

# Learning Continuity and Attendance Plan (2020–21)

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

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## General Information

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

Paramount USD enrolls approximately 13,000 students in eleven elementary schools, four middle schools, a comprehensive high school, a STEM high school, continuation high school and adult school. Ninety-four percent of the student population are low income, English Learner or in foster care and approximately 12 percent are students with disabilities. The COVID-19 Pandemic has disproportionately affected low income communities such as Paramount; as a result, the district and the city have provided extensive support to address the needs of families and students. The district has distributed breakfast and lunches since school closure in March 2020, serving 32,000 meals weekly. All students are provided Chromebooks and print instructional materials to assure learning continued; services outlined in IEPs for students with disabilities continued remotely. The city provided extensive information on safe practices and services for residents and free legal aid; the district and city have a long history of working collaboratively to provide programs and services that are responsive the families' needs and this partnership continued throughout the pandemic.

## Stakeholder Engagement

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

The content of the Learning Continuity Plan will reflect the input of several groups of stakeholders: a Back to School Task Force that included 150 teachers, administrators, certificated and classified association representatives; parent meetings, PAC, ELPAC; and written surveys administered to certificated and classified staff, parents and students. Topics with contractual implications will be addressed through the negotiation process. A draft of the Learning Continuity Plan in English and Spanish was posted on the PUSD website in early September; a message was sent to all parents via phone, asking parents to review and give input to the plan via email and/or by participating in a public hearing at a Board meeting on September 14, 2020.

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

Board meetings are conducted virtually and the public is encouraged to participate. Information on how to submit comments is posted in English and Spanish on the district's website. Public comments can be submitted in English or Spanish in writing or emailed to the

superintendent's office; comments received are read during each meeting. In addition, responses to questions or comments made by the public at the previous meeting are provided to assure all questions are answered.

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

Pending information.

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

Pending information.

## 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.]

In May 2020, the district convened a Back to School Task Force which included teachers, administrators, counselors, support staff and representatives from certificated and classified associations to plan options for a safe return to school. The Task Force included sub-groups, which met weekly with additional stakeholders throughout the summer and a parent group that met in May, to plan options and logistics for a safe return to school in fall, 2020. After extensive input, discussion and feedback, the group's work culminated in a recommendation to return to school in a blended learning model, with students attending two days a week in small cohorts to accommodate social distancing. A detailed plan to implement this recommendation includes the following:

- Daily schedules for blended learning for students and staff, with students attending in A-B cohorts two days a week on campus and three days weekly in distance learning. One day weekly allows for staff planning, collaboration, professional learning and interventions/tutoring to support struggling learners, ELs, students with disabilities.
- A questionnaire to assess parents' schedule needs/preferences to determine if they need continued distance or blended learning.
- A review of each site's facilities and furniture, school entry points, hallway usage to assure social distancing.
- Daily health checks for students and staff; plans for a "wellness check" quarantine room at each site.
- Purchase of PPE, including desk shields, masks, sanitizer, no touch thermometers.
- Counselors, social workers, Behavior Specialists assigned high needs students and families to regularly check-in, monitor and refer to community resources. Deployment of custodial staff to provide frequent cleaning and regular deep cleaning between groups of students.
- Distribution of school meals for students on campus as well as those who are engaged in distance learning, Monday through Friday.

This plan was presented to the Board of Education on July 1, 2020; shortly after this date all districts in LA County were directed to shift to a full distance learning model. As the result of the detailed work the Back to School Task Force did prior to the mandate for full distance learning, the district has a plan to implement when schools are approved to re-open. Note: Actions described under Distance Learning apply to In Person Offerings as well.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>K-12 teachers, assistant principals, principals to implement educational programs that meet state requirements.</li> </ul>	\$80,446,000	No
<ul style="list-style-type: none"> <li>Classified staff to support all operational aspects of delivering services to schools and students: security staff, custodial and maintenance staff.</li> </ul>	\$27,105,000	No
<ul style="list-style-type: none"> <li>Personal Protective Gear for staff, parents and students to assure safe health practices. Signs and plexiglass dividers to assure social distancing. Equipment and personnel needed to address COVID-19 preventive measures and distance learning.</li> </ul>	\$4,075,000	No

## Distance Learning Program

### Continuity of Instruction

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

The work of the district's Back to School Committee focused on topics to assure students will have access to curriculum and instruction that are substantially similar in quality to what would be provided if campuses were open. The district's commitment to this includes:

- Daily instructional schedules* are provided for each grade span: TK-5, 6-8 and 9-12. K-5 schedules outline time for literacy, ELD, math; middle and high schools use rotating block schedules. Input groups discussed a common understanding and definition of "synchronous" and "asynchronous" instruction to outline the appropriate amount of time for students to spend on screen at each grade.
- Written expectations for high quality digital teaching and learning* were created and shared with teachers, principals and parents. Teachers will make expectations part of instruction; principals will monitor instructional expectations by visiting each teacher's virtual classroom as they would if school campuses were open.
- Remote services for Students with Disabilities* with Specialized Academic Instruction and IEP related services will continue to be provided. The IEP related services provided remotely include speech/language, occupational therapy, adaptive physical education, and counseling. Virtual IEP meetings for annual and triennial reviews and addendums will continue to be held by the IEP team in collaboration with the parents.

- *Curriculum guides* will continue to focus on the district's adopted core materials for ELA, ELD, math, science, social studies, incorporating digital tools and links for ease of use. Digital versions of adopted texts will be used in core courses. Professional development, will be offered during the school year to support implementation of essential content and high quality instruction and address learning loss.
- *Preschool classes* will deliver instruction on-line; curriculum guides and professional development for preschool teachers will be provided.
- *PE and music instruction* will continue to be provided remotely, including grades K-5.
- When the transition to in person learning occurs, the district's Back to School Task Force's plan outlines procedures and systems that will be put in place that address student scheduling, changes to classrooms and common areas on each campus, social distancing, health protocols and parent communication. The transition to in person blended learning – a combination of in person and distance instruction—will incorporate actions outlined in the In Person and Distance Learning sections of this plan. Essential information will be communicated with parents, staff, students and community to assure a seamless transition between delivery models.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In March 2020, all students in grades 3-12 had been assigned Chromebooks as part of a three year technology plan that began in 2017. As evidence of the positive impact of this initiative, a survey completed by over 3500 students showed 97% of students used their Chromebooks as their device to access instruction. After the district pivoted to planning for full distance learning for the re-opening of school in August, the following actions will be implemented:

- 3500 Chromebooks were purchased for all students in grades TK -3<sup>rd</sup> (previous 3<sup>rd</sup> grade students entered 4th grade in fall so devices were needed for incoming 3<sup>rd</sup>) for distribution in August 2020. Principals developed schedules for parents to pick up devices during the second week of school; parents were provided training on how to use the device and log in. Passwords and device usage were simplified for students in grades TK-2 for ease of use.
- Technology and site staff planned parent training sessions on topics to support at home learning including use of Schoology, Classlink and how to access digital resources which were also posted on school and district websites in English and Spanish.
- Principals assessed technology and internet access needs of students with IEPs, English Learners and students in foster care or experiencing homelessness; devices and internet hot spots, secured through grants, were prioritized and assigned to these students and families. An additional 200 hotspots will be assigned based on these priority students in fall, 2020.
- Ipad and protective cases will be provided for preschool children with IEPs who do not have access to devices at home to assure greater access to instruction. Families of students in general education preschool were asked about technology as part of enrollment to assure all families could access the digital curriculum.
- Students with broken devices will come to the district three days weekly for repair or replacement; this information is posted on the district website. Students who are new to the district and lack a device will be issued one at the district technology office.
- Surveys for parents and students were conducted to get information on their experiences with technology, connectivity and accessing distance learning.
- Information on how devices will be distributed to grades TK-3 and how to replace or repair devices was sent to parents via text, posted on Schoology, district website and social media. These support services will continue in 2020-21.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The importance of assuring that students participate in daily instruction and make academic progress has been a key topic for principals and teachers. To communicate the importance of holding high expectations for engagement and progress, written expectations were developed and shared with principals and teachers, who reviewed them with students and parents during the first weeks of school. Daily instructional schedules outlined the amount of time students are engaged with specific times allocated for synchronous and asynchronous learning. Assignments will be based on these designated times and teachers will assess work students complete and turn in via Schoology or Google. Teachers will take attendance each day (grades K-5) and each period for grades 6-12.

Recent research on learning loss shows the most effective strategy for assessing student progress is to provide frequent formative assessments to measure what students learn in each unit of instruction rather than spending time on comprehensive diagnostic assessments. Teacher created formative assessments will be used in grades K-12 to monitor academic progress. In addition, Lexia, a web-based literacy program, will be provided in elementary grades to supplement reading instruction; Lexia provides student and class reports on progress in foundational reading skills. ST Math, used in grades K-5 for many years, will assess progress in math problem solving. Teachers will assess the value of student work as they would if campuses were open: individually or by collaborating with grade or course alike teams. Teachers will give written and verbal feedback on students’ assigned work and participation in class.

We have begun the discussion of the role of grades and report cards and will discuss these further to get input on recommendations for grades K-5 and 6-8. The plan for high school is to continue letter grades with adjustments to align with college requirements.

## 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.]

PUSD has a long history of being committed to providing high quality professional development. In preparation for a digital new school year the district quickly developed schedules that allow time for professional learning. Teacher committees for each grade span—K-5, 6-8 and 9-12—met in July and August to plan daily/weekly schedules that provide the required instructional minutes for students and time for teachers to collaborate, participate in professional development and learn from each other. Professional development was offered for specific grades and topics in early August; as one example, 130 teachers in grades TK-2 attended a session on how to teach literacy and Number Talks digitally. Special Education teachers attended professional development on a new curriculum that was adopted to meet the needs of students in Moderate-Severe classes during distance learning and informational meetings to learn about compliance updates. The first eight days of the school year were modified to allow time for teachers to attend professional development in the afternoons. K-8 teachers selected from a menu of topics ranging from how to use digital resources for language arts, math, science and social studies; addressing the needs of English Learners; inquiry based math instruction; incorporating AVID strategies in digital instruction, how to establish on line routines and procedures and how to use Schoology, the district’s Learning Management System. These sessions were collaboratively planned and

presented by technology/curriculum specialists and classroom teachers. High schools planned site based professional learning using teacher leaders, technology specialists and curriculum staff. Curriculum staff will use the feedback from the August professional development sessions to plan follow up professional learning for teachers and support staff during the school year.

## Staff Roles and Responsibilities

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

In the transition to distance learning, certificated, classified and administrative staff have assumed new roles as follows:

- Teachers will use digital rather than print versions of adopted textbooks and Schoology or Google Meet for instruction and assignments during distance learning.
- Curriculum Specialists will develop units that include the digital versions of adopted texts in all core subjects and will provide on-line professional development on how to use digital tools and on-line texts.
- Special Education staff will shift to remote instruction for instruction and IEP related services and will schedule IEP meetings remotely and administer student assessments either remotely or, when permitted, individually using all safety measures.
- Counselors and social workers will communicate with students on-line to deliver services individually or in small groups.
- Principals and teachers work from home and on site as teachers have the option of delivering instruction from classrooms.
- Rather than administer medication to students during the school day, school nurses will provide advice on COVID symptoms and become contact tracers, communicating with Health Department.
- Operations staff will shift duties to include creating plexiglass barriers for workstations in preparation for returning to live instruction.
- Playground/noon duty aides have prepared instructional kits for students; will make phone calls to contact parents.
- Security Personnel will continue to support meals distribution at eleven sites.
- Nutrition services workers will shift work location from cafeterias to outdoor stations so families can receive meals as they drive through.

## Supports for Pupils with Unique Needs

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

English Learners: As a district with over 30 percent English language learners, the needs of ELs are always a priority and this continues to be true during distance learning. Daily schedules for grades K-5 include time for Designated ELD; grades 6-12 continue to offer ELD courses remotely. Curriculum guides for ELD were rewritten to include digital resources as well as digital tools that promote interaction and discussion (i.e., break out rooms, Jamboard, Flipgrid). Print materials needed for grades K-3 for the first eight days of school until Chromebooks were assigned to these grades; daily schedules and directions were provided in Spanish. The district procured nearly 200 hotspots for students who lack internet access and priority for assigning them will be given to English Learners, students with disabilities, Foster Youth and students experiencing homelessness.

Students with Disabilities:



Special Education staff will support students in accessing instruction through curriculum guides or the Unique Learning System. Print materials were provided for grades TK – 3 for the first days of school until Chromebooks were assigned. Students with disabilities were given priority for internet access to receive hotspots. School counselors and Behavior Intervention Specialists will collaborate with teachers to provide students with social-emotional support and resources. Teachers in moderate/severe needs classrooms participate in behavioral intervention workshops. The SELPA provides low incidence resources to the District to support students per their IEP.

Students in Foster Care and Experiencing Homelessness: A full time counselor and tutors are designated to support students in foster care or experiencing homelessness. This team conducts daily check in with students during distance learning, refers them to tutoring services offered through LACOE and checks on attendance. In addition, the counselor checks on each student's social emotional status and refers students or families to mental health agencies as needed. The counselor also provides college application support by helping high school students complete FASFA documents and providing virtual tours of college campuses.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>Instructional technology and hotspots for connectivity: 4000 Chromebooks; 40 Ipads; 100 internet hotspots</li> </ul>	\$3, 500,000	Yes
<ul style="list-style-type: none"> <li>Web based programs for on-line instruction, assure access to core curriculum and monitor progress/Analytics (Classlink, Schoology, Clever, ST Math, Lexia, Kahn Academy, Edgenuity, Read 180, Naviance).</li> </ul>	\$500,000	Yes
<ul style="list-style-type: none"> <li>K-12 counselors, social workers, Behavior Specialists to provide social emotional support for students and families as the result of the impact of pandemic, decreased social interactions with peer groups as the result of reduced time with students and teachers; this support addresses the needs of unduplicated students.</li> </ul>	\$2,771,000	Yes
<ul style="list-style-type: none"> <li>Professional development on digital instruction, use of digital tools for teachers and support staff; the need for live instruction and regular communication with families addresses the needs of unduplicated students, including English Learners, who may need additional support on accessing core curriculum digitally and to mitigate the effects of learning loss.</li> </ul>	\$1,000,000	Yes
<ul style="list-style-type: none"> <li>Extra hourly compensation for classified and certificated staff to distribute devices and provide technology training for parents.</li> </ul>	\$175,000	Yes
<ul style="list-style-type: none"> <li>Unique Learning System to provide digital access to students with disabilities.</li> </ul>	\$46,500	Yes
<ul style="list-style-type: none"> <li>PE and Music teachers to provide instruction for all grades TK-5 students.</li> </ul>	\$746,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>Technology Instructional Assistants to support technology and software use for students, staff, parents.</li> <li>Informational Technology Staff to support device deployment, repair and replacement.</li> </ul>	\$885,000	Yes
<ul style="list-style-type: none"> <li>Technology Curriculum Specialists and ELA, ELD, Science, Math Curriculum Specialists to revise curriculum to integrate digital resources, provide professional development on topics related to content, web-based programs, social emotional learning.</li> </ul>	\$1,964,000	Yes

## 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.]

Recent research shows the most effective way to address learning loss is to 1) focus on the most essential standards and skills students need to be successful in the next grade or course; 2) address students' social emotional needs during a time students are not interacting regularly with peers and 3) measure academic progress with formative assessments that are given before or after instructional units. Curriculum guides were rewritten to address the most essential content and include activities that build social connections. To maximize time students are actively learning with the goal of reducing learning loss, assessments will be closely connected to the content they are learning. ST math, a supplemental web-based program, will be used to measure progress made in problem solving and conceptual understanding in grades TK-5; Lexia, a supplemental web-based literacy program will be implemented. Middle and high schools will use formative assessments that are aligned to the essential content included in curriculum guides which students need to master the subsequent grade or course.

## 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.]

Daily schedules for grades TK-5 include time for small group intervention and individual instruction and Designated ELD; this approach to providing more intense instruction for students who are ELs or struggling readers is consistent with practices when schools are open. Schedules for middle and high school include office hours to provide tutoring, answer questions and outreach to students and parents as part of each school's tiered re-engagement plan. Curriculum guides include Designated ELD and content guides include strategies for integrated ELD and professional development offered during the first weeks of school included seven separate sessions on how to integrate EL strategies into digital instruction. Strategies for students who are in foster care are described under Increase/Improve Services. Students with IEPs will receive the services in their IEPs; co-teachers will collaborate with general education teachers to coordinate actions toward students' IEP goals.



## 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.]

Progress in the benchmark grades of 3, 6 and 9 will be used to measure the effectiveness of services to address learning loss. In third grade, Lexia and ST Math will be used to measure progress in key standards in literacy and math. Students' status will be assessed at the beginning and end of the school year to assess loss from the previous (2019-20) and current (2020-21) school years. Sixth grade will measure effectiveness with a common assessment in math that measures conceptual understanding; in Language Arts, a common assessment that measures progress on key comprehension and communication skills. In ninth grade the Measures of Academic Progress will be used to measure both ELA and math; as a new test, results will be used as a baseline.

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

Description	Total Funds	Contributing
<ul style="list-style-type: none"><li>Daily student/teacher instructional schedules include designated time for small group interventions (K-5) and office hours for grades 6-12.</li></ul>	n/a	n/a
<ul style="list-style-type: none"><li>K-5 Intervention Teachers, K-12 Academic Coaches, TOSAs to provide academic support, tutoring to reduce learning loss for students who are English Learners, low income, Foster Youth as result of instruction that will take place in class only twice weekly.</li></ul>	\$4,951,000	Yes
<ul style="list-style-type: none"><li>Program Specialists in Special Education to monitor and support IEP implementation to assure low income students with disabilities make progress toward IEP goals.</li></ul>	\$237,000	Yes
<ul style="list-style-type: none"><li>Foster Youth Counselor and tutors to support, monitor and provide resources to students in foster care and students experiencing homelessness to assure they stay on track academically.</li></ul>	\$323,000	Yes

## Mental Health and Social and Emotional Well-Being

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

A survey completed by over 3200 PUSD students indicated that 35 percent did not feel connected to other students and 25 percent did not communicate with friends during school closure in spring, 2020. This important data will be shared with principals, counselors and social workers to plan outreach activities in schools' tiered re-engagement plans. The Back to School Task Force included a team that created a Comprehensive Social Emotional Learning Plan which outlines strategies and resources counselors and social workers will use with students and families. In August, 50 counselors, social workers and behavior specialists attended a professional development session to learn about this new resource. Counselors at every K-12 school and social workers at each 6-12 school (and two high-needs elementary schools) will provide individual or group counseling. These highly qualified support staff will be included in each school's Tiered Re-Engagement Plan, contacting parents and students to assure all students engage with classes. Professional development on social emotional topics will be

offered for teachers, counselors and social workers during the week of August 24<sup>th</sup> with follow up meetings during the school year. In addition, social emotional activities have been integrated into curriculum guides for grades K-8; the beginning of each day for K-5 begins with a community building activity to help students feel connected with each other, their teacher and class. K-8 counselors will continue to use the district adopted SEL program, Second Step. Counselors communicate tips for staying emotionally healthy, SEL practices and resources on with newsletters, videos and on school websites, which are accessible to parents and students. In a traditional school year, students entering sixth grade would be invited to attend a week long middle school orientation during the summer; to help students feel connected to their new virtual school, this information will be integrated into the sixth grade curriculum in fall. Topics include goal setting, study skills, growth mind-set and organization.

## Pupil and Family Engagement and Outreach

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

When school campuses closed in March 2020 each school created a three-tiered plan that outlined the strategies and resources to use when students were not regularly engaging with classwork. These plans will be updated to address needs in light of beginning, rather than ending, the school year in full distance learning. Each plan will outline “trigger points” that determine when a student will move from one level to the next. Common, district wide expectations will be evident in tiered approaches within a grade span (i.e., K-5 schools, middle schools, high schools). Principals and site teams will customize the process and interventions used at each level, which will be refined in meetings that take place in September.

**Tier 1:** Written expectations for daily student participation are shared with students and parents. Teachers take attendance daily (or each period for grades 6-12) and monitor absences using the district’s SIS, Synergy. Students are expected to participate each day unless ill; if K-5 students are absent more than once a week or secondary students are absent from the same course twice consecutively or three times within a two week period teacher communicates with student/parent to identify the cause of the absence: academic, social emotional, technology/internet access or other issue. Issue and actions are noted and monitored.

**Tier 2:** Interventions take place if student continues to be absent two or more days a week and/or there is limited or no improvement as the result of actions taken in Tier 1. Depending on the issue, counselor, social worker, academic coach, Technology Instructional Assistant or Assistant Principal confer with teacher/student/parent and take steps needed. Issue and actions are documented.

**Tier 3:** Continued lack of improvement in attendance. Principal and/or assistant principal will conference with parent/student to develop a plan of action to address need to improve participation; plan includes actions, timeline and who will monitor actions. Other personnel (counselor, social worker, academic coach, teacher) are involved as needed. Plan of action is documented.

## 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.]

PUSD provided breakfast and lunches to students continually since school closure in March 2020—including spring and summer breaks. This commitment to assuring students receive meals five days weekly will continue in 2020-21. The district participates in the Community Eligibility Provision, which allows any PUSD student to eat free of charge; in a typical week over 30,000 meals are served. In the 2020-21 school year, distribution expand from four to eleven sites; parents can pick up meals at any site. Meals will be distributed “curbside” with staff using PPE and maintaining social distancing as parents drive by. If the district transitions to blended learning at any time in the future, meals will be distributed to students who are on campus and to those who are learning at home. Although meals will be distributed Monday-Wednesday-Fridays, students are provided meals to cover the full week on distribution days. The City of Paramount will provide a childcare program at 11 elementary schools; students who participate will receive breakfast and lunch. Information on how to procure meals will continue to be distributed in English and Spanish—via email, text, phone voice messages, district and city websites and flyers located at school distribution sites.

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

Section	Description	Total Funds	Contributing
Mental and Emotional Well Being	<ul style="list-style-type: none"> <li>K-12 Counselors, Behavior Specialists, Social Workers to support students’ social emotional wellness during distance learning. Note: Funding is provided in Distance Learning Actions section.</li> </ul>	Funds included in Distance Learning Section.	Yes
Mental and Emotional Well Being	<ul style="list-style-type: none"> <li>Second Step SEL curricular materials for 6-8 schools to support social emotional learning.</li> </ul>	\$10,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.48%	\$46,817,044

## 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.]

In light of the fact that 94 percent of PUSD's students are either low income, English Learners or Foster Youth, the needs of this super-majority of students were considered first in making plans and allocating resources to implement high quality distance learning. As an example of this commitment, a one to one device initiative to provide every student in grades 3-12 a free Chromebook began in 2017; this initiative will be expanded to include grades TK-2 in August 2020. Another example is the district's commitment to making free meals accessible; distribution was expanded from four sites in summer to eleven sites for the 2020-21 school-year to provide parents access to meals within walking distance of their homes.

### District Wide Actions that Increase or Improve Services

All actions included for unduplicated students are district wide and meet the standard of increasing or improving the quantity or quality of services during distance learning by addressing the content students need to learn to meet state standards; providing important social emotional support students need to stay engaged with school; providing teachers training on how to deliver effective, live instruction on line and providing on site services, such as meal distribution and instructional materials and technology for at home use.

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

The actions described in the sections, In Person and Digital Learning address the need to increase or improve services for low income, English Learners and students in foster care by devoting resources to each of these essential services:

- Highly qualified instructional support staff to mitigate the effect of learning loss in light of research that shows low income students are disproportionately impacted by school closure.
- Highly qualified social emotional support staff to address students' social emotional needs; student surveys administered locally show 35 percent of students did not feel connected to other students; these staff will address this important need.
- Professional development and high quality, standards aligned web-based programs to assure engaging, live instruction is provided daily to increase student participation and attendance.
- Technology support personnel to assure students, parents and staff have the knowledge and skills to engage meaningfully online.