

## Learning Continuity and Attendance Plan (2020–21) Updated 11-10-20

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paramount Unified School District	Deborah Stark, Asst. Superintendent K-8 Educational Services	<a href="mailto:dstark@paramount.k12.ca.us">dstark@paramount.k12.ca.us</a> 562-897-0422

### General Information

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

Paramount USD enrolls approximately 13,500 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; in response to high interest in receiving meals, this service will be expanded to provide meals during the weekends in addition to the five days schools are in session. All students are provided Chromebooks and print instructional materials to assure learning continued; services outlined in IEPs for students with disabilities continued remotely. Parent surveys showed high interest in having student receive daily, live instruction and consistent schedules for classes; as a result, the district has created daily learning schedules for each grade span—K-5, 6-8 and 9-12—which includes both synchronous and asynchronous instruction each day. 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. The following events to engage stakeholders and solicit input took place:

#### May 2020

- A parent meeting with representatives from each school was held virtually to get input on parents' concerns and questions related to school closure.

#### Summer 2020

- A Back to School Task Force involving over 150 teachers, principals and district administrators, classified staff met weekly to discuss and plan all aspects of distance learning.
- Surveys were sent to parents, certificated and classified staff to solicit input topics related to distance learning and return to school priorities.
- A student survey to solicit feedback from students on their experience during school closure, and what the district could improve was posted on Schoology and completed by over 3200 students.

#### September 2020

- The draft Learning Continuity and Attendance Plan, which was informed by the input from the BTS committee and surveys, is shared with the PAC and EL-PAC on separate days; written comments are taken and responses will be posted on the PUSD website. Director reviews the plan with a group of parents of students in Special Education.
- Draft of the Learning Continuity and Attendance Plan is posted on the PUSD website in English and Spanish. A link to a survey in English and Spanish is provided for parents to give comments.
- A phone message in English/Spanish is sent to all parents inviting parents to review the plan on the PUSD website and participate in a public hearing on September 14th. Information on the plan and public hearing are posted on PUSD's Facebook page.
- A public hearing takes place at a Board of Education meeting on September 14, 2020. The Plan was approved at a public meeting on September 21, 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.]

On September 10 and 11 the PAC and EL-PAC met separately to review the plan and provide input. These groups had positive comments ("thank you for all your effort"). Comments were made on the need to advertise childcare options during school closure and to include recently purchased web based services for tutoring and mental health support in the plan. Feedback from surveys sent to the district website included requests for parent training sessions on technology so parents can help their children with assignment

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

In response to parent requests, the district now provides "Tech Tuesdays" which are weekly technology training sessions designed specifically for parents. These sessions are posted on the PUSD website and are open to any interested parent. A description of these sessions was added under Distance Learning, page 5 of the plan. In response to input on including web-based resources, these were added

to the plan (pages 10-11). A description of childcare offered by the City of Paramount has been added to the Mental/Social Emotional Health section of the plan on page 10 in response to parent input.

## 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.
- Nurses to serve as contact tracers, contact Public Health Department, serve as resources for COVID-19 symptoms..
- 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
<ul style="list-style-type: none"> <li>Nurses to serve as contact tracers, contact Public Health Department, serve as resources for COVID-19 symptoms.</li> </ul>	\$450,000	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. Beginning in late September, one on one testing will be provided for evaluations for IEPs and on ELPAC for new students who are English Learners; written guidelines and health protocols were developed and staff who will administer assessments will be trained.

- *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.
- *CTE courses* in grades 6-12 continue to be offered students on line, with multiple pathways in engineering, medical, culinary, and others.
- *AVID electives* in middle and high school continue to be offered with courses delivered virtually; AVID strategies are integrated into content area courses.
- *Training on technology* will be provided for parents through "Tech. Tuesdays", advertised on the district website and Schoology.

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:

- 4000 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. Technical support for teachers and school staff is provided by the district's IT team, who hold daily office hours at the district. The technology help desk is open daily; teachers post their questions on technology on Schoology or by contacting one of the district's technology curriculum specialists.

## 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 using secure platforms.
- 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 plexi-glass 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, Tablet). 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; low income students need these resources to mitigate the effects of the “digital divide” that results from access to connectivity as the result of income.</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



Description	Total Funds	Contributing
<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 low income, homeless and students in foster care, who are at increased risk for social emotional trauma.</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 and low income students, 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	No
<ul style="list-style-type: none"> <li>PE and Music teachers to provide instruction for all grades TK-5 students; low income students may lack access to enrichment activities such as music and organized sports.</li> </ul>	\$746,000	Yes
<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. Low income students/families lack internet access at higher levels; parent surveys show a high need for technology training and support, which are provided by the staff in these essential positions.</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; these services improve teachers' abilities to deliver high quality instruction for low income, EL and homeless students who may not have at home support for 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. Progress on grades 3, 6 assessments will be measured twice annually (fall/winter and spring); baseline date for grade 9 will be assessed in spring.

## 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. A collaborative project with the City of Paramount will allow the district to provide tutoring through a contract with *Paper*, a virtual tutoring service. This innovative program provides live, on line tutors 24-7 to help students who are struggling with assignments and at home learning.

## 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. In addition, daily participation will be another way to gauge progress.

## 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	No
<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
<ul style="list-style-type: none"> <li>Contract with Paper to provide virtual tutoring services for students in grades 4-12; this service provides live tutoring services for low income, EL, and children in foster care who may lack access to at home support for learning.</li> </ul>	\$306,000	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. Counselors and behavior specialists also serve as resources for teachers and school staff who need social emotional support during this time. The district contracts with Care Solace,

a website that lists high quality mental health resources, which is accessible to all staff. In addition, the district subscribes to EASE which provides direct services and resources for mental health for all staff members.

In a traditional school year, students entering sixth grade would be invited to attend a 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. The City of Paramount provides a day camp program, with structured activities and meals provided by the school district, at each elementary and middle school for minimal cost to families who need childcare. Interested parents can contact their school for information.

## Pupil and Family Engagement and Outreach

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

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: Students’ current contact information is stored in Synergy, confirmed as part of enrollment each year and is available to teachers. Teachers take attendance daily (or each period for grades 6-12) and monitor absences using the district’s SIS, Synergy. Written expectations for daily student participation are shared with students and parents. 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. Needs related to physical or social emotional health are identified. 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 Health and Social 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 Health and Social 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
Distance Learning	<ul style="list-style-type: none"> <li>AVID Implementation, Grades 3-12: contracts, certificate staff, tutors, professional development, supplies</li> </ul>	\$1,000,000	Yes
Distance Learning	<ul style="list-style-type: none"> <li>CTE Implementation, Grades 6-12: contracts, certificated staff, professional development, supplies</li> </ul>	\$2,500,000	Yes
Distance Learning	<ul style="list-style-type: none"> <li>Preschool and Transitional Kindergarten classes: certificated staff, instructional materials</li> </ul>	\$1,100,000	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.]

The needs of English Learners, low income and foster youth students were considered first in developing this plan. Services for these student groups were informed by data from surveys administered to students and parents that show a high need for students to have 1) personal technology devices; 2) access to daily, live instruction delivered virtually; 3) resources for social emotional support that are easily accessed and, 4) meals to assist low income families during a time of financial challenge. All actions in this plan are district wide.

Actions described under sections, *Distance Learning*, *Learning Loss* and *Mental Health/Social Emotional Well Being* address the needs of low income, English Learners and Foster Youth as follows:

English Learners: High quality curriculum that includes Integrated and Designated ELD, supported by professional development and curriculum/technology specialists to provide instruction that supports language and literacy. Technology training for parents in English and Spanish to facilitate parent involvement with EL students' assignments.

Low Income Students: One to one Chromebooks, web based resources and applications, technology staff, academic coaches and intervention teachers to reduce learning loss for students who will rely on school to provide instruction that will prepare them to be successful in future grades and courses. AVID and CTE courses to provide early preparation for college and career since many students will be first generation college going in their families.

Foster Youth: Full time counselor and tutors to monitor attendance of students in foster care, provide emotional support for students who are at elevated risk for trauma, resources for food, school supplies for families.

[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 with these services, all of which are over and above the base program:

- 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 engagement and attendance.
- Chromebooks for students in grades TK-12 to access on line instruction, communicate with teachers and peers to assure continuity of learning during the time of school closure.
- Web based resources to enhance learning and provide programs that allow students to fully engage in synchronous and asynchronous learning.
- Technology support personnel to assure students, parents and staff have the knowledge and skills to engage meaningfully online.

Actions described under *Additional Actions to Implement the Learning Continuity Plan* address the need to increase or improve services with:

- Staff, contracts and materials to implement AVID in grades 3-12 to increase early awareness and preparation for college for students who may be the first in their families to attend college.
- CTE programs in grades 6-12, including highly trained certificated staff, materials, technology to prepare low income students for college and career.
- Preschool and Transitional Kindergarten programs, including certificated staff, instructional materials to provide early learning, literacy and language experiences for English Learners.

In addition, actions that are not included in this plan but which continue to be offered to increase and improve services for low income, EL and students in foster care include the following on-going work:

- High school programs: College and Career Centers at each high school; Deans and support staff to provide behavior support; JROTC program to develop student leadership.
- Academic interventions, professional development and technology to address needs specific to each school's student community.