

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 Long Beach Unified School District (LBUSD) is deeply committed to the health and safety of students, families, staff, and the community. This Learning Continuity and Attendance Plan (or, simply, Learning Continuity Plan) calls for providing rigorous, high quality instruction while ensuring a safe environment for all. LBUSD recognizes that a variety of educational options and contingencies are needed to ensure excellence and equity amid the rapidly changing global health crisis, so our plan includes appropriate safety precautions and a clear outline of our educational options for both traditional schooling and distance learning.

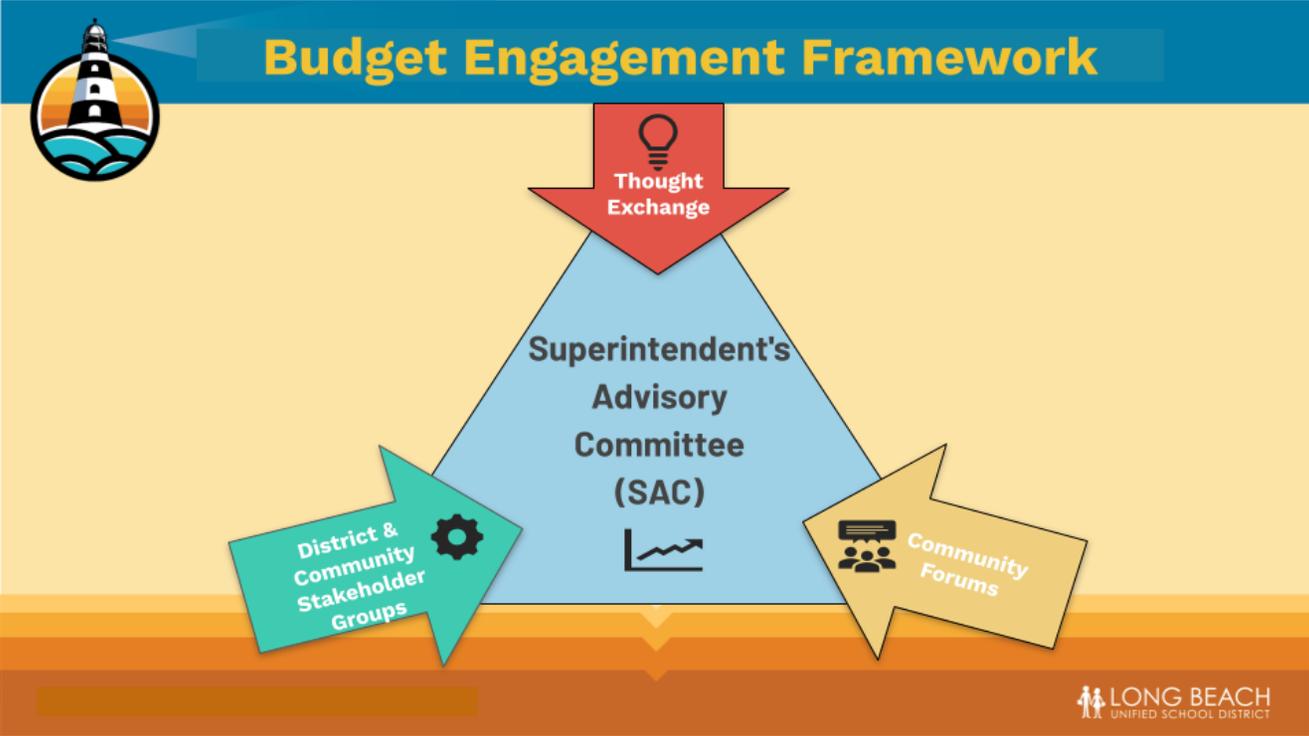
Throughout the coronavirus pandemic, LBUSD’s actions have aligned with guidance for schools and classrooms from the California Department of Public Health, Los Angeles County Department of Public Health, Los Angeles County Office of Education, and Long Beach Department of Health and Human Services. The safety protocols and procedures outlined in this plan will help to reduce risk. No single action can completely eliminate the risk of novel coronavirus transmission, but the concerted implementation of several protocols can greatly mitigate the risk. Please note that, as of the writing of this document, Los Angeles County remains on the state’s COVID-19 Monitoring Watchlist, prohibiting us from offering in-person learning. We will closely monitor Los Angeles County’s ability to meet the requirements, as outlined by the state, for a return to in-person instruction.

As our region continues to grapple with the pandemic, the Board of Education recognizes that “[t]he death of George Floyd, and the subsequent violence across our nation and in our communities, have deeply upset all of us” in the LBUSD Family. The [Board’s June 1, 2020, statement](#) highlights the importance of addressing inequities alongside the COVID-19 response:

For decades, we have worked hard in local schools to ensure equity among our diverse student population. We are keenly aware of the pernicious societal inequities that can make learning difficult even during the best of times. The death of George Floyd, and the disproportional effect of the coronavirus among minority populations, have laid bare many of these inequities.

Consequently, LBUSD has reaffirmed its long-term commitment to advancing a diversity, equity, and inclusion agenda. Over the past decade, the district has opened access to Advanced Placement courses, developed Male & Female Leadership Academies, and established an Ethnic Studies program. In the past two years, additional efforts have ensued to bring student voices and parent voices into the district’s work on diversity, equity, and inclusive practices. This has included the Board of Education passing an Inclusive Practices Resolution, a number of partnership activities aimed to increase the diversity of our workforce, and the development of an Equity Design Team bringing teachers, administrators, and students into a community to develop policy and practice recommendations while actively working together to address systemic inequities. Currently, a district equity leadership team is in the works. The actions and services described below have a specific equity lens.

Overall, this Learning Continuity Plan is an extension of LBUSD’s 2020-21 School Opening and Safety Plan, which has been developed locally in [English](#), [Spanish](#), and [Khmer](#). Both documents are shaped by stakeholder feedback from the district’s Budget Engagement process, reflecting the lived experiences of our students, families, and staff in rapidly evolving times.



For example, in the K-12 Distance / Home Learning Survey, 60% of parents expressed concern about their child's learning, while 47% worried about their child's social-emotional well-being. Students identified challenges with feeling motivated to do online work, supporting sibling care in the home, having no quiet space for studying, and experiencing various types of internet issues. Teachers shared similar struggles with child care, work space, and technology. Both the Learning Continuity Plan and the School Opening and Safety Plan incorporate these voices.

The latter document consists of the following key components:

- Health and Safety Protocols
- COVID-19 Testing and Reporting
- Facility Cleaning and Sanitization Protocols
- Instructional Programs
- Special Education and Mental Health
- Athletics and Extracurricular Activities

In general, there is a progression of needs in these components. First, LBUSD seeks to establish the necessary health and safety standards that create a safe space for all. Next, we strive to implement a system that focuses on the varying instructional needs of students within all grade levels. Third, we integrate support structures that address the social and emotional well-being of students, their families, and staff, as we collectively move through the cycles of a global pandemic while striving to promote excellence and equity. The alignment between the Learning Continuity Plan and the School Opening and Safety Plan helps ensure that the actions and services below are embedded in local practice.

Stakeholder Engagement

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

The input of the LBUSD community is invaluable. Stakeholder engagement efforts have been comprehensive and reflect a systematic approach that goes from high-level perspectives to targeted recommendations from advisory groups. Specific consultations for the Learning Continuity Plan have been aligned with the broader Budget Engagement process, ensuring that ideas from parents, students, teachers, administrators, staff, and community members are not only embedded in the district's COVID-19 response, but are also leveraged for long-range planning beyond the 2020-21 school year.

As described during the [July 20, 2020, Board Workshop](#), the Budget Engagement framework consists of three main streams of stakeholder input: surveys, community forums, and district / community group meetings. The results of these stakeholder activities flow to the Superintendent's Advisory Committee (SAC), whose purpose is to analyze the feedback and ultimately develop recommendations for the Superintendent's and the Board of Education's consideration. The SAC is composed of representatives from the following stakeholder groups:

- Association of Long Beach Education Managers
- Assistance League
- Black Lives Matter - Long Beach
- Board of Education District Representatives
- California Conference for Equity and Justice
- California State University, Long Beach
- Californians for Justice
- Classified School Employees Association
- Coalition of Involved African American Parents
- District Community Advisory Committee
- District English Learner Advisory Committee
- Khmer Parents' Association
- The LGBTQ Center - Long Beach
- Latinos in Action
- Long Beach Council Parent-Teacher Association
- National Association for the Advancement of Colored People
- Pacific Islander Education Voyage
- Special Education Community Advisory Committee
- Superintendent's Student Advisory Group
- Teachers Association of Long Beach

Alongside the Budget Engagement process is an increased emphasis on student engagement as part of LBUSD's equity work. The approach is comparable to the framework described above:

- Deploy a survey that gathers a wide range of student thoughts on equity.
- Gather a representative group of student voices to contribute to LBUSD's ongoing equity work and policy development.
- Support students in engaging young voices in a "town hall" meeting as another avenue for dialogue.

All of these stakeholder engagement efforts are summarized in the following timeline. Information is current as of September 7, 2020, and may be subject to change as additional activities continue to be planned.

February 2020

- Local Control and Accountability Plan Thoughtexchange® Survey

May - June 2020

- K-12 Distance / Home Learning Survey
- LBUSD Family Needs Survey

August 2020

- Activate Superintendent's Advisory Committee (August 12)
- Launch the Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey (August 17)
- Consult the District English Learner Advisory Committee on the Learning Continuity and Attendance Plan (August 25)
- Consult the District Community Advisory Committee on the Learning Continuity and Attendance Plan (August 27)

September 2020

- Learning Continuity and Attendance Plan Public Hearing #1 (September 2)
- Long Beach Council Parent-Teacher Association Virtual Session (September 8)
- Learning Continuity and Attendance Plan Public Hearing #2 (September 16)
- Superintendent's Advisory Committee Meeting (September 17)
- Budget Engagement Community Forum (September 21)
- Khmer Parents' Association (September 26)

October 2020

- Launch Student Thoughtexchange® Survey (Early October)
- Superintendent's Student Advisory Group (October 1)
- Superintendent's Parent Forum (October 8)
- Special Education Community Advisory Committee (October 14)
- Initiate Selection of Student Representatives for Student Engagement on Equity (Mid-October)
- Budget Engagement Community Forum (October 20)
- Coalition of Involved African American Parents (October 22)
- Pacific Islander Education Voyage (October 29)

November 2020

- Launch Student-Led Town Hall Meetings (Late October / Early November)
- Superintendent's Advisory Committee Meeting (November 9)

Feedback collected from activities before the Board of Education's adoption have been incorporated into the Learning Continuity Plan. The same goes for public comments at regular Board meetings and other sources of stakeholder input. Although some groups (for example, the Coalition of Involved African American Parents, the Pacific Islander Education Voyage, etc.) convened after Board approval, their perspectives were represented in the Superintendent's Advisory Committee, and many members of these groups also served as representatives for what the *Education Code* refers to as the "Parent Advisory Committee" and the "English Learner Parent Advisory Committee."

Surveys

LBUSD has referenced four main surveys in developing the Learning Continuity Plan: (1) the Local Control and Accountability Plan Thoughtexchange® Survey; (2) the K-12 Distance / Home Learning Survey; (3) the LBUSD Family Needs Survey; and (4) the Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey. The following summarizes the objective, timeframe, and overall participation data for each survey.

Local Control and Accountability Plan Thoughtexchange® Survey

- Objective: Collect stakeholder feedback on LCAP priorities.
- Timeframe: January - February 2020
- Participation:
 - 974 total participants
 - 1,362 total responses
 - 37,404 ratings / engagement

K-12 Distance / Home Learning Survey

- Objective: Collect stakeholder feedback on distance / home learning experiences.
- Timeframe: May - June 2020
- Participation:
 - 13,647 student responses
 - 21,277 parent responses
 - 2,736 teacher responses

LBUSD Family Needs Survey

- Objective: Collect student and parent feedback on their needs for Fall 2020 and beyond.
- Timeframe: June 2020
- Participation:
 - 216 student responses
 - 6,642 parent responses

Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey

- Objective: Collect stakeholder feedback on issues that relate to the district budget and this document.
- Timeframe: August - September 2020
- Participation (as of August 20, 2020):
 - 4,286 total participants
 - 3,375 total responses
 - 105,605 ratings / engagement

The first three surveys showed the importance of health and safety considerations for all stakeholders. Beyond this overarching issue, three priorities were identified, forming the basis for the Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey and other related stakeholder consultations. Such “guiding questions” relate to the practices that would be most effective in addressing (1) academic support, (2) social-emotional learning, and (3) student engagement and motivation -- all of which align with the main purpose of this document.

Surveys were administered electronically and distributed via large-scale district communication systems, including SchoolMessenger (voice and text messages), SchoolLoop (email messages and school websites), lbschools.net (district website), and various social media outlets. They were translated in English, Spanish, and Khmer. The LBUSD Family Needs Survey was co-developed with representatives from Californians for Justice, Public Advocates, and Children’s Defense Fund - California. Based on feedback from members of the Superintendent’s Advisory Committee, who sought to reach stakeholders beyond electronic formats, the district established a Budget Engagement Hotline that mirrored the Thoughtexchange® Survey. This Hotline asked the same guiding questions and enabled voice participation in callers’ preferred language. Ideas from stakeholder calls were incorporated into the development of the Learning Continuity Plan.

Required Committee Consultations

At LBUSD, the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC) function as the *Education Code*’s equivalent of the “Parent Advisory Committee” and the “English Learner Parent Advisory Committee,” respectively. District staff notified members of DCAC and DELAC via email and phone in English, Spanish, and Khmer. These formal meeting notifications, which were also posted on lbschools.net, provided links to the August 21, 2020, preliminary draft of the Learning Continuity Plan at the [Local Control page](#) and the bit.ly/lbcontinuityplan shortcut (hard copies of the School Opening and Safety Plan were subsequently mailed to members). Due to social distancing regulations, the meetings took place virtually at lbschools.net/YouTube on August 25 (DELAC) and August 27 (DCAC). It was on these dates that the Superintendent fulfilled the requirement of sharing the Learning Continuity Plan with mandatory committees, and the 90-minute sessions included staff presentations on the key components of the document, public comments, and district answers to stakeholder questions. Written responses were planned to be submitted via email and US mail beginning the week of September 28, 2020.

Numerous members pointed out that this format made it difficult to have an engaging discussion. LBUSD staff acknowledged its shortcomings and took proactive steps to try to mitigate them. First, the district set up individual YouTube live streams for English, Spanish, and Khmer speakers, allowing for real-time translation and language support. Second, public comment forms were posted and explained at the start of the meetings. Members had a chance to submit as many ideas and questions as they wished, and district staff responded to a number of them during the allotted time, which created some of the engagement that in-person dialogues typically provide. Third, the public comment forms were kept open for 48 hours after each meeting. This extended timeframe afforded members the opportunity to reflect on the district presentations, revisit the Learning Continuity Plan, and send additional remarks, with the assurance that LBUSD will reply in writing. Even beyond the 48-hour window, DCAC and DELAC participants (like all other members of the community) had the general [Learning Continuity and Attendance Plan Public Comment Form](#) for written remarks on the specific actions and expenditures proposed in the document. This outlet was made available on lbschools.net upon the issuance of the public hearing notification, and it was announced at LBUSD Board meetings on September 2 and September 16, 2020.

Overall, as of September 7, 2020, the DELAC meeting had 478, 332, and 167 views in English, Spanish, and Khmer, respectively. The DCAC meeting had 298, 138, and 134 views in English, Spanish, and Khmer, respectively. Public comments from these meetings are summarized in the ensuing sections.

Additional Stakeholder Feedback

As with the DCAC and DELAC sessions, other committee meetings and community forums took place virtually via Zoom / video conferencing. Specific formats varied depending on the audience. For committee meetings hosted by a stakeholder group (for example, the Long Beach Council Parent-Teacher Association), the Budget Engagement process and, by extension, the Learning Continuity Plan were added as discussion items on standing meeting agendas. Breakout sessions centered on the three guiding questions related to academic supports, social-emotional learning, and student engagement and motivation. Meeting notifications were sent by the committees themselves.

Community forums focused exclusively on the Budget Engagement process and the Learning Continuity Plan. District staff conducted outreach via social media, lbschools.net, and other communication systems. A moderator helped facilitate the dialogue, which was framed around the three guiding questions to ensure that comments can be combined with other sources of stakeholder feedback.

Beyond community forums, LBUSD convened specific advisory groups to gain a deeper level of anecdotal information. The Reopening Advisory Committee consisted of teachers, classified staff members, representation from the Teacher’s Association of Long Beach, administrators, parents, and the California State Employees Association (CSEA). They shared their expertise and made recommendations that district staff considered when laying out the School Opening and Safety Plan, including sections that informed the Learning Continuity Plan. In a similar vein, Task Teams were designed to create direction through district content area experts. Operational guidance on health and safety issues, transportation, meal service, and staffing were generated in tandem with the input of the Reopening Advisory Committee. The goal was to combine the two: representative advisory input and specific operational guidance into a plan that reflected LBUSD’s core values.

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

LBUSD values stakeholder input, encourages community members to make public comments during its meetings, and provides options for remote participation. Amid the COVID-19 response and school closures, virtual Board of Education meetings were held between April and August 2020. The Governor’s COVID-19 Brown Act modification suspended any requirement in teleconference meetings for the public to be able to testify “in-person,” permitting the Board to provide for public comment “telephonically or otherwise electronically.” While in the virtual meeting setting, public comments were accepted through email and read by staff during the appropriate time on the agenda. All remaining comments were forwarded to the Board and made part of the public record.

On August 5, 2020, the Board returned to in-person meetings and discussed the transition of handling public comments. For the August 18-19, 2020, Board Workshop and regular meeting, as well as the public hearings on September 2 and September 16, 2020. In-person testimony required that all members of the public, except those exempted by law, must wear a face covering, present comments one-by-one, and immediately leave upon completion of their time. Emailed testimony was read out loud by staff within three minutes or less. During the public

hearings, hard copies of the draft Learning Continuity and Attendance Plan were available upon request for stakeholders without internet access (they could also contact LBUSD’s Office of Equity, Access, and College & Career Readiness for additional assistance at any time).

As mentioned in the previous section, both the DELAC (August 25) and DCAC (August 27) meetings were held via YouTube live streams in English, Spanish, and Khmer. Public comment forms were posted and explained at the start of the meetings. They were collected in real time through Google Forms, so many of the items were read out loud and addressed by staff during the allotted time. The forms were made available for an additional 48 hours after each meeting, as LBUSD acknowledged that the circumstances warranted the extension.

Other committee meetings and community forums occurred via Zoom / video conferencing. They involved breakout sessions and/or facilitated dialogue directly in the platform -- both verbally and in the chat function. To broaden participation even beyond scheduled public meetings, LBUSD promoted the Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey, the Budget Engagement Hotline, and the digital [Public Comment Form](#) specifically for the Learning Continuity and Attendance Plan. These tools enabled both written and oral feedback centered on academic support, social-emotional learning, and student engagement and motivation.

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

Over the past several months, LBUSD’s stakeholder engagement efforts have yielded approximately 50,000 responses from parents, students, teachers, administrators, staff, and community members in English, Spanish, and Khmer. These responses have been enhanced by committee meeting input, community forum ideas, and public comments in both oral and written forms. Not only have they focused on issues brought forth by the COVID-19 pandemic (particularly distance learning), but they have also addressed ongoing issues related to equity.

The following paragraphs summarize general trends in stakeholder feedback. They are categorized by the three “guiding questions” on academic support, social-emotional learning, and student engagement and motivation, which are collectively framed by the overarching theme of health and safety. Note that many ideas cut across multiple categories, and there are overlaps in the ideas contributed by stakeholder groups.

Academic Support

The LBUSD Family Needs Survey highlighted the need to address learning loss. When asked what their children required to catch up academically, 63% of parents indicated a desire for “opportunities to review what was covered during home learning,” which represented the top response in this area. A little more than half (51%) selected “regular teacher feedback on their academic progress.” Students identified the same two resources as their top needs for learning loss (47% for opportunities to review and 48% for regular teacher feedback).

In the Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey for academic support, five of the top ten responses related to technology resources and clear communication of learning expectations:

- “Provide more training for teachers in developing online curriculum.”

- “Internet access for all students.”
- “Work assignments clearly assigned ahead of time and outlined for the week.”
- “Clear learning path / assignment schedule.”
- “We need to make sure students have the necessary access to Wi-Fi and technology.”

Comments from the DELAC (August 25) and DCAC (August 27) meetings, as well as other sessions, revolved around specific supports for students with unique needs, differentiated services to address learning loss, and technology access. Below are sample remarks:

- “Can you unpack the supports that are specific to EL students?”
- “For students with IEPs, who is the case administrator? What supports are there for students with disabilities?”
- “What about students who are newcomers and speak limited English?”
- “Will the district conduct a learning loss assessment to determine differentiated levels of support for each student?”
- “Will there be tutoring after classes?”
- “How will the district ensure families have adequate internet capabilities and devices at home?”
- “There are many hours of students in front of a screen. Is there consideration for homework limits?”
- “Is there a set day in which parents will get trained in Canvas?”

Furthermore, in a September 2, 2020, letter, the “LCAP Workgroup” (which includes Public Advocates, Children’s Defense Fund - California, Long Beach Forward, Latinos in Action, Black Lives Matter - Long Beach, and numerous parent leaders whose ongoing work on the Local Control and Accountability Plan has been extended to the Learning Continuity Plan) recommended that LBUSD “reach out to every family to ensure each child has sufficient internet to participate in Zoom classes and complete asynchronous virtual work and that any child who lacks connectivity will receive a hotspot or other method of connectivity at the District’s expense.” This recommendation, which was reiterated during the September 2 and 16 public hearings, included “1:1 tech support” and “outreach and support to families that face the most inequities in educational access.”

Social-Emotional Learning

Even before the pandemic struck, social-emotional learning was a key consideration for stakeholders. This subject received the highest number of responses in the Local Control and Accountability Plan Thoughtexchange® Survey, with the following responses among the top rated:

- “Too many hurting kids and families with mental health issues, trauma, etc.”
- “Children are coming to school with more medical and health needs.”
- “Kids and teachers are suffering more stress so counselors are needed.”
- “It’s important because teachers and staff are overwhelmed with social/emotional problems with students....”
- “Mental health is a tremendous issue with all the stress students live through.”

Stakeholders suggested that the COVID-19 pandemic has only exacerbated these issues. In the K-12 Distance / Home Learning Survey, 47% of parents expressed that they were “quite” or “extremely” concerned about their child’s social-emotional well-being. In the LBUSD Family

Needs Survey, parents indicated that “time during the day for wellness activities” (55%) and “opportunities to talk to other students about their experiences” (51%) would be their top two priorities. Students also identified these two resources as their top needs for social-emotional support (40% for wellness activities and 46% for talking with peers).

In the Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey for social-emotional learning, seven of the top ten responses called for student opportunities to speak with counselors, school staff, and/or peers:

- “Counseling for kids who need to talk.”
- “There needs to be a LOT more counseling available.”
- “Teacher - student connection.”
- “Having a counselor available.”
- “Opportunities for kids to interact with each other and group discussions.”
- “Virtual ice-breaker activities and discussions devoted to checking-in with students.”
- “Regular access to school counselors for those experiencing difficulties with social-emotional issues.”

DELAC, DCAC, and other committee meetings generated comments on intensive student support services beyond academic interventions. For example:

- “For hard to reach students, will the district hire supportive roles [counselors/social workers] to do home visits?”
- “Are the services of the Family Resource Centers expanding or being increased?”
- “What partnerships is the district seeking to provide support to our students, particularly in high need populations?”
- “Is there going to be increased counseling during the pandemic?”
- “Kids cannot learn if they are hungry... Families [need] access to nutritional services.”

The LCAP Workgroup suggested that LBUSD provide more details about “how [social-emotional learning and wellness] strategies will be integrated into every lesson plan,” proposing the idea of “multi-stakeholder site teams, including parents, to do classroom and school observations/virtual walk-throughs” as “one possible monitoring strategy.” Moreover, the LCAP Workgroup recommended “increasing staffing at [Family Resource Centers] to ensure that these mental health and social emotional well-being services are available to students from every LBUSD school during the 2020-21 school year.”

Student Engagement and Motivation

In the K-12 Distance / Home Learning Survey, 42% (or 6,503 students) expressed “feeling unmotivated” frequently or almost all the time, ranking first among the challenges that they face. Both students and parents wanted more human interaction (for example, “live” learning time, opportunities to interact with their peers academically and socially, etc.). This sentiment was also expressed in the Budget Engagement / Learning Continuity and Attendance Plan Thoughtexchange® Survey for student engagement and motivation, where the following responses ranked among the top ten:

- “Regular check-ins with teachers. Students need to know teachers . . . care about their progress.”
- “Making learning fun through engaging topics, activities, and plenty of collaboration time with peers.”
- “Small group instruction would allow for more engagement if a student feels ‘seen’ rather than lost”
- “Establishing relationships with students.”
- “Group discussions.”
- “Personal connections. Kids who feel connected to teachers and peers will be more engaged and motivated.”

During DELAC, DCAC, and other committee meetings, stakeholders emphasized distance learning attendance and participation:

- “I am a working parent. I am concerned about attendance during live streaming.”
- “How are you going to address absenteeism?”
- “How much time will my student spend on the computer during distance learning?”

The LCAP Workgroup recommended that “pupil participation be measured flexibly when parents deem the amount of screen time is ineffective for a student and that alternate arrangements be made to satisfy participation requirements.” This recommendation included the removal of School Attendance Review Boards from the list of possible interventions to address attendance and proposed that “[w]e should only rely on effective restorative and asset-based approaches in cases of chronic absence.”

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

The Learning Continuity and Attendance Plan takes into special consideration the general sentiments expressed by students, parents, teachers, administrators, staff, and community members. The following summarizes the actions and services that have been influenced by specific stakeholder input, categorized by the three “guiding questions” on academic support, social-emotional learning, and student engagement and motivation.

Academic Support

- As described under “Access to Devices and Connectivity,” LBUSD has made efforts to expand Chromebook and hot spot distributions, particularly among families with the greatest needs. A coordinated system of student and parent supports have been set up to remove technical barriers to distance learning.
- To help clarify student assignments, schedules, technical requirements, and other expectations, LBUSD has implemented Canvas as its learning management system. Canvas supports high-quality engagement, collaboration, and feedback processes between students and teachers. It also serves as a communication hub for students, parents, and teachers. Throughout the school year, teachers and administrators will receive ongoing professional development on the LMS and other technology tools.
- Recognizing that distance learning requires prioritizing key or essential learnings, including concepts from last school year, each Curriculum Office has prepared a guidance document for teachers highlighting these learnings for the remainder of the academic year. These documents, alongside teacher and administrator trainings, will help address parents’ desire to afford their children “opportunities to review what was covered” during school closures.

- As explained under “Pupil Participation and Progress,” synchronous participation complements the daily synchronous lessons and provides students with regular instructional breaks, limited consecutive screen time, and opportunities to practice concepts or skills on their own. This arrangement will help create a balanced distance learning experience -- something that many parents value.
- The “Pupil Learning Loss” section includes tutoring, intervention classes, Saturday programs, and other extended learning opportunities -- a topic brought forth by both the District Community Advisory Committee and the District English Learner Advisory Committee, as well as the LCAP Workgroup.

Social-Emotional Learning

- LBUSD has launched a districtwide social-emotional learning (SEL) initiative. SEL strategies will be integrated into everyday teaching and SEL skills will be reinforced into the daily interactions and practices with students. These approaches reflect feedback from the LBUSD Family Needs Survey, which called for “time during the day for wellness activities” and “opportunities to talk to other students about their experiences.”
- Family Resource Centers will continue during the 2020-21 school year after extending their operations this past summer. They will be located at four regional sites (Chavez, Lindbergh, Signal Hill, and Stephens) and serve 26 schools.
- In response to stakeholder feedback regarding community resources and partnerships, LBUSD will build upon its work with the School Based Mental Health Collaborative, which supports about 60 sites.
- LBUSD has established a set of home visit protocols and related trainings for staff. This action responds to DCAC and DELAC comments on intensive student support services, particularly for those who are hardest to reach.
- Free nutritionally adequate breakfasts and lunches will be provided to all local children ages 1 to 18. Meal distributions will take place at 78 schools throughout the community so that families can find convenient serving sites within walking distance of their homes, particularly in neighborhoods with the highest need.

Student Engagement and Motivation

- LBUSD has established a multi-tiered re-engagement process that will affirm the importance of regular daily participation. In tandem with this system, LBUSD has developed protocols to ensure that parent communications and home visits show care and concern rather than being perceived as punitive. They are intended to be a very personal way to connect with families while recognizing and respecting appropriate boundaries. The goal is to promote safety and create safe learning spaces for students.
- As part of its equity work, LBUSD will collaborate with the California Conference for Equality and Justice (a human relations organization dedicated to eliminating bias, bigotry, and racism through education, conflict resolution, and advocacy) and Californians for Justice (a statewide youth-powered organization fighting for racial justice).

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.]

Quality instruction and a commitment to equity for all students continues to be a focus for LBUSD educational programs. We know that the needs of our students and families vary, which is why we have provided a variety of instructional program models for the 2020-21 school year. The classroom-based models are described below.

In-person instructional offerings are anchored in the LBUSD “[Understandings Continuum](#),” a planning tool that helps teachers and leaders to integrate key teacher practices as part of daily instruction, builds collective efficacy, promotes caring relationships with students, and inspires reflection throughout the instructional process. The Understandings include:

- U1. A thorough understanding of standards provides a foundation for high quality differentiated instruction that results in all students meeting college and career readiness expectations through the Linked Learning approach.
- U2. Providing all learners with cognitively demanding tasks and complex text with the goal of making meaning is essential in order for students to build conceptual understanding of content and transfer their learning to new contexts.
- U3. Orchestrating opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts.
- U4. The strategic planning and consistent use of formative assessment strategies allow teachers and students to collect evidence about where students are and to determine immediate next steps.
- U5. Effective instructional teams (any team that meets regularly for the purpose of learning together to increase student achievement) embody a culture of collective efficacy leading to a focus on improving common instructional practice resulting in increased student achievement for all.
- U6. Cultivating a classroom atmosphere, where teachers deliberately balance caring relationships with high expectations and supports for student success, provides a foundation for a safe learning environment that values diversity, trust, and respectful communication.

At a time when students have experienced significant learning loss due to school closures, these Understandings are more important than ever. Combined with districtwide efforts to promote greater use of technology (see the “Access to Devices and Connectivity” section), establish digital pedagogy (see the “Distance Learning Professional Development” section), and embed social-emotional learning within district curricula (see the “Mental Health and Social and Emotional Well-Being” section), the Understandings help to guide the return to classroom-based instruction whenever it becomes a possibility.

The following instructional models account for public health guidelines at the time of this writing, but continue to afford all students access to the full district-adopted curriculum, as detailed in LBUSD’s [Curriculum, Instruction, and Professional Development web page](#). For each content area (English Language Arts, Mathematics, Science, History / Social Science, English Language Development, etc.), this site provides the grade-level standards, the course outlines, the textbooks, and the general assessments throughout the K-12 system. The same expectations apply regardless of the model and help to ensure continuity of learning under different circumstances.

All In-Person Learning (Elementary Level Only)

In this instructional program, students spend half of their day with their classroom teacher for instruction in the core content areas (language arts, mathematics, social studies, science) and half of their day with a school staff member completing extended learning and workshop activities. Students in grades 1 to 5 will attend school in person for a full six-hour day, five days per week. For half of each day, students will receive direct and guided instruction from their classroom teacher in the areas of English, math, social sciences, and science. Teachers also will prepare students for the extended learning and workshop activities in which they will participate for the second half of the day. After eating lunch, students will complete the extended learning and workshop activities under the supervision of a school staff member. These activities could include supplemental English or math tasks, online programs (such as ST Math, Core5), collaborative tasks with peers, and independent work including research and inquiry projects. This extended learning time will be the jumping off point to classroom instruction with the teacher the following day. Students in kindergarten will attend school in person for two hours and forty minutes per day.

The following sample schedule, which can be found in the School Opening and Safety Plan, helps illustrate how this instructional model will be implemented:

First to Fifth Grade <u>Sample</u> Schedule Option		
Option	Full Day At School, Group A	Full Day At School, Group B
Teacher/Staff Supervisor	<p>Teacher Instruction 8:00-10:40</p> <p>Direct and guided instruction in English, math, social studies and science</p>	<p>Staff Supervisor Extended Learning 8:00-10:40</p> <p>Collaborative and independent work; supplemental English and math tasks; research/inquiry</p>
Teacher/Staff Supervisor	<p>Staff Supervisor Extended Learning 11:20-2:00</p> <p>Collaborative and independent work; supplemental English and math tasks; research/inquiry</p>	<p>Teacher Instruction 11:20-2:00</p> <p>Direct and guided instruction in English, math, social studies and science</p>

Hybrid Learning Model at the Elementary Level

In a hybrid learning environment, students come to campus for part of their school day or week and learn from home for the other part of their school day or week. The Canvas learning management system will be used by teachers to provide additional content delivery or skill-practice opportunities.

Specifically, students will attend school in person for about three hours each day, five days per week. During this time, students will receive direct and guided instruction from their classroom teacher in the areas of English, math, social studies, and science. Teachers will also prepare students for the extended learning and workshop activities in which they will participate at home for the second half of the day. At the conclusion of this morning session, students will go home and complete independent work on a flexible schedule. This independent work will be the jumping off point to classroom instruction with the teacher the following day.

First to Fifth Grade <u>Sample</u> Schedule Option	
Option	Hybrid 50% At School, 50% Distance Learning At Home
Teacher Instruction	Teacher Instruction: School 8:00-10:40 Direct and guided instruction in English, math, social studies, and science
Supplemental Tasks	Independent Work: Home Flexible Time Independent work; supplemental English and math tasks; research/inquiry

Hybrid A/B Model with Virtual Mondays at the Middle School Level

In the hybrid A/B model, students in grades 6 to 8 will attend school from 9 a.m to 3:40 p.m. through a combination of in-person and distance learning. Schools will follow an A/B schedule for in-person instruction. Students in the A Group will attend school in-person every Tuesday and Thursday, while students in the B Group will attend school in-person every Wednesday and Friday. Every Monday, excluding holidays, the students will participate virtually for a full six-hour day. The virtual day prepares both students and teachers for online learning in the event that circumstances require a full transition to distance learning. During the in-person sessions, students will be in a modified setting, physically distanced. The average class size will be approximately 16 students, and the instruction will focus on the essential learning standards for each course, modified to accommodate the hybrid model. On the alternating distance learning days, students will be provided asynchronous lessons in the core content areas and be expected to complete independent work at home in preparation for their subsequent class sessions. During the Monday virtual day, students will attend school online from home, receiving live instruction through video conferencing for approximately 50 minutes per class period. With the hybrid model, students will take a minimum of six courses that follow the district-adopted curriculum. Note: childcare, interventions, and enrichment courses may be available to a limited number of students, either virtually or in-person, on the distance learning days.

Middle School Sample Hybrid Schedule

Option #1

Hybrid A/B Schedule with Virtual Mondays

Time	Virtual Monday	Tues/Thurs A Day	Wed/Fri B Day
9:00-9:55	Period 1 All	Period 1A	Period 1B
10:05-11:00	Period 2 All	Period 2A	Period 2B
11:10-12:05	Period 3 All	Period 3A	Period 3B
12:05-12:35	Lunch (Multiple lunches at larger sites)		
12:35-1:30	Period 4 All	Period 4A	Period 4B
1:40-2:35	Period 5 All	Period 5A	Period 5B
2:45-3:40	Period 6 All	Period 6A	Period 6B

Hybrid Model at the High School Level

In the high school hybrid model, students will maintain their school's bell schedule. McBride, Millikan, Poly, and Wilson students alternate odd and even days throughout the year. Students at Cabrillo, Jordan, Lakewood, and Renaissance attend all classes on Mondays then alternating odd and even days Tuesday through Friday. Browning, CAMS, and Sato alternate odd and even classes Monday through Thursday and attend all classes on Fridays.

By pathway, all students are split into A and B groups evenly. Each high school has divided students evenly into these A and B groups to ensure there is an equal representation of all student populations. Students in groups A and B will alternate face-to-face and virtual instruction.

High School <u>Sample</u> Hybrid		
Option #1 - In Person		
Block	A Group In Person B Group Virtual	B Group In Person A Group Virtual
Block 1/2	Period 1/2A	Period 1/2B
	Nutrition	Nutrition
Block 3/4	Period 3/4A	Period 3/4B
	Lunch	Lunch
Block 5/6	Period 5/6A	Period 5/6B
Block 7/8	Period 7/8A	Period 7/8B

McBride, Millikan, Poly, and Wilson will have their group A students attend two consecutive in-person days (odd then even class periods) while the B group students will attend virtually, then the groups will switch after two days.

Cabrillo, Jordan, Lakewood, and Renaissance students in groups A and B will alternate in-person and virtual instruction on Mondays. Group A students will attend in-person on Tuesdays and Wednesdays, then attend virtually Thursdays and Fridays. Conversely, Group B students will attend virtually on Tuesdays and Wednesdays, then attend in-person on Thursdays and Fridays.

Browning, CAMS, and Sato students will alternate in-person and virtual classes on Fridays. Group A students will attend in-person on Mondays and Tuesdays, then attend virtually on Wednesdays and Thursdays. Group B students will attend virtually on Mondays and Tuesdays, then in-person on Wednesdays and Thursdays.

Regardless of the educational environment, LBUSD will carry out the 11 elements of the California Career Technical Education (CTE) Framework, which covers the vast majority of CTE-specific considerations that are likely to arise in the 2020–21 school year, based on current knowledge and understanding. This framework will be used to help our system discuss and identify CTE course/sequence areas of strengths,

focus, and need. It will help with the development of investment strategies, site improvement plans, professional development, facilities, and other related issues -- all geared towards increasing student preparation and support, technical skill progression/development, and sequence completion.

During the pandemic, LBUSD will continue to offer and support CTE course sequences in alignment with the California Department of Education's CTE College and Career Indicator. In order to ensure access and equity of our CTE programs, particularly to our most vulnerable population, our Pathway and College/Career Counselors will provide guidance to ensure that all students are on track for successful pathway completion and that they are supported with any changes in their educational and/or employment plans.

Health and Safety Enhancements in All In-Person and Hybrid Learning Settings

The All In-Person and Hybrid Learning instructional models emerged from planning efforts informed by the Reopening Advisory Committee (see the "Stakeholder Engagement" section). District content area experts collaborated with state, county, and local health departments to guide the types of educational programs that could be implemented at each grade level. This process examined a wide range of operational issues, including health screenings, play/equipment use, group congregations/gatherings, transportation, classroom environment, etc. It also involved facility reviews at all school sites to develop plans for social distancing, maximum room capacity, and other needs. Moreover, LBUSD worked from the perspective of asking, "Which students must be physically present with a teacher in order to access their education?" and used a community lens to address the challenges that exist when citizens cannot return to work because their young children are not able to supervise themselves in a distance learning environment. Such guiding principles helped inform instructional models whereby elementary students have the opportunity to physically come to school on a daily basis.

Whether the setting is All In-Person or Hybrid Learning, students will return to on-campus instruction with increased health and safety enhancements outlined in this document. The enhancements will include:

- Face covering and personal protective equipment protocols
- Health screenings when arriving on campus
- Increased cleaning and sanitization protocols
- Social distancing protocols
- Designated supplies and protective equipment for students, staff and facilities
- Modified recess/ lunch schedules
- Student desks physically distanced
- Removal of non-essential classroom furniture
- COVID-19 testing and screening protocols

Below are additional details on various components of LBUSD's plans, per current guidance from public health officials and state agencies. They are subject to change as the COVID-19 situation evolves.

Supplies and Protective Equipment

The following supplies and protective equipment will be set up at each school:

- Directional walkways and stairs where appropriate
- Messaging signs and floor stickers to reinforce social distancing
- Hand sanitizer at entry points, common areas, and every classroom
- Maximum Occupancy signs based on social distancing requirements
- Best practices posters

The following items will be sent to schools based on student enrollment and staff numbers:

- Cloth mask - child
- Cloth mask - adult
- Clear mask - adult for selected staff
- Clear mask - child for selected students
- Disposable mask - child
- Disposable mask - adult
- N95/KN95 masks for selected staff
- Face shields for selected staff
- Hand sanitizer
- Disposable gloves for selected staff
- Gowns for selected staff
- Cleaning wipes
- Contactless thermometers (one per entry point)

Daily Pre-Screening for Symptoms at Home

Parents are strongly encouraged to monitor temperatures daily and check for the following symptoms before going to school.

- Fever of 100.4°F or higher
- Cough
- Shortness of breath or difficulty breathing
- New loss of taste or smell
- Chills, fatigue, muscle or body aches
- Sore throat
- Congestion or runny nose
- Nausea
- Vomiting or diarrhea

Students and Families

- Students and adults experiencing listed symptoms must not attend school. This includes anyone with a fever of 100.4°F or higher.
- Student absences related to personal illness, quarantine, and COVID-19 illness or symptoms will be excused.
- Students seeking testing due to exposure or symptoms of illness must stay home until they receive their results.
- Families should contact the school attendance office about their child's absence.

Staff

- Staff are required to have their temperatures taken prior to beginning work.
- Staff must contact their school administrators regarding their absences.
- Staff seeking testing due to exposure or symptoms of illness must stay home until they receive their results.

Face Covering and Personal Protective Equipment

In accordance with the California Department of Public Health's Guidance, students and staff are expected to wear face coverings. Students must use face coverings:

- While in the classroom
- While waiting to enter campus
- While on school grounds (except when eating, drinking or playing)
- While entering and exiting school
- While on the bus, as tolerable by student

Personal Protective Equipment (PPE) will be made available to staff and students, but it is highly encouraged for staff and students to bring their own face covering. Personal face coverings will be allowed in compliance with dress code policies.

- Identified teachers and staff members will receive a reusable face shield.
- Gloves are not recommended for use by students or staff, with the exception of those conducting cleaning, first aid/medical procedures or food service.

Arrival at School

- Students and staff members will be required to wear face coverings and will be health screened upon arrival. Screening will include a contactless temperature check, and several screening questions will be asked.
- School sites will designate routes and specific locations for entry and exit in order to limit direct contact with others.
- School sites will have signage throughout campus to remind students and staff about wearing face coverings, social distancing and hand washing.
- Parents and visitors will have limited access to school campuses until further notice.

Other Safety Considerations

- Staff members will complete training about COVID-19 protocols.
- Common high touch surfaces will be cleaned and sanitized regularly (e.g. countertops, door handles, restrooms, student desks, student chairs).
- Staff and students will be expected to wash/sanitize their hands regularly.
- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily.
- Playground equipment if used will be regularly inspected and cleaned for student use.
- Staff who work at multiple locations will be pre-screened daily at their first work location and will receive a daily sticker/badge that shows they are cleared to enter the other work sites.

Isolation Rooms

- Every campus will have a designated isolation room for sick students when schools reopen.
- The isolation room will be staffed with designated trained staff.
- Isolation room staff will wear appropriate PPE such as a gown, medical grade mask, face shield or goggles and disposable gloves.
- If a student is found to have COVID-19 symptoms when entering campus or during the school day, he/she will be sent to the isolation room.
- The staff member in the isolation room will contact the parent/guardian to come pick-up the student right away.

Implementing Social Distancing

Social distancing will limit the spread of the virus. Schools will adhere to the following strategies to maintain social distancing as much as possible:

- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. Unnecessary contact between adults will be minimized at all times.
- During regular school hours, school sites will restrict non-essential visitors, volunteers and activities involving groups. School community members are asked to call the school office for routine business rather than visiting. Appointments will be available for essential non-routine school business.
- Minimize movement of students and teachers or staff as much as practicable.
- Eliminate large gatherings such as assemblies, award ceremonies and performances and implement virtual events for families instead of on-campus gatherings for widely attended events such as Back-to-School Night and Open House.
- Routes will be designated to reduce face-to-face contact and provide directionality at entry and exit to lunch, recess and other transition times.
- Staggered schedules for restroom breaks and hand washing.
- Modifications to instructional schedules, lunch and recess protocols to reduce concentration of students and build stable cohorts.
- School Meal Services: During distance learning periods meal distribution will occur at site locations to minimize parent/student entrance onto campuses. This may include curbside, school gate or cafeteria with street/sidewalk access to the meal distribution area. During in-person learning, meals will be served in classrooms for grade levels 1 to 5. Grades 6 to 12 will have meal accessibility in a variety of settings that include indoor and outdoor points of service with newly implemented social distancing procedures and other safety measures.

- Hold recess and play activities in separate areas designated by class.
- Each campus will have a designated isolation room to hold students who show symptoms while at school.

Inside Classrooms

- Classroom space will be arranged to remove nonessential furniture, allowing maximum space for students and staff.
- Student desks will be spaced six feet from the teacher's desk.

Learning Loss

In the ensuing “Distance Learning Program” section, LBUSD details numerous supports for students and parents, including the assessments that will be used to measure pupil participation and progress, the professional development that teachers will receive to ensure academic growth amid the pandemic, the resources available for students with unique needs, and the strategies for mitigating learning loss. Furthermore, in the “Mental Health and Social and Emotional Well-Being” as well as the “Pupil and Family Engagement and Outreach” sections, LBUSD describes its districtwide social-emotional learning initiative and multi-tiered re-engagement system. These actions and services are applicable to in-person instructional offerings. For complete descriptions, please consult the referenced sections (which includes related budgets) of the Learning Continuity Plan.

For example, the Canvas learning management system is the technical foundation of LBUSD’s distance learning efforts. Students who are in a hybrid setting will have access to Canvas and the features that enable seamless home-school communication. So, if they need help or feedback during the part of the week when they are at home, they can contact their teachers through the same platform that they use for distance learning. Similarly, parents can associate their own Canvas accounts with those of their children so that they can provide necessary monitoring and assistance. The consistency in technology ensures continuity of learning across different settings.

In terms of learning loss, LBUSD will use the assessments described in the “Pupil Participation and Progress” section alongside regular formative assessments during in-person instruction. The assessments cover all content areas across grade levels, English language development, and social-emotional learning. The specific strategies outlined in the “Pupil Learning Loss Strategies” will apply for tutoring, English learners, foster youth, students experiencing homelessness, and students with exceptional needs. They will be adapted for an in-person setting, although appropriate safety measures will remain based on public health guidance.

Moreover, the social-emotional learning activities that are currently being embedded in daily instruction will continue to be implemented, as they are relevant for both in-person and distance learning models. The same goes for the Family Resource Centers; the School-Based Mental Health Collaborative; the partnerships with community-based organizations; the coordination of mental health resources by counselors, psychologists, nurses, and other professionals; and the supportive outreach efforts to re-engage hard-to-reach families. If in-person instructional offerings are activated, “virtual” services will be gradually transitioned back to their normal formats, in accordance with guidelines from public health departments.

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

Description	Total Funds	Contributing
<p>Personal Protective Equipment Cloth and disposable masks for children and adults; clear masks for selected students and staff; and N95/KN95 masks, face shields, disposable gloves, and gowns for selected staff to help ensure the safety of the entire school community. Additional supplies include hand sanitizer, cleaning wipes, and contactless thermometers (one per entry point).</p>	\$1,478,278	N
<p>Handwashing Stations Installation of additional handwashing stations for classrooms without sinks, particularly at elementary sites. These stations will allow for increased handwashing by students and staff, which is a core part of public health guidelines and safety protocols.</p>	\$1,011,797	N
<p>Custodial Support Custodial staff will disinfect all high-touch and horizontal surfaces daily. Restrooms will be cleaned three times per day to ensure that all high-touch surfaces are sanitized and dispensers restocked, with spot mopping as needed. After handwashing stations are installed, custodial staff will be responsible for cleaning, stocking, and refilling them with fresh water.</p>	\$15,147,774	N
<p>Planning and Preparation for School Openings Facility reviews were conducted at all school sites to develop plans for social distancing, maximum room capacity, and other needs based on public health guidance. Task teams developed health and safety protocols. Storage unit rentals were arranged and some staff returned early to prepare for possible school openings.</p>	\$832,712	N
<p>Transportation Planned bus transportation for in-person instructional offerings, mainly to support special education, but also to serve students whose schools are undergoing Measure E construction. Expenditures take into account required social distancing protocols, which limit the number of students in a bus.</p>	\$5,000,000	N
<p>Educare Early learning program with in-person instructional offerings, located at a high-need area in the district.</p>	\$5,625,239	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

In the event that state, county, and local health guidelines restrict students from returning to campus for either the All In-Person or Hybrid Learning models, students will participate in 100 percent distance learning. Students may also opt into this model for the entire school year. Students will use the Canvas learning management system, following the schedule for their grade level and taught by their regularly assigned teacher(s). LBUUSD has prioritized providing students with “live” or synchronous instruction, where teachers will be teaching in real-time via a video conferencing application.

Relatedly, at the secondary level, families can choose to have their student enroll in a 100 percent independent study program for the entire 2020-21 school year. This online option is a self-paced learning experience using the APEX Learning digital curriculum and supported by a district classroom teacher. APEX provides credit-bearing core and elective courses that use engaging media, self-checks, and prompt feedback to support different learning modalities. Their instructional design involves scaffolding and supports, which specifically aids students who need to get back to grade level -- an important consideration for mitigating learning loss.

Distance Learning at the Elementary Level

Students will participate in a five-hour instructional day from home, five days per week. For about half of this time, students will receive live direct and guided instruction from their classroom teacher through a virtual platform (such as Zoom) in the areas of English, math, social studies, and science. While students will have direct access to their teacher throughout this time, they will complete tasks in their textbooks and workbooks at home in addition to some work on their computers. Teachers also will prepare students for the extended learning and workshop activities in which they will participate for the second half of the day. These activities could include offline supplemental English or math tasks, online programs (such as ST Math, Core5), collaborative tasks with peers, and independent work including research and inquiry projects. This extended learning time will be the jumping off point to classroom instruction with the teacher the following day. Teachers will also provide instruction to small groups of students, as needed. Students in kindergarten will participate in online and offline learning for two and a half hours per day.

Guided Independent Study at the Elementary School Level

The independent study model at the elementary school level shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the grade level requirements within the customary time frame of a school year. This program is offered to students in grades Kindergarten to 5. Students have access to the same services and resources available to other students in the school and

have equal rights and privileges. Experienced certificated staff effectively supervise students and meet with families/students bi-monthly to review educational objectives and the means of accomplishing and measuring progress toward objectives (review of weekly assignments, assign grade level credit, attendance, assign and preview new assignments). This model relies on the parent, guardian, or caregiver providing daily instruction of the core curricular areas of English Language Arts, mathematics, social studies, and science (embedded with English Language Development, social-emotional learning competencies, and special education services provided from the school, as applicable, amended, and outlined in a student's IEP) with guidance from the assigned teacher through the assignment record form. Students in this program display evidence of working independently, completing assignments, and meeting necessary appointments with their assigned independent study teacher.

Distance Learning at the Middle School Level

In the virtual, at-home learning model, students in grades 6 to 8 will attend school daily from approximately 9 a.m. to 3:40 p.m. in a virtual setting from home. Students will receive live instruction daily through video conferencing for approximately 50 minutes per class period. Students will generally take six courses that follow the district-adopted curriculum within the full course of study. During the 50 minute period, students will engage in direct instruction, guided practice, interactive work, small group and whole group discussion, and collaborative projects.

Guided Independent Study at the Middle School Level

In the independent study model, students in grades 6 to 8 will participate in a teacher-supported independent study program daily from 9 a.m. to 3:40 p.m. Students will take four online courses through APEX Learning. The online courses will include a full year of English Language Arts, a full year of mathematics, a year of history and a year of science (Note: 7th grade will have a semester of science and a semester of health). The model includes four class periods supplemented with 20 to 50 minutes of live daily instruction (check in, assignments, mini-lessons). Two additional class periods are dedicated to the independent work required within the APEX curriculum. Although the curriculum will be modified to accommodate live instruction and support, there will be opportunities for students to adjust the pace of the independent learning. This option works best for students who are self-motivated and have strong self-management skills. Note: Within this model, supplemental enrichment courses may be available to students.

Distance Learning at the High School Level

This option is pathway specific and designed to align with the pathway course of study. Pathway programs are part of LBUSD's Linked Learning Initiative and are organized around a major industry sector (such as finance, business, health science, technology, engineering, etc.). They offer rigorous college preparatory courses, including four years of Mathematics. They infuse career-technical education courses in sequence, emphasizing real-world application of academic learning. They incorporate work-based learning via job shadows, apprenticeships, internships, and other professional skill-building opportunities. Lastly, they implement personalized support services, including counseling and supplemental instruction in the core subjects. Distance learning at the high school level will continue to align with pathway programs, utilizing APEX courses for original credit.

Consistency and Alignment

Regardless of the instructional model -- whether All In-Person, Hybrid Learning, or Distance Learning -- the quality of the educational experience remains the same. Students have access to the same district-adopted curriculum and comparable instructional resources so that

transitions between models are seamless and ensure continuity of learning. For instance, elementary music teachers will deliver 10 to 16 sequential standards-based general-vocal music lessons for all kindergarten through fifth grade classrooms, 16 weeks of recorder lessons for all third grade classrooms, weekly violin instruction for fourth and fifth grade, and weekly wind instrument instruction (flute, clarinet, and trumpeter) for fifth grade. At the secondary level, all visual and performing arts courses (Art, Dance, Instrumental & Vocal Music, and Theater) will continue. Additional instruments and supplies have been purchased to implement these courses in a distance learning environment. Moreover, LBUSD has prepared K-12 physical education lessons and instructional resources, with teachers receiving professional development prior to the start of the school year on how virtual PE will look. In such classes, students will build interpersonal connectedness (an important social-emotional learning concept), perform various fitness and manipulative tests, and apply essential vocabulary specific to PE standards.

Amid such transitions, it is critical to remain rooted in strong pedagogy and instructional practice. Technology, in the hands of a skilled practitioner, can accelerate learning and provoke meaningful collaboration between students. LBUSD's [Understandings Continuum](#) applies universally, providing teachers and leaders with a resource for planning high quality instruction, helping them to integrate key teacher practices as part of daily instruction, build collective efficacy, promote caring relationships with students and inspire reflection throughout the instructional process. Specifically, it provides a starting point and outlines a progression of the implementation of key practices regardless of the instructional model.

Students' needs serve as the drivers of instruction and pedagogy. As mentioned in U6, "All students and communities come with cultural and linguistic assets, and deserve to be treated with dignity, fairness, and unconditional positive regard. In a warm-demanding learning environment, every student matters and needs to feel that they do. All students can learn and achieve at high levels, and we have a responsibility for their success. Confronting our own bias is important work for us to do if we are to truly set high expectations for all students." These considerations become even more pronounced when shifting into digital spaces.

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.]

LBUSD recognizes the unprecedented toll that COVID-19 has had on students, particularly those who are among the most vulnerable, so numerous structures have been put in place to help them navigate these difficult times. First, technology supports have been deployed to bridge the digital divide and enable students to access distance learning. Even before the pandemic, in the Fall of 2019, LBUSD distributed over 20,000 used tablets that students were allowed to keep at home. During school closures, in the Spring and Summer of 2020, a total of 11,059 Chromebooks and 469 hot spots were issued. Between August 11 and September 9, 2020, schools distributed an additional 10,274 Chromebooks and 2,103 hot spots. LBUSD maintains a record of students who did not receive technology, and site staff have been contacting these families individually in order to offer a Chromebook and/or a hot spot. They will conduct this type of direct outreach throughout the year.

In addition, LBUSD has leveraged both internal programs and external partnerships to support families with the greatest needs. Hot spot inventories, for example, are based on requests received, enrollment, and Title I status, so schools with higher concentrations of students who

are eligible for free or reduced lunch generally have higher quantities. The Foster Youth Unit, the Homeless Education Program, and the Migrant Education Program, among others, have made it a priority to facilitate Chromebook distribution and internet connectivity. In some cases, they have contacted families directly, determined technology needs, and made arrangements to supply the required equipment while following appropriate safety protocols. In other cases, they have coordinated with partner organizations to ensure access to distance learning, as when Homeless Education Program staff would work with local shelters that prohibit internet use to afford students an opportunity to engage in school work.

Furthermore, LBUSD has partnered with nonprofit organization human-I-T to provide the digital resources needed to support participation in distance learning. Qualified individuals are eligible to receive assistance from human-I-T to ensure they have access to hard-to-find, low-cost internet plans. For families looking for reliable internet connection (\$15/month), with no contract and quick delivery, or a low-cost computer, such resources can be purchased easily through human-I-T's website. This organization can also provide unbiased support in finding an internet provider that suits a family's specific needs by answering questions and getting signed up.

Relatedly, in response to an overwhelming need for a common platform to access teachers in a distance learning model (as identified by students and parents in the K-12 Distance / Home Learning Survey), LBUSD has adopted Canvas as its learning management system (LMS). It is made up of a powerful set of highly integrated tools and apps that allows districts, schools, and teachers to build a robust digital learning environment. An LMS supports high-quality engagement, collaboration, and feedback processes between students and teachers. It also serves as a communication hub for students, parents, and teachers.

The deployment of this system has prompted LBUSD to coordinate family support for access and connectivity issues. First, a cross-departmental group of Teachers on Special Assignment and technology staff have developed video tutorials and print guides on accessing Chromebooks, setting up hot spots, logging into Canvas, joining Zoom calls, and other foundational technology issues for distance learning. These resources, which are available in English, Spanish, and Khmer, have been posted on lbschools.net, sent out to parents via mass communications, served as the basis for Parent University virtual workshops, and provided to schools for dissemination to their families. If parents need general assistance, they can contact their sites, where staff have step-by-step directions on common troubleshooting techniques and can guide them through the process. If they need specialized assistance, district teams are available to offer technical support by phone. Altogether, these services help ensure access and connectivity at scale.

In terms of specific families who lacked resources to engage in distance learning during the 2019-20 school year, LBUSD has compiled student lists for sites to conduct direct outreach. Communications typically begin with the auto-dialer system so that immediate contact can be made and necessary supports can be quickly identified. Knowing that this method is often insufficient with hard-to-reach families, personal calls from teachers and office staff come next, followed by specialized district outreach from the Family Resource Centers, the "All In" school attendance campaign staff, the Office of School Support Services, the Foster Youth Unit, and/or community agencies, as necessary. Some sites have also done home visits and community canvassing to address the unique needs of those in their region. Overall, the process mirrors the multi-tiered re-engagement system described in the "Pupil and Family Engagement and Outreach" section, with an overarching message of support for students and parents.

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.]

As articulated in the [Understandings Continuum](#), “All students can learn and achieve at high levels, and we have a responsibility for their success. Confronting our own bias is important work for us to do if we are to truly set high expectations for all students.” This foundational belief motivates LBUSD’s principles for grading and assessment:

- Care for students is paramount as teachers respond to students’ needs flexibly and with sensitivity, based on the situation.
- Grades accurately, equitably, and fairly communicate achievement towards and mastery of the standards to students, families and other key stakeholders.
- Grades measure and report academic proficiency and achievement separately from work habits, character traits, and behaviors, so teachers and faculty can accurately determine and plan to address students' needs.
- There is consistency in the assessment of learning, and in the assignment of scores and proficiency levels against the same learning standards across classrooms.
- A variety of measures are used to determine students’ academic mastery and achievement.
- Assessments and grading should be used to set goals for improvement and define work to achieve personal, academic and intellectual goals for all students.

These principles help promote equity in a distance learning environment and serve as a foundation for assessing student progress. The following is a summary of LBUSD assessments:

Elementary Schools

Teachers will administer formative assessments in all content areas throughout the school day to measure student progress with key instructional concepts and standards. In addition, teachers will administer the Interim Assessment Block (IAB) tests as they become available for students to complete online from home. Teachers will also administer common district assessments as follows:

English Language Arts

- Foundational Reading Skills Assessment (K-2)
- *Wonders* Unit (K) and Weekly (1-5) Assessments
- Lexia RAPID Screener (K-5)
- Lexia Core5 (K-5)
- Other District Unit Assessments

Mathematics

- Basic Math Facts Tests (1-5)
- *Go Math!* Chapter Assessments (K-5)
- ST Math (K-5)
- Other District Unit Assessments

Middle / K-8 Schools

During live, online instruction, teachers will administer formative assessments in all content areas, throughout the school day or during each class period, in order to measure student progress with key instructional concepts and standards. Following the district's pacing in English Language Arts and Math, teachers will administer select IABs that align to the defined units of study. The IABs will serve as a periodic measure of achievement. In History/Social Science, the Document-Based Question tasks (DBQs) will be used as a progress measure while, in Science, teachers will use the embedded assessments within the newly adopted curriculum, *Amplify*, to measure performance.

High Schools

Teachers will administer formative assessments in all content areas in order to measure student academic progress towards meeting or exceeding grade-level standards. These formative assessments include IABs, Synergy/Unit Assessments, DBQs, and Writing Assessments, while embedded assessments will be used in Science with the *Amplify* curriculum.

English Language Development

To monitor English learners' language acquisition, LBUSD will use assessment tools included in the *Wonders* English Language Development (ELD) materials. In addition, EL students will participate in all of the aforementioned K-12 district assessments. Returning students will continue with English Language Proficiency Assessments for California (ELPAC) summative assessments compliant with California Department of Education guidelines. For new English learners, an initial ELPAC will be administered to determine correct placement of language program and report to the site and teacher the level achieved in order to determine individualized interventions for the student.

Social-Emotional Learning

The district will utilize a series of Social-Emotional Learning surveys given in partnership with the CORE data collaborative designed to establish a student well-being and Social Emotional Learning (SEL) baseline in the beginning of the school year. Surveys will be given periodically throughout the year to measure ongoing progress for students' social-emotional learning.

Attendance and Participation

Daily attendance in distance learning is based on student attendance in live synchronous lessons, the completion of asynchronous assignments, assessments, and/or daily contact with the school. This last criterion helps address stakeholder feedback on the importance of flexibility during a time when families are experiencing unprecedented challenges. As explained during the September 16, 2020, Board Meeting's School Opening Update, "daily contact" means that, if a student or parent texts, emails, or calls a teacher or school staff member about connectivity issues preventing Zoom class participation, the student can be counted as "present." Similarly, if the site reaches out to a family and learns that the student has been disengaged due to connectivity issues, he or she can be counted as "present." An absence is

recorded in the district's student database when none of these criteria are met (in middle and high school, period absences are also recorded each day). However, while attendance is taken daily, teachers have within five days to go back and correct the record. So, if a family eventually makes contact or a student completes asynchronous assignments, the absence can be revised to "present."

Synchronous participation complements the daily synchronous lessons and provides students with regular instructional breaks, limited consecutive screen time, as well as time to practice concepts or skills on their own. Synchronous assignments are included in the total instructional minutes and meet attendance requirements in the distance learning model. Activities assigned for asynchronous learning may be routine practice, long-term projects, or exercises from a recent lesson. Teachers estimate the average amount of time it will take a student to complete the activity and assign that time value for the activity. Teachers record this time value in their gradebook to measure student participation and for attendance accounting. To ensure consistency and equity, sites have engaged in dialogue at the whole-school, grade, and/or department levels about the grading and assessment principles above. Examples that have been shared with teachers as to how these principles might look in their classrooms include:

- Keep a growth mindset and "do no harm" philosophy front and center.
- Make allowances for individual student circumstances, which requires knowing students.
- Be sensitive to students' workload within and across classrooms.
- Create soft deadlines and don't penalize students for late work.
- Avoid assigning points for attendance.
- Provide students with multiple ways to show their learning (oral, written, demonstration, and/or visual).
- Allow students to re-submit work and retake tests/quizzes after receiving feedback.

As detailed in the "Pupil and Family Engagement and Outreach" section, LBUSD will implement a multi-tiered re-engagement process that will affirm the importance of regular daily participation and promote a culture of collaboration and support for every child. Students who are absent for three or more consecutive days or 60% of the days in any given week will be referred for Tier II re-engagement efforts provided by school administration, attendance clerks, and school counselors and staff. Services include, but are not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation support, if necessary.
- Making referrals to mental health and social-emotional supports and services.
- Assigning teachers or support staff to check in and connect with students and families daily or weekly.

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.]

As with classroom instruction, LBUSD believes that high-quality distance learning opportunities are essential for student success, and these opportunities are predicated on effective, empowered teaching and instructional leadership. Amid school closures, the district has leveraged its systems and resources to support educators and staff in this new environment.

Districtwide professional development opportunities are anchored in two LBUSD frameworks: “Digital Pedagogy” and “Engaging Students in Virtual Learning.” With “Digital Pedagogy,” practitioners can see the connection between major instructional moves, the [Understandings Continuum](#), and the application in a distance learning environment. For example, the “Collaboration, Connections, and Conversations” instructional move is aligned with U3 (“Orchestrating opportunities for technical and academic discourse including collaborative conversations allows students to develop a deeper understanding of content and support a point of view in varied contexts”). One manifestation of this idea is through the Google Docs app, which has a “Version History” feature that tracks every edit made by individual contributors to a shared document. Teachers can ask students to work together on a single written assignment and use Version History to determine the way that each child participated in the group project. As for “Engaging Students in Virtual Learning,” the following strategies are key:

Build Structure

- Create a routine.
- Maintain clear expectations.
- Use shared norms and practice “how to do class” in online spaces.
- Keep it simple and consistent.

Create Meaningful Learning Experiences

- Anchor in relevance and real world examples to engage kids.
- Provide engaging questions and tasks to prompt collaboration.
- Coordinate efforts with peers to help kids see connections between classes.

Provide Feedback

- Build a culture of ongoing growth by using questions to move student thinking.
- Encourage peer-to-peer interactions and feedback.
- Get creative with ways to elicit evidence of learning to inform feedback.

Prioritize Social Emotional Learning

- Lead with empathy and relationships, focusing first on student social-emotional health.
- Start learning sessions with “check ins” to let them know you care.
- Involve families in the process, as possible.

Be Mindful of Equity

- Recognize unique family circumstances, and offer multiple ways for students to engage/access learning.
- Find ways to amplify student assets (cultural and linguistic), using what you know about them to make content accessible.

Build Support Systems

- Maintain clear times when students can check in with you for specific help or support.
- Get to know the relevant parent resources and technical support pages to help or refer students/families when needed.

Stay Flexible

- Show yourself and your students grace as you adjust to the new learning circumstances.
- Recognize that students' situations may require latitude with due dates.
- Keep learning, knowing that we are adapting quickly to rapidly changing circumstances

During the month of August 2020, both central office and school leaders and staff members participated in a wide range of professional development opportunities predominantly through webinars. Specifically, the week of August 24-28 was designed to hold virtual training sessions to build on educators' existing knowledge, skills, and strategies to provide the most responsive instruction in an online environment. TK-12 teachers attended virtual sessions focused on facilitating support for the opening of school via distance learning. Topics included: (1) a message from the Superintendent, Level Offices, and Principal-led Expectations Overview; (2) orientation to the Canvas Learning Management System; (3) grade-level and/or content area breakouts focused on the first five weeks of school, including Unit Guide overviews; (4) elective offerings for GATE, Linked Learning, AVID, and new teachers, among others; and (5) embedded social-emotional learning supports. Below was the schedule for elementary teachers (it was similar for middle and high school teachers).



Teacher Training Week (August 24-28, 2020)
Elementary Week at a Glance



	Session 1		Session 2		Session 3	Session 4
Monday, August 24	8:00-10:00 Superintendent's Message, Site-Led Welcome, Connections and Bridging <i>Zoom link will be added by site administrator</i>		10:15 - 12:00 Canvas Training (Part 1 of 6) myPD Course #19344 (Find your school and register once for all Canvas & Zoom Training for the week.) <i>Zoom link will be emailed to registrants via myPD</i>		12:45 - 2:00 Canvas Training (Part 2 of 6)	2:15 - 4:00 Self-Paced Teacher Choice of Elective Training See Options <i>Details will be emailed to registrants via myPD.</i>
Tuesday, August 25	8:00-10:00 Canvas Training (Part 3 of 6)		10:15 - 11:15 Canvas Training (Part 4 of 6)		12:00 - 2:00 Site Led Meeting, Planning, and/or Collaboration <i>Zoom link will be added by site administrator</i>	2:15 - 4:00 Teacher Choice of Elective Training See Options
Wednesday August 26	8:00-10:00 Curriculum Training (Part 1 of 4) Register Here (Find your grade-level and register once for all Curriculum Sessions for the week.)	8:00-10:00 Special Education (Part 1 of 2) myPD Course #19356 (Functional Academics, SDC - Moderate-Severe/ SpEd/ SUCSESS)	10:15 - 12:15 Curriculum Training (Part 2 of 4) <i>*If unscheduled in Curriculum Session select self-paced learning</i>		1:00 - 3:00 Zoom for Teachers (same link as Canvas training)	3:00 - 4:00 Site Led Meeting, Planning, and/or Collaboration <i>Zoom link will be added by site administrator</i>
Thursday, August 27	8:00-10:00 Canvas Training: Setting Up your Classroom (Part 5 of 6)		10:15 - 11:45 Curriculum Training (Part 3 of 4)	10:15 - 11:45 Special Education (Part 2 of 2)	12:30 - 2:00 Curriculum Training (Part 4 of 4) <i>*If unscheduled in Curriculum Session select self-paced learning</i>	2:15 - 4:00 Teacher Choice of Elective Training See Options
Friday, August 28	8:00 - 10:00 Canvas Training: Teaching Students to use Canvas (Part 6 of 6)		10:15 - 11:45 Site Led Meeting, Planning, and/or Collaboration <i>Zoom link will be added by site administrator</i>		12:30 - 2:00 Site Led Meeting, Planning, and/or Collaboration <i>Zoom link will be added by site administrator</i>	2:15 - 4:00 Site Led Meeting, Planning, and/or Collaboration <i>Zoom link will be added by site administrator</i>

These professional development opportunities used a balance of district-facilitated and site-led discussions, with teachers participating in Zoom calls with peers to learn the content collectively. Time to practice, collaborate, and engage in working sessions were built in to allow teachers to apply their learning with coaching support, as needed.

Beyond the training weeks, the district's myPD platform offers self-paced courses for Canvas, which provide the foundational basics to make the most of the new learning management system in support of students and families. They give an overview of the layout and features of the platform, focusing on how teachers can deliver content and assess student performance. They also highlight best practices in Canvas for

creating student-centered course spaces that can be easily navigated from a browser or a mobile device, as well as specific strategies such as chunking content into smaller bursts of learning and ensuring that the needs of all students are met. Such support will continue throughout the school year. Furthermore, active employees will have access to 24/7 Help and the Canvas Training Services Portal, which contain interactive videos, print guides, and other materials on how to use the learning management system or troubleshoot technical problems. This general resource parallels LBUSD’s “Virtual Office Hours,” in which English Language Arts, Mathematics, Physical Education, and other content area experts are available to provide direct support to teachers on how to adapt subject-specific curricula for distance learning.

Apart from foundational professional development, LBUSD offers training and resources that are customized for particular programs. For example, career technical education (CTE) professional development was delivered prior to the opening of the 2020-21 school year. Topics included district-suggested tools for delivery, format, and engagement, along with considerations around equitable access to instructional materials, including internet access, devices, and software compatibility. Teachers received assistance with adapting curriculum and prioritizing standards to meet the modified distance learning schedule. Throughout the year, they will continue to engage in the design and implementation of their course content (as described in their CTE course outlines) and to identify essential learning objectives, standards/skills, and distance learning activities, tasks, and projects. This CTE example reflects work in other content areas, as well. For each subject, there are training sessions and supports for developing a deeper understanding of new Unit Guides, using online companions for district-adopted textbooks, and strengthening digital pedagogy in specific courses.

Staff Roles and Responsibilities

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

LBUSD’s shift to distance learning in response to COVID-19 has affected staff roles and responsibilities districtwide. In many cases, the impact remains a work in progress, as the rapidly evolving pandemic necessitates ongoing revision. But, in general, it involves (1) the adoption of appropriate health and safety measures, (2) the broader use of technology, and (3) the increased focus on equity, especially when it comes to issues such as learning loss.

Below are some of the key changes to the way that site and district employees deliver services to students and families. The first five sections relate to roles and responsibilities for LBUSD departments and general job classifications, followed by sections on specific functional areas.

2020-21 Organizational Chart

As shared during the August 18, 2020, Board Workshop, LBUSD has embarked upon strategic organizational changes for excellence and equity. These changes help institutionalize the districtwide belief that “All Means All” and forge the integration of academics and social-emotional learning. While the [new district structure](#) goes beyond responding to COVID-19, it contains numerous elements that align with major themes in the Learning Continuity Plan. For example:

- The Deputy Superintendent oversees equity and inclusion initiatives, as well as the development of student engagement best practices.

- The Level Offices (Early Learning and Elementary Schools; Middle and K-8 Schools; and High Schools) have various priorities related to equity, including the development of learning recovery and intervention plans, which encompass districtwide approaches to addressing learning loss. They also continue to develop strategies related to restorative practices in support of students.
- The Office of Curriculum, Instruction, and Professional Development leads continuous improvement efforts to support English learners and assess cultural relevance of district curriculum.
- The Office of Student Support Services is tasked with launching a districtwide intervention framework and social-emotional learning strategy.
- The Office of Research and School Improvement oversees new technology change management processes, including the implementation of the Canvas learning management system, as well as the development of new social-emotional learning tools to measure the impact of COVID-19 and other issues.
- The Office of Human Resource Services leads districtwide efforts on workforce diversity and cultivates community partnerships that support students of color.

Teachers

The Opening of Schools Memorandum of Understanding (MOU) documents, announced on August 19, 2020, describes roles and responsibilities for both [K-12](#) and [Child Development Centers/Head Start](#) certificated employees. Below are relevant sections of the MOUs for the purposes of the Learning Continuity Plan:

- Employees shall be responsible for complying with published LBUSD safety standards as well as guidelines laid out by the Long Beach Department of Health and Human Services. This includes wearing protective masks, washing hands on a regular basis, and ensuring adequate social distancing.
- Teachers agree to adhere to the appropriate instructional models for their respective levels (see the “Distance Learning Program” section above for brief summaries).
- K-12 employees will be afforded the flexibility to select an alternate work location, provided they adhere to the Alternate Work Location Agreement.
- During live virtual instruction, K-12 teachers are available and accessible to students for the full scheduled instructional period. Examples of live virtual instruction include, but are not limited to, direct instruction, collaborative work, whole class discussion, and answering questions during independent learning.
- All K-12 teachers will utilize Canvas as the learning management system. The platform will be utilized for all classroom-related interactions, including grading, parent and student communication, and maintenance and delivery of courses.
- K-12 teachers are required to be in regular communication with parents and maintain up-to-date gradebooks. They need to respond to parent emails and phone messages within 48 hours.
- K-12 teachers shall complete a minimum of six hours of virtual professional development during the first semester in lieu of adjunct duties. This professional development shall be accessible through LBUSD’s myPD platform.

Classified Employees

At the time of this writing, LBUSD remains in negotiation with the local chapter of the California School Employees Association (CSEA) regarding an Opening of Schools Memorandum of Understanding. As [announced](#) on September 3 and September 14, 2020, tentative

agreements have been made in the following areas: Safety; Reporting Unsafe Conditions; Testing and Tracing; Protocols for Outside Visitors and Groups; Accommodations; Work Hours; Duties; and Terms of the Agreement. LBUSD and CSEA have agreed to safety parameters, including physical distancing, hand washing, face coverings, personal protective equipment, and cleaning and sanitation protocols.

Administrators

General roles and responsibilities for site administrators include:

- Revising attendance taking and engagement procedures while preparing school campuses for social distancing and safety protocols.
- Facilitating staff training on social distancing and safety protocols.
- Monitoring personnel to ensure adherence to social distancing and safety protocols.
- Providing training and support to staff for the distance learning environment.
- Coordinating access to distance learning systems.
- Ensuring daily family outreach to determine and address barriers to student engagement in distance learning and social-emotional needs.
- Conducting meetings with colleagues, staff, families, and community members through video conferencing platforms.

School Support Staff

General roles and responsibilities for school support staff are listed below (subject to what is allowable under an individual employee's job description):

- Preparing and distributing materials through a curbside pick-up process (e.g., student textbooks, Chromebooks, hot spots, and supplies for distance learning).
- Supporting site health screenings for employees.
- Supporting the meal distribution program at schools.
- Monitoring entry ways and COVID-19 compliance (masks, signs, walkways, etc.).
- Communicating with families that need support with accessing distance learning systems and/or community resources and referrals.
- Conducting phone calls and/or home visits to families as part of the district's multi-tiered re-engagement process.

If home visits are conducted, school support staff must follow specific protocols. They include:

- Adhering to health and safety guidelines, particularly wearing a face covering at all times; keeping a distance of six or more feet at all times; refraining from handshakes, hugs, and other forms of physical contact; and using hand sanitizer before and after the visit.
- Contacting the family in advance to confirm that no one in the home is showing any signs of illness. If there is an illness, or if the family is comfortable with visitors, the home visit should be cancelled.
- Refraining from entering the home and remaining in outdoor space with appropriate physical distance and face covering.

Health and Safety Protocols

The School Opening and Safety Plan includes health and safety protocols that affect employees in addition to students and parents. The following are the most pertinent to the Learning Continuity Plan:

- Staff will be required to wear face coverings and will be health screened upon arrival. Screening will include a contactless temperature check, and several screening questions will be asked.
- Staff who work at multiple locations will be pre-screened daily at their first work location and will receive a daily sticker/badge that shows they are cleared to enter the other work sites.
- Staff members will complete training about COVID-19 protocols.
- Staff seeking testing due to exposure or symptoms of illness must stay home until they receive their results.

Relatedly, LBUSD will have trained “COVID Captains” who take the lead on COVID-related information. Responsibilities include:

- Reporting COVID-19 exposures.
- Overseeing COVID-19 prevention materials.
- Overseeing site health and safety protocols and practices.
- Enforcing all health and safety preventative measures.

Distance Learning / Technology Support

Teachers on Special Assignment will be dedicated to supporting the districtwide rollout of the Canvas learning management system and related technology tools to enhance distance learning. Their areas of focus include:

- Providing professional development to all schools at both the site and district levels.
- Collaborating with curriculum staff, level offices, and other departments to assist schools with distance learning implementation.
- Developing guidelines and resources in both print and video formats to help students, teachers, and parents use Canvas, Zoom, Google Apps for Education, and other technology tools.

The TOSAs will be part of a broader cross-departmental effort to support families with distance learning. In this tiered system, students and parents can access online reference materials and Parent University virtual workshops in English, Spanish, and Khmer to learn how they can use Chromebook, connect to the internet, log into Canvas, and/or join a Zoom call. If they need general assistance, they can contact their schools, where staff have step-by-step directions on common distance learning issues and can guide them through the process. If they need specialized assistance, district teams are available to provide technical support:

Office of Equity, Access, and College & Career Readiness (Parent University)

- Logging into a personal or district Chromebook.
- Managing multiple Google accounts.
- Addressing Family Link access issues.
- Clearing the cache on a browser.

Technology and Information Services Branch

- Connecting a district Chromebook to the internet.
- Accessing the Kajeet (Hotspot) Wi-Fi.

Office of Research and School Improvement (Technology TOSAs)

- Helping students access their new Canvas accounts.
- Helping students access Zoom in Canvas.
- Pairing parent and student accounts in Canvas.

Social-Emotional Learning (SEL)

Teachers on Special Assignment will be dedicated to supporting LBUSD’s social-emotional learning efforts and assisting in the development of a comprehensive SEL plan across the school system. Their areas of focus include:

- Developing a shared understanding of social-emotional learning, including a living SEL vision statement and long-term plan.
- Developing SEL learning standards.
- Conducting ongoing needs and resource assessments to support SEL.
- Monitoring SEL implementation processes and outcomes.
- Providing professional development to all schools at both the site and district levels.
- Intentionally infusing/aligning SEL into the instructional day and district activities such as student support, discipline, etc.

Special Education

The School Opening and Safety Plan outlines a number of considerations for staff working with students with disabilities. For example:

- Individualized Education Program (IEP) services will be delivered while adhering to California Department of Public Health guidelines by wearing facial coverings and/or using personal protective equipment such as desk shields, social distancing, increased hand washing, and sanitizing to the greatest extent possible.
- All staff who work with students who require more hands-on services such as diapering, catheterization, feeding, etc. will utilize both face coverings and gloves.
- IEP meetings will be held after instructional time of students, and “in person” IEP meetings will be determined in conjunction with public health guidelines.

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.]

In light of the daunting challenges that COVID-19 has presented to students, especially those with unique needs, LBUSD has coordinated the following systems of support:

English Learners

The unique circumstances facing many English learner families within our community have placed them in particularly vulnerable positions during school closures. LBUSD plans to address their needs through multiple system approaches. Following guidance from the Los Angeles County Office of Education, Council of the Great City Schools, and Student Achievement Partners (a nonprofit organization dedicated to accelerating academic progress for children who face barriers of racism and poverty), we have developed the supports for Emerging Bilingual students during distance learning in the following areas:

Learning Loss

The 2020 Elementary and Middle School Summer Enrichment and Learning (SEAL) program, designed for “at-promise” students and English learners, engaged students through standards-based math and literature tasks to explore the idea of a world that can become better through individual and collective actions, innovative thinking, and storytelling. The two hours of live, synchronous sessions included integrated and designated English Language Development (ELD) instruction. Over 3,500 students participated in the summer program.

In addition, 2020-21 Core Content Unit Guides are inclusive of guidance for diagnostic/formative assessment to collect evidence in order to support differentiation. Guidance will be provided to employ assessments as a broad temperature check a few weeks into the school year to ensure that students have had an initial period of a few weeks to reacclimate to the school setting. These assessments include interviews/surveys with EL students and families to support differentiation. They provide the data sources to identify gaps, needs, and trends in order to address systematically the instruction of our English Learners, including evidence-based effective pedagogy (instructional strategies with an emphasis on formative assessment practices), curricula (core subject content and English language development), assessment, interventions, and primary/heritage language development and instruction. Technical guidance and resources related to English learner instruction, including consultants from WestEd as thought-partners and professional learning designers, support district leaders in the development of a comprehensive approach to EL professional development and best practices for instruction. More than 150 online modules, addressing ELs’ acquisition of English language proficiency and mastery of grade-level content standards, are available to all teachers and administrators to be used individually and in instructional leadership teams. A cadre of specialists/coaches trained in language acquisition strategies are deployed to high-need schools to work with teachers and administrators and support their instructional leadership teams. These sites have the highest concentration of EL students and substantial achievement gaps, as measured by standardized test scores and other related academic indicators.

Instructional Supports for Teachers who Support English Learners

Guided by Student Achievement Partners, we have revised TK-12 content area Scope and Sequence documents to address priority standards that also address learning loss and unfinished learning from the previous school year. The 2020-21 Core Content Unit Guides will also provide guidance to ensure that students have the instructional supports and scaffolds that supplement, and do not supplant, core instruction and thereby ensure students’ access to grade-level content. English learners need “the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars” (CGCS, 2020). Moreover, the 2020-21 online instructional day is inclusive of

small group instruction and designated ELD time to provide instruction in all aspects of language acquisition, including foundational skills, academic language, and extended discourse in ways that are connected to grade-level content.

In order to help English learners at risk of becoming long-term English learners, English language development instruction guidance focuses on oral language development, explicit literacy development, instruction in the academic uses of English, high-quality writing, extensive reading of relevant texts, a focus on active student engagement and accountable participation, and an emphasis on academic language and complex vocabulary aligned to the demands of grade level standards. LBUSD has four district-level Teachers on Special Assignment to help build the capacity of classroom teachers and site administrators in providing scaffolded supports, Newcomer support, English Language Development, Dual Language Immersion, and Khmer support.

In terms of technology, the district's new learning management system, Canvas, has built-in language support for both students and parents, enabling greater accessibility to instructional materials and content. We plan to maximize opportunities provided by the platform to employ multiple modes of content and concept representation, including students' ability to use their first language.

Social-Emotional Learning

Smart Start units have been developed in all core content areas, TK-12 grades, to support teachers to explicitly cultivate a classroom atmosphere that supports a sense of belonging, social emotional well-being, high expectations, the importance of diversity, and respectful communications. Using the California English Learner Roadmap as our guide, in these Smart Start units, we have intentionally built in opportunities for teachers to learn about the languages and cultures English learners bring so they can be recognized as an asset and important contributors to the learning communities.

LBUSD recognizes that there is no single EL profile and no one-size-fits-all approach that works for every student. Programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. For this reason, we have embedded opportunities for teachers to learn about the students' English Proficiency to provide differentiated support, as well as many opportunities for students to produce language and collaborate with peers online.

Pupils with Exceptional Needs

Instructional priorities for pre-kindergarteners through the Adult Community Transition program, which serves students from 18 to 22 years of age, will include flexibly embedding breaks throughout instructional time so that social-emotional learning and relationship building can take place. Mindfulness and movement (for example, breathing techniques and stretching) will be embedded, as well. Students will be further supported with digital tools such as accessibility resources (text-to-speech and voice typing) and a specialized program that allows for creating visuals symbols. In terms of instructional support, models will include co-teaching in core classes; collaboration and consultation between core teachers and specialists; supported small group instruction; and scheduled "check-ins" with families and students.

All IEP-related services will be provided virtually until it is safe for students to return to school. For families choosing the all-online option, all services will be provided online. For those choosing the hybrid option, services can be provided online or in person. Staff will try to avoid pulling students during synchronous learning time. Assessments will be conducted virtually while accommodations/modifications will be followed, to the

extent possible. Distance learning plans will describe how each individual student's IEP will be executed in that model of instruction. Please note that IEPs may be modified to ensure that education can continue without undue risk to the student.

The Pre-K virtual model at the Buffum Total Learning Center will combine synchronous and asynchronous learning within an AM and PM schedule. This schedule will account for the limited number of students who can be transported by bus (no more than 4 students at a time) and are allowed per preschool class (no more than 8 students per class), as recommended by public health officials.

For Functional SDC MS/Success/Specialized Health Care, distance learning instruction will be flexible and will be in response to teachers' unique group. Students could receive an hour of core instruction, with the other time focused on social-emotional learning, relationship building, asynchronous instruction, small group instruction, office hours, and IEP support. During extended school year (ESY), for instance, students were effectively engaged through live/synchronous instruction for 1.5 hours, with pre-K and elementary students around 1 - 1.5 hours. The Special Education Department is currently working with curriculum leaders and teachers to devise an alternate schedule that will be conducive to such students during distance learning.

The Adult Community Transition Virtual Model will include both synchronous and asynchronous learning. Every week, teachers will work individually with each student on their caseload and offer times to meet with and engage parents/guardians. The program will be from Monday through Thursday from 8:00 to 11:30, with Fridays focusing on a menu of fun class electives. In particular, students will select two classes from options such as Introduction to Art, Introduction to Cooking, Introduction to Laundry, and Introduction to Grocery Shopping.

Instructional resources for the Adult Community Transition will include a Specialized Functional Academics Curriculum that prioritizes high quality indicators for transition programs and provides teachers with the flexibility of differentiating digital content. Program-developed job training will also be embedded to support Community Based Instruction (CBI), which teaches students to function as independently as possible in as many community environments as possible to enhance their quality of life. Increased interventions that address learning loss, as well as new literacy and math intervention support courses, will be scheduled at the secondary level.

Foster Youth

LBUSD strives to achieve educational equity to help foster youth feel safe, stable, and supported at school by collaborating closely with the student, foster family, educational rights holder, DCFS social worker, and school staff. Our objective is to help students feel welcomed, supported, and have a sense of belonging at their school.

During distance learning, students in foster care will be provided with access to the services of the LBUSD Foster Youth Unit. The Foster Youth Unit social worker ensures that students have continuity in education and the resources they need to continue in their school of origin. The Foster Youth Unit social worker collaborates with the Los Angeles County Department of Children and Family Services to ensure timely placement and/or arrange for necessary services (such as transportation) that are provided to youth in foster care. The Foster Youth Unit Social Worker supports LBUSD staff to ensure youth rights are adhered to and promoted consistently.

LBUSD will provide additional supports during the 2020-2021 school year, including:

- Supervising two additional social work interns to support the increased outreach and engagement activities with foster youth and families.
- Conducting weekly check-ins to ensure continued student engagement and to remove any barriers to student achievement.
- Foster Youth Unit Social Worker will contribute to the Student Support Services Quarterly Newsletter by supplying foster related resources and information.
- Reaching out to all foster families to inform them of additional resources and support available to them (basic needs such as food and clothing), academic support (technology access, connectivity, and tutoring), and social-emotional learning (Family Resource Center counselors and/or community mental health referrals).
- Connect foster youth with social workers and educational liaisons to provide guidance on registration to institutions of higher education and other resources by school counselors.
- Conduct home visits, check-ins, and provide referrals for foster youth and foster families.
- Collaborate with Long Beach Blast and other community organizations to provide mentoring programs for students.
- Provide college application/financial aid support by working with local Guardian Scholar, Next Up, and Extended Opportunity Program and Services (EOPS) programs.
- Promote and refer foster youth to free one-on-one online tutoring through a partnership with the Los Angeles County Office of Education
- Provide backpacks, school supplies and uniform support.
- Grant grocery gift cards for foster families in need of basic needs via FYU Special Needs Fund.

Students Experiencing Homelessness

During the COVID-19 pandemic, the number of students experiencing homelessness has increased, creating more demand for services and supports. It is vital that additional supports and resources are provided to students experiencing homelessness to prevent learning loss. In addition to the social-emotional learning, mental health, and academics supports provided to all students, the following services will be provided specifically for students experiencing homelessness:

- Mobile hotspots and Chromebooks
- Bus passes to support their transportation needs
- Resources to support basic needs such as food, clothing, and shelter
- Classroom supplies, including backpacks, paper, pencils, markers, etc.
- Coordinated service support and outreach conducted by the LBUSD Homeless Education Program staff

When shelters prohibit internet use (such as domestic violence victim shelters), LBUSD will reach out to the agency to arrange for the assignment of the hotspot device to a shelter staff member, who will schedule and facilitate the safe use of technology and/or arrange for independent study packets. Additionally, Homeless Education Program staff will engage with community partners and philanthropic organizations to solicit resources for basic needs (food, supplies, and clothing), technology accessories (headphones, mice, mousepads, and hotspots), and other necessities.

Students in foster care and those experiencing homelessness will have multiple access points to resources, including school counselors, school office support staff, teachers, and/or the Office of Student Support Services. However, the Foster Youth Unit and the Homeless Education Program will monitor the timeliness and effectiveness of the services through the weekly check-ins and student and family surveys.

Migrant Education

The Migrant Education Program (MEP) designed and implemented a two-week Summer Academic Enrichment and Social Emotional Learning program between July 27 and August 8, 2020. MEP staff made 378 phone calls to do weekly check-ins with migrant families. These personal connections facilitated referrals to available community support such as food banks, EBT assistance, and housing aid and assistance.

Leading up to the summer program, MEP staff created a total of 230 toolkits for families. Ultimately, 181 students and 43 parents participated regularly. The program embedded social-emotional learning in English Language Arts instruction, as well in the Meet the Master’s component. It also focused on providing support in math with Khan Academy pacing lessons. Prior to commencement, MEP staff ensured that all students had access to devices and internet connectivity. A questionnaire/survey was completed to identify those who needed Chromebooks and hot spots, and arrangements were made to supply the required equipment while following health and safety protocols.

During the school year, MEP will conduct Saturday School sessions. These classes will offer an opportunity for students to receive high-quality academic instruction from district certificated teachers in reading, writing, social studies, STEM, education technology, Speech and Debate, cultural heritage awareness, social/emotional learning, arts enrichment, and other academic content support. They will be held virtually beginning in October 2020. Students will be actively engaged in four hours of synchronous instruction, with an emphasis on social-emotional learning, ELA, math and STEM.

Newcomer Support

LBUSD offers enhanced support via funding for immigrant children and youth designed to strategically address both language/academic as well as social-emotional needs, recognizing the unique and varied backgrounds and experiences of our students. Sites are provided a listing of all eligible students to coordinate and prioritize services for them (including access to Chromebooks and hot spots). LBUSD provides primary language support to immigrant students to assist them in accessing the core curriculum.

In addition, family outreach will be provided to ensure that newcomer-families receive workshops to participate fully in training to support their students. Workshop topics include: How to Navigate the U.S. Education System, How to Read and Interpret Student Achievement Data, A-G Requirements, Parent and Family Engagement, and Academic and Educational Vocabulary, among others.

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

Description	Total Funds	Contributing
Curriculum Staff	\$3,785,473	N

Adapt the district’s curricular, instructional, and professional development systems to meet the needs of distance learning. Areas of focus include the Canvas learning management system, social-emotional learning, English learner support, and cultural relevance of district curriculum, among many others. Provide professional development to all schools at both the site and district levels.		
Instructional Materials for Students Student packets, white boards, markers, crayons, art supplies, instruments, and other instructional materials that facilitate effective distance learning.	\$3,122,622	N
Learning Management System Canvas learning management system, Zoom video conferencing, Google Services, and other critical platforms for distance learning. Teachers on Special Assignment provide technology-related professional development to all schools at both the site and district levels; collaborate with curriculum staff, level offices, and other departments to assist schools with distance learning implementation; develop guidelines and resources in both print and video formats to help students, teachers, and parents access technology.	\$2,501,818	N
Chromebooks Purchase, wipe down, and prepare Chromebooks for distribution and use, with the goal of ensuring that every student can access the distance learning program. Set up a tracking system to help monitor the devices.	\$11,984,450	N
Hot Spots Purchase, wipe down, and prepare hot spots for distribution and use, with the goal of ensuring that every student can access the distance learning program. Set up a tracking system to help monitor the equipment.	\$797,355	Y
Technology Resources for Staff Computers, monitors, headsets, webcams, and other technology equipment to ensure that teachers and other staff can deliver an effective distance learning program.	\$7,230,654	N
Technology Infrastructure Enhancements to district networks and infrastructure systems to bring the distance learning program to scale.	\$944,013	N
Information Services Technology staff time dedicated to preparing the district for distance learning and supporting both schools and families with Chromebooks, hot spots, and other needs.	\$1,880,232	N
Professional Development Districtwide training days for teachers and administrators to prepare for distance learning prior to the start of the school year, as well as minimum days for follow-up work during the first two weeks of the Fall Semester. Areas of focus include the Canvas learning management system, curriculum sessions, Special Education, social-emotional learning, equity, and collaboration time.	\$5,450,000	N
English Learner Support Direct student services, parent engagement, and technical assistance to schools in support of English learners, with an emphasis on their distance learning experience. Based on parental input, extended-day tutoring will be	\$3,334,356	Y

provided, and it will include primary language support and mentoring activities that are unique to the struggles of EL students. Specialists and coaches will be deployed to sites with the highest EL populations and academic needs, as measured by standardized test scores and other indicators. They will train and support teachers on primary/heritage language instruction strategies and related effective practices that accelerate language acquisition and grade-level achievement. Furthermore, EL families requested parent education and literacy programs that would allow them to assist their children at home, and these workshops will incorporate support for distance learning, as students who face language barriers are at greater risk of disengagement relative to their peers.		
Psychologist Support Coordinate Individualized Education Program assessments in a virtual environment and conduct relevant outreach to families.	\$4,662,729	N
Homeless Education Program Coordinate services and outreach efforts in support of students experiencing homelessness, with an emphasis on Chromebook and hot spot distribution to ensure access and connectivity to distance learning.	\$250,000	Y
Migrant Education Program Direct student services, parent trainings, and other support for migrant students, including summer and Saturday programs in a distance learning setting.	\$306,987	Y

Pupil Learning Loss

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

To measure the learning status and determine the academic needs of students, LBUSD will use the assessments described in the “Pupil Participation and Progress” section. These assessments will serve as one method for assessing learning loss alongside regular formative assessments during live instruction and asynchronous activities. Specifically:

Elementary Schools

District unit guides will provide support for teachers to identify and focus on the key content standards and areas of focus. These documents, in ELA and Math, will establish multiple assessment opportunities - both formative and interim - that teachers can use within each unit to monitor student progress. In addition to monitoring student progress within a lesson through the use of formative assessment strategies, teachers will be

able to monitor student progress in reading with Lexia Core5 and in math with ST Math. Both programs can be implemented by teachers into follow-up lessons to support student growth.

Middle / K-8 Schools

Student performance on the Interim Assessment Blocks, Document-Based Question tasks, and *Amplify* assessments will be compared to prior summative and formative assessment results as a means of measuring learning loss and providing supplemental intervention, differentiated support, and/or reteaching opportunities. Moreover, student grades, including shifts in quarterly and semester GPA, will be examined in order to identify students in need of additional support.

High Schools

Student performance on the IABs, DBQs, Writing Assessments, Synergy/Unit Assessments, and *Amplify* assessments will be analyzed alongside prior results. The comparison data will help determine potential learning loss and, by extension, possible supplemental intervention, differentiated support, and/or reteaching opportunities. Shifts in quarterly and semester grades will also be examined as additional measurements.

English Language Development

Student performance on the district assessments above, the *Wonders* English Language Development assessment tools, and the English Language Proficiency Assessments for California will help form the basis for measuring the learning status of English learners. They will provide the data to identify gaps, needs, and trends in order to address systematically the instruction and assessment of our English Learners, including evidence-based effective pedagogy (instructional strategies with an emphasis on formative assessment practices), curricula (core subject content and English language development), interventions, and primary/heritage language development and instruction.

Social-Emotional Learning

In partnership with the CORE data collaborative, LBUSD will utilize a student-level data dashboard to monitor students' social-emotional progress throughout the year and compare current levels to those before the COVID-19 shutdown. IAB data will be integrated into the dashboard to allow teachers, administrators, and district staff the ability to develop a more comprehensive understanding of learning loss.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To address learning loss and accelerate learning progress for pupils, LBUSD plans to implement the following strategies:

Tutoring

Based on stakeholder feedback, schools will provide tutoring in various forms. Some interventions will take place within a classroom setting, where teachers and/or paraprofessionals support either small groups or individual students in challenging areas. Other interventions will be held outside the regular day -- before school, after school, on weekends, or during intersession. They may address general student needs (e.g., “homework help”), focus on specific subjects (e.g., English Language Arts, Mathematics, etc.), and/or assist particular groups (e.g., English Learners, Redesignated Fluent English Proficient Pupils, etc.). They may involve different “support providers” -- classroom teachers, Teachers on Special Assignment, Program Specialists, peer tutors, external partners, etc. The specific configuration of tutorials will depend on the unique needs of students at individual sites.

Some tutoring opportunities will come in the form of district-operated programs that are located at specific schools. For instance, LBUSD’s Winners Reaching Amazing Potential (WRAP) after-school programs serve 56 sites, and they offer both homework assistance and tutorials. They utilize academic resources, like Khan Academy, that teachers regularly use so as to align efforts with the school day. In a distance learning environment, they conduct breakout sessions whereby staff can provide either small group or individual tutoring.

Furthermore, continuing the work described in the [2019-20 Local Control and Accountability Plan](#), LBUSD will deliver extended hours of tutoring at 30 high-need schools: King, Smith, Edison, Addams, Robinson, Garfield, Willard, Roosevelt, Lincoln, Dooley, McKinley, Powell, Oropeza, Whittier, Barton, Washington, Franklin, Lindbergh, Stephens, Lindsey, Hamilton, Jefferson, Nelson, Hoover, Beach, Reid, Jordan, Renaissance, Cabrillo, and Educational Partnership High School. These sites were selected in collaboration with Public Advocates, Children’s Defense Fund - California, Latinos in Action, and other parent leaders, as they had the highest concentration of unduplicated pupils and substantial achievement gaps. The tutorials will address English Language Arts and Mathematics standards and come with clear district guidelines. The highest-need students will remain the highest priority for scheduling in the interventions.

Most notably, LBUSD has collaborated with Schoolhouse.world, a nonprofit initiative to help provide quality, live instruction and tutoring at any time. With a scheduling system that uses the Khan Academy taxonomy as a basis for session topics, teachers can create short but powerful sessions that cover math examples and understanding of new concepts, as well as writing and research guidelines. Students can then engage with teachers across the platform to get whatever level of help they need whenever they need it. The initial launch in Spring 2020 focused on secondary math, but it will expand to upper elementary math and secondary English Language Arts in Fall 2020.

English Learners

The 2020 Elementary and Middle School Summer Enrichment and Learning (SEAL) program, designed for “at-promise” students and English learners, engaged students through standards-based math and literature tasks to explore the idea of a world that can become better through individual and collective actions, innovative thinking, and storytelling. The two hours of live, synchronous sessions included integrated and designated English Language Development (ELD) instruction. Over 3,500 students participated in the summer program.

In addition, 2020-21 Core Content Unit Guides are inclusive of guidance for diagnostic/formative assessment to collect evidence in order to support differentiation. Guidance will be provided to employ assessments as a broad temperature check a few weeks into the school year to ensure that students have had an initial period of a few weeks to reacclimate to the school setting. These assessments include interviews/surveys with EL students and families to support differentiation.

A cohort of school sites are prioritized for additional professional learning under the supervision of a Director/Principal-Supervisor who collaborates with the English learner specialists to provide targeted support designed to address disparities in EL student achievement by increasing the subject matter knowledge and teaching skills of both the teachers and administrators at these sites to accelerate English learners' language acquisition and grade-level achievement. EL coaches and curriculum specialists provide on-site training for school sites to address school-specific needs related to ELs, including primary/heritage language instruction strategies and curricula. These additional professional learning activities, including the assignment of coaches, are provided as differentiated resources for high-need schools.

Sites that receive targeted support are selected because they have the highest concentration of English learners and exhibit substantial academic needs, as measured by standardized test scores and other indicators. Areas of focus for professional development will be identified for English Language Arts, Mathematics, and English Language Development based on the assessment results described in the previous section. Training sessions will be conducted at both the site and district levels to address the unique needs of English learners at both specific schools as well as systemwide. They will address gaps in knowledge that contribute to learning loss in the three subjects and equip teachers and administrators with instructional strategies that help fill these gaps.

Foster Youth

The Foster Youth Unit staff will work closely with schools, community partners and the Los Angeles County Office of Education to create and secure resources and school enrichment opportunities for foster youth. LBUSD has identified the following resources available to support foster youth to address learning loss: Academic tutoring through a collaboration with LACOE; student mentors through a partnership with Long Beach Blast and California State University, Long Beach; priority for technology devices and hotspots to ensure more equitable access to learning; and small group and differentiated instruction. The school counselor and teaching staff will monitor student grades and attendance to assess academic progress and offer additional support if there is evidence of learning loss.

Students Experiencing Homelessness

The Homeless Education Program staff, as well as resource staff at each school (including teachers, program specialists, counselors, etc.), will be available to offer and provide enrichment and academic support opportunities for students. LBUSD has identified the following resources available to support students experiencing homelessness to address learning loss: Small group and differentiated instruction; priority for technology devices and hotspots to ensure more equitable access to learning; academic tutoring through a collaboration with School on Wheels; student mentors through a partnership with Long Beach Blast and California State University, Long Beach; and partnerships with various church groups, community organizations, and philanthropic organizations that donate school supplies.

Students with Exceptional Needs

Special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP). In addition to small group sessions by classroom teachers and instructional aides, students receiving special education services will receive additional support identified through their IEPs to the extent practicable.

Students identified as having exceptional needs and English learners will attend an increased number of small group sessions. Foster youth and students experiencing homelessness are provided additional resources and services such as personalized support for materials delivery and mentoring offered through academic advisors/student services assistants. Additional strategies used during small group sessions to address learning loss include, but are not limited to:

- Assistance in one or more areas of student learning
- Increased use of peer discussion
- Spaced practice over time
- Directed self-verbalization and self-questioning
- Increased use of visual input
- Breaking information down into smaller units.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports to address specific student academic needs will be measured by monitoring student progress for those receiving these services and supports. Because students participate in numerous assessments (described under the “Pupil Participation and Progress” and “Pupil Learning Loss” sections) several times a year, their academic growth can be closely examined. If they have experienced learning loss and are demonstrating limited growth compared to their peers, services and supports will be adjusted. If they are experiencing accelerated growth, services and supports may be considered for replication.

LBUSD has systems in place for evaluating the effectiveness of services and supports, and they will be adapted for learning loss. The Office of Research and School Improvement provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include student performance on assessments, while non-academic measures cover attendance, social-emotional learning, and other areas. With assistance from district leaders, curriculum coaches, and other experts, schools can drill down by academic skill, by student group, and by additional factors. Site staff can create “intervention trackers” and “watch lists” – i.e., lists of classes to monitor closely and lists of students who require further support. The latter is connected to phone, email, and text communication systems that can help engage families in the process. Overall, these systems will enable LBUSD to identify whether assessment results and overall academic progress are accelerating for students who participate in learning-loss-related services, then make program modifications as needed.

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

Description	Total Funds	Contributing
Summer Programs	\$631,482	Y

Elementary and Middle School Summer Enrichment and Learning (SEAL) program; and High School Summer School. These programs aimed to address learning loss prior to the start of the school year.		
Extended School Year for Special Education Summer program for students with exceptional needs so that they can maintain the academic, social-emotional, behavioral, communication, and/or other skills acquired during the regular school year. Services helped address learning loss prior to the start of the Fall 2020 semester.	\$515,058	N
Additional Hourly for Student Interventions Tutoring, intervention classes, Saturday programs, and other extended learning opportunities to address learning loss. Services are provided in a distance learning format, but can also be adapted for in-person programs once public health agencies permit them. In addition to academic support, social-emotional learning activities will be embedded in certain cases.	\$5,139,452	Y
Early Literacy Support Reading Recovery is dedicated to meeting the needs of the most struggling readers and writers in the early grades. All lesson components (familiar reading, running records, letter and word work, writing and new text) have been adapted for distance learning and are delivered daily in a synchronous format.	\$1,625,384	Y

Mental Health and Social and Emotional Well-Being

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

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. LBUSD has used its content experts and consulted with licensed therapists, in tandem with guidance from mental health organizations and professional organizations (e.g., the Collaborative for Academic, Social, and Emotional Learning, or CASEL), to guide our development of supportive learning environments where students and adults can elevate their social-emotional competencies, feel connected, heal, and thrive. LBUSD has used its task force teams alongside Family Resource Center staff, “All In” staff, and other district support staff to engage students, parents/guardians, and employees in sharing their perspectives and experiences amid school closures. English learners, foster youth, homeless youth, and students with exceptional needs will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

LBUSD has prioritized the centralization of its SEL systems and structures to promote the infusion of SEL across all content areas and throughout the day. The district is committed to focusing on SEL as an equal partner to academic performance in educating the whole child. SEL will be more than just a lesson. Instead, LBUSD is planning for:

- A systemic and sustainable approach to SEL;
- SEL that intentionally cultivates a caring, participatory, culturally relevant and equitable learning environment;
- SEL as a process that will allow students and teachers to examine root causes of inequity;
- SEL as a process that allows for students and teachers to develop collaborative solutions to community and social problems; and
- SEL that is infused into every part of students' daily lives.

After laying the groundwork with an SEL Steering Committee that analyzed data, conducted a literature review, and explored the alignment of the Understandings Continuum with the CASEL Core Competencies, LBUSD dedicated a pair of Teachers on Special Assignment to the SEL initiative. They will assist in the development of a comprehensive long-term SEL plan. Specifically, they will:

- Develop a shared understanding of SEL, which will include a living SEL vision statement.
- Develop SEL learning standards.
- Conduct ongoing needs and resource assessments to support SEL.
- Monitor SEL implementation processes and outcomes.
- Provide professional development to all schools at the site and district levels, including how teachers can make their classrooms culturally responsive and supportive of students' social-emotional needs.
- Intentionally infuse SEL into the instructional day and district activities such as student support, discipline, etc.

As for immediate next steps, LBUSD has explored different options to bring the most vulnerable students back safely. District staff have made it a priority to prepare to enhance the online learning experience of pupils with varying needs. While a myriad of social-emotional activities have already been provided to families and staff alike, including during the Summer Enrichment and Learning (SEAL) Program, they will be enhanced upon the start of the school year. Among the numerous planned supports are wellness activities embedded into the school day, relationship building, community building, and mindfulness and movement breaks. In-classroom strategies can include formal structures (like making time for daily check-ins, scheduling wellness breaks, establishing consistent routines for situations like transitions and social problem solving, etc.) and less formal interactions (like how adults talk to students, making the school environment inviting and engaging, etc.). Beyond the classroom, LBUSD will collaborate with the California Conference for Equality and Justice (a human relations organization dedicated to eliminating bias, bigotry, and racism through education, conflict resolution, and advocacy) and Californians for Justice (a statewide youth-powered organization fighting for racial justice). These partnerships will help accelerate the district's efforts to implement the SEL initiative with an equity lens.

Teachers on Special Assignment will coordinate SEL professional development at both individual sites and the district overall. Like other staff supports at LBUSD, these training sessions will be conducted virtually throughout the school year and focus on placing social-emotional learning in tandem with academic priorities. They will help teachers develop a deeper understanding of the SEL activities that are embedded into the regular day, sharpen teachers' skills on how to implement them effectively, discuss which in-classroom SEL strategies are appropriate

for specific circumstances, and disseminate best practices on how educators can create culturally responsive classrooms and school communities. Knowing that employees themselves are experiencing challenges related to COVID-19, LBUSD has begun to deploy resources that address their needs. A “Wellness Google Classroom” has been established, allowing staff to “unplug, reset, and fill their self-care cups.” A “You Matter” weekly newsletter will continue to be shared via email and social media, and they include mindfulness activities, positive affirmations, tips on how to strengthen coping skills, and other SEL techniques. Moreover, staff can be connected to grief, trauma, mental health, and suicide awareness and prevention resources.

To summarize:

Students

- Mindfulness
- Breathing techniques
- Self-regulation
- Wellness check-ins
- Grief and trauma resources
- Well-being resources
- Clinical and school support staff providing mental health support and resources

Parents/Guardians

- Mindfulness parenting classes
- Self-regulation
- New strategies and tools to support balance in your life and home
- Suicide awareness and prevention
- Grief and trauma resources
- Well-being resources
- Clinical and school support staff providing mental health support and resources

Staff

- Wellness check-ins
- Google Classroom resources and supports
- Suicide awareness and prevention
- Grief and trauma resources
- Well-being resources

Mental Health Support

Mental health has been especially challenging for young people during school closures. Many students report feeling isolated, disconnected from their peers and family, depressed, and anxious. In these cases, mental health support can be initiated in multiple ways -- through a student

self-referral, a parent referral, or a referral from a teacher, counselor, nurse, or other staff member who has reached out to the student and has reason for concern. LBUSD has many options for mental health support to students, starting with the school counselors and school psychologists. Students may also access the Family Resource Centers to see a counselor or psychologist who will provide short-term counseling. If longer term counseling is needed, they are referred to school-based mental health providers or, for those with higher needs, to the California State University, Long Beach Trauma Recovery Center, which provides acute mental health services. If there is a concern about the student's well-being, a wellness check is conducted and the Modified Suicide Risk Assessment During School Closures is completed by the school counselor. Interventions are based on the outcome of the assessment. The counselor then works closely with Nursing Services, the school psychologist, and administrators to provide case management support and ensure the student is receiving the necessary services to engage in school, whether attending in-person or via distance learning. Mental health services are all trauma-informed and provided in the safest method possible, either by telehealth or in a physically distanced in-person consultation.

LBUSD's Family Resource Centers (FRCs) will provide free, short-term, individual counseling to support students. Services will be provided by LBUSD school counselors and psychologists. Students experiencing social, emotional, and behavioral health-related needs can receive phone check-ins and may qualify for telecounseling services. Staff will also partner with families to connect them to community resources. After extending its operations through Summer 2020, the FRCs will be located at four regional sites (Chavez, Lindbergh, Signal Hill, and Stephens) and serve 26 schools during the 2020-21 school year.

The School-Based Mental Health Collaborative will enable the expansion of services to families. Serving approximately 2,000 students a year at about 60 schools, particularly those with high concentrations of free or reduced lunch eligibility, partner agencies such as The Guidance Center, Star View, ChildNet, For the Child, and Pacific Asian Counseling Services will help remove barriers to mental health support.

More generally, Parent University will continue to host virtual parent workshops that address these types of issues. Over the past year, it has partnered with the Long Beach Child and Adolescent Program on a parent education series that focused on children's daily struggles and emotional challenges. Topics included:

- Children and Mental Health
- The Power of Positive Parenting
- Raising Confident and Competent Children
- Resilience: What It Is and How to Foster It in Our Children
- Growth and Development
- Teens and Drugs
- Parenting and Self-Care

Amid school closures, Parent University coordinated a virtual parent workshop on mental health awareness, addressing many of the issues that were highlighted in the LBUSD Family Needs Surveys. The [English](#), [Spanish](#), and [Khmer](#) videos have been viewed over 5,800 times. Similar workshops are being planned for the 2020-21 school year, in addition to those that focus on the Canvas learning management system and other pressing topics during the pandemic.

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.]

Student attendance and participation continue to be an important factor for successful outcomes in school. Now more than ever, it is imperative that schools make concerted efforts to reach out to students and families as they adjust to the changes in the modes of instruction brought forth by COVID-19. Amid unprecedented circumstances, LBUSD will promote a culture of collaboration and support for all students that focuses on facilitating their engagement in distance learning.

To ensure that students are engaged and thriving in their educational experience, the district will implement a multi-tiered re-engagement process that will affirm the importance of regular daily participation. The process begins with a districtwide welcome to students and parents, which includes the raising of awareness of school staff and parents/guardians regarding the effects of chronic absenteeism and other challenges to full participation in the educational program.

Enrollment, Registration, and Attendance Outreach Campaign

Districtwide attendance outreach will include the following actions:

- LBUSD will develop and disseminate information about school attendance and educational options via social media, US mail, billboards, lbschools.net, school marquees, SchoolMessenger calls, emails, and/or text messages prior to the start of the school year.
- School principals will include messaging during parent orientations about the importance of daily participation and engagement, as well as resources when there are barriers.
- School and district staff will focus on establishing rapport with students and families early in the school year by:
 - Calling families who have not completed the online registration process;
 - Assisting families who have challenges with the online registration process; and
 - Reaching out to the families of students with prior attendance challenges to offer support, especially with the distance learning process.
- Attendance will be taken for every period, every day by the classroom teacher.
- Teachers will also record distance learning participation on a daily basis, in addition to taking attendance. Participation may include:
 - Evidence of participation in online activities;
 - Completion of regular assignments;
 - Completion of assessments; and/or
 - Contact between school employees and the student/parent.

- Student participation will be monitored daily and weekly by the school attendance clerk. When students miss opportunities to participate (in either synchronous or asynchronous learning), LBUSD will engage the tiered levels of support for student participation. The levels of support are determined by the number of missed interactions.
- In alignment with Education Code 48985, when 15% of students enrolled in a school speak a single primary language other than English, LBUSD will send all notices, reports, statements, or records to the parent/guardian/caregiver written in English and that primary language. Additionally, all outreach that is conducted verbally will be provided in the primary language through school site, district staff, and/or staff members from the Translation/Interpretation Unit.
- LBUSD will develop resources for families on the use of the Canvas learning management system, troubleshooting instructions, and video instructions on attendance and reengagement for staff. In addition, multiple departments will collaborate to set up telephone support for families who need technical assistance with Chromebooks, hotspots, logins, and other access and connectivity issues.

Missed Participation Re-engagement

Tiered levels of support for student re-engagement will include the following actions:

Tier 1: Universal

Days missed per week: 1 missed daily interaction

Who: Attendance Clerk; Office Staff; Teacher on Special Assignment (TOSA); Community Worker

Strategies: Multiple phone calls, texts, and emails

- Students will receive an automatic call home after one absence.
- School Office staff will reach out to students' parents/guardians via email, text, or phone call to ask about the reason for the absence and offer support to re-engage.

Tier 1: Personalized

Days missed per week: 2 missed interactions

Who: Teacher; Attendance Clerk; Office Staff; Teacher on Special Assignment (TOSA); Community Worker

Strategies: Multiple phone calls, texts, and emails, including contact with those listed on the student's emergency card.

- The teacher reaches out personally to the parent/guardian to ask about the reason for the absence and offer support. The contact may be made via phone or email and should focus on strategies to help the student re-engage.
- Office staff should also call all those listed on the emergency card to inquire about the student's whereabouts.

Tier 2: Early Intervention

Days missed per week: 3 missed interactions

Who: Teacher (in consultation with the Community Worker); Counselor; Psychologist; Administrator

Strategies: Multiple phone calls, texts, virtual check in, and emails, including contact with those listed on the student's emergency card and, if safe and appropriate, a socially distant home visit.

- Efforts to engage families in the student's attendance will be initiated as early as possible by the teacher and office staff.
- Office staff must call all those listed on the emergency card to inquire about the student's whereabouts.

- If safe and appropriate, outreach efforts may include a socially distant home visit by a school administrator, counselor, or psychologist.
- Attendance data will be reviewed monthly by the school principal and attendance team (assistant principal, attendance clerk, counselor, and/or TOSA) to determine if the re-engagement strategies are effective, need adjustment, or need further action.
- The implementation of modified School Attendance Review Teams (SART) procedures will be initiated to provide needed support to families and students and remove barriers to attendance and participation.

Tier 3: Intensive Support

Days missed per week: 4 or more missed days a week or 10% in a month

Who: Central Office; All In Early Prevention Specialist Counselors; Foster Youth Unit; Homeless Education Program; Family Resource Centers Staff

Strategies: Multiple phone calls, texts, virtual check in, and emails, including contact with those listed on the student's emergency card and, if safe, a socially distant home visit.

- Office staff must reach out to all those listed on the emergency card.
- The school counselor, psychologist, and/or administrator must conduct a socially distant home visit to the extent feasible following the appropriate health precautions, as recommended by the local health department.
- When the SART process needs additional support, students and families will be referred to the School Attendance Review Board (SARB) to assist with re-engaging the student and determine which resources are necessary. As a model SARB, LBUSD ensures that the process is focused on removing barriers. Students and families will be provided with the necessary resources within the school and in the community to facilitate the successful re-engagement of the student in distance learning.

In tandem with this tiered system, LBUSD has developed protocols to ensure that parent communications and home visits show care and concern rather than being perceived as punitive. They are intended to be a very personal way to connect with families while recognizing and respecting appropriate boundaries. The goal is to promote safety and create safe learning spaces for students. Most notably, as families' needs are identified during the re-engagement process, school staff can connect them with both internal and external resources. Internal resources may include services from counselors, psychologists, nurses, and/or other trained professionals at the site. They may also include district services such as the Family Resource Centers, the "All In" school attendance campaign, the Office of School Support Services, the Foster Youth Unit, and/or the Homeless Education Program, among others. Externally, referrals may be made to the School-Based Mental Health Collaborative and/or community-based agencies with specific expertise in the issues confronted by students and parents. Such resources will be coordinated on the families' behalf to ensure that they are actually able to access what they need.

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.]

As was the case in Spring 2020, LBUSD will continue to offer free nutritionally adequate breakfasts and lunches to all local children ages 1 to 18. Meal distributions will take place at 78 schools throughout the community so that families can find convenient serving sites within walking distance of their homes, particularly in neighborhoods with the highest need. LBUSD enrollment is not required.

Meals will be available Monday through Friday based on the following schedule:

Through September 11, 2020

- 11:00 a.m. - 12:30 p.m. at elementary, middle, and K-8 schools
- 12:00 p.m. - 1:30 p.m. at all high schools

Starting September 14, 2020

- 11:00 a.m. - 12:30 p.m. at elementary and high schools (except Jordan and Renaissance High Schools)
- 12:00 p.m. - 1:30 p.m. at middle and K-8 schools, as well as Jordan and Renaissance High Schools

Individual children or parents may pick up meals. Children do not have to be present with adults, but adults will need to show proof that the meal is for a child via birth certificate, student ID, or other legal document. In alignment with public health guidelines, employees who distribute meals will continue to be provided gloves, face coverings, and hand sanitizers. They will be reminded regularly to observe social distancing practices, wash their hands, and adhere to established safety and sanitation procedures. Similarly, parents and/or students will be asked to line up at a safe distance from others, wear masks, and refrain from visiting campuses if they are ill.

This program was made possible by a U.S. Department of Agriculture (USDA) decision on August 31, 2020, which extended flexibilities that allowed districts to continue serving free meals to all children. It will be in place as long as USDA funding remains available, possibly through December 31, 2020.

In general, LBUSD's School Opening and Safety Plan describes how the meal distribution process may differ based on the status of school sites. During distance learning periods, meal distribution will occur at site locations to minimize parent/student entrance onto campuses. This may include curbside, school gate, or cafeteria with street/sidewalk access to the meal distribution area. During in-person learning periods, meals will be served in classrooms for grades 1 to 5. Grades 6 to 12 will have meal accessibility in a variety of settings that include indoor and outdoor points of service with newly implemented social distancing procedures and other safety measures.

These protocols build upon many of the practices that were described in the district's [COVID-19 Operations Written Report](#). From the first day of school closures, LBUSD has consistently offered breakfasts and lunches at 34 sites, with supper also provided at 27 of them starting on May 4,

2020. Prior to this date, LBUSD served around 12,000 meals per day. With the additional supper offering, the daily average exceeded 18,000 meals districtwide. By the end of the 2019-20 school year, LBUSD distributed about 870,000 meals to children in our community. During the summer break, in partnership with the City of Long Beach’s Parks, Recreation, and Marine Department, the district provided summer lunches at 34 city parks, where approximately 1,800 children were served each day. By the start of the 2020-21 school year, total distributed meals were up to 994,414.

Overall, LBUSD’s school nutrition approach is a response to stakeholder feedback on an important challenge faced by unduplicated pupils. Low-income students, English learners, and foster youth have far more limited access to food, especially as the economy continues to worsen due to the pandemic, than their peers do. Even when meals are made available, their general lack of reliable transportation prevents them from consistently picking up meals. As articulated by a member of the Superintendent’s Advisory Committee during its September 17, 2020, meeting, there is an equity consideration to meal distribution because school schedules allocate limited time for lunch, which means that unduplicated pupils, who tend to be the most reliant on this program, are at greater risk of being late to their afternoon classes, if the pick-up location is far away. The ability to access meals at 78 schools means that LBUSD’s neediest families can find convenient serving sites within walking distance of their homes. Geographical proximity itself serves as an additional support that principally benefits low-income students, English learners, and foster youth.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Family Resource Centers Provide social, emotional, and behavioral health-related support to students within a cluster of schools in the district, as well as partner with families on connecting to community- and school-based services. Family Resource Centers focus on areas with the greatest needs and the highest concentration of low-income students, English learners, foster youth, and students experiencing homelessness.	\$1,632,732	Y
Mental Health and Social and Emotional Well-Being	Nursing Services As part of LBUSD’s holistic approach to wellness, nurses provide in-service training to teachers, administrators, and staff, particularly on COVID-19 and related issues, while helping to conduct outreach that connects families with community resources. The aspect of their work that contributes to increased and improved services for unduplicated pupils concerns specific connections with disengaged families who are experiencing trauma like never before. This process includes more personalized and targeted supports for low-income families, English learners, and foster youth who are otherwise unresponsive to	\$5,057,674	Y

	traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.		
Mental Health and Social and Emotional Well-Being	<p>Psychologists</p> <p>As part of LBUSD’s holistic approach to wellness, psychologists lend their expertise to social-emotional learning efforts while helping to coordinate school-based mental health services. The aspect of their work that contributes to increased and improved services for unduplicated pupils concerns specific connections with disengaged families who are experiencing trauma like never before. This process includes more personalized and targeted supports for low-income families, English learners, and foster youth who are otherwise unresponsive to traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.</p>	\$1,165,682	Y
Mental Health and Social and Emotional Well-Being	<p>Counseling Services</p> <p>As part of LBUSD’s holistic approach to wellness, counselors play a pivotal role in coordinating social-emotional supports and mental health referrals for families. They are available to support families at every school site, but the aspect of their work that contributes to increased and improved services for unduplicated pupils concerns specific connections with disengaged families who are experiencing trauma like never before. This process includes more personalized and targeted supports for low-income families, English learners, and foster youth who are otherwise unresponsive to traditional means of communication. It also involves more specialized coordination with the School-Based Mental Health Collaborative and other community partners due to their socioeconomic challenges, language barriers, and unstable home environments.</p>	\$10,622,515	Y
Pupil and Family Engagement and Outreach	<p>Pupil and Family Engagement Staff Support</p> <p>School office staff support for communicating with families as part of LBUSD’s multi-tiered re-engagement strategy. Provide additional assistance to students and parents with accessing distance learning systems. The aspect of their work that contributes to increased and improved services for unduplicated pupils concerns specific connections with disengaged families who are experiencing trauma like never before. This process includes more personalized and targeted outreach for low-income families, English learners, and foster youth who are otherwise unresponsive to traditional means of communication. As appropriate, it may involve structured home visits and/or community canvassing, which help address the socioeconomic challenges, language barriers, and unstable home environments that uniquely prevent unduplicated pupils from consistent educational participation.</p>	\$3,042,343	Y

Pupil and Family Engagement and Outreach	Marketing and Media Services Develop videos and multimedia resources to assist families with accessing the Canvas learning management system.	\$188,849	N
School Nutrition	Nutrition Services Offer free nutritionally adequate breakfasts and lunches to all local children ages 1 to 18. Meal distributions will take place at 78 schools throughout the community so that families can find convenient serving sites within walking distance of their homes, particularly in neighborhoods with the highest need. Geographical proximity itself serves as an additional support that principally benefits low-income students, English learners, and foster youth, as inaccessible pick-up locations put those who are most reliant on school meals at greater risk of being late afternoon classes.	\$20,074,300	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.21%	\$118,825,952

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 following actions are (1) being provided districtwide and (2) principally directed to and effective in meeting the needs of low-income students, English learners, and foster youth, particularly during the COVID-19 pandemic. The actions are categorized by the main sections of the Learning Continuity and Attendance Plan. For each action, LBUSD describes (a) the relevant needs, conditions, or circumstances of its unduplicated pupils; (b) the design, content, methods, or location of the service; and (c) how the service meets student needs in response to the pandemic.

In-Person Instructional Offerings

None of the actions in this section meets the criteria above.

Distance Learning Program

Access to Devices and Connectivity

- Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of distance learning. Unduplicated pupils face this barrier more severely than their peers do. In the LBUSD Family Needs Survey, approximately 26% of low-income parents expressed a need for hot spots -- 11 percentage points higher than the overall district average. Similar discrepancies exist for English learners and foster youth.
- LBUSD has distributed hot spots to families, with an emphasis on providing the technology to unduplicated pupils and other high-need students. In general, hot spots have been deployed in larger numbers to schools where low-income students, English learners, and foster youth are located. Additional outreach has been conducted to students experiencing homelessness, migrant families, foster youth, and newcomers in the form of direct, personal contact with families and/or targeted coordination with organizations that serve them (for example, working closely with local shelters so that students can use hot spots, if internet access is ordinarily prohibited).
- LBUSD's distribution approach is principally directed to unduplicated pupils by locating the hot spots where the neediest families, as determined by survey results, can readily access them. Since low-income students, English learners, and foster youth tend to be among the hardest to reach, additional outreach helps ensure that they can benefit from more reliable internet connectivity.

Pupil Learning Loss

Summer Programs

- LBUSD has historically had an achievement gap between English learners and their peers, and school closures place EL students at greater risk of learning loss. For example, they have fewer opportunities to practice communication skills in an academic setting, which can lead them to fall further behind.
- The 2020 Elementary and Middle School Summer Enrichment and Learning (SEAL) program was specifically designed for "at-promise" students and English learners, engaging students through standards-based math and literature tasks to explore the idea of a world that can become better through individual and collective actions, innovative thinking, and storytelling. The two hours of live, synchronous sessions included integrated and designated English Language Development (ELD) instruction.
- SEAL expanded English learners' educational opportunities beyond the school year, particularly during the time period before their potential return to schools. It allowed them to be in an academic environment where they could practice their communication skills while simultaneously completing standards-based math and literature tasks that helped them get a head start on the 2020-21 school year.

Additional Hourly for Student Interventions

- In general, LBUSD's achievement gap has negatively impacted low-income students, English learners, and foster youth -- something that is exacerbated by the pandemic. Educational opportunities during the school day are insufficient in closing the gap. Extended, targeted supports are necessary. In nearly all of the stakeholder surveys and committee meetings, tutoring has arisen as a top priority among parents.

- LBUSD will provide tutoring and other such interventions outside the regular day -- i.e., before school, after school, on weekends, or during intersession. In particular, 30 high-need schools, which have high concentrations of unduplicated pupils, will implement extended hours of tutorials. The highest-need students will be the highest priority for scheduling in such tutorials. (For additional details on the selected schools, see the “Pupil Learning Loss Strategies” section.)
- Just as summer programs expand learning opportunities beyond the school year, so student interventions such as tutoring and Saturday programs expand learning opportunities beyond the school day and week. By placing one of its main tutoring programs at 30 high-need schools, where those who have historically struggled get the highest priority for scheduling, LBUSD is principally directing support toward low-income students, English learners, and foster youth.

Early Literacy Support

- Unduplicated pupils have generally fallen behind their peers in the early grades -- an issue that tends to persist and widen the achievement gap in later years. LBUSD has found it to be particularly acute in reading and writing. Low-income students, English learners, and foster youth require not just additional time to achieve grade-level standards, but also individualized support from highly trained teachers.
- Reading Recovery supports schools with some of the highest concentration of unduplicated pupils. It is a researched-based, short-term early intervention program that provides intensive instruction for young readers who are at risk of failure during first grade. Children who are among the lowest achievers in reading and writing are selected to receive 30 minutes of daily one-on-one instruction. A specially trained teacher delivers individually designed lessons that promote accelerated academic growth and therefore mitigate learning loss.
- The location of the Reading Recovery program at some of LBUSD’s neediest schools allows it to reach unduplicated pupils principally. The customized, structured, one-on-one instruction -- from teachers who receive specific professional development in working with the lowest readers -- provides low-income students, English learners, and foster youth the necessary structure to accelerate their learning and retain academic gains beyond the early grades.

Mental Health and Social and Emotional Well-Being; Pupil and Family Engagement and Outreach; and School Nutrition

Family Resource Centers

- Low-income students, English learners, and foster youth have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their communities. The pandemic has compounded their need for such intensive, accessible supports.
- The Family Resource Centers are located at four regional sites (Chavez, Lindbergh, Signal Hill, and Stephens) with high concentrations of unduplicated pupils. They provide short-term social, emotional, and behavioral health-related services by LBUSD school counselors and psychologists, who collaborate with site staff and coordinate referrals to community resources, including basic needs (i.e., food and clothing), family assistance programs, immigration information, etc.
- The Family Resource Centers facilitate the delivery of services for trauma-related, depressive, disruptive, and anxious behaviors, increasing and improving social-emotional and mental health supports for unduplicated pupils with extremely limited access to such resources. Their placement at four high-need regions makes it easier for low-income students, English learners, and foster youth to connect with both school and district staff.

Counseling, Psychologist, and Nursing Services

- Due to their limited access to health-related services, low-income students, English learners, and foster youth are at greater risk of bearing the social and emotional toll of the pandemic. More than ever, they require coordinated mental health assistance, family outreach, and referrals to district and community resources. In the LBUSD Family Needs Survey, 100% of low-income parents said that “opportunities to talk to a counselor” are among the social-emotional supports that their children need. English learner and foster youth families similarly select this resource at higher rates than others do.
- Counseling, psychologist, and nursing services are part of LBUSD’s holistic approach to wellness, and their work this school year has a specific emphasis on connecting with disengaged families who are experiencing trauma like never before. This process includes not just reaching out to students who are inconsistently participating in distance learning, but also identifying the social-emotional resources that they and their parents need. Counselors, psychologists, and nurses coordinate with the School-Based Mental Health Collaborative and other partners (both internal and external) to support families.
- The emphasis on reaching students and parents who are disengaged from distance learning principally benefits unduplicated pupils, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. Moreover, the emphasis on connecting low-income, English learner, and foster youth families with social-emotional and mental health resources directly respond to a priority that they have articulated.

Pupil and Family Engagement Staff Support

- In a distance learning setting, low-income students, English learners, and foster youth face substantial barriers to full educational participation, given their limited technology resources and connectivity. They are at greater risk of disengagement and learning loss than their peers are. They require supportive outreach from schools to get re-engaged and to access virtual classes.
- As part of a multi-tiered re-engagement system, school staff will reach out directly to families who need assistance with accessing distance learning systems and/or community resources and referrals. Beyond mass communications, they will conduct phone calls and/or home visits (if safe and appropriate) to offer support. They will help with Chromebook and hot spot distribution, connecting families with technical services, and providing general information on social-emotional resources.
- This type of site staff contact stands to have increased positive effects on unduplicated pupils and their families, who suffer disproportionately from disengagement. Personal calls and/or home visits cultivate a connection that general means of communication often cannot achieve with low-income students, English learners, and foster youth.

Nutrition Services

- Low-income students, English learners, and foster youth have far more limited access to food, especially as the economy continues to worsen due to the pandemic, than their peers do. Even when meals are made available, their general lack of reliable transportation prevents them from consistently picking up meals.
- LBUSD will continue to offer free nutritionally adequate breakfasts and lunches to all local children ages 1 to 18. Meal distributions will take place at 78 schools throughout the community, and families can pick up food at any location. LBUSD enrollment will not be required.
- Free meals will help expand unduplicated pupils’ access to basic necessities, and the fact that non-LBUSD students will be eligible allows younger children in their homes to be supported, as well. The ability to pick up meals at 78 schools means that families can find convenient

serving sites within walking distance of their homes, particularly in neighborhoods with the highest need. Geographical proximity helps address the lack of reliable transportation that many low-income students, English learners, and foster youth experience.

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

Amid the unprecedented challenges brought forth by COVID-19, LBUSD has focused on three guiding questions within the overarching issue of health and safety:

- Academic Support
- Social-Emotional Learning
- Student Engagement and Motivation

These guiding questions have emerged from thousands of stakeholder responses as part of the Budget Engagement process. At a base level, the Learning Continuity and Attendance Plan outlines how they are addressed for the entire district. It describes foundational systems for district curriculum, assessments, professional development, instructional materials, and technology that can be adapted for in-person, hybrid, and distance learning models. It also involves health and safety protocols, personal protective equipment, and other expenditures that allow LBUSD to meet public health guidelines.

Even with this base intact, low-income students, English learners, and foster youth face substantial hurdles. They remain at great risk of suffering learning loss and academically falling further behind their peers; experiencing social-emotional trauma; and becoming disengaged. The District Community Advisory Committee, the District English Learner Advisory Committee, and other stakeholders have provided ideas on how these unique needs can be met, and LBUSD has strategically aligned its resources to increase or improve services for unduplicated pupils.

In-Person Instructional Offerings

None of the actions in this section meets the criteria above.

Distance Learning Program

Access to Devices and Connectivity

The distribution of Chromebooks and hot spots helps increase the number of unduplicated pupils who can fully participate in distance learning, as limited resources would ordinarily prevent them from accessing their classes in Canvas and Zoom. Indeed, according to the LBUSD Family Needs Survey, low-income, English learner, and foster youth families identified additional devices and internet connectivity as concerns at relatively higher rates than their counterparts.

Additional outreach defines the way in which services to unduplicated pupils are improved. For example, school and district staff have specifically contacted newcomer students, who are predominantly English learners, about hot spots and devices, making unique pick-up

arrangements that reflect their needs for a more personalized approach. There has also been direct coordination with local shelters that have strict technology use policies. LBUSD has made arrangements for hot spot usage or otherwise approved internet connectivity so that students experiencing homelessness can access distance learning. Such services extend beyond the base level of support.

English Learner Support, Homeless Education Program, and Migrant Education Program

The actions associated with these three programs are primarily for unduplicated pupils and their families. For instance, English language development resources are intended to support the academic growth of English learners. The Homeless Education Program's coordination with local shelters provides an additional layer of resources for those whose unstable housing conditions prevent full participation in distance learning. Currently, 100% of LBUSD's 307 Migrant Education students are eligible for free or reduced lunch, and the program's distribution of Chromebooks, hot spots, and student and parent toolkits indicates LBUSD's efforts to meet the distance learning needs of low-income families. These programs improve services for unduplicated pupils by being tailored to address their specific needs.

Pupil Learning Loss

Summer Programs

With the 2020 Elementary and Middle School Summer Enrichment and Learning (SEAL) program specifically designed for "at-risk" students and English learners, it helps to increase EL students' opportunities to mitigate learning loss, particularly during a time when they might otherwise be disengaged from school. Specific supports were built into the program to address potential barriers to distance learning success. For example, one of the third grade lessons focused on a story called "Empanada Day," an attempt to introduce cultural responsiveness and sensitivity. Teacher Modeling ("I Do, We Do, You Do") and blended supports with balanced tasks in speaking, reading, and writing were also intended for English learners. The student activities and teaching techniques principally improved the experience of unduplicated pupils.

Additional Hourly for Student Interventions and Early Literacy Support

By focusing on high-need schools with substantial concentrations of unduplicated pupils, Reading Recovery and tutorials help increase access to structured interventions for low-income students, English learners, and foster youth. They expand opportunities to address learning loss. In particular, Reading Recovery supports first graders who are having the greatest difficulty learning to read and write. It includes daily, individualized 30-minute literacy lessons that are responsive to each child's strengths and needs. This type of structure is conducive to what works with unduplicated pupils, who are often the principal beneficiaries of interventions that are tailored to their specific gaps in knowledge.

Mental Health and Social and Emotional Well-Being; Pupil and Family Engagement and Outreach; and School Nutrition

Family Resource Centers

By being located at four regional sites (Chavez, Lindbergh, Signal Hill, and Stephens) with high concentrations of unduplicated pupils, Family Resource Centers increase mental health services for low-income students, English learners, and foster youth. They also improve the coordination of family resources between school staff and community partners. The intensity of trauma-related, depressive, disruptive, and anxious behaviors experienced by unduplicated pupils necessitates an integrated set of supports rather than isolated approaches. Family Resource Centers provide a unique blend of short-term social-emotional and behavioral health-related services by LBUSD school counselors

and psychologists; family workshops; and community resource referrals. This combination improves upon what low-income students, English learners, and foster youth might otherwise receive.

Counseling, Psychologist, and Nursing Services / Pupil and Family Engagement Staff Support

School staff outreach and the coordination of counseling, psychologist, and nursing services help form a supportive approach that principally benefits low-income students, English learners, and foster youth, whose struggles, particularly during the pandemic, can often lead to disengagement. Personal calls and/or home visits from school staff help forge a connection with unduplicated pupils and their families. In particular, home visits deepen empathy for the lived experiences of those who are in greatest need, which ultimately improves re-engagement efforts. Similarly, the delivery of targeted social-emotional and mental health support -- either directly by counselors, psychologists, and nurses or through the School-Based Mental Health Collaborative and other partnerships -- addresses the challenges of unduplicated pupils, whose access to such resources is generally limited.

Nutrition Services

Free nutritionally adequate meals, available in convenient locations, increase unduplicated pupils' access to basic necessities, particularly at a time when economic hardships are exacerbating their challenges. Meal distribution to all children ages 1 to 18 lowers barriers for low-income students, English learners, and foster youth. Their ability to pick up food at 78 different locations makes the process more convenient, especially since many of them lack reliable transportation. This type of flexibility improves the experiences of unduplicated pupils, who have to overcome many restrictions in other facets of their lives.

Additional Increases and Improvements of Services for Unduplicated Pupils

LBUSD has technology-based learning services that address math achievement. For example, the MIND Research Institute's online Spatial Temporal (ST) Math tutorials use a visual approach and games to teach concepts aligned with Common Core. The emphasis on innate spatial-temporal reasoning ability means that students with language and other skill deficits benefit principally from the innovative delivery of content. Beyond math, student and teacher access to web-based readings, games, and activities adds additional vocabulary options for struggling English learners. Altogether, technology-based programs have the advantage of giving students immediate feedback and collecting performance data that teachers can promptly use to adjust their lesson plans.

Targeted college planning services come in the form of college advisors provided by a partnership with the University of Southern California and the Southern California College Advising Corps. These staff members focus on low-income students, who receive assistance with college applications, financial aid forms, campus visits, and other postsecondary issues. They address higher education access issues that go beyond what most of their classmates receive, including the California Dream Act and family support for first-generation college students. The same mission is shared by the Advancement Via Individual Determination (AVID) program and the Long Beach College Preparatory Academy, the latter of which uses a cohort model whose benefits are enhanced for unduplicated pupils.

Moreover, Male and Female Leadership Academies empower unduplicated pupils through academic, cultural, and social-emotional support. They are grounded in customized middle school (The Global Classroom) and high school (Ethnic Studies and Identity) curricula that help

students grapple with issues of race, ethnicity, gender, sexuality, and class. Intensive counseling is also provided and aligned with California State University's Ethnic Studies program. This course allows LBUSD students to earn college-level credits, which benefits low-income students, English learners, and foster youth who might otherwise be unable to access higher education.