

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

The unprecedented school closures due to the COVID-19 pandemic have tremendously changed the lives of Lake Elsinore Unified School District (LEUSD) stakeholders since the school closures began in spring 2020. Over the last six months, stakeholders across the District have met these challenges and come together to navigate these new waters. LEUSD currently is serving approximately 20,400 students through distance learning with the following demographics: approximately sixty-eight percent (68%) unduplicated students (English Learners, Foster Youth, and Low-Income Students), 3,000 special education students, one hundred seven (107) Foster Youth Students, 1500 homeless students, 13,500 Hispanic students, and 850 African American students. With these numbers, LEUSD serves a highly vulnerable population and must provide academic, physical, and social emotional learning supports for students and families.

From stakeholder input, these school closures have continued and have affected the academic, physical, and social emotional learning needs of not only District students, but also District staff, families, and community members. Schools have long since been the ‘hub’ of a community, and these last six months have proven to have been very difficult. The extreme measures taken by the State of California and local governments have resulted in feelings of isolation, despair, and sometimes, anger. Across the District, this pandemic has impacted this community’s stakeholders with childcare concerns, disconnectedness, financial instability, food insecurity, mental health supports, school closures, and unemployment. Services typically provided through in-person instruction have been suspended since early spring due to multiple Governor’s Orders coupled with local health orders provided by Riverside University Health Services. Because of these school closures, LEUSD has had to pivot multiple times, sometimes on a day-to-day basis, to align procedures and protocols to meet current expectations from State and Local leaders.

# Stakeholder Engagement

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

Since spring 2020, the District had to initiate additional ways to gather input from its stakeholders. Below outlines some of the steps taken:

1. Grab 'n Go Meals Committee
2. Negotiated targeted agreements with the California School Employees Association (CSEA) #598 and the Lake Elsinore Teachers Association (LETA)
3. Instructional model surveys of families to gain their input on in-person instruction, hybrid instruction, and distance learning instruction
4. Inter-District Reopening Committee designed to discuss districts' responses to the pandemic
5. Reopening Committee designed to fulfill expected needs of District stakeholders
6. Phone calls from bilingual families
7. Weekly, then bi-monthly, Administrative Team meetings
8. Childcare Interest Survey (for LEUSD staff members)
9. Additional student supports survey (Parents)
10. Additional student supports survey (Students)

Parent Input:

LEUSD provided an initial survey (towards the end of the 2019/20 school year) to its stakeholders on instructional options for the 2020-2021 school year which included virtual, hybrid and in-person learning. Based on stakeholder surveys (6859 respondents), most LEUSD families want their children to go back to school with in-person instruction. Initial survey results confirmed 4223 families (61.6%) wished to have in-person instruction with 1615 families (23.5%) requesting a hybrid format, and 1021 families (14.9%) wished to have 100% virtual distance learning.

The District provided two additional surveys to all families to understand their wish to be enrolled in 100% virtual learning (entire 2020/21 school year). The first survey (mid-June 2020) identified approximately 1300 students with the second survey (mid-July 2020) identifying an additional 2300 students who wished to be enrolled in the 100% virtual learning model (total = 3600). Following the mid-July 100% virtual learning survey, the Governor ordered Riverside County schools to begin on a Distance Learning format due to the county being placed on the State's Watchlist. With input from stakeholders (internal and external), the District had to pivot their plans from beginning with a hybrid model to begin on a full distance learning program where there was no longer a need to provide a 100% virtual learning model for those 3,600 students.

To support connectivity and those families who did not have a device or connectivity, the District enlisted bus drivers to call all Low-Income families to ensure students were not only participating in their classes but had the necessary device and/or connectivity. When these families identified their needs, this information was provided to District staff who relayed these data to District Office staff who were to disperse District-provided hot spots. If needed, the District shall provide community hubs at each school site for stakeholders who continue to need connectivity. At the time of publication, the District had received less than 500 requests for a hot spot.

This summer, various phone calls to District staff from bilingual families shared concerns over their ability to communicate with teachers who only speak English during the COVID-19 pandemic - most specifically, during Distance Learning. In all phases, a focus has been to continue the Bilingual paraeducator support being provided to students and families. Paraeducators have been equipped with District iPads (if necessary) and will continue to join videoconferencing classes until the District can bring students back for in-person instruction.

Families have been provided tutorials through Parent Square on how to access and utilize Canvas (learning management system) as the District's platform for providing distance learning. In order to ensure families speaking languages other than English had input, bilingual paraeducators provided translation services for its families. In addition, the Parent Square notification system allows for families to translate these notifications into their primary language (Google Translate – over 100 languages).

In August, the Children & Family Services (CFS) Division surveyed all staff members to understand their specific needs for childcare during Phase 1 (Distance Learning). CFS staff designed childcare hubs at six different school sites throughout the District to support those staff who had immediate childcare needs. From the initial survey, approximately 120 children were identified needing childcare ultimately leading to ninety-six wishing to take advantage of this opportunity.

In August, following the return to school, the District initiated an additional survey (AAPAC, DELAC, PTSA, SpEd Power Network) to parent groups to understand student need for Phase 1 (Distance Learning), Phase 2 (Hybrid Learning), and Phase 3 (In-person Learning).

#### Student Input:

In August, following the return to school, the District initiated a survey to ASB students to understand student need for Phase 1 (Distance Learning), Phase 2 (Hybrid Learning), and Phase 3 (In-person Learning).

#### Staff Input:

Throughout the spring and summer, internal stakeholder input was collected through negotiations with the California School Employees Association #598, the Lake Elsinore Teachers Association (LETA), and the LEUSD Re-opening Committee. These discussions not only focused on various safety protocols, but also instructional models to be utilized during the various phases of these school closures. These meetings were held through ZOOM teleconferencing with the intent to secure input as the District continued to move through the spring and summer.

#### Stakeholder Input:

Throughout the summer, LEUSD launched a new twice-a-week series (School Reopening Countdown) to inform families, staff, and the community about the District's countdown to a planned school reopening on August 12, 2020. These communications allowed stakeholders the ability to understand the results of instructional models surveys, safety & protocols, explanation/outline of three models to be implemented during 2020/21, services for specialized populations, specifics on cleaning, sanitizing, and disinfecting, high school athletics and activities, social emotional learning needs, mental health supports, tips on how to stay healthy, 100% Virtual Learning Survey, Full

Distance Learning Format, Technology to support Distance Learning, School Athletics Suspension, Grab 'n Go Meals, as well as Special Education and English Learner support. Each of these communications were messaged through Parent Square (phone, email, SMS), social media outlets, and District/site websites. Outreach had to be not only increased, but also more targeted towards stakeholders' needs. Social media was closely monitored by the Coordinator of Community & Media Relations officer.

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

LEUSD has continued to provide a posted agenda online with a Zoom link for stakeholders to participate in public hearings 72 hours in advance of the meetings. Participants have chosen to utilize public verbal comments to participate or e-mail their questions 72 hours in advance to the Board secretary. The Board President has continued to call on participants during the public verbal comments section of the meeting for stakeholders to remotely participate in the meeting. These ZOOM meetings have continued through the school closures and will continue until further details are provided through the State's County Watchlist. Following the Governor's Order to close school facilities, the District did allow for parent participation during the Public Comment section at District board meetings if the stakeholder requested for this opportunity due to not being able to access the meeting virtually.

Prior to the Learning Continuity & Attendance Plan Public Hearing, staff developed a short survey released to various District-sponsored parent groups to solicit additional information regarding the development of the Learning Continuity and Attendance Plan. Once the Plan was provided to Riverside County Office of Education representatives, additional input was solicited from stakeholders by distributing the Plan through Parent Square (voice, email, & SMS text), District/site websites, and placing a copy at District/site offices. The public hearing for the Learning Continuity and Attendance Plan was held on September 10, 2020 with approval for the Plan was held on September 16, 2020.

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

Families:

The results of the initial stakeholder survey showed 40% preferred a hybrid/virtual instructional model. 60% of the stakeholders surveyed preferred an in-person instructional model for the upcoming school year and were quite clear they felt this model was best for their children. In June, the District surveyed all stakeholders (survey #2) requesting for those families to identify if they wished for their children to be enrolled in the 100% virtual option for the 2020/21 school year. From this survey, approximately 1300 students were identified resulting in staff beginning to develop schedules for these students. In July, due to the resurgence of COVID-19 infections in Riverside County, the District put out another survey (#3) to all stakeholders requesting if families had changed their minds from their children attending an in-person/hybrid model to the 100% virtual model. Results from this survey identified an additional 2300 students who were to be enrolled in the 100% virtual model. In late July, the Governor placed Riverside County on the State's Watchlist resulting in Distance Learning for all students. Due to the mandate of 100% Distance Learning, the District moved away from a separate schedule for the 100% virtual model students and placed all students back at their original sites in their original schedules and opened through Distance Learning. As the semester unfolds, the District will survey families again to identify those families who wish to have their child(ren) transition from Distance Learning to the 100% Virtual Model.

When the District published the Reopening School Countdown series, many parents were skeptical or expressed concerns about Distance Learning, when and if, the District would be forced to reopen in this model. Parents, students, and educators understood the fall semester, if in this model, would have to be different than the 'Enrichment' offered during the spring semester where students/families had the option to engage.

This summer, various phone calls to District staff from bilingual families shared concerns over their ability to communicate with teachers who only speak English during the COVID-19 pandemic - most specifically, during Distance Learning. In all phases, a focus has been to continue the Bilingual paraeducator support being provided to students and families. Paraeducators have been equipped with District iPads (if necessary) and will continue to join videoconferencing classes until the District can bring students back for in-person instruction. T

To support those high school students who needed credits recovered, internal and external students were concerned the District would not be able to offer credit recovery summer programs due to the pandemic. District staff made the decision to continue to offer these programs, but had to pivot to full Distance Learning due to the Governor's school facilities closure. In response to these requests, staff arranged two high school programs to recover credit. The on-going Online Credit Recovery continued to be online utilizing the Edmentum curriculum, but the Brick & Mortar Summer School (in its 2nd year) had to transition to a distance learning format due to the Governor's Order to close the facilities through June 19. Parent meetings were held to not only provide families with the understanding of the program, but also to solicit input regarding their needs during this program (devices). Families were able to request a device from the site administrator allowing their child to attend this program where teachers were expecting students to engage each day (7:30 am – 12:55 pm).

Since spring 2020, special education parents and educators had requested to hold assessments for students to not only identify the need for special education services, but also to support the determination to include or delete services during Individualized Educational Plan (IEP) meetings. Due to standardized SpEd assessments being normed for in-person administration, the District has not provided virtual assessments due to potential invalid results. With the Governor's recent order to offer one-on-one (1:1) in-person assessments for students, the District has been working with the negotiating teams to agree on a process ensuring safety and validity. These 1:1 in-person assessments are scheduled to begin following Labor Day.

Parent stakeholder groups (African American Parent Advisory Committee, District English Learner Advisory Committee, Parent Teacher & Student Association, and the Special Education Parent Power Network) were surveyed at the end of August to determine additional supports that can be provided as the District provides instructional and mental health services throughout the three phases. Parent respondents identified the following:

#### Phase 1

- #1 Peer interaction (Athletic Teams/Activities)
- #2 After school tutoring
- #3 Tech support – turning in work

#### Phase 2

- #1 Peer interaction
- #2 After school tutoring

### #3 Transportation & Mental Health Supports (tied)

#### Phase 3

- #1 Academic Supports
- #2 After school tutoring
- #3 Transportation

#### Students:

Throughout the COVID-19 pandemic, it has been very clear; students miss seeing their friends, participating in athletics/activities, attending school, and seeing various staff members. Unfortunately, the school closures have not allowed students to meet their academic, emotional and/or social needs, and much like their families, students wish to return to school. Students were surveyed as well at the beginning of school to determine additional supports that can be provided as the District provides instructional and mental health services throughout the three phases. Student respondents identified the following:

#### Phase 1

- #1 Tech support – turning in work
- #2 Peer interaction (Athletic Teams/Activities)
- #3 Mental Health Supports

#### Phase 2

- #1 Peer interaction
- #2 After school tutoring
- #3 Mental Health Supports

#### Phase 3

- #1 Academic supports
- #2 After school tutoring
- #3 Mental Health supports

#### Staff Members:

During negotiations with both associations (CSEA & LETA) for Phase 1 (Distance Learning), various items were negotiated with placing safety at the highest priority for students and staff. Negotiated agreements were revised with each phase of reopening made available as the Governor's Orders changed throughout the spring and summer months. Outcomes of negotiations feedback resulted in certificated staff members were to provide daily live interaction (synchronous) with their students when providing Distance Learning and professional development. For elementary students, they should be on with their teachers each day and work on their assignments outside of the videoconference class (asynchronous). For secondary students, they should be on with their teachers each period of each day and they too,

are to work on their assignments outside of the videoconference class. Negotiations feedback resulted in classified staff members' focus on safety protocols and reassignment of staff for different responsibilities. Input from staff members, drove the agreed-upon MOUs with both associations.

During Phase 1, the Governor has allowed school districts to begin to offer childcare, 1:1 Special Education (SpEd) assessments, and small cohort learning hubs (in-person learning). The District actively consulted with CSEA on the opening of childcare programs at six school sites and opened them during the week of August 24 at the request of many staff members who needed childcare to complete their daily work responsibilities. The District negotiated with LETA to also begin 1:1 SpEd assessments focusing on initials and triennials that necessitated testing. With the inclusion of small cohort learning hubs, the District yet again, negotiated with both associations to understand the various concerns and needs of students and staff. In all three aspects mentioned above, safety of students and staff were of the highest priority as in-person services were being offered.

Many paraeducators expressed they would need access to District iPads allowing them to support students and teachers during videoconferencing classes and/or small group instruction. School sites worked closely with District staff to ensure availability of these devices. The ability to serve students during a videoconference was important to not only serve students' needs, but also provide a sense of normalcy.

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

#### Families:

Bilingual parents continued to express concern about aide support for their English learner students. To support EL students, bilingual paraeducators will be accessible in Zoom/Team meetings for students and provide translation services for parents, as needed. In addition, bilingual paraeducators are being added, where appropriate to the Canvas courses in which the EL students are enrolled to assist these students.

From family requests, the District offered Help Desks for families and students through assigning eight District assistant principals skilled in instructional technology to offer these daily (throughout the day).

The most recent survey of parents was timed to be implemented following the school year beginning. From the responses, parents were mostly concerned with peer interaction and after school tutoring in phases 1 and 2. Specific to Phase 1, parents were concerned with having technology support on how to turn in student work. These data show the District must add additional supports for students, specifically centered on after school tutoring and how students can turn in work.

#### Students:

Students wished to have additional peer interactions. Over the summer, stipends were negotiated to provide virtual peer interactions with athletic teams and activity-based clubs. This fall, as of September 1, athletic teams were able to reorganize and assemble to meet in groups of ten to condition (in-person).

Much like the parent survey, students responded with their number one priority as support for turning in their work. These data outlined a need, but further understanding was necessary that led to teachers asking their students what specifically was needed in terms of technology support. From these responses, the District outlined secondary measures to ensure students could turn in their work. Much like their parents, students responded with peer interaction was of a heavy importance. Being away from their peers for the past six months have taken a toll on students, and the mental health supports needed due to the pandemic are real.

Staff Members:

Agreed-upon MOUs with the Associations helped drive the instructional models with a focus on safety and daily live interaction with students.

From staff requests, the District offered professional Best Practices Forums led by teachers skilled in instructional technology, These were offered each week for two hours in various disciplines. (before and after school). The District also sponsored Help Desks each day for teachers to get live support via ZOOM/Microsoft TEAMS (before and after school)

Community Resources:

Riverside University Health Services dictated sanitation, social distancing, health screening, and various guidance for health and in-person protocols.

As of November 1, CIF's plan was to allow full practice sessions to ready for the winter season sports.

## Continuity of Learning

### In-Person Instructional Offerings

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

Instruction:



The District has taken steps to ready for a hybrid instructional model in Phase 2. The instructional schedule below was developed through stakeholder feedback but is tentative until the District can negotiate agreements with both associations. The following tentative schedule had been discussed for Phase 2:

#### Elementary:

- Alpha Schedule (In-person)

Students' last names A-L attend Monday & Tuesday

Wednesday - all students attend virtually allowing school sites to thoroughly clean all areas in anticipation of the second cohort of students

Students' last names M-Z attend Thursday & Friday

#### Secondary:

- Alpha Block Schedule (In-person)

Students' last names A-L attend Monday (Periods 1,3,5) & Tuesday (Periods 2,4,6)

Wednesday - all students attend virtually allowing school sites to thoroughly clean all areas in anticipation of the second cohort of students

Students' last names M-Z attend Thursday (Periods 1,3,5) & Friday (Periods 2,4,6)

#### In Phase 2 (Hybrid):

- After school tutoring and Think Together may begin in-person models to support parent and student requests with alignment to RUHS safety protocols.

#### Phase 3 (In-person Instruction for All Students):

- This phase will allow all students to attend an in-person instructional model, depending on Governor's orders, students may return to campus five days a week. Much like Phase 2, after school tutoring and Think Together will again be aligned to RUHSD safety protocols.

#### Learning Competency & Development:

LEUSD understands there was to be learning loss – particularly at the elementary level. Learning loss during the second semester of the 2019/20 school year compromised not only academics, but also the emotional supports necessary to be successful. To support elementary

students, the District hired twenty-seven (27) additional elementary teachers (TK-5) to lower all class sizes to 25:1. Intervention teachers who could not be utilized in Phase 2 due to anticipated safety guidelines expecting instruction for cohorted students were reassigned to a grade level classroom providing instruction for their twenty-five students. The ability to lower class sizes from 33:1 in the fourth and fifth grade classrooms (during Phases 1 & 2) provides teachers an opportunity to differentiate the learning for their students. Elementary students (at various grade levels) have been assessed using multiple measures such as: Lexia, Imagine Learning, ESGI, CORE Reading Assessments, STAR Reading/Early Literacy, and Nat GEO – Reach for Reading assessments.

#### Social Emotional Learning:

As students return to school in Phase 2, the District Mental Health Team (Mental Health Counselors & Behavior Intervention Specialists - SpEd focus), Social Emotional Learning Support Providers - Elementary focus, and school counselors – secondary focus – shall provide much needed supports to students (In-person) who are struggling with their social emotional wellness. In addition, these providers will finally have access to students as the District can bring back students to the campus. Prior to In-person instruction, these providers only had access to students virtually through videoconferencing.

#### Safety Protocols for Students, Staff, & Families:

##### Campus Access

##### Ingress/Egress

Rearranging traffic patterns to not have students meet (one-way)

##### Campus Modifications

##### Large Tent on Playground

To support smaller cohorts for student lunch

##### Small Isolation Tents

Isolation for students ill

To support smaller cohorts for staff lunch

##### Hygiene practices

##### Temperature Checks

Handheld and wall-mounted thermometers shall be used as students, staff, and visitors to the campuses

Frequent Washing of Hands

Hand Sanitizers

Protective Equipment

Mandatory Wearing of Face Masks or Shields

Physical Distancing

6 feet apart

Cleaning & Disinfecting

Phase 1

Many teachers are working from home – less staff on class

Nightly (high-touch areas, classrooms, and offices) cleaning with electro-static disinfecting sprayers

Phase 2

Deep cleaning on each Wednesday as cohorts attend school

Nightly (high-touch areas, classrooms, and offices) cleaning with electro-static disinfecting sprayers

Phase 3

Nightly (high-touch areas, classrooms, and offices) cleaning with electro-static disinfecting sprayers

Intervention for Students at Greater Risk of Learning Loss

As the District is allowed to transition back to in-person learning, it will continue to focus on the needs of learners at greater risk of learning loss. Specifically, during Phase 1 and Phase 2, the District took an aggressive approach to staff all TK-5 classrooms at 25:1 District-wide. Fourth and fifth grade classrooms are typically staffed at 33:1, and with the potential learning loss of all students (specifically 68% Unduplicated Pupils), the District wished to ensure during distance learning and the beginning of in-person instruction, teachers would have less students enabling them to differentiate instruction more readily. Prior to moving to Phase 3, the District will reassess student needs to

continue to the lower class sizes allowing this specific target intervention for students - a critical component for their success. District staff has been working on developing additional interventions for in-person intervention - such as - the expansion of Literacy Camp (Incoming 1st, 2nd, and 3rd grade) in Summer 2020 where approximately 1600 students were served. Prior to the COVID-19 pandemic, Literacy Camp served approximately 700 students. In 2021, the District is looking to expand summer school programs in EL Boot Camps, Literacy Camp, Extended School Year, middle school math camps, and high school credit recovery programs. In addition, District staff is looking to expand summer programs at various levels typically not involved with summer intervention programs. In-person instruction will allow for students to have additional after school tutoring to support their learning loss as well.

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

Description	Total Funds	Contributing
Temporary teachers for Elementary Class Size Reduction & Learning Loss - Understanding elementary students who were learning to read, building their foundations in mathematics, or developing their understanding in ELA and mathematics, District staff took necessary steps to reduce all TK-5 class sizes to 25:1. This action was especially needed in 4th and 5th grade classrooms where class sizes could average 33:1. These supports were heavily focused on helping the District's most needy populations.	3,000,000	Yes

**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.]

LEUSD has planned to re-open the 2020-2021 school year in three phases (Phase 1 – Distance Learning, 2 – Hybrid Learning, and 3 – In-Person Learning). Being on the Governor’s County Watchlist, LEUSD was not able to open in Phase 2 (Hybrid Learning) as wished based on the parent survey results that had been provided earlier in the summer. The District had spent many hours working all summer taking steps towards opening school in August supporting families and staff who had requested a hybrid model because stakeholders were very clear. They wanted their children/students back in school. For those families who wanted their children in a 100% virtual setting, the District had also taken steps to open a Virtual Learning program for those 3,600 students.

Unfortunately, the District was directed to open in Phase 1 (Distance Learning) due to Riverside County being placed on the Governor's watch list. District staff were required to adhere to the health and safety orders before moving to Phase 2 which may be a hybrid model (allowing for social distancing at the elementary school – five days/week and block scheduling at the secondary schools where students will attend in-person instruction two days/week. Depending on the Governor's orders, elementary students may not be able to return to campus; thus, these students may also be in an alpha block schedule much like the secondary schools. a few days a week.

#### Canvas - Learning Management System:

Beginning in March of 2020 LEUSD began doing daily trainings on the Canvas Learning Management System. Daily trainings continued throughout the close of the 19-20 school year to the present day. These trainings have been facilitated mostly by in district employees and some vendor trainers. Having in district trainers allows our teachers more direct access to support as needed through the distance learning process.

LEUSD has utilized our own certificated teachers as facilitators by subject and grade level to provide support to teachers to create courses in Canvas. Facilitators and teachers have been paid to participate in these professional development opportunities. Teachers have also been paid to pursue micro-credentials in a variety of technology-based courses and programs. Teachers have participated in live one-on-one/group videoconferencing sessions with the facilitators to receive the necessary supports to set up their Canvas courses. Each teacher (TK-12) was to utilize the Canvas landing page as the start for all students and families as they access the curricula. Without one standard learning management system, confusion and frustration would have occurred with students and families. A consistent approach has provided a much-needed system where staff may collaborate on their courses, students can find their courses, district help desk staff can more effectively assist parents and students, district office and school staff can communicate preemptive troubleshooting procedures through one platform, and families can support their children as they complete their assignments.

#### Adopted Curricula:

During all phases, LEUSD shall continue to utilize adopted curriculum for instruction. During Phases 1 & 2, students will utilize Canvas, but also have been provided textbooks/consumables to support the asynchronous expectations in classes. Where possible, LEUSD has integrated our adopted curriculum directly into the Canvas LMS for additional ease of use for teachers and students. In addition, prior to the commencement of instruction, several teachers that have used the online components of the curriculum conducted several professional development sessions that showed their colleagues how they had used the adopted curriculum in conjunction with Canvas. These paid sessions called This Is How I Use Canvas and were well-attended. These sessions were also recorded and added to the consolidated resource guide, housed in Canvas, called How To Support Your Students During Distance Learning.

#### Videoconferencing - ZOOM/TEAMS Platforms:

LEUSD chose to adopt a schedule that most fits a traditional school day for a variety of reasons. One, the transition to a traditional school day would be less disruptive to students as well as teachers. Two, this would prevent the overlap of videoconference lesson sessions, and students would still have the flexibility to interact with content, get additional support from their teachers, or get feedback on asynchronous work. As part of this process, Zoom or Teams links to online classrooms were directed to be added to all Canvas courses, so the learning

experience would be somewhat routine for each class, while respecting academic freedom and supporting ease of access to direct instruction lessons.

In order to support teachers in the delivery of online teaching sessions, several online professional development sessions have been held, with several more self-paced sessions run by Zoom and Microsoft Teams staff available throughout the school year.

On-demand training is also available in a consolidated resource, housed in Canvas, called How To Support Your Students During Distance Learning. This resource is updated based on feedback from staff surveys, help desk queries from staff, and help desk queries from our LEUSD Help Desk specifically set up to support our families during this unique experience.

Just One Thing (JOT) on Demand Support: Since the beginning of August all teachers have been receiving a daily help guide email to support their needs. The JOTs series is a daily help guide written about just one technology, Canvas, Zoom or similar. Each JOT is written in response to teacher questions or surveys so that teachers are receiving the support when they need it.

LEUSD has prepared its teachers for online teaching and learning with intervention time built-in to the instructional day. Teachers are encouraged to utilize small group instruction and "breakout rooms" for intervention and reteaching of concepts.

Classified & certificated substitute staff have been trained and continue to be trained. District staff initiated a pool of qualified substitutes who can specifically support students in the videoconferencing platforms.

## **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.]

In order to ensure access to devices and connectivity for all pupils to support distance learning the district began with the initial survey in March 2020 to elicit a list of those in need of devices. Site administrators then reached out to families and distributed devices by appointment to all those in need the site level.

As the 2020-2021 school year began, the district again reached out to families at both the site and district level to ensure all families had devices in addition to connectivity. To ensure access for Socially Economically disadvantaged students or students with less than 60% attendance and/or participation rate, 45 classified staff members made personal phone calls within the first two weeks of instruction. Information from these drivers was routed to several district administration and employees to provide principals with information outlining the families who needed devices and/or hot-spots.

In response to meet the needs of students with unique circumstances, LEUSD ordered and received an additional 3,000 additional iPads and 700 additional laptops to provide each student with a device, if needed. In addition, 1000 Hot-spots ordered will be checked out to families who need connectivity in their homes. All lessons are also recorded to allow access at different times of the day for those unable to access instruction during typical school hours.

Connectivity hubs may be developed at each school site as another source of connectivity for the families to ensure their students are online each day for distance learning instruction where even hot spots may not be appropriate.

At last count, site/District staff had distributed approximately 12,541 iPads and approximately 750 laptops. Parents have been provided hot-spots for laptops when requested. The District has distributed information regarding additional ways to purchase connectivity from Wi-Fi providers through the District website, Parent Square notifications, and flyers provided to families as they drove through the Grab & Go food distribution sites.

During the 2019/20 school closures, District administrative staff advertised the District's pivot to provide enrichment activities through virtual learning through the ParentSquare notification system (phone, email, SMS texting), posted website material, and used various social media outlets. Following the notification, site principals then distributed a survey to all families to understand their device and/or connectivity needs. This form was consistently used throughout all school sites and tabulated through the District Office. Because families continued to reach out to their site administration, District Office staff opened the survey again to understand family need as to a device and/or connectivity. These communications continued to be through a family member's email or through phone calls to determine the families' needs.

## **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.]

LEUSD has been tracking and monitoring student progress through the Infinite Campus attendance feature. On a weekly basis, attendance reports are pulled, and any student who falls above 60% (3 days) non-participation will receive a phone call. These calls are being made by reassigned classified employees who were provided a script informing the families the child did not attend live daily interaction or complete work asynchronously as necessary. These reports are always looking in-arrears with staff making phone calls the following week.

In order to ensure the participation and progress of all students during both live contact and synchronous instruction, the LEUSD will follow the Continuum of Student Support. Students will be assessed using online summative assessments to determine students' overall individual needs and gaps in learning. Teachers will use the data to provide Tier 1 interventions by checking frequently for understanding, ensuring the student is actively engaged, and monitor student progress using formative assessments. Students also have access to Lexia Core 5 for both a Tier 1 and Tier 2 intervention in Reading Language Arts. Parents and families will be included in discussions on assessment results and tiered interventions provided to support students' needs.

During synchronous instruction, teachers will utilize Zoom or Microsoft TEAMS to provide live, direct instruction as well as break out rooms with Para-Educators to provide small group support. All lessons are recorded to allow both teachers and students to review as needed. Student work and participation in online programs is also monitored in both time and activities completed. Each teacher has assigned a time value to assignments provided.

LEUSD has been tracking and monitoring student progress through the Infinite Campus attendance feature. On a weekly basis, attendance reports are pulled, and any student who falls above 60% (3 days) non-participation will receive a phone call. These calls are being made by

reassigned classified employees who were provided a script informing the families the child did not attend live daily interaction or complete work asynchronously as necessary. These reports are always looking in-arrears with staff making phone calls the following week.

Certificated staff members are certifying daily attendance through synchronous and/or asynchronous learning. By utilizing Canvas as the learning management system teachers can track asynchronous work submitted. As stated in SB 98, students will have their ability to do their work by participating in Zoom/Team meetings or submitting their work outside of the meeting. Attendance will be credited for joining videoconferencing classes and/or asynchronous work.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development offerings (online) have been on-going since spring 2020 with thousands of attendees participating and learning how to navigate the following:

### CANVAS

Repeating Professional Development (beginning Aug 11)

Coffee, CANVAS, and Questions/Answers

CANVAS – How do I?

### Elementary

Science

Math

ELA/SS

Primary

### Intermediate

Upper Elementary

Here's How I Use CANVAS! LEUSD Elementary Edition

Here's How I Use CANVAS! LEUSD Nearpod/Flocabulary CANVAS Integration/Review and Updates Edition

Here's How I Use CANVAS! LEUSD Elementary w/Mystery Science Edition

Here's How I Use CANVAS! LEUSD Upper Elementary/6th Grade Edition

CANVAS Collaboration for Elementary SDC/RSP Teachers

### Secondary

Science



Math

ELA/SS

Performing Arts

Here's How I Use CANVAS! LEUSD MS Math Edition

Here's How I Use CANVAS! LEUSD HS Science Edition

Here's How I Use CANVAS! LEUSD HS English Edition

Here's How I Use CANVAS! LEUSD HS English and ELD Edition

Here's How I Use CANVAS! LEUSD 1st Week Routines

Here's How I Use CANVAS! LEUSD RSP Support in Secondary

Here's How I Use CANVAS! LEUSD Home Page Design Edition

Here's How I Use CANVAS! LEUSD HS SpEd Edition

Using CANVAS – Secondary Grading Tips and Tricks

CANVAS for Littles

Create a banner and Landing page – Week 1

How to add Re-direct and what it does – Week 2

Organize your curriculum within CANVAS – Week 3

Share ideas and build content

Creating easy clickable buttons in CANVAS

Getting Content into CANVAS

Putting It All Together

Additional CANVAS Professional Development

Supporting Struggling Students

Learn how to Integrate CANVAS and Seesaw

How do I?? Open Support Q&A Session

Using CANVAS Commons

CANVAS & ZOOM for Teletherapy – For SLPs

Personalizing your CANVAS Homepage for Student Engagement

Before Canvas 101 - An absolute beginner's guide to online teaching

101 CANVAS for beginners

101+ Random?Tips & Tricks?That Might Save You a Bunch of Time in?CANVAS??

102 Quizzes, Quizzes Next, and Providing Student Feedback?

103 Studio?- Using Video & Assessment - easy to use tool?

104 Finding,?Adding,?Embedding?Great Online Content?into Your CANVAS Course?

105 Better Together – Collaborating in a Digital School Environment?

106 Learning Tools that Work Great in CANVAS?

107 Communication and Grades Within CANVAS?

108 IC Gradebook and CANVAS, Too!

Summer Literacy Camp  
Incoming First Grade Teachers  
Incoming Second Grade Teachers  
Incoming Third Grade Teachers

Help Desks

Special Education  
Paraeducator Support  
Paraeducator Q&A  
SpEd Q&A  
SpEd Para II & III's Training for the Virtual Classroom  
Whizzimo for Barton Tutors

Flocabulary  
Making Home-Based Learning Engaging & Creative  
Creative Expression to Manage Social Emotional Learning  
Academic Content with Vocabulary for English Language Learners

GoMath  
Digital Tools for Distance Learning K-1  
Digital Tools 2nd-3rd Grade  
Digital Tools 4th-5th Grade

Nearpod  
Digital Instruction for Nearpod Beginners  
Planning for Distance Learning Made Easier  
Supporting English Learner Students in Distance Learning  
Connecting with Students Virtually  
Supporting Exceptional Learners in Distance Learning  
Using Nearpod and Microsoft to Support Distance Learning  
Deliver Digital Lessons for Home-based Learning  
Camp Engage

ZOOM  
Absolute Beginner's Introduction to ZOOM  
Zoom Meetings  
Meetings for Education

101 – The Basics  
101 – Help Desk  
An Educator’s Guide to Teaching over ZOOM  
Social Emotional Learning  
Social Emotional Learning Collaborative Panel – (Elem)

#### Micro-credentials

LEUSD has a catalog of over 90 specifically aligned to LEUSD initiatives and programs including Effective Communications with Parents, Flipped Classroom Design, Canvas Basics, Digital Storytelling, Teams, and several Microsoft options. Over 1,500 of these micro-credentials have been submitted since March 2020.

#### California Technical Education

Exploring Career Readiness Resources for Distance Learning  
Planning for Remote Instruction: Strategies, Tools, and Best Practice  
Canvas OER and Master CTE Courses for Remote Implementation  
Addressing the Needs of Special Populations in Remote CTE instruction  
National Updates for CTE: Advance CTE and ACTE  
Holding Virtual Advisory/Stakeholder Meetings  
CTE Online: The Basics

Teachers were provided, and continue to be provided, with a myriad of professional development courses such as Canvas 101, Canvas Advanced or Before Canvas for teachers who need more of the basics to begin. There are approximately 6-10 professional development sessions offered to teachers each day. Teachers were, and continue to, be paid to participate in professional development. Teachers have been provided a help desk if they need support. Sessions have been synchronous or asynchronous in design. Teachers also have had live collaboration meetings with a facilitator, for additional support. These collaboration meetings have also been paid. In addition, these professional development opportunities have been provided since June 2020.

## Staff Roles and Responsibilities

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

Over the last six months, many staff members from various classifications (certificated and classified) have altered their responsibilities to meet the needs of the District. Through negotiated agreements and the willingness of staff, the various examples are outlined below:

#### Sanitation & Disinfection

All staff members have had to assume a new responsibility to ensure their own workspace has sanitized and disinfected on a daily basis. The pandemic has shifted each staff member's approach to this topic. Collective responsibility has been the model. As distance learning began,

many staff members are utilizing their classroom and/or work station to implement this new model. With additional certificated and classified support (instructional), administrative and classified support staff have been imperative to the opening of school. Families have also had limited access to school sites having to make individual appointments to meet with staff. With the District's priority of Safety First, positive results have occurred thus far.

Custodial staff had to be trained on these new sanitation and disinfection procedures. In order to meet all safety needs and follow CDC guidelines, staff had to be trained on the electro-static disinfectant sprayers that were purchased at each site (a minimum of two sprayers).

#### IEP Process

Assistant principals have taken the lead for this at each site - working closely with case carriers - having oversight to schedule meetings, to complete the paperwork, ensure all IEP team members were to be at the IEP, supported families' tech needs, securing the electronic signatures, and setting up the videoconference software.

#### Classified support

Re-assignments due to the pandemic such as (phone calling to families/students, trouble-shooting technology issues, uploading instructional applications, ELPAC testing support, food service distribution, distribution of devices, distribution of textbooks/materials, childcare)  
Staff had to re-direct their instruction to a distancing learning format through the use of a videoconferencing software such as TEAMS/ZOOM

#### Certificated support

Instruction has had to be redirected to accommodate for distance learning  
Teachers are learning more pedagogy through technology as a result of distance learning.

#### Re-assignments

Intervention teachers will be re-assigned to the classroom setting. Elementary sites will provide a smaller class size  
Nurses have been reassigned to respond to the daily employee health screenings  
Psychologists had to adapt their testing to complete student assessments in a virtual environment  
Staff had to re-direct their instruction to a distancing learning format through the use of a videoconferencing software such as TEAMS/ZOOM

#### Administrative support

Instruction  
JOEY social worker reassigned to support social emotional learning across the District  
Re-assignment due to specific need  
Help Desk for staff-  
Teachers are offered daily, drop-in help desk sessions though Zoom to help support the creation of their online resources and classroom. In addition, a staff of eight site-based assistant principals were added to a Microsoft Team entitled LEUSD Help Desk for immediate, chat-based support with teachers.

#### Help Desk for families

Eight assistant principals reassigned duties during the day

LEUSD has created a new resource page designed to assist families, and link families up with a district staff comprised of eight assistant principals that can either respond to email queries to the common email address of leusdhelpdesk@leusdk12ca.onmicrosoft.com.

In addition, LEUSD has set up a calendaring round-robin assigning phone conference/online meeting scheduling using Calendly to assist families that might need addition assistance.

Since school sites are usually the first-place families call for assistance, a dynamic, continually updated troubleshooting guide has always been provided to families to assist with the most common issues they might encounter while completing their online work.

## 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.]

### EL

In order to ensure the active engagement of the English Learners of the Lake Elsinore Unified School District, additional supports have been provided during distance learning

Students were provided a parent-resource tool on how to access Imagine Learning. This tool reinforces the need for families to support their children's needs at home.

ELPAC in-person assessments were offered in compliance with State timelines and RUHS health guidelines. In-person assessments were provided to optimize students' abilities to score well. CDE did allow some virtual assessments, but to support student need, the District implemented in-person testing sessions.

All EL students were provided an iPad to support their distance learning to support their differentiated needs

Paraeducators have been supporting primary language development in the following ways:

In-person assessments

ZOOM/Microsoft TEAMS classrooms in breakout rooms

Preview/review of teacher lessons

Spanish translation

### SpEd

In order to ensure the active engagement of the Special Education students of the Lake Elsinore Unified School District, additional supports have been provided during distance learning

Students with IEPs were provided distance learning plans

Paraeducators for Special Education and English Learners will be accessible in Zoom/Teams for daily meetings in small groups. Social workers will be accessible for contacts with our foster and homeless youth.

Devices: IPADS, laptops. All equipped with the learning apps students will need

#### Internet Connectivity: Hot Spots

Online Learning Platform: Canvas

Core Materials: Digital access to core curriculum across full continuum of supports.

Supplementary Curricular Supports: Bookshare, Learning Ally, Unique Learning Systems, Barton, Wizzimo, SANDI. Learning apps on all district issued devices.

Learning Model supports: Small groups

Appropriate Training of Staff to Support Special Education Student Needs: All staff supporting students special education services have been provided the appropriate devices they need to access the students learning platforms. All staff have been appropriately trained on these devices. In addition to the

training on how to use these devices, they have received and continue to receive training on how to support the full continuum of special education students in the distance learning model.

Students have access to all special education services through a virtual model.

#### Foster Youth

Students identified as being in the foster care system have been contacted to ensure they have the items necessary for Distance Learning. This included an iPad, or laptop computer, and connectivity to the Internet. The District has a district social worker who has contacted all students in order to check in

with them and see how they were progressing in both academics and emotional aspects of daily life. The social worker and two designated social worker interns will conduct regular check-ins. The social worker will also provide clinical counseling for students while the interns may provide less formal

counseling. The district has also set aside Title I monies for the purpose of tutoring to help correct for learning loss during the school closure. This tutoring will have to be provided virtually, and possibly in person if allowable, by Sylvan.

#### Homeless

Students experiencing homelessness were provided all supplies necessary to assist in being successful in school. The district has reached out to these families using district employees to contact them by telephone following a query built for all identified as SED. Additionally, the district has a team known as Student And Family Essential Resources (SAFER) who helps to ensure students have the necessary school supplies for daily instruction. SAFER also has connected families with outside resources to help remove barriers affecting a family experiencing homelessness.

#### Social Emotional Learning

Primary general education students will be supported through Tier 1 supports. Social-Emotional Learning Support Providers will have materials available in Canvas for students needing social-emotional resources and support. SELSP (Social Emotional Learning Support Provider) will be supporting in classes alongside classroom teachers in virtual classrooms modeling social emotional teaching methods. In addition, small group Social Emotional intervention classes will provide Tier 2 supports. SELSP team will also be supporting teachers with professional development via SEL In The Classroom panel discussions.

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

Description	Total Funds	Contributing
<p>ITS staff - This small group of individuals has made a tremendous impact on LEUSD students, staff, and families with specific attention to EL, FY, and LI students. Supports were heavily focused on helping the District's most needy populations. Without the ITS team, the Distance Learning effort could not have been as successful.</p>	983,378	Yes
<p>Instructional Programs - Canvas, Adobe Pro, Nearpod, Seesaw, Imagine Math, Imagine Learning and District-adopted curricula - These programs have made Distance Learning a reality. Prior to the pandemic, many teachers had offered or used their programs with their students in an asynchronous model, but as the pandemic hit, these programs allowed the District to pivot and use them through synchronous and asynchronous models. Again, supports were heavily focused on helping the Districts most needy populations.</p>	719,895	Yes
<p>Tracking Participation &amp; Connectivity/Re-assigning classified staff - As outlined previously, staff came together and took necessary steps to support our most needy students with connectivity and device concerns, but then transitioned to tracking students' participation once devices and connectivity concerns were resolved.</p>	1,105,068	No
<p>Additional devices and connectivity - With the thousands of devices and hundreds of hotspots provided to students, LEUSD families had a great need that was remediated. Supports were heavily focused on helping the District's most needy populations.</p>	5,000,000	Yes
<p>Temporary teachers for Elementary Class Size Reduction &amp; Learning Loss - Understanding elementary students who were learning to read, building their foundations in mathematics, or developing their understanding in ELA and mathematics, District staff took necessary steps to reduce all TK-5 class sizes to 25:1. This action was especially needed in 4th and 5th grade classrooms where class sizes could average 33:1. These supports were heavily focused on helping the District's most needy populations.</p>	3,000,000	Yes
<p>Videoconferencing - Microsoft TEAMS/ZOOM Licenses - District staff had not utilized TEAMS or ZOOM prior to the pandemic. Once the pandemic hit in spring 2020, District staff</p>	126,281	Yes

Description	Total Funds	Contributing
<p>immediately began to utilize these resources, an untapped resource. Over the summer, from feedback from stakeholders, the District purchased a District license of ZOOM which would support authentication and additional security. Fortunately, the District already had a license for Microsoft 365. With these two videoconferencing platforms, all staff were able to utilize the platform he/she were more comfortable. Supports were heavily focused on helping the District's most needy populations.</p>		
<p>Certificated Staff (Admin &amp; Teachers) Resources - Accessing data, Building Canvas courses, Learning Integration Between Canvas and District Programs - With assistant principals and teacher (facilitators) offering staff supports in these areas, Distance Learning has begun with strong success. The behind-the-scenes steps taken have provided students, staff, and families resources many other districts do not provide. These steps have supported all students with specific attention to those most needy populations.</p>	618,939	Yes
<p>Professional Development - The past six months was full of District-sponsored professional development by teachers and administrators. The amount of professional development offered mirrored the immediate success with Distance Learning as school returned. Teachers and administrators valued these offerings; thus, strong attendance to these was evident throughout the summer and has continued this fall. These steps have supported all students with specific attention to those most needy populations.</p>	1,350,000	Yes
<p>Secondary Class Size Reduction - With continued lower class sizes at the HS level (staffing at 29:1 vs. 36:1) teachers have had additional opportunities to meet the needs of the students through differentiation while offering necessary supports. EL, FY, and LI students have continued to increase their achievement (evidenced by the declining number of students who perform at the "Not at Standard" (RED) level. These steps have supported all students with specific attention to those most needy populations.</p>	10,545,259	Yes
<p>Social Emotional Learning Supports - During this pandemic, offering supports to students has never been more important. The Mental Health team, the Social Emotional Learning Support Providers, secondary school counselors, and licensed social workers are part of a dynamic team that supports all students with a specific focus on EL, FY, and LI students.</p>	4,422,218	Yes



Description	Total Funds	Contributing
English Learner Supports - Supports have continued through the pandemic with direct support to EL students through ELD and additional paraeducator in ZOOM/TEAMS videoconference classes.	2,053,641	Yes
Foster Youth Support Staff - With additional focus on FY students, staff continue to focus efforts on chronic absenteeism, academic and social emotional learning supports. The licensed social worker has brought a stronger support mechanism to our most vulnerable student population.	459,474	Yes
Special Education Support Staff - Special Education and general education staff have continued to commit to focus on the Least Restrictive Environment, academic, and social emotional learning supports. The continued emphasis on MTSS and inclusive classrooms will provide these additional supports through the collective efforts of District stakeholders.	13,373,828	No

## 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.]

### ELA

Lake Elsinore Unified School District Elementary students are being assessed using multiple measures including: Lexia Placement test, Imagine Learning Benchmark assessment, ESGI, CORE Reading Assessments, STAR Reading and STAR Early Literacy and National Geographic, Reach for Reading assessments. The results of these assessments are being used to meet students where they are at this time. Students will continue to be assessed and monitored with the same tools during the school year, once every quarter. Lake Elsinore Unified School District has added 27 temporary teachers and intervention teachers to classrooms to lower class sizes in order to meet student needs. Para-educators have been assigned to classroom teachers to support students during synchronous and asynchronous learning.

## ELD

English Language Learners are being assessed using many of the same multiple measures used with the English Only Students with the addition of the Imagine Learning Benchmark and individualized learning paths. Teachers will use the English Language Development Benchmarks along with assessment data to develop and guide their instruction in meeting English Learner Students' needs. Formative assessments used during daily lessons will be used to differentiate and modify classroom lessons.

## Mathematics

Lake Elsinore Unified School District Elementary students are being assessed using multiple measures including: Imagine Math Benchmark assessment, STAR Math, and Go Math Assessments. The results of these assessments are being used to meet students where they are at this time. Students will continue to be assessed and monitored with the same tools during the school year, once every quarter. Lake Elsinore Unified School District has added 27 temporary teachers and intervention teachers to classrooms to lower class sizes in order to meet student needs. Para-educators have been assigned to classroom teachers to support students during synchronous and asynchronous learning.

Middle School Math teachers offered a summer remediation course for students who demonstrated need for additional support. The course was taught on the CANVAS platform using both synchronous and asynchronous activities for students, with approximately 40 hours of synchronous time.

Middle School Math teachers have also been collaborating all summer on using CANVAS as the LMS, adding customized lessons for remediation of missed skills, such as The Khan Academy videos, and using the built-in remediation programs provided in Big Ideas, the adopted curriculum. Schools also use Imagine Math and/or IXL for additional Math support for students who are struggling.

## 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.]

### SUMMER PROGRAMS

Special Education Summer Programs:

Extended School Year (ESY): All students who qualified for extended school year participated in the 6-week programs for the mandated 20 day minimum via distance learning. These students also received all special education services as noted in their IEP. All students who needed devices to access ESY were provided one. Curricular information from the 19-20 school year was reviewed to address learning loss.

Intensive Reading Intervention Services during summer specially for those students with disabilities who missed their Intensive Reading Interventions services during the shutdown

Diploma Track special education students who needed credit recovery participated in the high school online credit recovery program with an assigned special education teacher to support their learning needs.

#### Early Literacy Camp:

The District offered an Early Literacy Camp for 1200 incoming 1st, 2nd, and 3rd grade students during a six-week program. Approximately ninety (90) teachers and eighty-five (85) paraeducators implemented this program through Distance Learning. These students were identified if they were English Learners, or if they were below six months in reading ability. Students attended four hours/day on Monday, Tuesday, Wednesday, and Thursday.

#### Dual Immersion Camps:

To reduce language and learning loss, the District offered two Dual Immersion Camps for incoming 6th graders and 9th graders. Students were provided Spanish instruction by a credential Spanish teacher to retain their Spanish language acquisition skills. Students were provided instruction two hours/day on Monday, Tuesday, Wednesday, and Thursday for six weeks.

#### High School Online Credit Recovery Programs:

##### High School Online Credit Recover -

The District offered a credit recovery program for incoming seniors and non-graduates over a 6-week period where students took curriculum offered through Edmentum in a virtual learning format. Students were able to take courses in English Language Arts, Mathematics, Social Science, and Science to recover up to fifteen (15) credits. Teachers were provided laptops and cell phones to ensure they could be accessed by students. These six (6) staff members helped support students recover 805 credits.

#### High School Online Summer School

The District also offered a credit recovery program for incoming sophomores and juniors over a six-week period where students were taking Algebra I or English 9 through ZOOM/Microsoft TEAMS videoconferencing. The course was developed by teachers and placed on the CANVAS platform allowing these twenty-one (21) teachers to 'pioneer' distance learning. Students who completed the program were able to recover 1700 credits.

## DURING THE SCHOOL YEAR

#### English Learners:

English Learners will receive their integrated and designated lessons from their classroom teachers from our Board Adopted curriculum, integrating the ELD standards with the ELA standards. Teachers will deliver high quality lessons to support English learners in how to use the language meaningfully and to be knowledgeable of language in order to convey exact meaning. For those English Learners who are experiences additional learning loss, Language Acquisition Teams (LAT) will continue to meet to discuss Tier 1 and Tier 2 interventions in

place and the student's response to those interventions, as well as plan to ensure loss of learning does not continue. Para-educators are also following teachers' learning schedules and providing small group instruction support through break out rooms for those English Learners still in need. Students have the opportunity to use Imagine Learning as an asynchronous tool to support their language acquisition during distance learning.

#### Low-Income (Socially Economically Disadvantaged):

Collaboration sites have been developed on Canvas for teachers to collaborate and share strategies. All teachers have access to Professional Development Courses to assist them in addressing students' academic needs. Low Income students' academic loss will be addressed by their classroom teachers who will use universal access and the 3-Tier model. Remediation components from the Board Adopted Core Curriculum will be used during distance learning and extra, small group time will be built in to the schedule. Data from Lexia, Imagine Math, STAR Reading and Math will be used to find the areas of need to address and materials/lessons will address specific needs for each student. Para educators will be available to support teachers and students in remediation and acceleration. Student Study Teams will meet to discuss strengths and weaknesses along with strategies to support students as needed.

#### Foster Youth:

Students in foster care are having academic loss addressed by their teachers who will utilize universal access and remediation programs embedded in the content of their curriculum. Teachers utilize additional remediation programs such as Imagine Learning, Imagine Math, Lexia, READ 180, and IXL to assist students who demonstrate a need for additional support. Teachers are conducting small group learning modules for students who need extra help. The District has set aside Title I monies for the purpose of tutoring to help correct for learning loss during the school closure. This tutoring is to be provided virtually, and possibly in-person if allowable, by Sylvan.

#### Special Education:

In order for our staff to be able to assist students in decrease any learning loss and provide instruction for advancement, all staff supporting students special education services have been provided the appropriate devices they need to access the students learning platforms. All staff have been appropriately trained on these devices. In addition to the training on how to use these devices, they have received and continue to receive, training on how to support the full continuum of special education students in the distance learning model. An additional 300 iPads were purchased as the curriculum was delivered through Distance Learning. Weekly trainings set up for special education support staff and teachers addressing how to problem solve any technical issues, digital resources as well as how to provide appropriate teaching techniques conducive to distance learning to ensure they are capable of providing an educational environment that will foster learning advancement. Canvas enrichment courses created for all special education students across the continuum, this was accessible from the beginning of shut down to the beginning of the school year. Students continued to work with their teachers during this time via distance learning to decrease any chance of learning loss. This also allowed students to become accustomed to the online learning platforms to help facilitate learning advancement for the new school year. Very little, if any at all, time was lost getting students comfortable with the distance learning platforms currently in effect. Specialized equipment, including physical therapy equipment sent home to students during shut down, will remain with students until they come back to school in a traditional format. Student curricular support, including but not limited to devices, textbooks, and manipulatives were sent home to students to assist in learning advancement.

#### Homeless:

Students experiencing homelessness are having academic loss addressed by their regular teachers, who will utilize universal access and remediation programs embedded in the content of their curriculum. Teachers utilize additional remediation programs such as Imagine Learning, Imagine Math, Lexia, READ 180, and IXL to assist students who demonstrate a need for additional support. Teachers are conducting small group learning modules for students who need extra help.

## 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.]

Lake Elsinore Unified School District will use initial assessment data to identify specific areas where instruction or intervention is needed to improve student learning. Teachers will monitor progress by using formative assessments during their lessons to provide information about students' learning relative to the learning goals of the lesson. Adjustments can be made immediately to ensure progress toward learning goals. Quarterly common assessments will give teachers data on areas that need to be remediated. Teachers will use the 3-Tiered approach to address individual students, starting with Tier 1 strategies. In situations where student progress is not being made, teachers can start the Student Study Team process to better support individual students and to ensure appropriate accommodations are made for students.

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

Description	Total Funds	Contributing
Temporary teachers for Elementary Class Size Reduction & Learning Loss - Understanding elementary students who were learning to read, building their foundations in mathematics, or developing their understanding in ELA and mathematics, District staff took necessary steps to reduce all TK-5 class sizes to 25:1. This action was especially needed in 4th and 5th grade classrooms where class sizes could average 33:1. These supports were heavily focused on helping the District's most needy populations.	3,000,000	Yes
Site Funding - Discretionary dollars to support student achievement in local context. These steps have supported all students with specific attention to those most needy populations.	5,213,635	Yes
Interventions - Literacy Camp, Middle School Math Camps, High School Credit Recovery Summer Programs, Extended School Year, 7th & 9th Grade Academy, Intervention Teachers - As identified through previous academic data sets, the District must still continue to provide these academic supports to students, specifically those students within our most needy populations.	4,585,866	Yes

Description	Total Funds	Contributing
<p>After School Tutoring - From the latest survey of parents and students, after school tutoring was identified as a critical area of need during phase 1 and 2. This action was specifically addressed due to stakeholder input coupled with the continued review of academic data sets leading to providing these supports to all students with special attention to those students within our most needy populations.</p>	500,000	Yes
<p>Spring Break/Summer Bridge Programs - Dual Immersion (5th - 6th and 8th - 9th), EL Boot Camps - Specific attention has had to continue to address the summer slide, and now the pandemic slide. These programs support students during scheduled breaks during the school year.</p>	16,095	Yes
<p>Advancement Via Individual Determination (AVID) - College and Career Readiness has continued to be a focus of the District with direct support to the AVID program. These steps have supported all students with specific attention to those most needy populations.</p>	630,000	Yes

## Mental Health and Social and Emotional Well-Being

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

### Mental Health & Social and Emotional Well-Being:

Students identified for mental health supports through their IEP will continue to receive services by the District Mental Health Team. These services are provided through telephonic and virtual contact such as the ZOOM platform. School social workers, district mental health team, school psychologist and school counselors have provided check-ins with students to provide services to as needed to students in distress both with and without IEPs. Associated teams have provided services as needed and linkage to longer term care from outside agencies. Two staff members have been trained in Mental Health First Aid to begin providing this training for staff to assist with developing understanding of mental health needs and signs in students. Trainings will be available to all staff to increase awareness of mental health supports and decrease mental health stigma in LEUSD schools.

The District's School Social Worker Intern Program has expanded to add new Universities to our program. Redesigning our intern program with an increase of University partnerships will allow a more diverse opportunity for counseling supports. The intern program will increase Mental Health counseling in the elementary schools by supplying supports for students found as in need in the general education setting in addition to the Social Emotional Learning Support Providers. Through the Covid-19 experience, MSW Interns will expand their reach and services to all students across the school district, TK-12, as research has indicated students are facing more depression during this challenging times LEUSD will meet the needs of students. The referral process is in place to ensure that students have the appropriate level of supports. The District Social Worker (LCSW) will provide direct supervision to the interns as well as assist with conducting the mental health risk and safety assessments. The team will continue to look for ways in which to better support students and reach out to them to ensure mental health safety and supports are in place.

Mental health linkage will also be provided to the students and families offering them outside supports for their needs. The school counselors, psychologist, mental health team, and district social workers work closely with the district Mental Health Linkage Specialist to ensure that needs are met when outside district supports are necessary.

Staff mental health and social/emotional well being has been supported through the pandemic through various means. The personnel and health & welfare department has been influential in this process for staff members who have had a significant impact on their personal health and/or their family's health. Staff members' needs have been addressed not only through their supervisors, but also through the Personnel Office when necessary to perform the Interactive Process to implement reasonable accommodations. Accommodations for their health, their family's health, and family childcare needs have all been addressed. The Benefits Supervisor has continued to advertise the Employees Assistance Program for staff to access. In addition, site administrators continue with ZOOM/TEAMS staff meetings to ensure staff engagement and mental health supports through these difficult times.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Additional outreach has been implemented by site administrators, site support staff, teachers, and District Office personnel to engage students who have yet to develop a consistent learning strategy each day. Teachers provide data to their site administrators on a daily and weekly basis on students who are not attending and/or participating in instruction. Administrators reach out to help support those families

with positive contact to get students re-engaged in instruction. Administrators follow up in Zoom or Team meetings to reinforce contact. Those contacts are documented in Infinite Campus.

As a result of collaboration among site administrators, school sites brainstormed ideas for pupil and family engagement such as the following Monday Morning Meetings via Parent Square, virtual assemblies, spirit days, Friday Flags, virtual awards, etc... to promote engagement with the site.

The district's Student Attendance Review Board (SARB) Team will work collaboratively with school sites and make additional attempts to contact parents/guardians of students who have limited or spotty participation and/or engagement. These contacts will help determine strategies we can employ, or items needed by families to help remove whatever barrier is preventing regular school participation. Specifically, all students who were in the SARB process last year will have participation monitored regularly. These students already demonstrated the need for support with attendance when we were in-person every day.

## 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.]

Meal provisions during Distance Learning model:

As the 2020/21 school year began, July the District participated in the Summer Seamless Option (SSO). the program ends July 31st of each year. Due to the end of SSO, the district participated in the National School Lunch Program for the month of August returning to SSO September 1st when the waiver was extended to allow the Summer Seamless Option to continue through the end of 2020.

Sites included: Lakeland Village & Luiseno (TK-8) schools, Canyon Lake MS, David Brown MS, Elsinore MS, Terra Cotta MS, Elsinore HS, Lakeside HS, Temescal Canyon HS

Tuesday & Thursday from 8:00 a.m. - 9:00 a.m.

Number of meals in August 2020 - approximately 94,250 (breakfast & lunches combined)

Meal provisions during in-person learning:

Upon returning to in-person learning model the District will provide meals to students on each of our campuses during the school day. At that time, we will look to serve students meals within their classrooms in order to adhere to CDC, CPH, and RivCoPH social distancing



requirements. Should in-person be in a hybrid format, students will be provided with their meals for the following day before leaving for the day.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Help Desk for Families, Students, and Staff	1,040,000	Yes
In-Person Instructional Offerings	Campus Access, Facility Modifications, Hygiene Practices, Protective Equipment, Physical Distancing, and Cleaning & Disinfecting	2,000,000	No
Pupil Engagement and Outreach	Translation Services (Premium Pay), Bilingual Paraeducators, and Bilingual Community Liaisons	\$1,675,229	Yes
School Nutrition	The cost to feed our students during COVID-19 school closures	1,500,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.16%%	\$34,744,628

## 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.]

The district's percentage of pupils who are either low income, EL's or foster youth is 68.09%. Students from these three groups make up a portion of the student population at all of our sites. Adopting district-wide actions and services allows us to improve educational opportunities and programs to meet the needs of the greatest number of students. All of our actions are LEA-wide. We principally direct improvements and increases to our educational programs and services district-wide with our low income, foster youth, and EL student's needs in mind.

Specific examples of how we are increasing and improving during distance learning are reflected in:

- \* Bi-lingual para-educators accessible in Zoom/Team meetings and Canvas courses to assist students.
- \* Providing bilingual stipends to our bilingual para-educators for their dual language expertise to increase the involvement of our parents
- \* Increase the number of devices including iPads, MacBook Pros, HP laptops to be distributed to families.
- \* Increase the services provided by SEL Support Providers to their students in order to meet the social and emotional needs of our students especially in the new COVID-19 era and the challenges that it brings with it.
- \* Increase the vigilance of high school student's credit recovery needs in order to ensure high school graduation is accessible to all students especially our ELs, low income and foster youth especially during Distance Learning
- \* Increase the number of Dual immersion classes within our Dual Immersion school to eliminate combos classes and expand the kindergarten program.
- \* Expand and continue to offer extended learning opportunities to ensure that any learning loss that occurred during the COVID-19 schools closures are being addressed. These extended learning opportunities will include Literacy Camp, Saturday School (upon return to face to face instruction), Extended Day Kindergarten (upon return to face to face instruction), PK/K Summer Camp.
- \* Add teachers to upper elementary to reduce class sizes to no more that 25 students in order to better address the needs of students within the school day.
- \* Support elementary students, the District hired 27 additional elementary teachers (TK-5) to lower all class sizes to 25:1 to provide teachers an opportunity to differentiate the learning for their students as well as increase one on one time directed principally to our low income, foster youth and EL.
- \* A myriad of professional development opportunities to support the distance learning teaching model.

- \*Training of classified and certificated substitute staff have been trained and continue to be trained who can specifically support students in the videoconferencing platforms.
- \*Redirect transportation staff to call all Socially Economically Disadvantaged students within first two weeks of instruction to determine the need for devices/hotspots.
- \*Redirect classified employees to call any student whose participation falls below 60% to inform the families of the students non-participation or non-engagement with the hope of reengaging students to Distance Learning.
- \*Assistant Principals redirected to take the lead, at each site, of the IEP process.
- \*Redirect classified staff to assist with the Food Distribution process.
- \*Redirect classified staff to assist with Child Care for employees.
- \*Nurses redirected to monitor COVID-19 health screenings.
- \*Redirect 8 Assistant Principals to man help desks to respond to emails or phone requests for assistance and support with anything related to the distance learning process.
- \*IT staff has been redirected from their assigned daily duties to configuring the 3000 devices purchased for Distance Learning as well as to respond to family and staff technology equipment questions.
- \*Site discretionary dollars available to support student achievement in a local context during distance learning and beyond to hybrid and traditional settings.
- \*Provide the necessary facility modifications, PPE, cleaning & disinfecting to adhere with CDC , California Public Health, and Riverside County Public Health guidance in order to implement small cohort in-person instruction and assessments for our most at-risk students.
- \*Provide meals for ALL students through the Seamless Summer Option (SSO) through the school closures and distance learning environments.

Our overall goals reflect our desire to increase engagement for both families and students, ensure that educational needs of our students are met based upon data and needs analyses as well as from input from stakeholders so that ultimately our students who are most at risk (low-income, ELs, and foster youth) are ready for college and career.

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

The district's percentage of pupils who are either low income, EL's or foster youth is 68.09%. Students from these three groups make up a portion of the student population at all of our sites. Adopting district-wide actions and services allows us to improve educational opportunities and programs to meet the needs of the greatest number of students. All of our actions are LEA-wide. We principally direct improvements and increases to our educational programs and services district-wide with our low income, foster youth, and EL student's needs in mind. Specific examples of how we are increasing and improving are reflected in:

Actions and Services to increase and improve services to our EL, foster youth, and low income students that can continue in distance, hybrid, and/or traditional learning settings:

Action 1.2

ADA/Chronically Absent: Attendance Clerks and staff will monitor student attendance and identify students that are chronically absent on a weekly basis at each school emphasizing personal contacts with students and families. Special attention will be placed on those students identified as chronically absent during the 2019-2020 school year.

#### Action 1.3

Chronic Absentee: Progress monitor chronic absentee data on a monthly basis at each school and continue 'pre-SART' meetings with District liaisons; Continue to provide services to students and families who are struggling financially and/or emotionally with District SAFER staff

#### Action 1.4

Student Engagement: Maintain elementary assistant principals (FTE) at CCE, RCE, EWE, LS, WTH; maintain elementary assistant principals (.5 FTE) at DGE/THE, WES/RRC, and RRE/WCE; maintain secondary assistant principals at CLMS, DBMS, EMS, TCMS, LS, TCHS, EHS, LHS in order to monitor student discipline and intervene with appropriate Positive Behavior Intervention inclusive of American Indian.

#### Action 1.5

Suspension: – Continue to provide Tier 1 & Tier 2 supports by providing staff development and supports at all grade spans (ie. Boys Town strategies, Victor Community, Alternatives to Suspension, Student Support Groups, etc.). Elementary schools will continue with SEL Support Providers to continue SEL tiered supports. EES, MES, and LVS will continue to provide a Dean of Students to provide tiered supports. School counselors at the secondary level shall continue to provide tiered supports. All levels will continue receiving Foster Youth Social Worker support.

#### Action 1.6

Stipends: Students will have continued/expanded opportunities to engage in extra/co-curricular activities offered through intramurals, athletics, and activities stipends; continue instructional stipends to support student engagement.

#### Action 1.7

University Awareness: Continue to send staff to AVID Summer Institute, RIMS Path, NEU trainings as videoconferencing formats of such trainings become available. At the secondary level, refine CCGI to enable students and parent/guardian to understand and track A-G progress. Utilize PARCHMENT for electronic transfer of transcripts.

#### Action 1.8

Stakeholder Engagement– Annual Survey: Continue to provide survey opportunities to stakeholders (families, staff, and students) through various means (face-to-face, email, SMS texting). Regularly maintain & update activity calendar on school and District websites. Increase IC parent portal utilization.

#### Action 1.10

Continue oral translation stipends at all school sites; based on recommendations from stakeholders. Explore implementation of additional stipends at the district office to support parent and stakeholder engagement.

#### Action 1.12

Staff – PLCs: Maintain 18 PLC meetings for certificated staff collaboration on best practices & student achievement to include classified support staff when available

#### Action 1.14

Staff – Prof Dev MTSS: Continue to provide trainings such as: instructional technology, SEL supports, various core curricula, Universal Design for Learning (UDL), Boys Town, Positive Behavior Intervention Supports, common assessments, and effective lesson design, and personalized PD (micro-credentials)

#### Action 1.15

Staff – Prof Dev MTSS: Continue to provide collaborative opportunities for teachers to develop common assessments and effective lesson design

Action 1.16

Staff – Professional Development MTSS: Maintain classified support staff trainings in support of State Priorities (before/during/after work day, participation at conferences, etc.)

Action 1.20

Student engagement: Continue to expand flexible seating to support student engagement

Action 1.21

Parent Engagement: Increase use of ParentSquare to enhance family engagement through District and school site two-way communication and translation of various home languages via phone, text, or email messaging

Action 1.22

Engagement: Provide devices or replacement devices to teachers

Action 1.23

Engagement: Provide technical assistance (IT Techs) on campus to support classroom instruction and families as they navigate Distance Learning.

Action 1.24

Engagement: Provide a centralized location for registration support in English and Spanish for families who struggle with literacy and/or computer access. during school closures support will be through appointment and tele-conferencing.

Action 2.1

Increase ELA & Math: Continue to identify students' deficits, place in intervention and monitor student progress with a focus on providing the Least Restrictive Environment (LRE) (Academies & Intervention Teachers).

Action 2.2

Increase ELA: Continue to implement Literacy Camp offerings for elementary students (incoming students 1st, 2nd, and 3rd). ELA will be taught through a thematic unit inclusive of art and science in order to limit the summer slide.

Action 2.4

EL Progress: Monitor the implementation of integrated/designated ELD instruction through administrative informal walk-throughs.

Action 2.6

Grad Rate: Continued to explore the expansion of increased enrollments in alternative settings/programs (KMA and OHS)

Action 2.7

Grad Rate: Continue to monitor implementing the CCGI program, monitor enrollment and progress of CTE students towards completion, at sites during the school year. Including the evaluation of transcripts towards A-G completion, identify student enrollment in ERWC, Alg II, and 4th year of mathematics, implement 4-year grad plans (8th grade) and MYAP (9th grade).

Action 2.8

Continue to communicate AP exam dates and the importance of taking AP exams; continue to provide and communicate online test-prep software (SHMOOP) to increase the number of AP exams taken and the number of students passing these exams; continue to provide positive behavior instruction through the use of online SEL lessons (SHMOOP).

Action 2.10

Continue to monitor student growth through the implementation of agreed-upon Common Assessments to guide instruction.

Action 2.11

Increase or maintain the number of courses with smaller class sizes to support College/Career Readiness (i.e. secondary courses focused on achieving College/Career Readiness).

Action 2.12

Continue to offer and expand the Dual Immersion Program (TK-5) by adding two teachers (one Kinder and one 5th grade) to provide opportunities for additional students to participate in the program and break up the 4/5 combo; continue to offer and refine the Bi-literacy Pathway (6-8).

Action 3.1

Continue to provide Induction for beginning teachers to recruit and retain highly skilled educators. Continue to provide Peer Assistance & Review (PAR) program.

The following actions and services are on hold until such a time that we are allowed to return to face to face instruction:

Action 1.1

ADA: Expand extended learning programs such as Saturday STEAM where instruction is focused on intervention and/or enrichment.

Action 1.9

Family-Continue volunteer opportunities by providing free fingerprinting and badges for all eligible volunteers. Collect hours for PTA numbers of volunteers (red and purple badges).

Action 1.11

Family – Engagement Activities: Continue to offer activities such as: Parent University, AVID, FAFSA, Parent Summit, Boys Town, Guest Speakers, Meet the Masters. – (During the Day, Evenings, Saturdays) – at least once a quarter. at this point, these activities are on hold until the CDC guidelines allows such events to occur.

Action 1.17

Student Engagement: Maintain the JOEY program at KMA. Continue social worker position, the GenEd/SpEd teacher (FTE), the counselor (0.5 FTE), and two para-educators (6.5 hours).

Action 1.18

Student Engagement: Continue the Robotics After School Program at three sites (LS, MES, RCE) and look to explore options to expand.

Action 1.19

Student Engagement: Look to explore Robotics After School Program at additional schools sites.

Action 2.3

Increase ELA & Math: Continue to extend learning opportunities after school and/or on Saturdays at school sites and partner with EdLink, a company to support the identification, recruitment and advertisement of Saturday School programs.

Action 2.5

Grad Rate: Maintain the Blended Learning options for students credit deficient and provide 1st time credit for those not credit deficient (during school & summer)

Action 2.9

Following review and evaluation of the effectiveness of extended day kindergarten, stakeholder recommendations were to continue extended day kinder at two sites along with personnel costs and continue to explore the possibility of expanding full-day kindergarten at other sites.

Action 3.2

Provide transportation routes to ensure safe ingress and egress primarily for low-income students to increase attendance rates. This will be modified during potential hybrid face 2 face instruction to accommodate bus loops for staggered starts principally directed to ensure transportation for low income, foster youth, and English Learners.

Our overall goals reflect our desire to increase engagement for both families and students, ensure that educational needs of our students are met based upon data and needs analyses as well as from input from stakeholders so that ultimately our students who are most at risk (low-income, ELs, and foster youth) are ready for college and career.