

# 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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Duarte Unified School District	Dr. Nadia Hillman, Assistant Superintendent Education Services	<a href="mailto:nhillman@duarteusd.org">nhillman@duarteusd.org</a> 626-599-5011

## General Information

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

The Coronavirus (COVID-19) pandemic presents many challenges for the Duarte Unified School District (DUSD) and the community it serves. The safety of students, families, and staff is the number one priority. In response to health authority directives to prevent the further spread of COVID-19, the DUSD Board of Education determined that all students would be provided their education through a Distance Learning format, from March 13, 2020 - the end of the school year. Distance Learning was subsequently provided during summer school as well as for the opening of the 2020-21 school year on August 13, 2020. DUSD has worked closely with stakeholder groups to mitigate the impact on our students and families, including but not limited to providing a rigorous instructional program that meets the needs of all students, mental health and emotional support systems, access to meals for children, and resources for childcare and housing instability. One of the core beliefs of the district is to find solutions that enable all students to learn. The Learning Continuity and Attendance Plan outlines the ongoing efforts with finding solutions to the challenges presented by the COVID-19 emergency while remaining committed to the District’s mission to provide the knowledge, skills and inspiration for each student to be successful in college, career and life.

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

Feedback was solicited from stakeholders through the active engagement of the Re-visioning Roadmap Steering Committee and Task Force groups. The goal for the Steering Committee and Task Force groups was to make informed recommendations to the Governing Board for the 2020-21 school year. Comprising of more than 100 students, parents, teachers, classified staff, management, and community partners, the Steering Committee and Task Force groups met over the course of 25 different meetings from May 25, 2020 - July 14, 2020. Feedback was also solicited through surveys distributed to parents, teachers and students. The feedback from the 1400 survey responses along with guidance from state and local authorities were digested and considered throughout the Re-visioning Roadmap Stakeholder Engagement process.

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

A robust communication plan was essential for providing multiple options for remote participation in public meetings, public hearings, and the Re-visioning Roadmap Stakeholder Engagement process. Surveys were emailed to parents, students and staff. Links to the surveys were posted on the District website and social media channels. Notification about the surveys was also messaged to stakeholders in the Superintendent's Weekly Updates via email and phone messages. The Re-visioning Roadmap Steering Committee and Task Force meetings were conducted virtually; participants could log-in to the meeting on a computer or phone. Public meetings of the Governing Board were conducted telephonically. Regular updates about the stakeholder engagement and the planning process were provided during public meetings of the Governing Board as well as through District/school websites, email and phone messages. Spanish translations of messages, surveys and public meetings were provided to all stakeholders.

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

The Re-visioning Roadmap Steering committee was comprised of representation from key stakeholder groups: District English Learners Committee (DELAC), Special Education Community Advisory Committee (CAC), Community Education Committee (CEC), Duarte Unified Education Association (DUEA), California School Employees Association (CSEA), District Leadership Team, Student Leadership, Parent Groups and the Finance/Bond Oversight Committee. The overarching theme in the feedback from all stakeholders was that students have experienced considerable academic, social and emotional disruption. Specific feedback from CAC included the need to ensure that students with disabilities are appropriately accommodated with services and resources. Specific feedback from groups representing English learners also focused on the need to provide those students with additional support with their English language development. The employee groups and parent groups provided feedback specific to health and safety of students, staff and families when managing in-person contact and maintaining safe working conditions. When considering the plan for the opening of the 2020-21 school year, 76% of parents indicated that health and safety was a critical factor in choosing a learning model. Parents and students provided specific feedback about mental health and social-emotional welfare concerns due to Distance Learning. Teachers, parents and students expressed a range of feedback about the effectiveness of Distance Learning in the spring, which signaled the need for improvements in the 2020-21 school year, including more accountability for teaching and learning, increased live two-way interaction between students and teachers, and clear expectations for instructional time.

The summary of the trends from the feedback provided guiding principles for the development of the plan for the 2020-21 school year:

- Keep our staff and students safe and healthy
- Maintain continuity and accountability of learning
- Provide stability, safety and support so students can learn
- Ensure transparency and clarity of communication
- Make sure the plan is fiscally feasible
- Consider the whole child: social, emotional and academics

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

The Learning Continuity and Attendance Plan has been developed based on the recommendations of the Re-visioning Roadmap Steering Committee and on the action that the Governing Board took on July 16, 2020, which was to start the school year with 100% Distance Learning model with the goal of returning students to school for in-person learning when it is safe to do so. Health and safety of students, staff and families was the key factor in deciding which instructional model is provided to students throughout the 2020-21 school year. All plans for the 2020-21 school year were further operationalized through a Memorandum of Understanding with each of the certificated and classified bargaining units. From the Re-visioning Roadmap planning process, specific stakeholder input influenced aspects of the Learning Continuity and Attendance Plan from each of the focus areas:

Instruction: clear expectations for participation, engagement in learning, assessment and grading practices, access to technology, daily live interaction, professional development

Health & Safety: protocols for screening for COVID-19, for managing in-person interactions, and addressing the needs of students and staff who are not able to be in school

Social-Emotional Support: access to resources, social emotional learning, training for staff

Communications & Family Engagement: two-way system for communication between school and students/families, outreach to provide support, parent education, technology support including internet access, meals for students that qualify for free and reduced lunch

Operations: repurposing staff, personal protective equipment, cleaning protocols, modifications to facilities to maintain physical distancing

## 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 goal is for students to return to school full-time for in-person learning when safe to do so. Once the guidelines from health authorities deem it is safe to provide in-person instruction and educational services, we will initiate a plan to phase students back to in-person learning. The first step in this process will be a Blended Learning model, which includes the following key components:

Minimize the number of students on campus at any one time; limit interactions and exposure.

Students would receive grades and be marked for attendance five days per week.

Students receive in-person instruction at school two days per week in smaller cohort groups.

When the students are not at school, students engage in asynchronous learning activities planned by the teacher.

Coordinated effort to utilize digital technology, including availability for students to check in with the teacher during office hours.  
 Schedules must be consistent across the District; priority to schedule siblings in the same cohort.  
 Appropriate time and space for health and safety recommendations.  
 Prioritize in-person 1:1 and small group services/instruction for those students for whom Distance Learning presents the greatest challenges such as English learners, foster and homeless children, students with disabilities and the youngest learners.  
 Use data with current levels of performance to determine which students shall be prioritized to return to in-person instruction.  
 Students and staff will need social emotional support.  
 Pursue options for families with childcare that aligns with the instructional schedule and maintain meal distribution for students who are not on campus.  
 Teachers need time to plan instruction and provide feedback.  
 Communication with families must be consistent and clear.

Once it is deemed safe to bring all students back to in-person instruction on a daily basis, the following measures will be put into place:

Enhanced health and safety measures: following guidance for PPE, handwashing and protocols for students with symptoms.  
 Adequate inventory of supplies and resources for health and safety.  
 Limit interactions and congregation of students; keep physical distance.  
 Maintain use of digital technology to be ready to pivot back to Blended and Distance Learning.  
 Social-emotional and mental health support.

### **Actions Related to In-Person Instructional Offerings**

Description	Total Funds	Contributing
Personalized Protective Equipment.	\$ 28,301	N
Transportation for Special Education students.	\$ 117,000	N
Districtwide refresh student chromebooks and portable wifi devices for students who need access to the internet at home such as foster youth, students experiencing homelessness, and low-income students.	\$ 600,000	Y
Districtwide supplemental digital instructional materials (LCFF) to ensure equity of access to a rigorous instructional program for English learners, foster youth, and students from low-income families.	\$ 100,000	Y
Digital Media Specialists at each site to provide tech support to students, staff, and families to ensure equity of access to 21st century learning tools for students from low-income families (S&C).	\$ 304, 000	Y

Districtwide ELD Teachers to provide targeted instruction to support English learners with progress toward English proficiency (S&C).	\$ 248,269	Y
Districtwide Bilingual aides to provide targeted instruction to support English learners with progress toward English proficiency (S&C).	\$ 233,221	Y
Teacher Learning Coaches assigned to each K-8 school to support teachers with instruction and intervention strategies for English learners, foster youth, and students from low-income families (S&C).	\$ 444, 238	Y
After school education and enrichment program to increase access to more families (S&C).	\$100,000	Y

## 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.

Continuity of instruction is the primary goal of any of the methods of instructional delivery: 100% in-person learning at school for all students, Blended Learning: part-time in-person instruction with part-time Distance Learning at home, or 100% Distance Learning from home utilizing online instruction. The Learning Continuity and Attendance Plan is further based on the understanding that the instructional delivery model may transition during the course of the school year as health and safety guidance responds to the COVID-19 pandemic. The Distance Learning model includes the following components:

A daily schedule that includes both synchronous and asynchronous learning and synchronous learning with live interaction.

Synchronous Learning: teaching and learning that occur at the same time, but not in the same place, including but not limited to interactive live webinars, live direct instruction, chat-based online conversations.

Asynchronous Learning: teaching and learning that occur not only in different locations, but also at different times. Examples of asynchronous learning include pre-recorded lessons, use of digital instructional resources, projects and independent learning activities.

Live Interaction: two-way communication at the actual time of occurrence with teacher and peers for instruction, progress monitoring and school connectedness.

Daily Learning Schedule: follows the school day with increased teacher planning time and office hours to provide additional support to students and families.

All student learning via an age-appropriate digital platform (Google Classroom or See Saw).

Diagnostic screening to determine learning loss: reading comprehension Lexile level (SRI), elementary math diagnostic end of the year assessment from previous grade level, secondary Math Diagnostic Testing Project (MDTP), Initial ELPAC, and measures of current levels of progress for students with disabilities as determined by the individualized Education Plan (IEP).

Utilize standards-based instructional materials with effective digital interface.

Each student is issued a device for learning and provided portable wifi access points as needed.

Real-time digital delivery of Special Education related services and intervention support.

Students would receive grades and be marked for attendance five days per week.

Social-emotional and mental health support provided via digital tools.

Consistent feedback about learning progress via electronic gradebook, progress reports, Google Classroom or See Saw.

Differentiated professional development to train teachers with effective modes of online learning.

Provide teachers with additional time to develop Distance Learning lessons and provide feedback to students.

Up-to-date technology for teachers and staff that meets the demands of a Distance Learning format.

## **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.]

A robust 1:1 technology program was already in place prior to the transition to Distance Learning in March of 2020. All secondary students (grades 6-12) were issued a Chromebook to use both at school and at home; elementary students had access to a laptop at school. Upon the determination that instruction would be provided in a Distance Learning model, students in need of a device were invited to check out a laptop to use at home. Those families who do not have reliable internet connection are provided a portable wifi access point. Each school has an established technology distribution procedure; families may return any faulty devices and be issued a new one to ensure continuity of Distance Learning. Information about local communication service providers offering free wifi for students was also shared with parents as another option for internet at home. Each school has an identified dedicated staff member and email address for parents and students needing tech support at home. Additional tech support is provided with resources posted on a dedicated webpage, and the school leaders conduct meetings for parents to help them navigate the new challenges of supporting their children with learning at home. The District Technology Department has created detailed instructions and video tutorials (English and Spanish) to help parents navigate online access.

Additional Chromebooks and portable wifi devices were purchased to refresh some of the older student devices. Teacher computers were also updated to ensure that instruction included enhanced digital features. Teachers have access to teach from their classroom where they have access to the full range of technological instructional resources, including full network capabilities, document cameras, telephones and web cameras.

During the 2019-20 school year, some students who experienced challenges using technology were provided hard copy options of the learning activities. For the 2020-21 school year, new up-to-date devices are to be purchased to increase the opportunity for students to have real-time access to teacher support and 21st century learning activities.

### **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.]

Student participation and engagement in the instruction are critical indicators of pupil progress. The Distance Learning schedules list the instructional time that the student is expected to be engaged in for each day. The instructional time for students is based on the time value of synchronous and asynchronous learning as determined by the teacher.

Teachers track attendance in the Student Information System (SIS) to report each student’s level of participation. Whenever a student is marked absent to indicate non-participation in school, an automated message is sent to families. When a student is consistently marked absent (in excess of 60% of the week) the student is considered truant. In that case, school administration conducts a meeting with the Student Attendance Review Team (SART) to develop a plan to support a student with any challenges that prevent a student from consistent attendance (either in-person or Distance Learning).

Student engagement is recorded by the teachers based on their assessment of student progress based on appropriate evidence of learning. Teacher grading practices communicate evidence of learning, which may include assessments, completion of assignments, and/or active participation in asynchronous or synchronous learning activities. For students who are not making progress, the procedures for re-engagement are defined by a Multi-tiered System of Support (MTSS) approach. Tier I support is provided to all students such as setting clear classroom engagement procedures, giving feedback on assignments, posting grades, and implementing PBIS strategies. When a student is not engaging in school and at-risk of not making progress, the teacher must first notify the student and family with appropriate feedback needed for improvement. Tier II support may include conferencing with the teacher, small group instruction, tutoring support, Response to Intervention, and/or Student Success Team (SST) meetings.

### **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 Educational Services Department developed guidelines, tools, and training to support teachers with Distance Learning. Prior to the first day of instruction, during the scheduled professional learning days, teachers and staff participated in training on the use of new digital tools, best practices for Distance Learning, and specific procedures for students with disabilities. Grade level and subject teams collaborated on developing plans for Distance Learning and teacher experts provided support to colleagues. Additional time is available to teachers during

off-schedule work time to engage in professional learning through a digital platform of training. This digital platform offers a range of just-in-time learning opportunities to meet the differentiated needs of the educators.

During the 2020-21 school year, the daily teacher schedule includes additional time each day for preparation of Distance Learning lessons and to participate in ongoing training. Each school site has assigned staff to support teachers, students and families with technological support. Resources are disseminated by the school site communication channels (social media, phone blasts, and staff and parent meetings) as well as on the district website, which has a dedicated page for all Distance Learning resources accessible any time and in multiple languages.

## **Staff Roles and Responsibilities**

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

Early Childhood Educators who normally teach in programs that are currently under-enrolled due to COVID-19 have been temporarily reassigned to work with elementary teachers and their students. The additional staff provide increased support to the most vulnerable students who benefit from individualized support including young learners, English learners, students with disabilities, and foster and homeless youth.

Other staff whose original responsibility is not feasible in a remote environment have been temporarily repurposed during Distance Learning. Their work responsibilities have been shifted to support the academic and social-emotional needs of students. Some of these new responsibilities include monitoring components of the online classroom while the teacher is working with small groups of students, answering phones to provide tech support or other resources for students and families, and distributing student meals.

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

### English Learners

Distance Learning instruction includes English Language Development (ELD) for those students identified as English learners. Integrated ELD is included in the Distance Learning plans and taught through the course content in support of the development of academic language for English learners. Daily live interaction with teachers and peers is essential for English learners to provide real-time practice with oral language. Designated ELD and remote access to supplemental digital tools are also provided to English learner students. Additional support is provided with the staff who have been repurposed. Students are provided updated instructional materials with ELD support embedded in a digital format. Teaching and Learning Coaches monitor the progress of students toward reclassification as English language proficient.

Schools reach out to the families of English learners during school closure through school messages and family resources posted on the website in English, Spanish, and with access to other sources of translation. To collect specific feedback on the effectiveness of Distance Learning for English learners, parent surveys and responses are translated. Based on the feedback from parents of English learners who replied to the survey, it was understandably more challenging for families of English learners to directly support their children with Distance Learning. Guidelines and video tutorials are translated so that families of English learners could help their children understand the policies and procedures of Distance Learning. Whenever possible, bilingual staff reach out directly to families of English learners to assist with navigation of the resources available.

#### Pupils with exceptional needs served across the full continuum of placements

Students with disabilities are provided the commensurate continuity of instruction provided to general education peers. The continuity of instruction requires the accommodation/modification of lessons as well as all related services as identified in the IEP of each student with disabilities. Special Education teachers of students with moderate to severe disabilities will provide continuity of learning through a variety of Distance Learning resources as appropriate and to the extent feasible. Per the student's IEP, 1:1 aide support is also to be provided to support the student with learning activities that are determined by the classroom teacher. Meetings, conferences and assessments related to IEPs with students and/or parents may be conducted virtually or by telephone. When neither option is available, in-person meetings may be arranged provided social distancing protocols and safeguards are maintained per the guidance of public health authorities. Students with disabilities and their parents/guardians will work with the IEP team to determine any other changes related to level of progress related to IEP goals and to services provided. The Director of Special Education works with the case managers and school psychologists to review procedures to ensure the academic, behavioral, and social-emotional needs of students with disabilities are met. Student engagement strategies are prioritized for these students, including office hour check-in times, seminar support for academic classes, and virtual socialization strategies with peers. Supplemental supports are provided when identified, which may include specialized instruction materials, equipment or resources from outside agencies.

#### Pupils in foster care

Support for pupils in foster care is a coordinated effort between the school and county organizations mobilized support. Laptop computers and portable wifi devices were provided, as well as supplies needed to fully engage in Distance Learning. Counseling by staff and community partners addresses the social-emotional needs of students in the foster care system. Teachers are trained to reach out to students on a regular basis to address both the academic and social-emotional needs of their students. When foster youth students are not participating or fully engaged in Distance Learning or expressed concerns about their homelife, teachers informed school administration. Counselors and/or the Foster Youth Liaison followed up with the caregivers or social worker. The District website provided access to a variety of resources to assist in meeting the needs of our foster youth students and caregivers. The District asked all families/guardians to reply to a survey to determine the effectiveness of Distant Learning. The survey responses indicate a general satisfaction with Distance Learning, however,

parents/guardians expressed concerns about their capacity to support their student and keep them engaged in learning. Plans for next year will include increased consideration for the unique challenges that foster youth face in all educational settings.

Pupils who are experiencing homelessness

Each site has a designated homeless liaison who is the direct and confidential resource to serve the needs of these students and families including technology, transportation, personal supplies and personal hygiene kits. Housing and food insecurity are the primary concerns: access to resources for agencies who can help find housing, breakfast and lunch is provided to all students who qualify for free and reduced lunch through a grab-n-go delivery system. Students who are not consistently engaged with school are referred to school counselors and administration to develop a plan that supports the specific challenges presented by homelessness.

**Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
Districtwide refresh student chromebooks and portable wifi devices for students who need access to the internet at home such as foster youth, students experiencing homelessness, and low-income students (included above under <i>Actions Related to In-Person Instructional Offerings</i> ).	\$ 600,000	Y
Districtwide standards-based instructional materials with embedded ELD and effective digital interface that support robust Distance Learning activities for English learners.	\$350,000	Y
Districtwide teacher training to provide effective Distance Learning strategies for English learners, foster youth, and students from low-income families.	\$ 258,191	Y
Districtwide supplemental digital instructional materials (LCFF) to ensure equity of access to a rigorous instructional program for English learners, foster youth, and students from low-income families (included above under <i>Actions Related to In-Person Instructional Offerings</i> ).	\$ 100,000	Y
Districtwide repurposing staff to support students with Distance Learning and to target learning loss for English learners, foster youth, and students from low-income families.	\$ 196,830	Y
Districtwide supplemental support for students with disabilities, which may include specialized instruction materials, equipment or resources from outside agencies.	\$250,000	N
Digital Media Specialists at each site to provide tech support to students, staff, and families to ensure equity of access to 21st century learning tools for students from low-income families (included above under <i>Actions Related to In-Person Instructional Offerings</i> ).	\$ 304,000	Y

Districtwide ELD Teachers to provide targeted instruction to support English learners with progress toward English proficiency (included above under <i>Actions Related to In-Person Instructional Offerings</i> ).	\$ 248,269	Y
Districtwide Bilingual aides to provide targeted instruction to support English learners with progress toward English proficiency (included above under <i>Actions Related to In-Person Instructional Offerings</i> ).	\$ 233,221	Y
Teacher Learning Coaches assigned to each K-8 school to support teachers with instruction and intervention strategies for English learners, foster youth, and students from low-income families (included above under <i>Actions Related to In-Person Instructional Offerings</i> ).	\$ 444,238	Y

## Pupil Learning Loss

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

At the beginning of the 2020-21 school year, students will be assessed using a variety of tools to determine their current level of performance in English language arts, English language development, and mathematics. Teachers will administer the Scholastic Reading Inventory (SRI) to determine current reading level. Teachers will administer grade level appropriate math diagnostic tests (ESGI, SWUN, CA Math, MDTP) to determine level of preparedness for the current grade level mathematics standards. Teachers will evaluate student written work, reading levels, and oral language production to determine current English language development for English language learners.

Progress monitoring will continue with periodic curricular assessments (SRI, Wonders for TK - 5 ELA/ELD, Trimester Benchmarks, SWUN K-5 math, SyncSolutions Grade 6-8 English, Math Interim Assessments). At the high school level, the English and math department benchmarks will be utilized to monitor progress toward mitigating learning loss as well as new learning during the 2020-21 school year. When delivered in a Distance Learning environment, teachers will establish and communicate appropriate assessment norms to ensure the most accurate assessment, as well as use multiple measures to verify results.

Teacher teams will use collaboration time to analyze assessment diagnostic, formative and summative assessments, and plan commensurate instruction to meet the specific needs of students. Teachers will utilize the Multi-tiered Systems of Support (MTSS) process in an ongoing effort to address learning loss and to move student learning forward. Teachers will use the results of diagnostic assessments as well as the ongoing formative assessment process to create actionable plans for instruction.

## 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.]

Teachers will make adjustments to instructional plans to mitigate learning loss experienced during the previous school year. In planning for instruction, teachers work together to identify key standards that are critical areas of focus for the 2020-21 school year. Efficient use of instructional time is the focus for maximizing live interaction and direct instruction. For those students who show gaps in learning, supplemental instruction and time will be provided by teachers as well as support by other school staff. These supports may include tutoring, small group instruction and supplemental instructional materials/programs.

English learners: The goal remains for English learners to meet the same rigorous grade-level academic standards that are expected of all students. To accomplish this goal, all English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Supplemental instructional materials are provided to mitigate the learning loss such as Rosetta Stone. Teachers are provided additional time to address learning loss support, as well as a schedule that provides the flexibility to meet with small groups of students to target learning loss experienced by English learners.

Low-income pupils: To address the specific learning loss issues for low-income pupils, school staff ensures that these students have equitable access to school supplies, instructional materials, computer equipment, internet access and meals. Other strategies to support low-income pupils include after school tutoring, small group instruction and supplemental instructional materials. Teachers are provided additional time to address learning loss support as well as a schedule that provides the flexibility to meet with small groups of students to target learning deficits experienced by low-income students.

Foster youth: Understanding the unique challenges for students in the foster care system is critical to providing appropriate support for the learning loss experienced due to COVID-19. Counselors and school staff are trained to reach out to students on a regular basis to address both the academic and social-emotional needs of their students. When foster youth students are not participating or fully engaged in Distance Learning or expressed concerns about their homelife, teachers inform school administration. Counselors and/or the Foster Youth Liaison followed up with the caregivers or social worker. Teachers are provided additional time to address learning loss support as well as a schedule that provides the flexibility to meet with small groups of students to target learning deficits experienced by low-income students.

Students with disabilities: Each student with a disability has unique needs and potential for learning loss. To ensure students with disabilities continue to have access to their grade-level standards and make progress in their education, an Emergency Conditions Distance Learning Plan Form will be completed for each student with an IEP. Customized educational opportunities and additional support is provided based on the specific learning loss needs of the student. Teachers are provided additional time to address learning loss support as well as a schedule that provides the flexibility to meet with small groups of students to target learning deficits experienced by students with disabilities.

Pupils who are experiencing homelessness:

Each site has a designated homeless liaison who is the direct and confidential resource to serve the needs of pupils who are experiencing homelessness. These resources may include technology, internet access, school supplies, student meals and personal hygiene kits. When students are not participating or fully engaged in Distance Learning or have expressed challenges presented by homelessness, teachers inform school administration. Students who are experiencing homelessness are referred to school counselors and administration to develop a plan that supports learning loss experienced due to the disruption of learning. Referrals may be made to counselors and school staff to address the academic and social-emotional needs of these students. Tutoring and/or supplemental instruction may be provided to address learning loss. Teachers are provided additional time to address learning loss support as well as a schedule that provides the flexibility to meet with small groups of students to target identified learning loss.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The MTSS framework defines the process for measuring the effectiveness of pupil learning loss strategies. Participation and engagement in any instructional delivery model will inform student achievement. After the application of Tier II and Tier III interventions that were put in place in response to the identified learning loss, progress monitoring measures the effectiveness of the approach. Learning outcomes are measured through diagnostic, formative, and benchmark assessments to inform levels of progress at the beginning of the school year and for each grade reporting period. A two-way communication structure between school staff and students/families is an essential component to provide feedback on progress of the learning. If one strategy is deemed unsuccessful, school teams will collaborate to make recommendations for other strategies. In some cases, a Student Success Team meeting is advised to develop a comprehensive approach to interventions that address pupil learning loss.

## Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Districtwide supplemental and core instructional materials that provide students with digital access to learning platforms designed to target intervention and grade level standards.	\$100,000	Y
Districtwide additional time outside the school day for educators to plan instruction and to work with students to address learning loss, and participate in professional development for the purpose of increasing effectiveness for meeting the instructional needs of English learners, foster youth, and students from low-income families.	\$ 258,191	Y
Districtwide training with a library of resources and additional hourly time for teachers to acquire new skills needed to address learning loss for English learners, foster youth, and students from low-income families.	\$ 241,809	Y
Districtwide repurposing staff to support students with Distance Learning and to target learning loss for English learners, foster youth, and students from low-income families.	\$ 196,830	Y

Districtwide technology for students and portable internet access points for students from low-income families S&C.	\$ 195,000	Y
Districtwide online diagnostic tool to assess reading comprehension (SRI/Reading Counts) S&C.	\$ 25,000	Y
Schoolwide TK-2 assessment platform (ESGI) S&C.	\$ 4,000	Y
Districtwide READ 180, teacher salaries and benefits and instructional materials S&C.	\$ 228,155	Y

## Mental Health and Social and Emotional Well-Being

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

### Actions or strategies to monitor and support mental health and social and emotional well-being of pupils:

One of the key guiding principles in the Learning Continuity and Attendance Plan is to provide stability, safety and support so students can learn. Social emotional learning helps students access academic content through building essential self-management skills, resilience, and connections. Social-emotional learning and mental health support are essential actions to providing that stability.

The primary action to monitor the mental health and social emotional well-being of students is daily live contact and learning activities with the teacher. As a Tier I intervention for all students, teachers use Positive Behavior Intervention and Support (PBIS) strategies to create a positive Distance Learning classroom culture that is welcoming and sensitive to the variety of stresses students are experiencing in their homes. Teachers are trained in social emotional learning curriculum and trauma informed practices to imbed into daily live interactions with students. The professional development is coordinated by the Office of Student Services, and delivered by counselors and school psychologists and community mental health partners. These practices include ways to alleviate trauma related to use of the camera, to address feelings of isolation, to look for signs of depression and increased anxiety, with a process in place for reporting to school administration the need for increased mental health support for Tier II and Tier III interventions. Teachers plan lessons that include social emotional learning objectives as well as intentional opportunities for school-based social activities or clubs that mitigate mental health issues associated with Distance Learning such as social isolation and anxiety.

Another action to monitor pupil mental health and social emotional well-being is the tracking of student participation and engagement in Distance Learning. School staff reach out to students who are not participating in Distance Learning, and about whom teachers report concerns for the student's well-being. Follow-up support is provided to these students by the counselor, school psychologist, or mental health professionals from community agencies. Additional mental health resources are posted on a new webpage dedicated to social emotional support during the COVID-19 emergency as well as via weekly district wide communications (newsletters, phone messages, social media).

For those students who do not respond to extensive outreach efforts, the District Resource Officer is mobilized to conduct welfare checks on identified families.

Actions or strategies to monitor and support mental health and social and emotional well-being of staff:

The primary objective in the response to the COVID-19 emergency is keeping staff and students safe and healthy. Administration monitors and supports the mental health and social and emotional well-being of staff. School leaders hold regular meetings and other opportunities to check in with staff. The leaders embed social emotional learning strategies into these meetings. Mental health professionals, both school based and community based, provide resources for staff experiencing trauma. Another strategy for monitoring and supporting the well-being of staff is the ongoing partnership with the bargaining units to come to agreements on safe work conditions. The Department of Personnel Services and the District Nurse provide confidential support for those employees who are experiencing extreme challenges.

Other considerations for identifying needs and connecting students, families, or staff to mental health or social and emotional supports:

Students, families and staff experience a range of challenges due to the COVID-19 emergency, which may be outside the scope of the school day. One action to connect them with mental health and social and emotional support is to promote and offer resources to address identified needs such as mental health, technology, medical care, housing and food instability. A community liaison produces a weekly newsletter with current information about local support available. School administration includes community mental health partners to Back to School Night meetings and other parent meetings. Each school has a foster and homeless student liaison to connect families with additional resources.

## **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.]

Recognized as a PBIS school district, Tier I attendance incentives for all students are implemented to promote a culture of being online, on time, and ready to learn. Once teachers log a student's absence in the SIS, designated office personnel make multiple attempts to reach the parent/guardian. The intent is to inform parents of the absence and uncover the absence's reasons to help reveal attendance barriers. Identified educational barriers are addressed to ensure equity and access.

Tier II interventions promote communication with families and inform the learning lost during a student's absence. Multiple outreach methods are utilized, such as a phone call, a text, and an email for unverified absences. If the pupil is identified as a truant, habitual truant, or chronic truant, notification letters are sent out for each level of truancy, encouraging re-engagement. Student Attendance Review Teams (SART) meetings are conducted with the parent and student to address the unexcused absences, and an attendance plan is developed to help the student participate. In addition, mental health partners are activated to reach out and work with the student and family for services based on needs. For our sensitive population, McKinney-Vento and foster youth, each school site is designated with a liaison to help meet this specialized population's needs. Home visits are conducted by the Student Resource Officer and deployed for a child welfare check. Any actions put in place to re-engage students are recorded so that staff may monitor student participation and follow up as necessary.

## 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.]

For in-person instruction, students who are enrolled in Duarte USD or California School of Arts – San Gabriel Valley will be provided meals that are safe and nutritious meals from each school’s cafeteria. The food is packaged and distributed consistent with guidance by the Department of Public Health and California Department of Education - NSD. When students return to school for in-person instruction, procedures will be in place to ensure safe handling of food and sanitization of surfaces. Students will eat the meal in a setting that maintains required physical distancing in line with safety protocols.

For pupils participating in Distance Learning, grab-n-go meals are provided for students who are enrolled at Duarte USD or California School of Arts – San Gabriel Valley under free, reduced or paid status at three central locations: Andres Duarte Arts Academy, Royal Oaks STEAM Academy and Maxwell Academy. The student meal includes an entrée, fruit/vegetable, and milk each for breakfast and lunch, according to the National School Lunch Program (NSLP) and School Breakfast Program (SBP) Guidelines. Drive-thru or walk-up meal distribution is from 6:30 - 8:30 am, which does not conflict with the instructional day.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-being	PBIS - training and materials for a classroom culture and support system that creates a positive learning environment (LCFF S&C).	\$ 39,000	Y
Mental Health and Social and Emotional Well-being	Districtwide additional time outside the school day for educators to plan instruction and to work with students to address learning loss, and participate in professional development for the purpose of	\$ 258,191	Y

	increasing effectiveness for meeting the instructional and social-emotional needs of English learners, foster youth, and students from low-income families (included above under the section <i>Actions Related to Addressing Learning Loss</i> ).		
School Nutrition	Food Service meals for students	294,152	N

## 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
21.91%	\$ 6,116,540

### 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.]

Description	Total Funds
<p><u>Technology</u></p> <p>The provision of technology for students and portable internet access points is principally directed and effective for unduplicated pupils. As a result of COVID-19, all students need an up-to-date digital device and reliable internet access in order to fully participate in the Distance Learning lessons and benefit from the supports. Unduplicated pupils are at greater risk of not having the necessary access to digital tools. To ensure equity of access to a quality educational experience, unduplicated pupils will be provided with up-to-date technology and portable internet devices.</p>	
<p><u>Instructional and Assessment Materials</u></p> <p>Actions related to instructional materials and assessment are principally directed and effective for unduplicated pupils. As a result of COVID-19, the students are not able to access the level of support and hardcopy instructional materials that were used during in-person learning. Unduplicated pupils are at greater risk of learning loss without the targeted instructional strategies that address their unique learning needs. Given the dramatic shift in the learning environment, unduplicated pupils need instructional materials that include a dynamic range of support, effective digital interface and embedded supports, and ELD standards. The assessment tools are especially critical for identification of the students' current level of performance, and to monitor their academic progress.</p>	

### Professional Development

Actions related to professional development are principally directed and effective for unduplicated pupils. English learners, foster youth, and students from low-income families need differentiated strategies for instruction, which must be considered given the dramatic change in the learning environment. Unduplicated students are more likely to have limited outside support and resources. It is therefore crucial for teachers to learn new approaches that can provide the appropriate support and to plan instruction accordingly. Due to the new approach to teaching and learning demanded by COVID-19 pandemic, teachers are provided with remote anytime access to professional development webinars and experts, and the extra time needed to plan effective Distance Learning lessons.

### Staff

Strategic assignment of staff is principally directed and effective for English learners, foster youth, and low-income students who need targeted support. The staff supports the learning of unduplicated pupils in a culturally supported, learner-centered context. With culturally responsive education practices, the strengths that students bring to school are identified, nurtured, and utilized to promote student achievement in linguistic and Common Core State Standards proficiency. The level support is intended to augment systems already in place because unduplicated pupils are at great risk for experiencing severe disruption and trauma due to the COVID-19 pandemic.

### Direct Services

Direct services are principally directed and effective for English learners, foster youth, and low-income students who need targeted support. As a result of COVID-19, unduplicated pupils need additional time to address any learning loss. Given the specific conditions experienced by English learners, foster youth, or low-income students outreach is critical that occurs outside the school day. The school day is extended through direct services for unduplicated pupils such as additional time to engage in instructional activities in a supervised setting, tutoring or homework help.

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

Services for English learners, foster youth, and low-income students have been increased by providing more time with trained professionals, and more access to technology and high speed internet. The services have improved in quality with the purchase of rigorous, up-to-date digital materials, building the capacity of staff through professional development and collaboration, focused intervention programs, and dedicated staff to support English learners, foster youth, and low-income students who are not making adequate progress.

The proportional increase and improvement of services for unduplicated pupils is intended to reduce the achievement gap between the most successful and least successful students, regardless of race, ethnicity, social or economic circumstance. The strategic application of these actions, including progress monitoring for effectiveness, will be measured by improvement on English Language reclassification rates, benchmark assessment, grades and transcripts, attendance and discipline records.