. Additional safety measure include, but are not limited to, masks that must be worn by all staff members and most students as explained in the CDPH guidelines, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission. Students are required to wear face coverings, as well, depending on their age or grade levels. The district provides personal protective equipment (PPE) for all staff. This includes masks and gloves. Walkways/ramps/hallways are marked with arrows for directing students around campus, including single-point entries in most places.

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

Description	Total Funds	Contributing
Equipment and supplies for Health and Safety Guidelines (personal protective equipment, thermometers, hand washing sinks, cleaning supplies)	\$18,916.98	No

Description	Total Funds	Contributing
Outdoor classroom furniture and materials that include: temporary portable classrooms, physical distancing signage, temporary hand washing stations, hand sanitizer, and easy-up shade coverings.	\$320,995.00	No
Transportation will be provided at the maximum available capacity based on current physical distancing requirements that may limit the ridership on each bus. Additional busses are likely to be required to support the need to add both pick-up and drop-off locations based on the limited capacity to support the desire to participate in our transportation service. The budgeted amount assumes at least one additional bus for the entire school year to support our efforts to provide flexibility and increased mobility within our transportation services. Transportation services are provided at low or no cost to students who qualify for free or reduced lunch.	\$ 98,977.78	Yes
Thermal imaging kiosks to take temperature of employees, students, and volunteers prior to gaining access to the campus.	\$ 58,325.18	No
Additional instructional materials to support in-person and distance learning instruction based on smaller class sizes.	\$ 6,156.94	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.]

In Phase I, distance learning only, at the elementary level, teachers would be assigned their regular groups of 20-25 students. Daily live instruction by teachers and support staff would be included in the daily schedule. All teachers will be trained in Google Classroom and will use the platform as a common location for assignments, tasks, and communication. The schedule in Phase I for elementary schools, which provides students with at least 240 minutes of daily instruction that includes a combination of synchronous and asynchronous learning.

Teachers meet with their classes for synchronous instruction in the mornings and provide intervention or assessment as needed in the afternoons. Students may also participate in optional specialized instruction sessions in the afternoons, such as music, art, physical education, science lab, or world language. If a shift to in-person instruction is permitted in accordance with health orders, students remain assigned to their classroom teacher and would transition to four days per week of in-person instruction. Virtual Academy students are assigned a Virtual Academy classroom teacher who will provide synchronous instruction to half the class in the mornings and the other half in the afternoons in 90 minute blocks. When students are not engaged in synchronous instruction, they will engage in asynchronous instruction or meet individually or in small groups with the teacher for intervention or conferencing. All teachers, regardless of instructional model, will have access to Savvas Learning, i-Ready, and ST Math to provide standards-based instruction in core content areas. Savvas Learning was selected by an online curriculum evaluation task force as a curricular support for elementary distance learning. Savvas integrates seamlessly with Google Classroom to provide a universal platform for students in both phases. Training was provided for all teachers during August. Three academic instructional coaches and an EL TOSA will provide curriculum and instructional support during the school year for all elementary level teachers. A hyper-doc with curriculum links has been created by teacher leaders for all grade levels in science, as well as for common literacy and math assessments.

In Phase I and Phase II at the middle and high school levels, staff recommend a transition to a trimester system in which students take two courses at a time (six over the course of the year). This model is recommended to allow students to focus on two courses at a time and allow teachers time to build relationships and provide supports with smaller groups of students. Students have the option to take a yearlong online math, world language, or elective course in addition to the two courses. A trimester system allows for consistent, predictable synchronous and asynchronous instruction, regardless of whether it is provided in-person or virtually. For students who intend to return to hybrid in-person instruction once health orders permit schools to do so, students will receive 120 minutes of synchronous instruction for each of their two courses daily. The optional yearlong online course in math, world language, or elective will be provided for one hour, four days per week.

All secondary teachers will utilize Canvas as the learning management system and deploy instruction, assignments and assessments through the platform. A secondary level task force selected APEX (6-12), Savvas (6-8), and UC Scout (9-12) as the online curriculum program options for teachers to utilize to support distance learning in all phases. APEX has been previously chosen a year and half earlier through an evaluation process for online credit recovery and independent study. For yearlong online courses and Virtual Academy courses,

APEX and UC Scout will be utilized as the primary instructional tool with content teacher support. Training was provided for all teachers during August. Teacher leaders and TOSAs will continue to provide curriculum and instructional support during the school year for all secondary level teachers.

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.]

When schools initially closed in March 2020, approximately 2,700 chromebooks and 200 iPads were deployed to District students and 18 wifi hotspots were provided to families who needed them. The District provided information about low cost internet to home solutions for families in its communications and on its website. In August prior to school starting for the 2020-2021 school year, additional devices and hotspots were purchased and deployed to new families enrolling in the District. Student and family needs for connectivity and devices is initially determined through previously established processes, including parent requests, free and reduced lunch eligibility, and staff recommendations. Students and parents have daily access to the district technology helpdesk via phone or email to get support. Additional technology-focused training has been provided virtually and in-person for students and parents. The district was able to reach all students last spring during distance learning using tiered engagement interventions. These interventions comprise of systematic and targeted direct communication and outreach from teachers, counselors, and administrators via email, text messaging, phone, and home visits.

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.]

Daily live interaction and participation will be documented through a new series of engagement-based absence codes created in our student information system (AERIES) and through documentation of synchronous and asynchronous student work in teacher gradebooks. The daily instructional minute requirements meet the time value of synchronous learning, with the exception of the last day of the week in Phase II for K-12 and every other day in Phase II for secondary students. Asynchronous learning will be primary time value documentation during these types of days. Weekly engagement reports will be collected and monitored by school staff, including being certified by a district certificated employee. A plan with written procedures for tiered reengagement strategies will be utilized by each school for students that are absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week. The tiered system of intervention for student reengagement includes student and family phone calls, academic and social-emotional counseling, small group support, and MTSS intervention team student goals and action plans.

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.]

The District provided a robust professional learning conference from August 10 to 14, which included sessions on how to teach and assess in a distance learning environment in addition to several sessions on using technology to support learning. A total of approximately 60 sessions were offered to the District's 160 certificated teaching staff members during the week. Sessions included how to use Zoom breakout rooms, using video for asynchronous instruction, specific distance learning applications, and effective use of the new District learning management

systems. Training related to building relationships and social-emotional wellness of students and staff was facilitated through sessions on targeted instructional practices, learner profile surveys, distance learning best practices for the first week, and self- and group social-emotional strategies. Elementary teachers in grades K-1 were provided with refresher training in Orton-Gillingham multisensory reading instruction to support all students, particularly those with reading difficulties, which included distance learning strategies. Teachers and Instructional Assistants who support English Learners were provided training on the Rosetta Stone English program. Teachers were also provided with additional professional development on August 20, which included transition sessions for elementary teachers to discuss any unique student needs or best methods of instruction with the prior year's teaching staff and specialists who provide support. Secondary teachers engaged in vertical articulation department meetings to share best practices for instruction in the new models. In addition, teachers participated in professional development sessions that provided training on more in-depth features of Canvas and Google Classroom. Teachers also received multiple training sessions on specific online curriculum programs, including ST Math, i-Ready, Savvas Learning, and APEX. Technology tools and online curriculum sessions were recorded for future use. Additional training in these areas will continue during the school. The topics for this training were primarily determined based on the tools and support most necessary to successfully implement each new instructional program model.

Classified staff received professional development August 18 to 20 with topics including how to run Zoom breakout sessions, navigating Canvas and Google Classroom from the student perspective, behavioral supports for students in a virtual setting, how to support the social-emotional wellness of students virtually, and setting proper expectations when running a virtual session. These sessions were provided so our student-facing classified staff are prepared to support students through distance learning.

During the school year, each school has an assigned instructional coach, teacher on special assignment (TOSA), and technology paraeducator that provides ongoing distance learning technology support for large groups, teams, departments, and individuals. All staff will continue to have access to the district technology helpdesk.

Staff Roles and Responsibilities

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

Staff will be directed to engage in health and safety practices such as social distancing, screening procedures, use of personal protective equipment, and measures to prevent the spread of COVID-19. Staff have been provided training on such procedures when applicable.

The impact of the change in educational models and their implementation has changed the job duties of some individuals and required additional staff to implement. To create new Virtual Academy programs at the elementary and middle school levels, some teachers and staff were temporarily reassigned for the 2020-2021 school year from their current roles to teaching in the Virtual Academy. While schools were able to collapse some classes due to transition of students from the hybrid to Virtual Academy models, in most cases the hybrid models required the District to replace those teaching roles. The District has hired or is in the process of hiring 8 teachers to replace teachers assigned to the Virtual Academies.

Implementing the hybrid models, particularly at the elementary level, requires some classified employees, such as instructional support staff, to shift their hours up to two hours per day or perform different job duties to support distance learning. Additional support from office staff at each building site was needed to pre-screen and monitor on-campus staff and students, as well.

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.]

During Distance Learning, English Language Learners (ELLs) will receive academic support from their regular classroom teacher, their English Language Development (ELD) teacher, the assigned Instructional Assistant, Bilingual Support, ELL school site lead teacher, and the district-wide ELD-TOSA (Teacher on Special Assignment).

At both the primary and secondary levels, students will receive both integrated and designated ELD. The ELD support will be individualized to meet the needs of each student. As the school year begins, the district ELD-TOSA will provide each ELL school site lead teacher, classroom teachers, assigned Instructional Assistant, Bilingual Support, and administrators with all the necessary student information to start the year. This will include any previous assessment, program data gathered from last year, and any results that were collected for all ELLs that attended Summer School Academy. ELPAC results and proficiency levels will also be provided as well as any other pivotal information that will help teachers guide instruction. The district's ELD-TOSA will collaborate with teachers, administrators, specialists, instructional assistants, and ELL school site leads to ensure that the student's language proficiency growth is being closely monitored. She will also make sure that instruction is being provided with the focus of advancing our emergent bilinguals through the stages of second language acquisition. All teachers with ELLs will provide academic support in the areas of reading, writing, listening, and speaking by providing suggested learning activities for all ELL students according to the appropriate learning bands. Teachers will collaborate with the ELD-TOSA in order to deliver online lessons and paper learning activities that are designed for student success. Classroom teachers, ELL school site leads, ELD-TOSA, and the bilingual Community Liaison will be available to support students and families every day when school is in session, either by zoom, phone, and/or email.

Both elementary schools will use the Wonders classroom curriculum during whole group (integrated ELD) and small group instruction (designated ELD). Wonders is a comprehensive PreK–6 literacy program that is designed to help our teachers provide online instruction, access applications, materials, and assignments. It will meet the challenges an ELL will face, especially during distance learning. Wonders provide students with equity of access to rich texts and the opportunity for teachers to provide rigorous instruction. In addition, the District purchased "Rosetta Stone English" licenses for all students and in grades TK-6. Rosetta Stone English is designed to support TK-6 students in becoming proficient in the English language. It is a listening and speaking program that leads students toward higher proficiency levels of academic English. Language acquisition is the primary focus. Grade level appropriate content is used as a means to teach language, allowing students to engage in disciplinary practices as they learn English. The program integrates three related areas of English proficiency: speaking, listening, and grammar. RSE will help our teachers and Instructional Assistant, Bilingual Support staff engage with students by connecting them with characters that reflect their cultural and linguistic backgrounds. The program will guide staff in placing students into a level-based program. In addition, our qualifying at-risk and long-term ELLs that need additional support will be receiving instruction through

iLit. iLit is a comprehensive reading intervention program for students in Grades 4-10. Assigned teachers, instructional assistants, and students can access this fully digital program on multiple platforms and devices, and it utilizes a proven instructional model. It includes every resource required to support ELLs: curriculum, assessment data, and professional development. Grade level teachers and assigned instructional assistants will have access and will assist to provide designated ELD to students virtually either in a small group or individually. The ELD-TOSA will closely monitor student progress, will communicate student success as well as challenges with families. She will schedule virtual ELD monitoring meetings where counselors, teachers, ELD-TOSA, parents, and students will design a plan of action to meet the needs of our emergent bilinguals.

Students in grades 6-12 will be assigned an ELD teacher who will provide direct ELD instruction in the designated classroom setting in small groups, and/or individually. Both the iLit and StudySync curriculum will be used to support the integrated and designated ELD. Both curriculums for the secondary levels are blended programs that have an online component. The GRADE assessment within the iLit program will be administered three times a year to monitor student progress. The interactive reader in the iLit program will be assigned every three weeks to help the teacher have ongoing progress monitoring. Assignments from these programs will be assigned. Teachers will assist in providing additional support to ELLs remotely. The Instructional Assistant, Bilingual Support will work with students in small groups or in a one to one setting during the push in time or during daily scheduled student check-ins.

Students eligible for special education or Section 504 of the Rehabilitation Act with an active plan will continue to be provided services and accommodations/modifications detailed in their IEP/504 plan.

Students at the elementary level will receive Specialized Academic Instruction consistent with their IEP during time when not in a synchronous instructional block in an effort to minimize disruption when meeting with their general education teacher. Students served in self contained classrooms including Pre K students will receive their core instruction via their assigned special education teacher and will have opportunities for virtual general education integration during designated periods of time. Instructional assistants will provide additional help and/or monitoring to include behavior support to students individually or in groups.

Students at the middle or high School level whose IEP's recommend Basic and/or Modified courses will be placed in courses that offer the recommended curriculum. Students will have daily virtual contact with their special education teachers for those courses. Students who require a Directed Studies course will be enrolled in a third course earning elective credit. In the Directed Studies course, a special education teacher and/or instructional assistant will be meeting with each student daily during a predetermined scheduled time to reteach or support assignment completion. Instructional assistants will also be used to push into various general education classes to provide an additional layer of support to students with disabilities.

Students who are enrolled in courses that are Modified at both the middle and high school level will be assigned one special education teacher who will deliver instruction in the following content areas to include ELA, Math, Science/Social Studies and Vocational Education (HS only). Students will integrate into existing cohorts for their elective and PE courses with instructional assistant support.

Additionally, related services consistent with each student IEP, including but not limited to, speech and language therapy, occupational therapy, adapted physical education, physical therapy, and behavior supervision will continue to be provided in a virtual format. Annual and triennial IEP meetings as well as Annual 504 meetings will be scheduled and held virtually and will include all required participants.

In person Special Education and Section 504 Assessments will resume following local health care agency clearance to do so.

For any student in foster care or experiencing homelessness, family resources and referrals, including childcare, financial support, free meals/local food pantries, housing, health services, and employment, are shared with specific families in need, posted on the district website, and sent through online communications. Student breakfasts and lunches will continue to be made available for pick up on days when students are not on-campus. School counselors and student support specialists will continue to contact each foster youth student or student experiencing homelessness to assess need for supports and services such as a Chromebook or device, wireless hotspot, tutoring assistance, and counseling.

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

Description	Total Funds	Contributing
0.2 FTE certificated teacher to provide English Learner services in learning acceleration	\$25,000.00	Yes
Wireless hotspots for students without home wireless access	\$6,629.81	Yes
Professional development for teachers and staff to prepare for distance learning and learning continuity for all students, including EL, FY, homeless, and socioeconomically disadvantaged students	\$99,933.07	Yes
Additional preparation hours for teaching staff to prepare and adjust curriculum and instructional practices to distance learning methods	\$86,924.40	No
Rosetta Stone English professional development for teachers of elementary English Learners to support learning acceleration (first year of program is provided at no cost)	\$0.00	Yes
Provide certificated staff with book, The Distance Learning Playbook Grades K-12 (Fisher, Frey, and Hattie, 2020) (150 copies) to support learning acceleration of all students, including EL, FY, homeless, and socioeconomically disadvantaged students	\$3,592.50	Yes

Description	Total Funds	Contributing
Orton-Gillingham Virtual Refresher Training during professional learning conference week to promote learning acceleration for all students, including EL, FY, homeless, and socioeconomically disadvantaged students	\$1,500.00	Yes
Presence Learning Online Special Education Service Delivery Platform to implement Speech and Language Services remotely	\$5,400.00	No
Savvas Learning online platform to promote learning acceleration of all students, including EL, FY, homeless, and socioeconomically disadvantaged students	\$112,387.20	Yes
Apex Learning and Apex Learning Virtual School to support learning acceleration and provide A-G approved course access to all students, including EL, FY, homeless, and socioeconomically disadvantaged students	\$78,209.00	Yes
UC Scout On-Demand Courses to support A-G approved course access to all students	\$42,294.00	Yes
BASE Education Social-Emotional Distance Learning Platform to support the social-emotional needs of all students, including EL, FY, homeless, and socioeconomically disadvantaged students	\$24,000.00	Yes
Districtwide Zoom contract for consistent distance learning implementation	\$16,277.29	No
Eight new certificated full time equivalencies (8.0 FTE) to implement Virtual Academy program options	\$1,000,000.00	No
2.4 FTE certificated teacher support for Virtual Academy content support and student support for online yearlong courses	\$300,000.00	No

Description	Total Funds	Contributing

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.]

To address pupil learning loss, schools will continue to implement their Multi-Tiered System of Support (MTSS) with an emphasis on literacy, mathematics, and English language development utilizing assessments that can be measured and monitored in each instructional program model. Each school’s MTSS has four components: comprehensive assessment system, collaborative problem solving, systems of intervention, and systematic progress monitoring. Factors for determining assessments to measure learning status in the areas of literacy and mathematics were capacity for remote testing validity, testing time, staff capacity, validity, and longitudinal measure of learning. For literacy related metrics, the district will utilize i-Ready, IXL, oral-reading fluency, and the LBUSD-created phonics assessment. For math, teacher team-created common formative assessments and IXL. For English language development, program-based assessment will be utilized from iLit and Rosetta Stone. Since these metrics have all been used previously and will be administered 2 to 4 times each during the school year, student learning loss and accelerated learning progress can be measured. All assessments can also be administered remotely or in-person with a reasonable amount of staff support. Additional staff will be provided for students in grades TK-3 to support live assessments. Depending on the learning outcomes from the universal screening and benchmark assessments, supplementary assessments may be given to individual students for deeper diagnostic purposes.

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.]

A set of strategies were piloted during target-intervention sessions this past summer with students who were not meeting grade level standards, English learners, pupils with exceptional needs, low income, and other students with similar challenges. Lessons-learned and the corresponding tech tools were shared with and provided for all staff during the August professional development. Strategies that will be utilized include virtual breakout rooms, flipped learning pre-assessments, read-alouds, pair-share-compare, and digital whiteboard formative assessment. Teachers will also utilize online curriculum platforms to provide personalized and leveled learning activities. Additional online curriculum was purchased with professional development for this purpose.

Instructional program models in each reopening phase have been organized such that time is available for daily scheduled and targeted intervention. Time has been built into each master schedule for professional learning communities to collaborate and analyze student

outcomes within intervention cycles. Bell schedules were created to allow for small learning groups when online or in-person. Furthermore, some classified staff have shifted their roles to provide remote small group intervention and independent organizational skill development. Additional certificated teachers were hired to allow for small class sizes. These schedule changes allow for specific and targeted student group support. The California English Learning Roadmap will continue to guide and provide a framework for supporting our English language development program. ELD staff will continue to push into distance learning classes. Parent education, technology training, and translation services will also be provided. A supplementary online English language development program was piloted and Beta-tested last school year. This will be used again this year. Additional hours have been allocated to special education certificated staff to support the online Virtual Academies. The new online curriculum programs allow for translated and text-to-speech reading passages. The Community Liaison will provide one-on-one family support and online program training for parents of students who are English learners, low-income, foster youth, and pupils experiencing homelessness. Chromebooks, wifi hotspots, meals, and translated curriculum have also been provided to these students.

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.]

District and school screening and benchmark assessments will be administered 2-4 times during the year, depending on the assessment. These literacy, math, and English language development assessments include from i-Ready, LBUSD phonics assessment, IXL, common formative assessments, iLit, and Rosetta Stone. Intervention staff and teams will progress monitor students and analyze learning outcomes for all students as well as for students in targeted intervention groups and programs. More intense supports will be provided based on the results of each targeted intervention cycle.

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

Description	Total Funds	Contributing
Elementary, middle, and high school summer intervention academy staff for struggling students, extended school year students, and English language learners	\$ 200,385.00	Yes
Summer online credit recovery program for high school students.	\$ 6,975.00	No
Online assessment programs and systems, including i-Ready, IXL, and Illuminate Assessments.	\$ 72,416.00	No

Mental Health and Social and Emotional Well-Being

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

The Laguna Beach Unified School District (LBUSD) prioritizes student and staff mental health and social-emotional wellness. The district employs a team of school-based mental health professionals to support students and staff, including a director of social emotional support, seven (7) school counselors, two (2) student support specialists, who are credentialed and licensed social workers, and five (5) school psychologists to serve four school sites and approximately 2,800 students.

The Human Resources department has regularly notified all staff about the Employee Assistance Program (EAP), which provides 24-hour, 7-days per week assistance for any staff member in need of short-term emotional or work assistance support. Additionally, both certificated and classified staff were invited to attend a paid professional development training on adult self-care during the impacts of COVID-19, how to structure professional learning environments during distance learning, and how to design and implement self-care coping strategies under times of distress. The professional development training video will be made available to all staff who were unable to attend the live virtual event.

The LBUSD is in the process of training all student-facing staff TK-12 in identifying the risk factors and warning signs of student distress, depression, self-harm, and suicidal ideation and how to utilize psychological first aid strategies to stabilize and connect the student to immediate supports. All counseling and student support specialists have revised and adapted the district's practices for suicide/self-harm assessment in alignment with best-practices to meet the distance learning, hybrid, or in-person format.

The district will continue to implement the Second Step social-emotional learning curriculum to all students in Kindergarten through 5th grade. This evidence-based curriculum supports students to build personal skills in self awareness, self-management, and social competence and problem-solving. At the middle and high school levels, students will have access to BASE Education's online suite of evidence-based SEL curriculum, with accompanying parent education lessons.

The district uses multiple universal K-12 social-emotional learning screening processes to confidentially identify students who may be experiencing distress and who are then identified for supplemental interview and problem-solving support from qualified school-based mental health staff. The screening instruments used are the Student Risk Screening Scale (SRSS) in K-3, and the CoVitality Survey (Social Emotional Strengths Survey and Social Emotional Distress Surveys) for students in 4th-12th grades. The universal SEL screening process is scheduled to occur in October for the fall administration and in April/May for the spring administration. Additionally, the aggregate student screening data helps to inform the impact of school-wide prevention efforts to improve school climate, student engagement and connectedness. The district also uses student pulse surveys to measure student social-emotional strengths and areas of need using Kelvin Education's online platform. Students with elevated negative patterns of response on the surveys will be prompted to connect with a school counselor and an alert will automatically be deployed to site school-based mental health staff for follow up.

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.]

The district and sites use regular, frequent district-wide and site-wide communication for distance learning expectations, accessing technology support, including wi-fi hotspots to student laptops, and instructional materials through a single system called ParentSquare. All ParentSquare communications are by default translated into Spanish and are made available in more than 100 additional languages based on the parent-selected language preference. Parents and Guardians have received multiple ParentSquare communications from the superintendent and site principals to prepare and complete the educational options selection for pupils, all required annual notifications and consents, and ensuring that students have technology, such as wi-fi, a laptop, and curriculum materials.

The district will utilize an early warning system (EWS) for all students during distance learning, similar to the design and implementation of the EWS utilized for in-person instruction. All district teaching staff have been trained in the development of a student's Weekly Engagement Report, which combines the metrics of a student's engagement and participation with synchronous and asynchronous instruction, and daily gradebook progress as an indicator of content mastery. Additionally, close daily monitoring of student attendance provides the primary indicator of student engagement. Students who are absent for three (3) consecutive days or 60% of the instructional days in a school week, will be identified for immediate intervention through the tiered reengagement process:

- 1) All enrolled pupils will have verified current contact information, including parent or guardian contact information and student email;
- 2) For each student absence, parents or guardians will be notified of the student absence using telephonic and written communication via email on the same day as the recorded absence;
- 3) Students with three (3) consecutive absences or 60% of the instructional days in a week will have outreach from the school counselor to identify the reasons for the absence, identify barriers to attendance, establish a written plan of action to immediately return the student to active instruction;
- 4) Students with continued absences that are not improved through Step 3 shall be referred for supplemental resources available through the school district, including social-emotional supports/school-based mental health and linked to community resources or social services, when appropriate;
- 5) Students with chronic absenteeism may require individualized daily attendance monitoring, intervention and support.

Weekly engagement reports will be reviewed and certified by staff. These reports include daily attendance based on engagement and participation in synchronous and asynchronous learning, and daily gradebook based on tracking synchronous and asynchronous learning. To the extent synchronous or asynchronous instruction is assigned to a student in distance learning, staff will make every effort to include that instruction in the assignments listed.

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 to serve nutritious meals using two different models of meal service; in-person feeding in the classroom for those assigned the Hybrid Learning model, and Grab and Go for students assigned to the Distance Learning model. The Grab and Go meal program will continue for all students during the school closures. The program and pick-up location will remain as it has since March, 2020, at Laguna Beach High School between the hours of 11:00am - 1:00pm, Monday through Friday serving breakfast and lunch. Pupils qualifying for free or reduced-price meals will receive their meals for free. Pupils who do not qualify will be expected to pay for their meals.

Note: The federal government is considering extending the universal meal waiver that was in place during the shutdown, through June 2021. This would allow for all school meals to be provided at no charge to all students.

The District recently purchased a new point of sale (POS) software that fully integrates with the existing student database and information contained within Aeries. The new POS system will allow students to pick-up meals, even when not at their school of residence, and still be coded appropriately for which school they are assigned. The system also includes a more robust and intuitive platform for families who participate in our nutrition services program, as well as easy access to the data our nutrition staff needs to compile for all reporting purposes.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Additional assignment hours for task force members participating in the development of in-person and distance learning reopening plans.	\$41,920.92	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Laguna Beach High School and Thurston Middle School will participate in Stanford University's Challenge Success Program where stakeholder teams focus on improving student health and well-being and increasing a school's climate of care around social-emotional health.	\$30,200	No
Mental Health and Social and Emotional Well-Being	District will provide supplementary SEL curriculum, Successful Mind for School, Work, and Life	\$2,799.00	No
Mental Health and Social and Emotional Well-Being	Universal Screening and Social Emotional Learning Online Survey Tool for students in 4th-12th grade: Kelvin Education, Inc.; Survey is translated in multiple languages other than English and enables support for all students, including English Learners, Foster Youth, and students who are socio-economically disadvantaged.	\$5,858.00	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
2.53%	\$ 542,738

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.]

Additional Chromebooks and wi-fi hotspots were purchased for all students. Previously collected information indicated that foster youth, English learners, and low-income students need these materials at a higher percentage than other student groups. Online programs that had translation and text-to-speech functions were factors in the selection process. To ensure consistent and equitable learning for all students, these supplies and increased internet access were purchased for all students. Additional staff and classrooms were purchased to facilitate smaller class sizes necessary to have small group learning and meet the safety and health-related guidelines. Professional development provided for certificated and classified staff helped improve their skills in providing effective distance learning opportunities and better communication for all students, especially student groups who are at-risk academically due language or environmental factors.

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

Research shows that students lose academic proficiency when away for school for the summer (Hattie, 2008). Recent research suggests that there is a potential for learning loss due to the impact of the COVID-19 pandemic, as well. The virtual summer program provided an opportunity for these targeted student groups to receive the necessary additional academic and social emotional support during stay at-home orders and public health-related restrictions. Services for foster youth, English learners, and low-income students that increased or improved support include additional staff, such as class instructional assistants and Virtual Academy teachers, extended learning programs outside the traditional school day and year, smaller class sizes, after school individual and small group support, transportation, translation services, and academic resources, including online programs aligned to these student needs.