

Learning Continuity and Attendance Plan (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
Little Lake City School District	Monica Johnson Assistant Superintendent, Educational Services	mjohnson@llcsd.net (562) 868-8241 ext 2240

General Information

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

Being a small district in a close knit community, the Little Lake City School District staff has the advantage of knowing the academic and social emotional needs of our students and families, which continued to grow from the initial school closure due to the COVID-19 pandemic, through the opening of the 2020-2021 school year. The COVID-19 pandemic had a definite impact on our students and community as we saw an increased need for social-emotional support, an increased need for technology and internet connectivity, and an increased need of family resources due to economic hardships.

The Little Lake City School District adopted the LACOE vision that “throughout the 2020-2021 school year, our communities are healthy and connected, and all students are receiving high-quality instruction that meets their needs.” For students, LLCSD recognizes that teaching and learning via a virtual platform is not the same experience as teaching and learning in a regular classroom setting. We are well aware of the potential learning loss that occurred during Trimester #3, and realize that may continue into the 2020-2021 school year. This is a reality for many of our students, but especially our special populations including English learners, students with exceptional needs, and foster/homeless youth. In response to the COVID-19 pandemic and school closures, the Little Lake City School District developed a plan in order to provide continuity of instruction for students for the remainder of the 2019-2020 school year and for the beginning of the 2020-2021 school year. As a result, the LLCSD Distance Learning Plan was created with a focus on rigorous, standards based instruction. In addition, many students have been adversely affected, socially and emotionally, by the sense of isolation they experienced by not being able to attend school in person, resulting in an increased need for outreach and support by our team of school counselors.

For our families, many have experienced additional financial hardships due to the pandemic and have a wide variety of needs including technology, connectivity, meals and housing. LLCSD has responded to those needs to ensure that every child has access to a device and every household has internet access in order for our students to participate in distance learning, and our parents to receive communication from the district, school sites, and teachers. Meals continue to be offered to our families through our meal distribution program. Our liaisons have seen

an increase in the number of families who are considered homeless, or in transition, and work tirelessly to provide referrals, food, backpacks, school supplies and clothing to those in need.

The pandemic has also changed the way we engage and communicate with parents. We now reach out to stakeholders primarily by email and have utilized social media as a platform for communication. Parents are joining in our Zoom Webinars, or watching the recorded sessions from our YouTube channel.

LLCSD certificated and classified staff were also impacted by the COVID-19 pandemic. Our certificated staff members were quickly trained on how to use several online education tools and platforms, many of which were completely new to them such as Zoom, Google Classroom, Flip Grid, and Screen-castify. They shifted in a matter of days to be able to engage students in these online platforms in order to continue to provide instruction while schools were physically closed. Our classified staff also made changes to their day to day responsibilities. Our instructional assistants, who are used to providing support to students in classrooms, made the switch to using online platforms to work with students. Nutrition Services staff began providing meals curbside to children.

Stakeholder Engagement

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

The Little Lake City School District realizes that it is essential to engage all stakeholders in order to understand the needs of our community during this time. To ensure that input and feedback from all stakeholders was considered, the District established a variety of task force committees including the Instructional Schedule and Program Task Force, Daily Operations Task Force, Special Education Task Force, Family Engagement Task Force, and Social Emotional Learning Task Force. Members of these committees included teacher representatives, classified representatives, counselors, administrative representatives from both sites and district office, bargaining unit representatives, and parents.

In addition, parent surveys were conducted both by the District Office and by the teachers' bargaining unit. These surveys were sent out electronically in our two primary languages, English and Spanish. The purpose of these surveys was to solicit feedback on the distance learning process, technology needs, input on learning models whether in person or virtual, and parent concerns regarding having their child/children return to campus once we are allowed to resume in person instruction. The District has ensured (as indicated under Access to Devices and Connectivity) that all families have internet access and thus were able to complete the survey. Data from both surveys were shared out with the appropriate Task Force groups to be used in the decision making process.

Contents of the LCAP were shared with the District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) over two meetings (August 2020 and September 2020). Meetings are held in English and Spanish with documents provided in both languages. No written comments were submitted, but clarifications were provided by the Superintendent's designee during the meetings. A public hearing for the LCAP was held on September 8th at the Board of Education meeting. Notice of the public hearing and a draft of the LCAP were posted to the District website 72 hours prior to the public hearing. This information was set up as an initial pop-up that appeared upon entering the District website. No comments were made during the public hearing period and no comments were received by the Superintendent.

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

Per Governor Newsom's Executive Order N-29-20, all public meetings and public hearings subject to the Brown Act are held remotely with agendas, minutes, and packets posted digitally. All documents are made available on our District website at www.llcsd.net. All public meetings are held virtually using the Zoom WebEx feature. Stakeholders can access information on virtual meetings on the District website. Information needed to access the meeting virtually through a computer, tablet, or phone are posted online as well. Meeting participants are able to speak during public comment opportunities by raising their hand within the Zoom WebEx feature and are invited to speak in accordance with the Little Lake City School Board guidelines. Hotspots have been provided to families who did not have internet service allowing all stakeholders to participate remotely in public meetings and public hearings. The draft of the LCAP was posted on the District website and also available as a hard copy at the District office.

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

Feedback and responses from staff and parents were gathered from Task Forces meetings and through survey data. Approximately 20% of parents indicated that they were interested in having their child participate in distance learning for the entire 2020-2021 school year. When asked what method of instruction parents felt was most appropriate for the reopening of schools, approximately 40% responded that a blended approach of both in person instruction and distance learning was best, while 40% of parents responded that they preferred their child return to campus on a full time basis, leaving 20% as indicated previously, who preferred full time distance learning.

There were three trends that emerged from the survey data and responses. The first trend identified indicated a need for more live interaction with classroom teachers. Many parents indicated that they felt the amount of teacher interaction during distance learning program offered at the end of the 2019-2020 school year was not of sufficient duration, and that their children needed additional support. The second trend was that many parents indicated the need for technology support including the need for both devices (Chromebooks) and internet access for the family. The final trend that emerged was a need for parent training on the technology devices and the different platforms that students need to access in order to successfully participate in distance learning.

Feedback given by both parents and teachers indicated issues with logging in to several different platforms and the concern regarding the need to remember different links, user names, and passwords, particularly for our preschool, TK, kindergarten, and 1st grade students. In addition, during task force meetings, employees voiced feedback and concerns regarding what safety procedures, PPE, and daily protocols would be put in place to protect both staff and students upon returning to school campuses. Finally, teachers provided feedback indicating a need for greater accountability regarding student grading policies and attendance practices.

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

Based on the feedback from stakeholders, the Little Lake City School District has taken action within the Learning Continuity Plan to respond to the community's input and needs in a variety of ways. As identified in both the In Person Instructional Offerings and Distance Learning Program sections, the District has indicated that we will respond to the needs of our stakeholders by offering in person instruction once we are allowed to reopen according to state guidelines, and also continue to offer a full time distance learning option to those parents who would like their child to continue participating in distance learning.

In response to the feedback regarding the amount of teacher and student live interaction, and in accordance with the requirements set forth in SB98, instructional minutes have been increased from the 2019-2020 distance learning model. As indicated in the Distance Learning Program section, students receive daily live interaction with certificated staff and participate in a blend of both synchronous and asynchronous learning opportunities. In addition, we have designed our primary schedule to offer increased small group interaction by offering an AM and PM TK/K model and by providing a team of District Interventionists to grades one through five.

In order to provide a more seamless technology experience for our students, particularly our younger students, we are using the Clever platform as indicated within the Distance Learning Program section. The Clever platform gives all students and certificated employees a personalized portal with a single login for all online programs and resources. Students easily log in and begin their learning without needing to know a variety of links, usernames and passwords.

The Daily Operations task force has put forth guidance and recommendations to ensure proper PPE for all staff and students upon returning to campus. Health and safety protocols are also in place and information is shared as groups return to campus.

Finally, student accountability in the forms of grading and attendance are identified in the Pupil Participation and Progress section. All students will be graded in all content areas based on participation, assessments, and work completed during both synchronous and asynchronous learning. Report cards will be given out at the end of each trimester. In addition, guidelines for attendance have been established, with attendance taken daily in TK/K, twice a day in first through fifth grade, and every period in sixth through eighth grade.

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 Little Lake City School District has developed reopening plans to offer classroom-based instruction with a focus on the following objectives:

- Continue providing an extraordinary education in an inspiring environment with caring people
- Provide an optimal balance of restrictions and risk, in changing circumstances, to create a safe environment for students, staff, campus guests, and the community
- In order to provide students the best opportunity to improve their academic achievement, have and maintain social-emotional efficacy and stability, and ensure their physical well-being; as well as minimize childcare needs for working parents; bring students back to school full-time for in-person instruction, including special education and intervention services, when local conditions allow
- Create a learning landscape that promotes the following: keeping students and staff physically safe, keeping learning coherent by focusing on essential standards with aligned systems of assessments, bound in units of instruction in our core curriculum, caring for the social-emotional and mental health needs of students, meeting the needs of every student by considering the unique experiences of students

and by considering students' families as active partners in learning, designing flexibility into school schedules to implement health and safety protocols, and norms for being together in-person and physically distanced

- Provide an alternative learning program for students and their families
- Plan for a robust and rigorous distance learning program in the event that a class, a school, or the District is closed due to COVID-19 cases or when public health orders prohibit in-person instruction
- Temperature and symptom check all individuals coming onto the school campus each day
- Maintain students in stable cohort groups throughout the day and avoid mixing of groups as much as possible and practicable
- Keep students and staff 6 feet apart from each other during the day as much as possible and practicable
- Expect students and staff to use facial coverings over their nose and mouth to protect their safety and the safety of others, but allow for opportunities for students to remove facial coverings at school when it is reasonably safe to do so
- Provide additional staff and adequate resources for essential activities that increase the safety of students, employees, and the community

Hybrid Instructional Program

The Little Lake City School District will offer classroom-based instruction as soon as clearance is given to do so by the state of California and our local county health department. Plans have been made to allow us to re-open quickly and safely, upon Board Approval, to a hybrid model of instruction. Parents will be given the opportunity to choose to have their child participate in hybrid instruction or remain in distance learning.

The hybrid instructional model allows for students to return to campus and participate in in person instruction on a limited basis. Schedules were developed by the Instructional Task Force under the guidance provided by the CDE, Los Angeles County Office of Education, and our local public health department. The amount of students in the classroom will be limited. We know that all of our students benefit from receiving as much in person contact with their teachers and live instruction as possible. We also recognize that our primary students and students with exceptional needs are at the greatest risk for experiencing learning loss, therefore the model of in person instruction allows for this population of students to return to campus safely four days per week.

Under this model, TK/K students would have the opportunity to return to campus Monday - Thursday and continue in the am/pm model, with half of the class attending morning instruction, and the others participating in afternoon instruction. This allows for small group instruction keeping the number of students in the classroom at any given time to a maximum of 13 students in TK-3rd grade classrooms and a maximum of 16 students in 4th-8th grade classrooms. In addition to in person instructions, there will also be a block of asynchronous work that TK/K students will participate in Monday -Thursday. On Fridays, all TK and Kindergarten students will participate in distance learning with both live instruction from the classroom teacher and time for asynchronous activities.

Students with exceptional needs will also return to a hybrid model, once it is safe to do so, and receive in person instruction Monday - Thursday. Students who receive instruction in a special day class setting have smaller class sizes, allowing them to safely return to this model of instruction on a more frequent basis. Students who receive resources specialist services will participate in general education instruction two days per week and receive support with distance learning assignments and activities, along with their resource services the other two days a week. All students will participate in distance learning on Fridays.

Our 1st - 5th grade students will also participate in a hybrid model of instruction, returning to campus two days per week for in person instruction from their classroom teacher. Classes will be split in half with an “A” group attending school in person on Mondays and Wednesdays, and a “B” group attending school in person on Tuesdays and Thursdays. The remaining three days, including Fridays will be distance learning days. On these distance learning days, 1st - 5th grade students will receive live instruction from their classroom teacher, followed by live support in English language arts and mathematics from their support teacher. TWIG science lessons and PE lessons will also take place asynchronously on distance learning days.

Middle school students will return to campus in a hybrid model. Students will participate in a block schedule on campus two days per week. Each class will be split in half and consist of an “A” group and a “B” group. The “A” group will attend in person instruction on Mondays and Wednesdays, and the “B” group will attend in person instruction on Tuesdays and Thursdays. The remaining three days of instruction will be distance learning with both live instruction from the classroom teacher and time for asynchronous activities.

Diagnostic assessment and ongoing formative assessments are in place to systematically assess students throughout the school year and within the hybrid model to gauge learning loss. The aReading and aMath assessments in the Fastbridge assessment system will be administered three times per year as a diagnostic tool, while District created common assessments and benchmarks will be given at the end of each unit.

Hygiene/Safety Protocol Instruction

Regular Hand Cleansing: Students will be instructed/reminded at the beginning of their learning day to wash their hands, or use hand sanitizer if soap and water is not available, as follows:

When:

- Home: Arriving at and leaving home
- School: Arriving at and leaving school site
- Bus: Before entry and after exit of school bus
- Restroom: Before and after using restroom
- Tissue: After blowing nose with clean tissue and throwing it away
- Eat: Before and after eating food
- Play: Before and after playing outside
- Every 60 minutes: Each 60 minute increment while continually in classroom or learning space

How:

- Students will be taught to wash their hands by getting them wet; applying soap; rubbing the soap vigorously on palms, between fingers, and on back of hands for 20 seconds, rinsing and rubbing under running water, then drying
- Younger students can be taught to do the act while singing or reciting various songs or rhymes that are approximately 20 seconds in length

- Students will be instructed/reminded at the beginning of their learning day to sanitize their hands as follows when soap and water is not available for washing: Squirt a dime size dollop on their palm, rub on palms, between fingers, and back of hands until dry

Nose Wiping/Blowing: Students will be instructed/reminded at the beginning of their learning day to only blow or wipe their nose with a clean tissue, to throw it away, and then to cleanse their hands

Coughing/Sneezing Etiquette: Students will be instructed/reminded at the beginning of their learning day to cough or sneeze into the inside of their elbow or a clean tissue

Keep Hands Away From Face: Students will be instructed to not touch any part of their face (i.e. nose, mouth, eyes) without a clean tissue

Face Covering: At certain times, students will be expected to wear a facial covering in order to keep themselves and others safe. At other times facial covering use will be encouraged and, at times, removal will be allowed and expected. They will be instructed on proper use of a facial covering at the beginning of their learning day:

- Handle only the straps, do not touch the main part of the face covering

- Cover both their nose and mouth

- If using a cloth facemask from home, hand wash the facemask each night and hang up to dry or run through the dryer

Follow the Flow: Students will be instructed/reminded each morning to follow the arrows when walking outside and avoid congregating in large groups

Social Distancing: Students will be instructed to maintain 6 feet of distance from others as much as possible and practicable at all times while on the campus and entering and exiting the campus. Distance markers will be prominent in various locations throughout the campus to assist students with gauging distances.

Student Arrival Procedures

Multiple entry/exit points to/from the campus, as many as possible and practicable, will be identified by name and clearly marked with signage to reduce the number of students queuing at each entry. Each class will be assigned an entry point by school staff, in order to distribute the entry of students and minimize congregating. Gates to entry points will remain closed and locked until fifteen (15) minutes before the school start time. Only students arriving earlier for breakfast or for before school child care program, if available, will be allowed into the campus prior to the 15-minute opening.

With signage and public announcements, students waiting to enter the campus will be required to maintain social distance of six (6) feet from others and to wear a facial covering over their nose and mouth. At each entry point, a large, prominent sign will be posted providing the following instruction:

- Maintain six (6) feet apart

- You must wear a face covering

- Do not enter if you have: Fever (above 100.4 degrees) or cough or trouble breathing

Disposable facemasks will be available at each entry to give to students who are not wearing one. In addition, students will be required to use hand sanitizer before entering campus.

All students entering campus will undergo temperature and symptom checking when they arrive at the entrance. Students with a temperature greater than 100.4F or any symptoms will be sent to the Health Office for additional appraisal.

Once students enter the campus, they will be instructed to go directly to their classroom and not stop or congregate with other students. School staff will be positioned around the campus to remind students not to loiter or congregate.

Students who arrive late to school after Student Arrival Procedures have been completed will check in at the designated school gate and be temperature and symptom checked by the Health Clerk or other school office staff member. If they have a normal temperature and no symptoms, they will be directed to their classroom. Late students with a temperature above 100.4F or any symptoms will be sent to the Health Office for additional appraisal.

All students will wash their hands or use hand sanitizer upon entering the classroom.

On-campus traffic flow and groupings

Students will remain in stable groups in their classroom or other instructional setting and not mix with other classes or student groups during the school day.

For middle school students, they will remain in stable cohort groups for instruction in all subjects as much as possible. Teachers will be required to move from class to class for period transitioning.

Physical Education – The State of California enacted legislation to suspend the requirement for a minimum number of P.E. minutes for the 2020-21 school year to avoid large groupings of students. Consequently, P.E. classes will not be conducted and locker rooms will be closed while restrictions are in place. Students will remain in stable groups and be taken outside by their teacher to participate in physical exercise activities as a group.

Personal Contact Barriers and Spacing

Plexiglass shields will be installed at office counters where staff normally interact with the public and customers.

Plexiglass shields will be provided to teachers for placement on their desk/table.

Chairs in the lobby areas of the school and district offices will be limited to space them six (6) feet apart. Visitors will be asked to wait outside and maintain six (6) feet of distance from others until called in by office staff.

Staff desks will be positioned to be at least six (6) feet from other staff members. In cases where an office is shared and six (6) feet of social distance cannot be maintained, other options will be employed, such as staggering schedules or relocation, to ensure staff members do not have close contact with each other.

Student desks will be positioned to be at least six (6) feet from other students and their teacher. A maximum of thirteen students will be permitted in TK-3 grade classrooms and a maximum of sixteen (16) students will be permitted in 4-8 grades. All student desks will be flipped around to avoid students from using the desk storing areas.

Personal Protective Equipment (PPE)

Use of Face Coverings and/or Face Shields for Students:

Students in grades PreK through second grade are required to wear face coverings under limited circumstances and encouraged to wear face coverings in their classrooms.

Students in grades 3 through 8 are required to wear face coverings under most circumstances.

Exceptions may be granted for the following reasons:

Medical/Physical Conditions – Student has a medical condition or disability that prevents them from wearing a face covering. Each request must be communicated to the school principal for consideration.

Use of Face Coverings and/or Face Shields for Staff:

Staff are required to wear a face covering over their nose and mouth while on school campus. Staff must wear a face covering the moment they exit their vehicle and are in School or District facilities, including the parking lot.

Exceptions may be granted for the following reasons: Staff member is behind their desk/cubicle that has a Plexiglass shield, staff member has a medical condition or disability that prevents them from wearing a face covering. Staff member must contact the Personal Services Department to be granted the exception. Furthermore, staff member will be required to wear a face shield with a drape in lieu of a face covering.

Certain staff will be issued N95 or KN95 masks to wear if they work directly with students who are ill or have conditions for which the staff member needs added protection. This may include: Office/Health Technicians, District Nurse, Special Education staff, and custodians.

Learning Space Configuration

Furniture, equipment, and storage in classrooms will be minimized in order to allow maximum spacing between students and adults. All non-essential items, including couches, seats, assembly/gathering carpets, bookcases, filing cabinets, etc., will be removed and stored in designated areas tagged or catalogued with the classroom from which it originated. Carpets or items that encourage grouping or gathering will not be used.

The teacher desk/table will be positioned so that the seat is at least six (6) feet from all student desks/tables. In cases where the current teacher desk/table is large thereby impeding the ability to maximize spacing, it will be removed, stored, and replaced with a smaller desk/table. Plexiglass shields will be placed on the teacher desk/table

As much as possible and practicable, student desks will be placed six (6) feet apart in rows all facing the same direction, with uniform spacing between rows and seats. For Grades TK-3, a maximum of thirteen (13) student desks will be in each classroom. For Grades 4 – 8, a maximum of sixteen (16) student desks will be in each classroom. Below is a summary of the parameters for arranging student desks in classrooms:

- All students facing the same direction, toward the front, to the extent possible
- No desks/tables will be positioned for students to face each other, regardless of distance from each other

- All desks when possible will be flipped the opposite direction to prevent students from using the desk storage areas
- All desks/tables spaced evenly apart with as close to six (6) feet of separation from all other students as possible
- The seat portion of teacher desk/table separated by a strict six (6) foot distance from the closest student desk(s)/table(s)
- Area(s) used by teacher for instructing must be a strict six (6) foot distance from the closest student desk(s)
- Placement of desks will not block exits, allow access to sink, and must allow an organized entry into and exit from the room while maintaining social distance from others

Teachers will develop a seating chart and ensure students strictly adhere to the seating arrangement so that the same student uses the same desk/table every day.

Classroom Supplies Used by Student

Teachers will develop plans to limit use of shared objects and equipment, and when unavoidable, to clean and disinfect between uses. Frequently shared objects include but are not limited to toys, games, art supplies, learning aids, books, electronic equipment, and playground equipment.

Each student will be given their own set of supplies in clearly labeled containers. Middle school students will carry/maintain their own supplies when necessary. Manipulatives, sensory tools, and behavior supports will be individualized and clearly labeled. Students receiving special education services will bring their own supplies to utilize during sessions.

Teachers will instruct and regularly remind students regarding the non-sharing of supplies and books.

Use of Non-Classroom Spaces for Learning (MPR, Library, Hallways, Outdoors)

No assemblies or gatherings will be allowed in the Multi-Purpose Room, Library/Learning Resource Center, or other campus locations. Consequently, these spaces will be available to use as classrooms.

Teachers are encouraged to take their students outside for learning activities and to use hallways or outside walkways for independent learning activities throughout the day, as long as the stability of the cohort group and six (6) foot spacing between students can be maintained.

Student Dismissal Procedures

Dismissal times for Grades TK-3 and 4-8 are currently staggered by 26 minutes. Principals will work with school staff and the Transportation Department to further stagger dismissals within grade spans, or by class, by a few minutes (i.e. 2 to 5) in order to minimize the number of students exiting the campus at one time. Prior to dismissal, teachers will remind students to put on their facial covering, use their designated exit point, and not loiter or congregate. School staff will be positioned around the campus to also remind students of the protocols. Students are expected to wear facial coverings as they exit their classroom/learning space until they are off school campus and either walking home or entering the vehicle of the individual picking them up.

Parents will be encouraged to wait in their vehicles and not congregate at the exits. Students waiting for pickup by parents are expected to social distance and wear facial coverings. For Special Day Class (SDC) students who are transported by the District, staff will accompany these students to the loading area and maintain stable cohort groups with social distance from other individuals and cohort groups. For SDC

students that are not transported by the District and require physical support and/or hand-to-hand release, staff will communicate with parents to coordinate a designated spot for pickup.

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

Description	Total Funds	Contributing
<p>CASS Supplemental Materials</p> <p>School sites are allotted funds to purchase CASS-aligned supplemental materials to support the needs of their EL, FY, LI students.</p>	\$150,000.00	Y
<p>Professional Development</p> <p>Teachers will receive professional development according to their site based identified needs to increase their effectiveness in delivering standards-based instruction to their ELs, FY and LI students.</p>	\$130,000.00	Y
<p>Instructional Technology</p> <p>Teachers are supported with the integration of instructional technology in order to assist students in reaching grade level proficiency in content standards.</p>	\$226,684.00	Y
<p>Expanded TK Eligibility and Grade Span Adjustment</p> <p>The district will expand the eligibility window for entrance into the TK program to include students with birth dates from September 2nd through March 2nd. In addition, class sizes will be reduced in grades TK-3 where there will be a teacher to student average ratio of 24:1.</p>	\$2,565,985.00	Y
<p>Common Planning Time</p> <p>Teachers will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students.</p>	\$320,000.00	Y
<p>Summer School</p> <p>1st - 7th grade EL, FY, and LI students will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet their unique needs.</p>	\$125,000.00	Y
<p>Instructional Math Coaches</p> <p>Teachers will receive support and training allowing students to receive more effective mathematics instruction in order to increase their academic achievement.</p>	\$260,191.00	Y
<p>Extended Day Enrichment</p>	\$55,000.00	Y

Students have opportunities for enrichment/ extended day to increase differentiated instruction to meet their unique needs		
STEM Specialist Students will receive more effective core instruction in the new Next Generation Science Standards	\$109,898.00	Y
Fask Masks Face masks have been purchased in order to provide required PPE needed for staff, students, and any visitors to resume in person instruction.	\$17,285.00	N
Touchless Thermometers Additional touchless thermometers have been purchased following required health department guidelines to safely assess all students and staff before they come on campus for in person instruction.	\$2,343.96	N
Gallon Hand Sanitizers Additional hand sanitizer has been purchased to keep in all classrooms and high touch areas in order to maintain a healthy and safe environment for all students and staff as they return to campus for in person instruction.	\$6,895.20	N
Disinfectant Additional cleaning supplies have been purchased in order to provide a safe and healthy environment for students and staff upon return to in person instruction.	\$2,955.88	N
Electrostatic Sprayer Additional cleaning supplies have been purchased in order to provide a safe and healthy environment for students and staff upon return to in person instruction.	\$44,197.73	N
Super 60 Foam Spray Additional cleaning supplies have been purchased in order to provide a safe and healthy environment for students and staff upon return to in person instruction.	\$4,059.22	N
School Nurse Additional Hours Additional staffing is needed to maintain safety and daily operation protocols to prepare for in person instruction	\$1,344.83	N
Reusable Face Masks	\$1,080.55	N

Reusable face masks were purchased for students and staff in order to provide a safe and healthy environment in accordance with the guidelines set forth by the department of health upon return to in person instruction.		
Reusable Face Masks with LLCSD Logo	\$10,953.74	N
Reusable face masks were purchased for students and staff in order to provide a safe and healthy environment in accordance with the guidelines set forth by the department of health upon return to in person instruction.		
Signage	\$12,937.74	N
In accordance with the department of public health guidelines for in person instruction, signage including symptoms checklists and social distancing requirements were purchased for all school sites.		
Plexiglass	\$30,000.00	N
Plexiglass barriers were purchased for teacher's desks and common areas, including school offices to provide a safe environment for students and staff upon return to in person instruction.		

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.]

The Little Lake City School District is committed to providing high-quality instruction during this time of distance learning. The Board of Education approved full distance learning (LLCSD Virtual Academy) for all students beginning on August 19, 2020 to November 13, 2020. If the Los Angeles Department of Public Health deems it safe for in person instruction prior to November 13, 2020, then the Board will reconvene to make an informed decision at that time. As a result, an instructional model for the LLCSD Virtual Academy needed to be developed. To ensure an effective instructional model, several district task forces, composed of teachers and administrators, were created to develop a robust and rigorous distance learning program for all students. The Instructional Schedule Taskforce was responsible for collaboratively developing academic schedules for the LLCSD Virtual Academy for all students while adhering to the revised minimum instructional minutes per SB 98. The instructional day includes daily live teaching from the classroom teacher, in addition to asynchronous work.

The Transitional Kindergarten and Kindergarten schedule, shown below, includes an AM and PM group. This allows for smaller groups and increases the ability for the teacher to monitor a smaller group of students at one time. The schedule reflects instructional blocks for math, language arts, SEL, science, social studies, PE, and art, while also allowing for small group instruction time.

TK/K 100% Virtual Academy Schedule AM Group: 8:15 am - 11:15 am PM Group: 11:30 am - 2:30 pm					
AM Group PM Group	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:35 11:30-11:50	Opening /Calendar				
8:35-9:15 11:50-12:30	Math				SEL
9:15-10:15 12:30-1:30	Language Arts Sci./HSS with ELD strategies embedded				Small Group Support
10:15-10:45 1:30-2:00	PE				
10:45-11:15 2:00-2:30	Music	Art	Music	Art	Independent Work

The 1st - 5th grade schedule, shown below, includes the support of a support teacher for each grade level allowing small groups for instruction. In this schedule, students begin the instructional day with their classroom teacher for the first hour. After, the class is split into two groups. Half of the students remain with the teacher on Mondays/Wednesdays while the other half works with the Support Teacher and work asynchronously. The other half of the students remain with the teacher on Tuesdays/Thursdays while the others work with the Support Teacher and work asynchronously.

ELEMENTARY DAILY SCHEDULE (1ST-5TH) MONDAY - THURSDAY			
<ul style="list-style-type: none"> 8:15 - 9:15 - All students are with their teacher for Live Instruction Beginning at 9:15 the group is split into 2. Half of the students remain with the teacher on Monday/Wednesdays while others work with the Support Teacher and work independently. The other half of the students remain with the teacher on Tuesdays/Thursdays while the others work with the Support Teacher and work independently. 			
8:15 - 9:15	English Language Arts/Math - Whole Class		
9:15 - 9:55	<u>Teacher (1/2 class)</u> ELA	<u>Support Teacher (1/4 class)</u> ELA Support	<u>Independ. Work (1/4 class)</u> TWIG Science
9:55 - 10:10	Break		
10:10 - 10:40	<u>Teacher (1/2 class)</u> Guided Reading/Writing	<u>Support Teacher (1/4 class)</u> ELA Support	<u>Independ. Work (1/4 class)</u> TWIG Science
10:50 - 11:30	<u>Teacher (1/2 class)</u> Math	<u>Support Teacher (1/4 class)</u> Math Support	<u>Independ. Work (1/4 class)</u> PE
11:30 - 12:30	Student Lunch		
12:30 - 1:10	<u>Teacher (1/2 class)</u> Math	<u>Support Teacher (1/4 class)</u> Math Support	<u>Independ. Work (1/4 class)</u> PE
1:10 - 1:50	<u>Teacher (1/2 class)</u> Science/Social Studies	<u>Support Teacher (English Learners)</u> English Language Development	<u>Independ. Work (all others)</u> Independent Practice

The middle school (6th-8th) schedule is a block schedule allowing teachers to have more instructional time and interaction with their students from Monday through Thursday. Each instructional day begins with homeroom where teachers provide Social Emotional Learning (SEL) instruction. After that, students attend either periods 1-3 or 4-6. On Mondays through Thursday, each period is 75 minutes in length. Approximately 40-50 minutes is for live teacher instruction (synchronous) and the remainder of the time is for independent practice (asynchronous). On Fridays, students have live interaction with all teachers, allowing teachers to review any necessary skills that may need reinforcing from the week, as well as provide an opportunity to provide students with a preview of the upcoming week.

6th-8th 100% Virtual Academy Schedule						
	Monday	Tuesday	Wednesday	Thursday		Friday
8:10 - 8:40	HR/SEL	HR/SEL	HR/SEL	HR/SEL	8:10 - 8:30	HR
8:45 - 10:00	Period 1	Period 4	Period 1	Period 4	8:35 - 8:55	Period 1
10:00 - 10:15	Break				9:00 - 9:20	Period 2
10:15 - 11:30	Period 2	Period 5	Period 2	Period 5	9:25 - 9:45	Period 3
11:30 - 12:30	Student Lunch Teacher Lunch 30 minutes /Teacher Prep 30 minutes				9:45 - 10:00	Break
12:30 - 1:45	Period 3	Period 6	Period 3	Period 6	10:05 - 10:25	Period 4
1:45 - 3:15	Professional Duties (i.e. Teacher Planning / Content Team Collaboration / Evaluating Student Work / Professional Development / DRS every 6 weeks)				10:30 - 10:50	Period 5
** 40 - 50 minutes Synchronous Live instruction per period ** 25 - 35 minutes Asynchronous instruction per period - Independent Practice Assigned work is for that day. You do not need to assign work for the following day.					10:55 - 11:15	Period 6
					11:15 - 11:30	Independent Student SSR
					11:30 - 12:30	Lunch

To provide students with instructional continuity, the task force developed the TK-8th grade schedules to be geographically fluid. The schedules will remain in place whether students are participating in the LLCSD Virtual Academy or In Person Hybrid Model. There will be little to no disruption in learning due to a change from virtual to in person or vice versa.

The Instructional Program Taskforce was charged with recommending effective technology tools and platforms for distance learning for all students. In addition to tools and platforms, they researched and recommended an online diagnostic assessment tool to identify learning loss as outlined in SB 98. The following recommendations were made and purchased:

SeeSaw (PreK-1) - Platform for student engagement. Students can show what they know using photos, video, drawing, text, etc. Teachers can provide immediate feedback.

RAZ Plus (PreK-5) - Contains Reading A-Z and Raz Kids. Books are leveled and align with our Data Reflection Sessions. Students read grade level books and can record themselves reading. Students can also have a personal library.

Clever (All) - Single Sign On Platform allows students and staff to access all of their learning platforms with one sign on.

EdPuzzle (2nd-8th) - Turns any video into a lesson (YouTube, Khan Academy, or self created). Teachers can add their own voice to the video and embed questions for students. Teachers can monitor student's work and monitor their progress in real time.

Zoom (All) - One license per teacher.

ScreenCastify (All) - Platform to record and edit videos. Works with Ed Puzzle directly. Can be used for Read Alouds or to explain content.

TWIG Science (1st-5th) - Online NGSS science lessons designed for distance learning that can be done independently. Focused on investigation, design, building and understanding phenomena.

Discovery Experience (PreK-8) - Access to all Discovery ED content and videos covering all subject areas, but specifically Science/Social Studies. Teachers can use already created Storylines, or create their own to include video, text, and questions.

Lexia (6th-8th) - Personalized self paced direct instruction and intervention in language arts.

KAMI (2nd-8th) - Allows students and teachers to view, annotate, and collaborate on any document or image on a Chromebook.

FastBridge (All) - Diagnostic assessment to be administered 3 times per year. The first assessment will provide baseline data and information regarding possible learning loss that occurred during the end of the 2019-2020 school year.

In addition to creating schedules and recommending technology tools and platforms, districtwide instructional pacing plans and assessments needed to be modified and adapted for the 2020 - 2021 school year to fit the decreased instructional time in the Virtual Academy schedules. As a result, Pacing Guide and Assessment Grade Level Committees met virtually to make the changes in instructional pacing and assessments to meet the learning needs of our students and to account for learning loss during Trimester 3 of the previous school year. The most essential standards, based on SBAC Blueprints and Item Specification, were identified in each unit within the pacing plans.

To further mitigate student learning loss and fill learning gaps, Bridge Units were created for each grade level in the areas of language arts and math. The Bridge Units consist of the most essential standard from the prior grade that teachers will need to review with their students during

the beginning of the school year. The pacing guides allow for flexibility of time during the beginning of the year to review pertinent standards from the previous year before beginning to teach using the current grade level pacing guide.

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.]

The Little Lake City School District communicated with all parents immediately after the first school closure on March 13 to survey the technology needs of our students and families. Parents indicated whether their child/children needed access to a technology device, and if the family had internet service at home. Once numbers were gathered, our technology team began gathering Chromebooks from school sites to prepare them for distribution and hotspot mobile devices for internet access were ordered. Teams of principals, district office staff, teachers, and school support staff arranged several days of curbside distribution services to ensure that all of our students and families had what they needed to participate in distance learning. If families were unable to pick up devices, the Education Services team would arrange to drop off the needed devices to the family home. In considering our staff, while all teachers already had access to a District issued laptop, additional staff including interventionists and instructional assistants were loaned a Chromebook for use at home if needed.

A similar process was completed prior to the start of the 2020-2021 school year. An initial survey went out to help identify the need and number of devices, both Chromebooks and hotspots, to help ensure we had the correct number of devices ready for distribution. Curbside distribution took place at the school sites prior to the first day of school to ensure that every child had what they needed to access distance learning on day one. We continued to loan devices to staff as needed.

The Little Lake City School District is committed to ensuring that every child has a technology device and that every family has internet access. In an effort to make the use of this technology easy and accessible, emails were sent out in both English and Spanish prior to the first day of school with step by step directions and pictures to help students and parents log in properly to the District Chromebooks and access our distance learning platforms including Zoom and Clever. In addition, we are offering a series of parent trainings for parents, grandparents, and caregivers on technology, focusing on the devices and platforms that our students are using.

To ensure that all students had access to technology, the Educational Services team and school site office staff made phone calls when we saw through attendance procedures that students were not connecting with their teachers. The first question asked was if the family or student needed technology and steps were then taken to distribute technology if needed. The District worked with all families, even those with unique circumstances, to do whatever it takes to get devices to them, including making personal drop offs at homes, or having an in person meeting, following safety protocols, to walk parents through the process.

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.]

The LLCSD Instructional Task Force Teams for both elementary and middle schools created schedules (see previous tables) that met or exceeded the required instructional minutes per SB98. In addition, these schedules consist of both synchronous and asynchronous learning time built in to ensure daily live interaction with a certificated staff member, and time for independent practice and assignment/assessment

completion. Regular instruction, check-ins, assignments, assessments, and checking for understanding activities and discussions in real time will determine levels of student access, engagement, and progress.

Attendance will be taken daily using Powerschool. Elementary teachers will take attendance twice a day, in the morning and after lunch. Middle school teachers will take attendance every period. The Weekly Engagement Report completed by teachers indicates both synchronous and asynchronous learning opportunities throughout the week. This document is used to record the time value of pupil work and to record the level of engagement of each student on a daily basis from present and participating, to not present and no participation. This report is signed and certified by the teacher on a weekly basis. Teachers will establish the time value of their assignments, with time spent on completing assigned work and accessing and utilizing learning platforms contributing to the total. Time value of assignments is calibrated by grade level teams during collaboration time or DRS.

Teachers will monitor student participation during synchronous and asynchronous instructional time and assign a participation grade in accordance with a participation rubric. Additionally, work completed during both synchronous and asynchronous time will be turned in and may be graded using either Google Classroom or Powerschool.

Teachers will monitor student progress in a variety of ways including participation in live instruction, small groups, discussions, assignment completion and assessment results. The LLCSD will continue the use of our teacher created District benchmarks to assess student's mastery of essential standards with results used to make instructional decisions for students. Additionally, site administrators will pull data from Powerschool, Illuminate, and the Weekly Engagement Record so that they can also monitor student progress, participation and attendance. If students are not participating or completing assignments regularly, they will be supported through the District's re-engagement process.

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.]

With the implementation of a variety of technology tools and platforms for distance learning, professional development for teachers and support staff was provided prior to the first day of school and a system of ongoing support was developed. The LLCSD instructional calendar includes three non-student days for staff development. As a result of distance learning, the first non-student staff development day was moved to August 18, 2020 allowing district TOSAs to provide training to teachers on the technology tools for distance learning. The professional development day consisted of training in the following technology tools and platforms: Clever, RAZ Plus, KAMI, Lexia, Screencastify, SeeSaw, EdPuzzle. Training included the basics of how to use these platforms, in addition to best practices for implementation and effective use for distance learning. In addition to training, TOSAs provide on-going support through 1:1 coaching, demonstration lesson, co-teaching, co-planning lesson, etc. throughout the school year.

Instructional assistants are utilized in a slightly different manner to support students during distance learning. To ensure that instructional assistants are effectively implementing the technology tools and platforms, professional development was provided. Instructional assistants support our special education students during whole group, small group, and 1:1 instruction. To facilitate small group instruction, instructional assistants were trained in effective use of Zoom breakout rooms. To ensure proper monitoring of students, two instructional assistants are

assigned per break out room. Using flexible groupings in our special education classroom allows for deeper student engagement and an overall richer virtual learning experience.

Throughout the year, the technology department provides technological support for staff with any devices and technology instructional tools and platforms.

Staff Roles and Responsibilities

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

While the majority of our staff members remain in the same roles with the same responsibilities prior to COVID-19, there are a few who have had their role and responsibilities modified:

Instructional Assistants working with our special education students may have been moved to a different classroom assignment during distance learning. All instructional assistants have been assigned in pairs of two in order to safely provide support to students using the break out room feature in Zoom. Breakout rooms allow students to receive small group or even 1:1 support, but only with two instructional assistants present.

Stone Soup child care employees have been reassigned to other roles due to the fact that we are not offering child care in person at this time. These employees' roles have changed and may include taking temperatures of all staff upon entering school campuses, making copies for teachers at the copy machine ensuring that the surface is not touched by numerous people, or assisting our family liaisons with weekly food distribution.

We have a small number of noon supervisors in the district, and their roles and responsibilities have also been affected as lunch time supervision is not required during distance learning. These employees's roles may now include taking temperatures of all staff upon entering school campuses, or making copies for teachers at the copy machine ensuring that the surface not touched by numerous people

The role and responsibilities of our Library Media Specialists have also changed as our libraries are currently closed and books are currently not available for check out. Their responsibilities have shifted to include distribution of textbooks, workbooks, Chromebooks and other materials, and recording read alouds for student and teacher use.

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.]

The Little Lake City School District continues to meet the needs of students with exceptional needs, English learners, foster youth and low-income students. Chromebooks and Hotspots were distributed to **all** students, including English learners, foster youth and low-income students, based on need, in order to access Distance Learning. (Distance Learning Plan is described in the following prompt). Technology devices were delivered to students' homes if transportation was not available. In addition, daily meals (breakfast and lunch) are provided to all students.

We continue to meet the needs of our students with disabilities per their IEPs. Although through a virtual platform, all related services (speech, OT, PT, APE) continue for our students as indicated in their IEPs. Service providers have worked diligently to communicate with each family to schedule remote service time for the student. In addition, IEP meetings have been held virtually and we continue to monitor student progress of goals.

English learners are provided with Integrated ELD throughout the day in all content areas. Designated ELD is provided through small group instruction. To ensure the quality of instruction, ELA/ELD TOSAs developed Designated ELD lessons and trained support teachers in effective ELD virtual lesson delivery. In addition, the TOSAs and site English Learner Coordinators continue to provide support for teachers of English Learners and monitor students. Online programs and tools to support our English learners and their families, such as Rosetta Stone, BrainPop ELL and Kami, are provided as additional instructional supports.

Our Family Liaisons maintain close communication with our Foster Youth families to ensure they obtained the necessary technology devices (Chromebooks and Hotspots) from the District in order to access Distance Learning. In addition, District counselors frequently connect with our Foster Youth students and parents to ensure their social emotional needs are met and provide counseling services virtually, as needed.

Low-income families continue to participate in the weekly Backpack Program which provides them with non-perishable foods for the week. In some instances, these backpacks are delivered to homes where families lack transportation. District Family Liaisons increased communication with our disadvantaged families to monitor students and determine any additional needs. Based on needs, they provide timely information regarding community services.

In addition, our McKinney Vento students were provided with a backpack full of school supplies to start the year well equipped with the necessary tools to access instructional materials to complete assignments at home. These backpacks were provided to parents via a drive through method to ensure all safety protocols were adhered to for the safety of all. In some instances, backpacks were delivered to the home due to lack of transportation.

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

Description	Total Funds	Contributing
HotSpots	\$11,611.50	Y
Hotspots were purchased to ensure that all students and families have internet access in their home in order to successfully access distance learning instruction and platforms. Students who are low-income, foster youth, and English learners were a priority for this service, although the District was able to ensure that all students who requested a hotspot had access to one.		

Hotspot Services	\$5,200.50	Y
<p>The District will maintain the cost of operating the Hotspot internet service on a monthly basis. Students who are low-income, foster youth, and English learners were a priority for this service, although the District was able to ensure that all students who requested a hotspot had access to one.</p>		
Zoom Licenses	\$1,037.85	N
<p>Zoom licenses were purchased for all certificated staff members in order to provide daily, live interaction with students using all of the advanced features of the Zoom platform.</p>		
Screencastify	\$6,750.00	N
<p>Screencastify is a digital platform that makes it easy to record, edit, and share videos of your computer screen. Recordings can easily be shared in Google Classroom.</p>		
Lexia	\$45,800.00	N
<p>The Lexia reading program was purchased for 6th - 8th grade students. It is a personalized, self-paced direct instruction and intervention in English language arts. Students begin by taking the Lexia Rapid Assessment, which is a computer-adaptive assessment that identifies and monitors key reading and language skills, and providing actionable data for instructional planning. Students then progress through the skill based lessons they are assigned based on their data.</p>		
Seesaw	\$7,011.40	N
<p>A distance learning online platform for student engagement, primarily for preschool through second grade. Students can show what they know using photos, video, drawing, or text. Teachers can provide immediate feedback on student work.</p>		
Learning A-Z Raz Plus	\$27,158.25	N
<p>A technology program for distance learning that gives teachers and students access to a wide variety of leveled books. This platform can be used for virtual guided reading and books can be printed or read digitally. Teachers can assign leveled books to students, perform online reading running records where students record themselves for teachers to assess, and access materials to use for close reading.</p>		
Ed Puzzle	\$8,550.00	N
<p>Ed Puzzle is a digital platform for teachers to use during distance learning that allows them to turn any video into a lesson by editing the video and adding questions, teacher commentary, and instructions for student work and engagement throughout.</p>		

BrainPop	\$23,600	N
BrainPop is an online learning resource that will be used for middle school students to support core and supplemental instruction. It includes engaging learning games and animated movies and activities and challenges students to reflect and make connections.		
KAMI	\$11, 627.50	N
KAMI is a digital classroom application that transforms any document into an interactive learning experience for students and teachers. Students can annotate, add text, draw, and record. In addition, it integrates directly into Google Classroom.		
TWIG Science	\$55, 560.96	N
An online science program used for students in grades 1-5 to allow students to engage in and experience STEM activities, become engaging problem solvers, and make sense of phenomena.		
Discovery Education Experience	\$22,960.00	N
Discovery Education Experience provides engaging high-quality content, ready-to-use digital lessons, creative collaboration tools, and practical professional learning resources to give educators everything they need to facilitate instruction.		

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.]

The Little Lake City School District has a variety of measures in place to assess pupils for the purpose of measuring learning loss throughout the school year, particularly in the areas of English language arts, English language development and mathematics. We will primarily use two different assessment tools as a means to measure academic growth or regression, one being a universal screening and diagnostic tool, and the other being a series of formative assessments used as progress monitoring tools. These tools are adaptable and can be used within any instructional delivery model whether students are attending school in person, or participating in distance learning.

The first tool is the FastBridge Assessment tool. Within FastBridge, students in grades kindergarten through eighth will take the Adapted Reading (aReading) and Adapted Math (aMath) diagnostic screening exams three times per year (fall, winter, and spring). The aReading exam is a computer-administered adaptive measure of broad reading that is individualized for each student. Items tap a variety of skills including concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. Skills assessed on the aMath exam include counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers and operations, measurement and data, and geometry.

The FastBridge adaptive assessments for reading and math include questions and response formats similar to the state-wide assessments. There are both auditory and visual stimuli presented for each question. These adaptive assessments will identify learning loss and gains and evaluate student performance against local norms, mastery criterion, and predictions of risk to meet proficiency standards on state tests.

The second assessment tool used to identify learning loss is the LLCSD teacher created common assessments and benchmarks. These assessments, that were carefully designed by teams of teachers under the guidance of our content area TOSAs, are aligned with our District pacing guides and assess the most essential standards per unit. In English language arts, these assessments take place approximately every six weeks. In the area of mathematics, assessments take place every three to seven weeks, depending on the length and content of the unit. In order to administer these assessments in a distance learning environment, students will use the Illuminate platform to test online.

In the area of English language development, all English learner subgroup data is pulled from both FastBridge assessments and District created assessments in the areas of English language arts and mathematics. In addition, specific assessments targeting English language development for elementary English learners will be given using Learning A-Z ELL three times per year to assess specific learning loss and gains in this area. Middle school English learners will take assessments using BrainPop ELL three times per year to measure learning status in the area of English language development.

Professional development will be offered to all teachers in using both FastBridge and the Illuminate Platform.

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.]

To account for learning loss and accelerate the learning process, the English language arts and mathematics TOSAs created Bridge Units to start off the 2020-2021 school year with. The purpose of the Bridge Units is to close learning gaps and mitigate learning loss from the 2019-2020 school year, by providing instruction and review for all students on key standards from trimester #3 of the previous grade level. The units address essential skills and standards that students will need in order to progress successfully in their new grade level. Teams at each grade level met prior to the beginning of the school year to modify pacing guides and plan time for the Bridge Units within the current plan.

In addition, teams of teachers met by grade level to modify pacing plans for the 2020-2021 school year in both English language arts and mathematics. The purpose of the revisions was to identify the most essential learning standards for students in each content area, utilizing resources such as teacher survey data from trimester #3, the CAASPP blueprints and item specifications indicating heavily weighted targets, and guidance from Achieve the Core. With a change in schedule and instructional minutes in the distance learning model and documented in SB 98, the goal was to ensure the least amount of learning loss and to accelerate learning for all students. These modified unit plans were shared with all teachers and will be used to ensure essential targets are taught and learned.

After the modification of units, teams of teachers revisited the District common assessments and benchmarks and made revisions to match the updated pacing guides. This will allow teachers to assess students on the selected essential standards using these progress monitoring tools.

All English learners will receive both Integrated and Designated English Language Development throughout the instructional day. Approximately 25% of English learners that completed the ELPAC assessment prior to school closure at the end of the 2019-2020 school

year, scored a 4 on the ELPAC and as a result reclassified to RFEP status. However, there were many English Learners that did not complete the ELPAC assessment. The focus for these students is to identify learning loss and develop and implement a plan to meet their learning needs. To determine learning loss and needs, elementary English learners will take the RAZ Plus ELL Edition Assessment, while middle school English learners will take the BrainPop ELL Placement Test. These results will provide valuable information necessary to develop an effective instructional plan to close learning gaps. Each school site has an English Learner Coordinator that will closely monitor English learners and work closely with classroom teachers and district TOSAs. Additional supports may include small group instruction, and support through the RAZ Plus ELL Edition which includes ELL Reader Packs, ELL Content Picture Packs, ELL Grammar Resources, ELL Vocabulary Book Series, ELL Vocabulary Power Packs, ELL Comic Conversations, and ELL Language Skills Packs.

Low-income students continue to receive a variety of academic and social and emotional supports. Low income families continue to participate in the weekly Backpack Program and receive non-perishable food. Prior to the first day of school, low income students received a backpack full of school supplies to ensure that students were prepared for distance learning. In preparation for distance learning, district Family Liaisons contacted individual families to ensure they checked out a Chromebook and Hotspot from the district and that they were able to successfully connect. Counselors are available to meet virtually with students 1:1 should they need social emotional support or services. Academic schedules include time for small group and 1:1 instruction allowing teachers to homogeneously group students according to need for more focused instruction. Results based on teacher observations, student work, and formative assessment will be analyzed during Data Reflection Sessions to determine further needs of the low-income student subgroup. This data helps grade level teams to develop targeted instructional supports to ensure success including small group instruction and differentiated support .

Pupils with exceptional needs will continue to receive services as identified in their Individualized Education Plans to the extent practicable. Students will continue to work on goals set forth in their IEPs and have access to and instruction on grade level essential standards. To address learning loss, additional instructional programs and platforms have been purchased for this population including iKnow it, and SuccessMaker, an digital adaptive learning program which provides intervention and differentiation for each student in both English language arts and mathematics based on identified needs. These programs will provide personalized support to students during asynchronous learning time. While synchronous instruction will at times be provided in a whole group setting, students will also work in small groups throughout the day using the Zoom breakout room feature where they will receive specific instruction from their teacher, and support from instructional aides. This small group format will allow teachers to maximize student learning and address any identified learning gaps.

Pupils who are experiencing homelessness or who are identified as foster youth are closely monitored by our school counselors and family liaisons. Learning progress and attendance data is closely monitored by staff and immediate contact is made when there are concerns in either of these areas. Additional resources are offered to families who are identified as homeless, including participation in food distribution programs, housing resources, and access to counseling, to ensure that student basic needs are met first, so that learning can take place. In addition, outreach takes place to ensure that the student has school resources including technology, internet access, and school supplies. Homeless students and foster youth are identified as subgroups for classroom teachers and may participate in additional small group instruction throughout the school day to assist with learning loss that may have occurred. Students' academic data is also pulled as a subgroup and individual students are closely monitored during Data Reflection Sessions by both administration and teachers.

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 Little Lake City School District has engaged in the signature practice of Data Reflection Sessions (DRS) for many years. Administrators and teachers participate in cycles of inquiry throughout the school year to determine the effectiveness of instruction, support, and services that are in place for our students.

Assessment data from the diagnostic tools, aReading assessment, aMath assessment, as well data from District common assessments and benchmarks for progress monitoring will be analyzed during DRS to look for patterns and measure learning loss. DRS, which will occur monthly for elementary teachers and every six weeks for middle school teachers, will provide grade level teams time to review the results of assessment data, share best instructional practices, analyze student work, and to plan for future instruction. DRS allows for a high level of purposeful collaboration in order to continually improve instruction and address learning loss. Strategies and action steps will be identified at each DRS session based on data, to address the specific skills or strategies that need reteaching or intervention. Teachers will engage in cycles of inquiry at this time to examine the effectiveness of the strategies the team has agreed to use to improve student learning and mitigate learning loss.

The District will continue to use Illuminate as a platform for students to take assessments, and also as a data management platform to house data, pull reports, and disaggregate data based on subgroups. A common testing protocol for parents has been developed to help ensure testing validity while students are being assessed from home.

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

Description	Total Funds	Contributing
Fastbridge The Fastbridge program houses a variety of diagnostic and formative assessments for students in grades K through 8. LLCSD will primarily use the aReading and aMath assessments as a diagnostic assessment given electronically three times per year to gauge learning loss and gains and to help plan for intervention and instruction.	\$34,192.50	N
Successmaker (SAVVAS) Successmaker is an online intervention program that provides adaptive, game-based math and reading instruction to students with exceptional needs.	\$25,900.00	N
iknowit iknowit is a comprehensive, interactive math practice site that will be used during asynchronous learning. Assignments are differentiated for students allowing them to work at their independent level and pace toward mastery of concepts and skills.	\$1,350.00	N
Learning A-Z ELL Edition	\$2,381.85	Y

The ELL Edition provides research-based resources for English learners including assessments to track progress, resources to develop English speaking, listening, writing, reading and academic vocabulary.		
Brain Pop ELL BrainPop ELL will be used for middle school English learners as an online platform to not only assess students, but to give them access to a collection of resources, including ELL-specific graphic organizers, and lessons covering grammar, reading, writing, and language functions.	\$7,155.00	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.]

The Little Lake City School District has a variety of programs to address the mental health and emotional well being of staff and students. All LLCSD students participate in Social Emotional Learning using the Second Step Program. SEL lessons are part of the distance learning schedule and take place at minimum once per week at the elementary level and twice per week at the middle school level. Lessons cover topics including bullying, managing feelings and emotions, self care, and conflict resolution.

Elementary and Middle School Counselors work with students based on referral or on an as needed basis to provide small group or individual social emotional support to students. If a student or family has additional needs beyond the scope of the school counselors, referrals are made to outside resources and community providers for additional therapy and support. The School Counselors provide bi-monthly activities for students virtually around the topics of friendship, bully prevention, gratitude, kindness, college and career, and self-care. School Counselors have created virtual counseling rooms where students can choose from calming music and videos, read alouds with lessons on growth mindset and how to handle emotions. Students can also contact their counselor from the virtual room if they need additional assistance.

Certificated and classified staff have received professional development on social emotional learning and best practices for the last few years. In early October, a group of certificated and classified staff will participate in the annual conference hosted by the National Association for the Education of Homeless Children and Youth. Many of the sessions are focused on student social emotional wellbeing during the pandemic. In addition, our district website includes prevention resources for bullying, harrassment, and youth suicide, along with a wide array of links to websites where staff can obtain additional information and resources.

Little Lake City School District has a district Positive Behavior Intervention and Supports Team that helps to provide a Multi-Tiered Systems of Support (MTSS) for school sites. Each site has been issued a Behavior Expectations Matrix for Distance Learning.

Staff members have access to the Employee Assistance Services for Education (EASE) program offered through the Los Angeles County Office of Education. EASE provides confidential face-to-face counseling services, phone conversations, and community referrals for employees and immediate family members. EASE flyers and information are sent out monthly to employees by the Assistant Superintendent of Personnel Services. In addition, our counseling team is currently creating a virtual social-emotional room for staff that will include

resources and supports for their social emotional health and wellbeing. In addition, principals meet with grade level teams at least once a month to check in with the team and determine student and staff needs. These meetings provide principals the opportunity to provide support to staff as many staff members are dealing with trauma and other impacts of COVID-19 that they may be dealing with at home. Since most of our teachers are working from home, principals have a Zoom meeting open at all times to ensure teachers immediate access to the principal throughout the day.

Resources and training for the prevention of bullying and harassment and prevention resources for youth suicide are available on the District website under Student Services. Information includes tips for parents and caregivers, risks and warning signs, and a variety of resources and links to pertinent information.

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 is not engaging in instruction and is at risk of learning loss.]

The LLCSD school counselors conduct outreach to students on their caseload and continue to accept referrals from all staff on behalf of any student and family in need of support.

The LLCSD Social Emotional Learning Task Force, composed of teachers, school counselors, family community liaisons, and administrators, are dedicated to strengthening the voice of students and families, by bringing focus to the needs of students so as to allow every student to reach full potential. The Task Force intends to inform, educate, and support training for parents, all to enhance family engagement.

LLCSD's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning Opportunities. A tiered approach for re-engagement was created for students who are absent from distance learning 60% of the school week. Parent contacts will be made in English and Spanish.

Universal Attendance Procedures:

Elementary: If a student is absent from school any day of the week, an automated email will go out notifying parents.

Middle School: If a student is absent from 2 or more periods in a given school day, an automated email will go out notifying parents

Tier 1: Student is absent 60% of the week.

On Mondays, attendance/engagement reports will be run for the prior week. If a student is marked absent for 3 days in one week (elementary), or misses 2 or more periods 3x a week (middle school), that student will be logged into the "Attendance Re-engagement Program".

1. Attendance Clerks/Office Staff will reach out to parents/guardians and communicate attendance guidelines.
2. Be sure parents are receiving any automated alerts sent out by the teacher/school.
3. Address any attendance barriers to online learning (Identify social, emotional, and physical health); technology (access to devices and WIFI); parent employment; or housing barriers to attendance.

Tier 2: Students are logged into the “Attendance Re-engagement Program” for 3 weeks during the trimester.

School Counselor/Family Liaison will reach out to facilitate the scheduling of a Student, Parent, Teacher, Administrator Conference via Zoom/Virtual platform.

1. Attendance goals and plans will be developed.
2. Address any attendance barriers to online learning (Identify social, emotional, and physical health; technology (access to devices and WIFI); parent employment; or housing barriers to attendance.
3. School Counseling Referral (if necessary).

Tier 3: Students are logged into the “Attendance Re-engagement Program” for 5 weeks during the trimester.

If safe, socially distanced Home Welfare Check by team (Principal, School Counselor, Family Liaison).

1. Verify safety and residency
2. School Attendance Review Team S.A.R.T.
3. School Attendance Review Board S.A.R.B.

School Nutrition

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

The Little Lake City School District continues to work diligently to provide meals to the children in our community. Nutrition Services has made the required modifications to ensure safety for all implementing social distancing, handwashing, and proper use of personal protection equipment. Nutrition Services staff are instructed to wash their hands frequently throughout meal preparation and distribution. Staff is provided gloves, masks, plastic aprons and sleeves as personal protective equipment for use during food preparation and distribution. In addition, staff are assigned work stations that are at a minimum 6 feet apart, utilizing the multiple purpose room space, as needed, to allow for this distancing. Information regarding meal service is communicated to parents via automated phone calls and by email in the parent’s preferred language of communication, English or Spanish.

During the Seamless Summer Option program, all meals will be free to children 18 and under. The program is currently scheduled to run through December 31, 2020 or until funds are exhausted. If the program is suspended before the end of the school year, the following procedures will change.

Throughout the Distance Learning Model, a breakfast and lunch meal will be distributed Monday through Friday on school days. The distribution time for the breakfast and lunch meal will be from 11:00 a.m. to 12:45 p.m. A cold breakfast will be served for the following day and a hot lunch will be served for the current day. The breakfast served on Friday will be intended for the following Monday.

During distribution, food bags will be placed on a cart by the cafeteria staff. The staff will walk at least six (6) feet away from the cart before the staff informs the parent to pick the bags up from the cart. Parents/guardians are required to wear a face covering and maintain social distancing of six (6) feet at all times as per State and Local health department orders.

Staff will wear masks, maintain social distancing, use gloves and frequently wash their hands and change gloves throughout the workday. Plastic disposable aprons and sleeves will also be available.

When the Los Angeles County Department of Public Health deems it safe for students and staff to return to campus for the Hybrid Learning Model, the following procedures will be implemented.

For our elementary schools, teachers must report to the cafeteria the number of meals needed for the day using the PowerSchool system. For students TK through K, a breakfast meal will be offered to the students assigned to morning classes and a lunch meal will be offered to the students assigned to the afternoon classes. Meals will be distributed to TK/K students as they exit the campus at the end of their school day. For students, grades 1st through 5th, breakfast will be provided during the first morning break. Breakfast *will not* be offered before the start of school each day. In addition, a snack will be provided during the second morning break. Site staff will deliver the morning breakfast and snack to the classroom teacher. The teacher will be responsible for distributing the meals at the appropriate time. Lunch meals will be distributed to all students at each designated exit gate as they exit the campus at the end of the school day.

For our middle schools, teachers must report to the cafeteria manager the number of meals needed for the day using the PowerSchool system. Breakfast will be provided during the first morning break. Breakfast *will not* be offered before the start of school each day. Site staff will deliver the morning breakfast to the classroom teacher prior to 9:55 a.m. The teacher will be responsible for distributing the meals at the appropriate time. Students may eat their breakfast in a designated outdoor supervised area while maintaining social distancing. Students must wash or sanitize their hands before and after eating their breakfast. Lunch meals will be distributed to all students at each designated exit gate as they exit the campus at the end of the school day.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well Being	Elementary and Middle School Counselors - Itinerant elementary and middle school counselors will provide direct services to EL, FY, LI students to meet their social and emotional needs and to improve their readiness to learn. National studies show that students' mental health services are limited, especially those of our targeted population. By hiring elementary and middle school counselors, we will be able to provide the necessary mental health services for our EL, FY, LI students.	\$535,915	Y
	Student Conflict Support - Teachers of EL, FY, and LI students will receive professional development on research-based strategies to deal with student conflict. The target students, especially FY students, often times have social-emotional needs which can interfere with the learning process. By hiring a student conflict support counselor to support teachers and students with strategies to address student conflict, EL, FY, and LI students will be able to independently solve student conflict and allow for uninterrupted learning opportunities.	\$161,668	Y
	PBIS - Implementation of Positive Behavior Interventions and Supports (PBIS) program will improve the school climate and improve school connection of EL, FY, LI students. Positive alternatives to suspension will be developed and implemented to ensure the positive school experience of EL, FY, LI students. Research and data demonstrate that by improving school connection and increasing attendance, EL, FY, LI students will increase student achievement. In particular, FY students need support to ensure they have a positive school connection. In order to maximize the number of days that EL, FY, and LI students are in school, we provide alternatives to suspension (i.e. counseling, conflict resolution groups) to address behavioral and social concerns, when needed. EL, FY, LI students will benefit from safer school climates and increased time in school due to the implementation of PBIS and alternatives.	\$60,000	Y
	Family Liaisons - Two Family Liaisons support the district's Foster Youth, Low Income Families, and Families in Transition. They provide district and community resources for families in need and maintain close communication with families. They work collaboratively with district counselors, administrators, and community based agencies to ensure our families in need receive the support needed to ensure student social emotional and academic needs are met.	\$109,813	Y
	Student Motivation - Each school will provide student motivational activities before school, during school, and/or after school designed to encourage and support school connectedness and positive school climate. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. All schools are expected to provide motivational activities before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connection to school.	\$107,000	Y

Pupil and Family Engagement and Outreach	Elementary Attendance Clerk - The Elementary Attendance Clerk will oversee all attendance procedures and support the implementation of the the attendance and re-engagement strategy plan. Attendance for all students will be monitored closely on a daily basis, and reports pulled weekly for students who are over the 60% absence threshold.	\$15,572	Y
	Tech on the Go - The district will assign Chromebooks and internet access to EL, FY, LI students that do not have access to those resources at home. Parent survey data show that EL, FY, and LI have limited access to technology devices and internet to support their learning as compared to all students. Providing EL, FY, LI students with a device for home use, increases opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.	\$10,000	Y
	Parent Involvement - The district and school sites will develop and implement a tiered plan to increase parent involvement, participation, and leadership regarding strategies to promote the success of targeted students. Research states that there is a strong correlation between student achievement and parent involvement in their child's education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. By providing opportunities for parents to participate in various levels of engagement, parents will be better prepared to support their child. The district offers parent training and courses, such as GED, ELD, Parent Project, and Civic Leadership. The school sites offer activities and events such as, Family Math and Science Nights, Reading on the Green, and Moms and Muffins and Dads and Donuts.	\$61,733	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.47%	\$7,613,079

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.]

Supplemental Materials

School sites are allotted funds to purchase CASS-aligned supplemental materials to support the needs of their EL, FY, LI students. All school sites have adopted core materials, but often times they need to purchase supplemental materials to meet the specific needs of their EL, FY, LI students. EL students require exposure to a variety of materials in order to provide them, and their families, access to language due to their limited English language proficiency. FY and LI students require additional instructional materials due to their lack of exposure because of personal experiences and their conditions. For example, at times adopted core materials are not sufficient to meet the needs of newcomers. Supplemental materials, such as books in their primary language, online resources, and manipulatives that are beyond the core program are needed to support and increase their learning.

Professional Development

Teachers of EL, FY, and LI students will receive professional development according to their site based identified needs to increase their effectiveness in delivering standards-based instruction to their ELs, FY and LI students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. Focused professional development based on site specific needs for instructional certificated and classified staff and administrators will result in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students.

Instructional Technology

Teachers are supported with the integration of instructional technology in order to assist students in reaching grade level proficiency in content standards. Technology devices will be purchased for the in-class use of EL, FY, and LI students as they demonstrate their learning of the California State Standards. Our parent survey data show that EL, FY, and LI have limited access to technology devices and internet to support their learning as compared to all students. Integrating technology into daily instruction ensures that EL, FY, and LI students have increased opportunities to use technology as a learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.

Expanded TK Program

The district will expand eligibility window for entrance into the TK program to include students with birth dates from September 2nd through March 2nd. Community data show that there are many students that do not attend preschool. By extending our TK eligibility window for entrance into the TK program to include EL, FY, LI student with birth dates from September 2nd to March 2nd, we are able to service almost twice the TK EL, FY, LI students resulting in a two year Kindergarten program for students that would otherwise not have attended a preschool program.

Common Planning Time

Teachers will utilize common planning time on three professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and low income students. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. Dashboard data demonstrate that in math all students performed at the yellow level, whereas ELs and LI students performed at the yellow, but at a much lower range. The best instructional strategies for EL, FY, LI students will meet their specific needs. Research shows that providing common planning time and professional development for teachers allows them to identify specific strategies and plan instruction to address the unique needs of EL, FY, LI students.

Grade Span Adjustment (24:1)

TK-3 EL, FY, LI students will experience reduced student: teacher ratios. TK-3 EL, FY, LI students will receive instruction in classes with a lowered student: teacher ratio, thereby increasing their opportunities for interaction with the teacher through small group instruction, and increased differentiation. TK-3 EL, FY, LI students demonstrate that they need additional attention and support more than all students as evidenced by subgroup data. By hiring additional certificated staff to reduce student:teacher ratios, TK-3 EL, FY, LI students are able to receive targeted and individualized support to meet their needs.

Instructional Math Coaches

EL, FY, LI students will receive more effective mathematics instruction in order to increase their academic achievement. ELs, LI, and FY students need specialized strategies based on the following needs: Dashboard and local math assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in math all students performed at the yellow level. Although, EL and LI students also performed at the yellow level, but at the lower range. By hiring math coaches, teachers receive on-going support and professional development and implement a consistent set of strategies to support the needs of EL, FY, LI students. In addition, these students are provided with more focused and targeted instruction in mathematics.

Enrichment/Extended Day

EL, FY, LI students have opportunities for enrichment/ extended day to increase differentiated instruction to meet their unique needs. Many EL, FY, and LI students have limited opportunities for enrichment due to lack of transportation and/or funds for pay for enrichment courses. Before and after school enrichment programs are offered at every school site for our EL, FY, LI students in order to increase access to enrichment programs beyond the core, such as STEM classes, coding classes, robotics courses, and various hands-on assemblies.

STEM Specialist

EL, FY, LI students will receive more effective core instruction in the new Next Generation Science Standards. Although we do not have assessment data specific to science, we are basing our decisions based on ELA data due to the heavy reliance on reading the writing within NGSS. Research also shows that student learning increases when students are involved through hands-on activities. EL, FY, and LI students often times have less access to these types of lessons due to language constraints. In addition, FY students are at a disadvantage, due to inconsistencies in instruction because of their high mobility rate. By hiring a STEM Specialist, teachers receive on-going support and professional development in creating phenomena based lessons and deepening their understanding of NGSS and content knowledge.

Alternatives to Suspension (PBIS)

Implementation of Positive Behavior Interventions and Supports (PBIS) program will improve the school climate and improve school connection of EL, FY, LI students. Positive alternatives to suspension will be developed and implemented to ensure the positive school experience of EL, FY, LI students. Research and data demonstrate that by improving school connection and increasing attendance, EL, FY, LI students will increase student achievement. In particular, FY students need support to ensure they have a positive school connection. In order to maximize the number of days that EL, FY, and LI students are in school, we provide alternatives to suspension (i.e. counseling, conflict resolution groups) to address behavioral and social concerns, when needed. EL, FY, LI students will benefit from safer school climates and increased time in school due to the implementation of PBIS and alternatives to suspension.

Elementary and Middle School Counselors

Itinerant elementary and middle school counselors will provide direct services to EL, FY, LI students to meet their social and emotional needs and to improve their readiness to learn. National studies show that students' mental health services are limited, especially those of our targeted population. By hiring elementary and middle school counselors, we will be able to provide the necessary mental health services for our EL, FY, LI students.

Student Motivation

Each school will provide student motivational activities before school, during school, and/or after school designed to encourage and support school connectedness and positive school climate. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. All schools are expected to provide motivational activities before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connection to school.

Parent Involvement

The district and school sites will develop and implement a tiered plan to increase parent involvement, participation, and leadership regarding strategies to promote the success of targeted students. Research states that there is a strong correlation between student achievement and parent involvement in their child’s education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. By providing opportunities for parents to participate in various levels of engagement, parents will be better prepared to support their child. The district offers parent training and courses, such as GED, ELD, Parent Project, and Civic Leadership. The school sites offer activities and events such as, Family Math and Science Nights, Reading on the Green, and Moms and Muffins and Dads and Donuts.

Student Conflict Support Counselor

Teachers of EL, FY, and LI students will receive professional development on research based strategies to deal with student conflict. The target students, especially FY students, often times have social-emotional needs which can interfere with the learning process. By hiring a student conflict support counselor to support teachers and students with strategies to address student conflict, EL, FY, and LI students will be able to independently solve student conflict and allow for uninterrupted learning opportunities.



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

The following services are contributing to meeting the increased or improved services for foster youth, English learners, and low-income students:

Internet and Computer Access

The district will assign Chromebooks and internet access to EL, FY, LI students that do not have access to those resources at home. Parent survey data show that EL, FY, and LI have limited access to technology devices and internet to support their learning as compared to all students. Providing EL, FY, LI students with a device for home use, increases opportunities to use technology as an learning tool. In addition, increased opportunities with technology allows them to practice technology strategies that they will be expected to use for SBAC assessments.

ELA/ELD Specialists

EL, FY, LI students will receive more effective ELA/ELD instruction in order to increase their academic achievement. ELs, LI, and FY need specialized strategies based on the following needs: Dashboard and local ELA assessment data reflect that EL, FY, and LI students are performing below as compared to all students. Dashboard data demonstrate that in ELA all students performed at the yellow level, whereas ELs performed one level below (orange) and LI students at yellow, but at the lower range. By hiring ELA/ELA specialists, teachers receive on-going support and professional development and implement a consistent set of strategies to support the needs of EL, FY, LI students. In addition, these students are provided with more focused and targeted instruction in ELA and ELD.

Summer School

1st - 7th grade EL, FY, and LI students will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet their unique needs. District benchmark data show that many EL, FY, and LI students are performing below grade level and/or are at risk and have limited opportunities for enrichment during the instructional day due to the fact that they are attending intervention sessions. The summer school program offers instruction tailored to their needs, as well as enrichment opportunities with a focus on hands-on instruction in Next Generation Science Standards.

Backpack Food Program

Low-income families continue to participate in the weekly Backpack Program which provides them with non-perishable foods for the week. In some instances, these backpacks are delivered to homes where families lack transportation. District Family Liaisons increased communication with our disadvantaged families to monitor students and determine any additional needs. Based on needs, they provide timely information regarding community services.

Backpack/School Supply Distribution

Foster youth and low-income students were provided a backpack full of school supplies to start the year well equipped with the necessary tools to access instructional materials to complete assignments at home. These backpacks were distributed to parents via a drive through method to ensure all safety protocols were adhered to for the safety of all. In some instances, backpacks were delivered to the home due to lack of transportation.

English Language Development

English learners are provided with Integrated ELD throughout the day in all content areas. Designated ELD is provided through small group instruction. To ensure the quality of instruction, ELA/ELD TOSAs developed Designated ELD lessons and trained support teachers in effective ELD virtual lesson delivery. In addition, the TOSAs and site English Learner Coordinators continue to provide support for teachers of English Learners and monitor students. Online programs and tools to support our English learners and their families, such as Rosetta Stone, RAZ Kids ELL, and BrainPop ELL are provided as an additional instructional support.

Social-Emotional Support

Counselors and psychologists conduct outreach to students on their caseload and continue to accept referrals from all staff on behalf of any student and family in need of support. This is especially important for our foster youth, English learners, and low-income students. In addition, District counselors frequently connect with our Foster Youth students and parents to ensure their social emotional needs are met and provide counseling services virtually, as needed.

The LLCSD Social Emotional Learning Task Force, composed of teachers, school counselors, family community liaisons, and administrators, is dedicated to strengthening the voice of students and families, by bringing focus to the needs of students so as to allow every student to reach their full potential. The Task Force intends to inform, educate, and support training for parents, all to enhance family engagement, especially families of our foster youth, English learners, and low-income students.

The supports described above for our foster youth, English learners, and low-income students were developed with their specific needs in mind. They address social-emotional and academic needs during this time and additional safety nets, such as reengagement strategies, continue to be designed to ensure all students are successful.