

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

The impact the COVID-19 pandemic has had on the LEA and its community:

On March 13, 2020, with literally no notice, the district closed all schools for two weeks. Soon, that timeline was extended through May 5th, and soon after, through the remainder of the 2019-2020 school year. Our teachers, administrators, parents, and staff all rallied and on Monday April 13th, full distance learning began. Training was provided to all teachers, schedules were modified, office hours were established and our schools spent the next nine weeks ensuring that the essential standards for each grade level and content area were reinforced, taught, and mastered. Throughout the first month of the pandemic, some families struggled with connectivity as we awaited the arrival of backordered hotspots. And while 98% of our students were attending and engaged, we knew that we were in need of a plan to assist the students that struggled, especially for our special education, English Learners, and low income students. Unfortunately due to the continuation of the pandemic, our plan to extend the school year by offering live summer sessions quickly vanished as did our plans to provide more opportunities for the students in need of additional assistance to attend schools more often when schools reopened this fall.

Based on what we learned in the spring, the Instruction Committee (see below in Stakeholder Engagement) designed Blended Learning and Distance Learning models that address the engagement, instruction, connectivity, and intervention needs of students.

Stakeholder Engagement

The efforts made to solicit stakeholder feedback:

By late May 2020, a Reopening of School Task force, made up of teachers, parents, principals, assistant principals, classified staff, bargaining units, and board members, met weekly through May, June, July and August to discuss and provide feedback on the needs of our students as we work to reopen schools. Five committees were also established (Instruction, Community Engagement, Social and Emotional Wellness, Operations, and Health and Safety. Each of these committees also had a broad range of stakeholder engagement. These committees (and multiple sub-committees) also met weekly to ensure an even larger body of scope of feedback.

DCC, our District Communication Committee, made up of representatives from each of our 30 school sites met and provided input and guidance in April, June and August. At the August meeting, they provided feedback on our draft of this LCP.

Four very well attended (some over 1000 participants) parent information, question and answer sessions were held in July and August to answer parent questions and receive input.

In addition to our regularly scheduled board meetings, three additional special meetings were held (June, July, and August) to gather public comment and approve Blended Learning and Distance Learning schedules.

Consultations were held with all constituent groups. The Instruction subcommittee, consisting of principals, assistant principals and teachers at elementary, middle and high school, met weekly throughout May, June, July and August to design schedules, programs and services and to provide feedback on the plan. Meetings were held in August with all bargaining groups, a parent group, and a student group. The district ELAC (called "DELMAC" in TUSD) and PAC committees reviewed the draft of the plan and provided final feedback before its presentation for public comment at the first September board meeting. At the second September board meeting, the plan was approved.

Students and parents of low income, foster youth, homeless, and English Learners for the Student, PAC, and DELMAC consultations were reached out to via email and then followed up with via direct 1-1 phone calls to ensure participation and connectivity. Translators were provided for all non-English speaking participants, and Zoom Translation rooms were used so that non-English speaking participants could both receive information and then provide feedback in their own language.

The options provided for remote participation in public meetings and public hearings:

For the board meeting for public comment, notice of the meeting and opportunity was posted with Zoom links on the district website, emailed to all families, and advertised in the local newspaper. A phone-in option was provided for anyone unable to join via a computer and internet. Comments could be submitted in writing to the superintendent or submitted at the board meeting. All of these meetings were also recorded and publicly posted for stakeholders that were unable to attend the live meetings.

Summary of the feedback provided by specific stakeholder groups:

Student Panel 8/19

Consistent communication regarding tech uses, platforms, and communication. Felt very confused in the spring.

Requested online class time be used for discussion. Long lectures did not work, as there was no room to ask questions or interact.

Hoping for understanding and leniency from teachers, as they are all struggling with learning from home.

Hoping for time in class to work, with time for processing, collaborating and asking questions in class.

More extended time, wait time, processing time would be helpful.

Students are starving for interactions, not lecture.

Felt overwhelmed by the volume of emails. Combination of teacher emails and etusd or google classroom emails and online tool spam was massive, and short-term emails often did not get read in time. Students request that teachers not email assignments, especially in afternoons/evenings with short due date notice (ie: next day due date).

Request that teachers utilize text messages for short term communication, perhaps Remind or something similar. Students are more connected to their texts than their emails.

Requested a shift from a “work completion” approach from teachers, to a “learning” approach. Fewer, more valuable assignments rather than tedious work that is hard to keep up with. Ask that big assessments be spread out so that students don’t have multiple big tests on the same day.

Concerned that students struggling with socio-emotional issues will not always reach out for help. Think that teachers and counselors need to make themselves aware and look for students who need to be reached out to.

Concerned about empathy. Some teachers showed it, some did not. Students really appreciate empathy, and kids with the biggest needs need it the most.

DCC (parents) - 8/20

Consistent policies for students re online participation expectations (ie cameras on?)

Time set aside by teachers to connect with students online, build community, not just instruct. Personal connections are proving so important to their children.

Flipped classroom was so helpful in spring (pre-watch a video, for example) to allow for engagement, student-teacher interaction while online.

Clear expectations for consistent quality and quantity of instruction from teacher to teacher, with monitoring from school admin.

Clarity in how parents can effectively communicate with teachers, especially w/re to the role of parents in supporting online learning.

Good teacher-parent communication regarding progress and needs of students, esp in ES (27:1).

Additional Tutoring and Tutorial opportunities.

Virtual access provided for those without (hotspots and devices)

For families who live in dense areas (ie: apartment complexes with lots of students), providing services near where the families are (outside space?), when safe.

Bring neediest students onto campus for additional support as soon as deemed safe and allowable.

Helping groups like PTA to provide additional supports to neediest families by sharing info by site of the family needs/struggles (anonymously/confidentially).

Maintaining up to date Parent Connect/Attendance/Gradebook so that parents can better monitor their students. Delayed grading/feedback and delayed posting of assignments prevents parents from knowing when to intervene with their student.

Create strong student connections between each other. Either via buddy communication, or collaborative groups that become interdependent/supportive of each other. Hangouts Chat, for example.

Help parents connect with each other (with permission) in order to learn from each other/support each other.

Incorporating “How do you feel?”, for example, into student-teacher interactions to maintain a focus on positive mental outlook.

All day is a long time to be online, so incorporate physical movement or stretch breaks into classes.

Help students establish healthy routines for students to balance when in class, when doing outside work, when eating, when exercising, etc. Students might need teachers to help promote healthy learning and living for students.

Talk openly and supportively with students about how long this may last, how to stay safe, how to get through all of this together, etc. Positive, informative approaches will help students cope and learn and feel supported and safe.

Instruction Committee (teachers, principals, assistant principals, parent) - 8/20

Through May, June and July, designed the entire Blended AM/PM, Blended A/B and Distance Learning Schedules.

Provide opportunity for quarantined students to attend a blended class from home (some version of live streaming for temporary home-bound kids).

Provide scheduled opportunities for reteaching/relearning/intervention within each model.

Professional Development

Provide online teacher instructional tools

Focus on depth in essential standards, utilizing PLCs to provide consistency.

Teachers making connections to kids and building community during live instructional time.

Opportunity for ongoing teacher collaboration/PLC time build into the schedule.

Ongoing teacher tech support. Continued trainings and PD opportunities to support instruction and teacher use of online tools as the year progresses.

Self Contained Special Education Classrooms to return to campus full time as soon as permitted and safe.

Use of translators to reach out to families in their home language to help with engagement, academic support, access to technology, etc.

Getting materials or information to families with some directions in advance so families can support students during their live instruction.

Need for overall ongoing parent PD and parent communication in areas that help them support their students from home.

Use of lab assistants and trained TAs to support student learning during class time, either as group facilitators, managers of chats, or in-class tutors.

Use of some kind of "Check in form" that allows students to indicate where they need additional follow up and support. (Used successfully with TTI and built within the Distance Learning Platform). Could translate well to ES, MS or HS as a form of simple student-need feedback to teachers.

Schoolwide systems of tracking student performance and ensuring students are identified for RTI time, and following up on their progress. Deliberate, intentional Progress Monitoring, in other words.

Built-in, weekly time for tutorial, intervention, office hours, and peer tutoring.

Helping with pickup/delivery of physical materials for students/families unable to do so. Providing online access to instructional materials needed for successful engagement and learning.

Additional PD in SEL strategies. Incorporating SEL strategies into instruction for engagement, community building, and teacher/student wellness.

“Check in form” suggested in Learning Supports could also be used to monitor how kids are feeling, and being able to respond when a student expresses that they are struggling, are feeling overwhelmed, need support, etc.

Working to ensure that every student has somebody to connect to. Same as during in-person, but need to be even more deliberate to create connections while virtual.

Mentors, Link Crews, Connect Club, WEB, Best Buddies, etc., to provide a feeling of belonging and opportunities for connectedness for students.

CSEA (classified bargaining units) 19 & 845 - 8/24

Establishing Professional Learning Communities (PLC) in virtual settings to ensure consistent, high quality instruction.

Need for paraeducator PD so they can also provide support for student learning, platform navigation, and teacher online tools.

Support/PD for paraeducators who are less familiar with online communication tools so they can support students in their distance learning.

Somebody that students can ask for clarification or help when stuck or struggling with their distance learning work. Example: “Para-Google classroom” as utilized in the spring at some sites, with additional resources and access to para communication. Need some better way, however, to get students to utilize . . . perhaps more teacher direction for students to utilize.

Availability/access in advance to teacher materials so that paras can provide additional time and support for student learning (ie teacher notes, extra time with paras to catch up, etc.). Prior awareness will also help paras be ready for the areas they anticipate students will struggle with.

Re-emphasized the need for classified training in order to provide as much supports for student learning as possible.

Also utilize paras assigned to kids or classrooms to follow up with students who are disengaged.

Early identification of students disengaged or unhappy to get them support, both academic or socio-emotional.

TTA (certificated bargaining unit) - 8/26

To ensure that consistent weekly PLC time is provided for, even when short weeks require adjustments to schedules.

Concurred with plan to provide additional staffing for difficult scheduling situations, and requested that we use LLM funds to prioritize EL students classes to ensure ELD classes do not have combined blended/virtual classes.

Concurred with many of the planned expenditures, but given the estimated nature of the costs and plans, requested that TTA continue to be informed regarding the use of any remaining funds for areas of need that are unknown at this time.

Class size mitigation to provide for as small of class sizes as possible.

Universal screener being given more than once to be decided after we receive results from the first administration.

Clarification as to how to use the A and Q attendance notations (absent vs present but not engaged) including how to count absences during a block schedule.

Proactive with outreach for staff so we can spot check on wellness? Ensure employees are aware of continued availability of Employee Assistance Program (EAP).

Importance of making sure teachers have access to effective instructional tech tools and adequate tech support.

Consistent communication of expectations and plan implementation.

LCP Parent Advisory Committee - (Gen Ed, EL, LI, FY parent reps) - 8/27

Full LCP presented for review and comment on 8/27. Superintendent Designee responded in writing to submitted individual parent feedback.

Need for students who have to quarantine to be able to log-in and attend live class from home, too.

Need for consideration of the struggles of homelessness or foster living that exacerbate attendance and participation struggles so they are not recipients of punitive actions. Need for additional supports for those students to compensate for inconsistent opportunities due to their circumstances.

Childcare concerns. Request to ensure enough options/space for parents who need childcare.

Concerns regarding homeless family needs for interim housing, so that students can be in a location safe and conducive to learning. Though recognized that LLM cannot provide for housing needs, requested that sites will be opened to allow homeless students to attend distance learning classes on campuses in safe groups.

Concern that some students have legitimate reasons for not being on camera, and how we are going to accommodate those needs, while also ensuring students are engaged.

K-8 Socio-emotional learning curriculum. Desire for continued use, even while distance learning.

There is great need right now while families and students deal with all of the struggles that exist, and request that teachers and schools exercise sensitivity, compassion, flexibility and understanding for students and families.

DELMAC (English Learner Parents) - 9/3

Full LCP presented for review and comment, separate from 8/27 PAC meeting. Superintendent Designee responded in writing to submitted parent feedback. The submitted feedback from DELMAC parents focused on increased speaking opportunities and online learning support. Written responses from designee affirmed the inclusion of extended day, extra day, learning pod support for ELs to provide online learning support and additional speaking opportunities.

Expressed need for opportunity for EL students to speak English while distance learning. Parents feel like the listening, reading and writing skills are being addressed, but students have little opportunity so far to speak in English in virtual classrooms, as it is mostly the teacher talking.

Expressed concern that their EL students are having a hard time keeping up in distance classes without excessive parent assistance and request additional class time and small group time to specifically support English Learners.

Requested that schools are sure to monitor their EL lists of students and to make sure that teachers and support/intervention staff are providing additional supports for ELs as outlined in the LCP.

The aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input:

Long before the Learning Continuity and Attendance Plan template was revealed, the Reopening of School Task Force committees met throughout the spring and summer to develop plans for the reopening of school. Ideas and feedback from the Instruction Committee and ES, MS and HS Subcommittees, Learning Loss Subcommittee, Special Populations Subcommittee, Socio-Emotional Support Committee, Family and Community Engagement Committee, Human Resources, Health and Safety Committee, Operations Committee, and the Technology Subcommittee formed the backbone of our instructional plans to reopen school. These committees and subcommittees, comprised of teachers, administrators, classified staff and parents, represented the work of hundreds of dedicated stakeholders, and when the LCP template was revealed, we realized that nearly all of the required areas had been thoroughly discussed over the span of their four months of planning. The work of the Reopening of School Task Force committees, comprised of teachers, principals, assistant principals and parents, served to create a plan that was affirmed by the stakeholder consultations.

Consultations were extraordinarily productive. Each consultation group had important feedback that was incorporated into the plan. Several important themes emerged consistently from across the groups:

There was a strong call for consistency in instruction and communication across schools and platforms. Whether using etusd or google classroom, in blended or distance, or whether students from multiple schools were being taught by the same teacher, the desire for consistency was clear from all groups. Parents and students want clarity in communication and consistency and fairness in instruction. Teachers, both through the Instruction Committee and TTA consultations, want to protect PLC time in the schedule in order for teachers to be able to collaborate and provide for consistent first-best instruction in essential standards.

A second consistent focus of feedback was the desire to receive (parents and students) and provide (teachers and classified) effective intervention time for students.

As a result of feedback in these areas, the Instruction Committee developed and the school board approved schedules for Blended and Distance learning that retain consistent, weekly PLC time for teachers, and consistent, weekly intervention time for students. Significant intervention resources are provided in this plan, including intervention and reading recovery teachers, as well as the opportunity for extra-day

and extended school day supports when we are able to return to campuses in our blended schedule and for additional small pod on-campus supports.

Training emerged as a significant need from all groups. Whether parent training on navigating digital platforms and how to support their students in this virtual world, teacher training on the many platforms and tech tools available to them and how to effectively engage and support students online, or classified training on how to provide online academic support, the call for professional development across all groups was clear, and is evident in the plan via the significant expenditures for the planning and delivery of parent, teacher and paraeducator PD throughout the year.

And finally, the need to engage and support our most vulnerable students, including English Learner, Low Income, Foster Youth, Homeless or Special Needs, was evident across all consultations. Whether via additional instructional time, extra staffing, scheduling considerations, specialized schedules, engagement interventions, additional services, and extended day or extra day schedules, the focus of this plan is aligned to all of the above options for all students with additional needs.

One of the best aspects of the consultations was the universal agreement from all of the groups for the actions in the plan, and there was very little call for new or different actions, but greater emphasis and funding was placed on areas supporting low income, English Learner, homeless and foster youth (extended school day supports, extra day supports, reading and speaking supports, learning pod support, and increased translation services). Additionally the certificated and classified bargaining consultations resulted in increased funding to allow for smaller class sizes when blended and distance learning class splits were not completely full, particularly for EL classes, and for the addition of distance learning training and student support training for paraprofessionals working with students.

Continuity of Learning

In-Person Instructional Offerings

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

The primary task of the Instruction Committee was to design Blended Learning schedules to allow students to return to school in smaller, physical-distanced groupings. Elementary Schools will attend a Blended AM/PM schedule, where half of each class will attend in the AM, and the other half in the PM. Seeing all elementary students every day was a priority of the Instruction committee. Secondary students will attend a Blended A/B schedule, where half of each class will meet on alternate days. This allowed for a normal, full day bell schedule for all students with standard daily class lengths, as well as for traditional after-school co-curricular activities when permitted. An 18 page [“Guide for Parents”](#) was created, with [Spanish Translation](#), and was posted on the district website and emailed to all parents outlining the details of the Blended Learning and Distance Learning options available, including all bell schedules for elementary, middle and high school blended and distance learning, and full descriptions of safety protocols put in place, aligned with Department of Public Health guidelines, to ensure the safety of all students and staff.

Once we are able to return to school in a safer environment, a number of additional actions will occur for students in the greatest need to receive academic assistance. These expanded learning opportunities for students most impacted by COVID will provide more opportunities to have more time on our campuses. Self-contained special education students will attend school all day, full-time. We have secured adequate classroom space to ensure physical distancing between students will occur. At the elementary level, identified students, especially our special education SAI or learning center students, English Learners, Homeless, Foster Youth, and low Income students will have the opportunity to be in school for an extended period of time to receive 1) assistance during their asynchronous instruction time, 2) intervention and 3) DIS support (if appropriate). Similarly at the secondary level, opportunities will exist so students can attend school on asynchronous days to receive additional intervention and engagement support. This will also be used as part of our tiered re-engagement plan (to be discussed later).

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

Description	Total Funds	Contributing
Provide staffing to school sites to accommodate smaller class sizes when balancing/distributing students between blended and distance learning classes	1,000,000	N
Provide supervision in the classroom if/when teachers must quarantine but are capable of teaching remotely	330,000	N
Provide additional Wednesday intervention supports and full day instructional supports for English Learners, and foster youth/homeless students	300,000	Y
Provide daily full day instructional options for self-contained mod-severe special education classes.	250,000	N

Distance Learning Program

Continuity of Instruction

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 Instruction Committee spent their June and July meetings planning for the potential of distance learning and created distance learning schedules.

Elementary decided to maintain the AM/PM Blended schedule for the time period where all must be fully virtual, so that if we had to transition back and forth between Blended and Distance, families would not have to make changes to their AM/PM daycare plans. A full day Distance learning schedule was also created for elementary students who opted for Distance Learning for the whole year.

To allow for maximum flexibility for students and teachers, Secondary decided to have distance learning and blended learning (virtual) students follow the same schedule during the time period where all must be full virtual, where students are on a block schedule (periods 1, 3, 5 on M/TH and periods 2,4,6 on T/F with a 1-6 day on W). There is built in time for intervention and office hours four days a week, and PLCs and professional development each Wednesday morning.

Key digital tools provided for blended and distance learning to ensure access to the full curriculum and instructional continuity include Google Classroom G-Suite, Zoom teacher licenses, Big Blue Button for moodle-based breakout room sessions, Kami, Pear Deck, Literacy Footprints for online guided reading groups, and subject specific supports in the areas of music, science, and mathematics. Using Clever, all students and teachers have full online access to all adopted core instructional materials. Additionally, a team of district TOSAs and site elementary teachers at each grade level developed a Distance Learning Platform for grades K-5 to provide consistent distance learning curriculum at each grade level across all 17 elementary schools. The platform is Google Classroom based, and incorporates adopted core instructional materials with teacher created activities in ELA, Mathematics, Social Studies, Science, Art, and enrichment activities. Additionally, the district PE teachers developed their own online PE curriculum for all elementary students.

Regardless of which schedule at what point in time we are on, the combination of synchronous and asynchronous instructional time exceeds the minimum required time. Teachers, through daily attendance, and a blend of appropriate synchronous and asynchronous work, provide students with equitable instruction and learning with a heavy emphasis on teachers interacting directly with students in small and large group settings. The elementary schedule provides for 2.5 hours of live instruction and minimum of 1.5 hours of asynchronous instruction daily. Teachers plan and account for their asynchronous instruction through weekly PLC planning time. Additionally, the elementary Distance Learning Platform has included time equivalents for each activity so that teachers can account for their asynchronous time in addition to their live instruction. The secondary schedule provides for 4 hours of live instruction daily, meeting the daily instructional requirement, plus additional asynchronous work assigned by each teacher. Weekly team PLC and monthly cross-district course-alike PLCs ensure consistency in standards, assessment, and asynchronous time equivalents.

Access to Devices and Connectivity

How the LEA will ensure access to devices and connectivity for all pupils to support distance learning:

Each school assessed the needs of their families and provided Chromebooks by request without requiring them to pay or provide deposits. Families that had no Internet access were identified through our Family Welcome and Enrollment Center in conjunction with school site administration. These families were provided hot spots with sufficient data to access all learning opportunities. Additional devices and hotspots are available to families as we continue to identify students who need connectivity. New enrollee connectedness is determined at time of enrollment via the Family Welcome and Enrollment Center for distribution of devices and hotspots.

Schools continue to monitor students who are not connected. Students on teacher rosters who do not connect daily are reached out to by each school via telephone and email to ascertain their connectivity needs. And in cases where email or phone are unsuccessful, home visits are made by school administrators to confirm connectedness. In the opening weeks of school, after outreach and distribution of devices, 100% of students were confirmed as connected.

Pupil Participation and Progress

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:

Teachers, through daily attendance, online gradebooks, use of Google Classroom and other online tools, will ensure that students are in attendance, engaged, and maintaining progress. Between bell schedules that provide for appropriate and sufficient synchronous and

asynchronous learning time, and an intervention plan that identifies and supports students not maintaining progress (see more in the Engagement section), students will be supported in their learning. All teachers completed PD focused on online engagement strategies so that student participation in synchronous instruction was interactive, meaningful and measurable. Teachers submit daily attendance, including daily reporting of student engagement with a new attendance code that means “in attendance, but not engaged or participative.”

With all teachers using either Google Classroom (a recent survey showed that 88% of teachers using Google Classroom as their primary instructional platform) or eTUSD (our moodle based platform), both platforms provide teacher feedback on student logins, length of time spent on each assignment, and completion of work. In addition, we purchased software so that both Google Classroom and eTUSD gradebooks can be synchronized with PowerSchool so that teachers, parents and students can all monitor grades and progress.

Time value of asynchronous work is determined by teachers in their PLC teams, based on estimates and past experience. Some activities are easy to estimate, like “watch this video and complete these questions,” while other activities may have varying times for students, like “complete these exercises or read this chapter or write a paragraph,” but teacher teacher teams have a good understanding of how long it takes typical students to complete their work. One example has already come up via the elementary Distance Learning Platform: In the first weeks of school, elementary parents were reporting that it was taking their students hours and hours to complete every activity in every subject on the platform, as our designers had underestimated the time value on much of the work, so based on this feedback, adjustments to future assignments were made so that students were taking an appropriate amount of time. Calibrations like this, through feedback and measurement of daily student progress have helped us provide accurate time values for asynchronous work.

Distance Learning Professional Development

The professional development and resources that will be provided to staff to support the distance learning program, including technological support:

To best prepare educators in beginning the school year Torrance Unified offered over sixty sessions of focused professional development prior to the first day of school. This initial professional development series evolved from the Instructional Committee’s work over the spring and summer. This work revolved around teacher stakeholder efficacy of necessary support to transition into the new school year and necessary focused needs of students. Professional development centered on student online engagement and student connectedness, teacher tools, TUSD created distance learning platform, learning loss, and wellness.

All TK-5th grade teachers were required to participate in a six hour professional development trio-series concentrated in the areas of: Distance Learning or Blended Learning Platform training, Online Engagement, and Guided Reading with use of Pioneer Valley Literacy Footprints. Middle and high school teachers were required to participate in a two hour Online Engagement session. This secondary session was followed by optional Teacher Expert Share sessions. Eleven total Teacher Expert Share sessions were offered by departments (ELA, H/SS, Math, and Science, SPED and Additional Disciplines). Teacher Expert Shares were purposeful to provide focused homogeneous collaboration for disciplines after the initial Online Engagement professional development to be able to then share out and develop next steps for the upcoming school year based on essential PLC questions built around student engagement.

Teachers new to Torrance Unified were required to participate in a three-day Torrance Teacher Institute (TTI) which provided additional professional development, coaching and content-alike collaboration to best prepare teachers, and teachers new to the district for the upcoming

school year. TTI professional development was built around the theme of equity and access and focused on Universal Design, special populations, Response To Intervention, TUSD Teacher Tech Tools, and Synchronous and Asynchronous teaching and learning.

Optional summer professional development included a teacher tech tools series, a social-emotional, student connectedness and wellness series, special education and English Language Learner support, learning loss NWEA MAP Growth diagnostic adaptive assessment training, and department collaboration. The series of twelve optional “Teacher Tech Tools” professional development was centered on the teacher tools purchased and designed to support effective instruction, engagement, and to enhance visual and curricular presentations. Practical digital platforms and tools purchased to support instruction and learning include, but are not limited to G-Suite, Flipgrid, Peardeck, My Viewboard and Kami. Throughout the school year teachers will be provided ongoing professional development focused on the core areas of student engagement, elementary platform instruction and PLC, teacher technology tools and wellness. Coaching and time to expand their expertise has been set aside each Wednesday to support PLCs in addition to the use of online platforms, creating lessons, collaborating with colleagues and delving deeply into the tools and content they will be using to help students succeed in a distance learning or blended learning environment.

Beyond the initial and ongoing instructional PD provided, ongoing technical support for teachers is being provided. In addition to the two “Technology for Learning” teachers who provide year-round tech support and training for teachers, we have assigned additional TOSAs to provide ongoing teacher tech support. One is providing ongoing Google Classroom support sessions to teachers and parents, four are providing teacher online tools support for teachers, and the six who are developing the distance learning platform are providing ongoing teacher platform training via a weekly, grade level distance learning PLC.

Staff Roles and Responsibilities

The new roles and responsibilities of affected staff as a result of COVID-19:

Significant changes to roles and responsibilities shifted because of Covid-19. Administrators have become virtual planners and communicators, teachers have become tech experts, and students have learned to become more independent learners.

Even though the format and medium may have changed, teachers, administrators, students and parents still serve similar functions, but in new, more challenging ways. They have had to learn new formats, new strategies to communicate and share information, and how to engage students when they are not face to face. New skills, new philosophies, and new strategies have had to be learned, implemented, adjusted and perfected in order to help students learn in these most difficult situations.

Counselors, Deans, intervention teachers, campus security, student supervisors, bus drivers, etc., all have also seen shifts in their jobs. For instance, Deans and campus security do not have physical campuses at this time to supervise, nor do they have traditional discipline to perform. Rather, they will be spending their time following up on and working with students who are not attending or engaging in their virtual classrooms. Bus drivers deliver meals and materials, rather than students.

Another shift has been with the district TOSAs. Primarily used for subject specific professional development in the past, they have become technology trainers and designers of digital platforms. Their role with teachers has shifted from specific content, to providing training in all of the technology tools for instruction, assessment, and intervention. They provide strategies for online engagement, community building, and mental health supports. They spend a significant amount of their time hosting parent information and training sessions, from how to simply log in to our many tools and platforms, to how to support their children at home. They research and sort through the many, many digital

options and find the ones best suited for teacher, student and parent use. They design web pages to support and help teachers and parents access the digital tools they need. Our PD calendar has shifted from day-long pedagogical and curricular training to ongoing tech Q and A sessions, virtual training, digital platform updates, and teacher instructional and engagement support.

Psychologists and counselors have had to shift their delivery of socio-emotional support to an online format, yet they still meet 1-1 with students, run their support groups, and provide their DIS counseling services. Students who are not in regular attendance or are not participative are reached out to via tiered interventions (teacher first, school counselor next, and escalated to online student-teacher-parent-counselor conference when necessary), and referrals to our psychologists, social workers, behavioral health specialists, and coordinator of psych services continue.

Supports for Pupils with Unique Needs

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 - All English Learners TK-5 receive Guided Reading instruction. At the secondary level, Emerging and Expanding levels also receive Guided Reading Instruction. The Guided Reading lessons are designed by the classroom teacher using a standardized lesson format that encompasses components that align to the ELD state standards. The lessons are delivered to small groups of students, where the teacher has time within each lesson to listen to the student read and provide individualized prompting. The students additionally receive a strategy lesson and spend time with vocabulary and word work as well as guided writing instruction. The lesson is differentiated to meet individual students' needs within the small group. Students who are at the lowest proficiency levels will receive multiple doses of Guided Reading instruction to help accelerate their literacy and language development.

All K-5 teachers and 6-12 ELD teachers are receiving licenses to Literacy Footprints digital so that they will have leveled text for Guided Reading instruction. Initial training on the digital platform was provided to all teachers. There will be continuous training and support throughout the year. Within the Literacy Footprints digital, there are also how-to videos to help support teachers to design and deliver quality, student focused lessons. Lastly, the Literacy Footprints digital platform allows teachers to make leveled bookshelves for the students to self-select books for independent reading.

All schools have structured intervention time with the weekly schedule. This additional intervention time is designed to support English Learners and other students who need additional time for re-teaching or deeper support. All secondary levels have an ELD Coordinator position with additional non-teaching periods in the schedule to monitor EL student progress, support EL students, staff and families during distance learning. The elementary levels have RTI & I teachers who monitor student progress and provide support to students, teachers and parents. When permitted, additional staffing will be provided so that EL students receive extended school day supports and extra day supports, allowing them additional time within the blended and distance learning schedules for additional instructional, intervention and English language support time.

Special Education - When the schools closed in Spring, the special education teachers met in job-alike groups with their program specialists to determine the best way to provide support and services to students with special needs. Specialized equipment and devices were provided in the home with virtual consultations, monitoring and training in use and maintenance. The special education department worked with transportation to drop off and pick up assignments and materials. Teachers put together kits for the week and they were

delivered prior to the lessons beginning so that teachers could prepare students for what was coming. Pre-teaching/frontloading of lessons allowed students to complete activities and review materials as well as watch teacher recorded instruction prior to synchronous instruction. SDC classes and Learning Centers utilized Zoom breakout rooms to run "centers" with paraeducator support to facilitate and collect data (use of virtual binders). Google forms were also utilized to collect data and differentiate lessons for students receiving learning center and resource support. Learning Centers ran small group and individual Zoom breakout rooms with paraeducators during gen ed class sessions to provide students with special needs additional and supportive instruction. Special education teachers offered individualized times for instruction when whole or small group instruction was not working. DIS and NPA providers utilized virtual platforms to continue with related service provision and behavioral support and challenges with engagement.

In planning for the reopening of schools, the Special Populations Committee split their action items into two sections; distance only and blended. Based upon our experiences in spring, we know that some fundamental actions need to be initiated or continued to enable pupils with special needs and their families to access the distance only educational environment. For these students, in addition to what is available to the general population, SWD's will continue to receive bus delivery and pick up of activity materials and assignments and the specialized equipment and devices provided in the home with virtual consultations. Teachers will allow flexible scheduling to meet the unique needs of children with IEPs including shorter, but more frequent synchronous instruction. There will be additional Training for paraeducators in the use of on-line platforms to enable them to support students in individual and small group break out rooms as well as continued provision of technology at home for paraprofessionals to enable them to support students in individual and small group break out rooms. Special education will offer sessions for parents in supports and strategies for distance learning for students with special needs. There will be teacher training in use of technology for IEP meetings, and addressing the unique challenges of providing instruction in a distance environment to students with special needs and continued use and additional training in the Unique curriculum to supplement the standards based teacher created curriculum for students with Mod/severe disabilities. SWD enrolled in mod/severe SDC's who elect to remain at home will have daily synchronous lessons, full DIS minutes and a comprehensive program.

For students with special needs a return to school plan with a higher level of in-person instructional opportunity will be provided. Students enrolled in SDC classes will return to school 4 days a week/full day with one asynchronous day that is consistent with the general education schedule. SDC teachers at individual sites will determine, based upon the number of students electing to return full time, whether they prefer to instruct in cohorts or full-class. Cohorts will still attend full-day, but schedules will be created to keep students in smaller groups and space allocated accordingly. Group DIS services will be provided to students within the same class or cohort. Full IEP service minutes will be offered, although the setting may be adjusted.

Students with special needs who are in general education classes will follow the blended school schedule. In order for these students to fully access the instructional minutes, efforts will be made to provide "pull-out" DIS services via distance format or alternate schedule. Whenever possible DIS services will be provided in the Gen Ed setting to support the instructional program. In order to make this possible, principals will need to work with the special education teachers when making class lists and schedules. Efforts will be made to provide additional in-person time on campus for students with special needs who are not accessing the asynchronous learning to extend their time on site with teachers, DIS providers and paraprofessional staff in a safe, socially distant model.

In TUSD IEP'S will continue to be held via distance format. If parents cannot participate in meetings in this manner a space on campus will be set up for them to attend the meeting with district provided technology and support, although most service providers will continue to attend via web based platform for safety reasons.

Due to the backlog of annual and triennial assessments from March to now, we are contracting with NPAs to get caught up on our assessments and to complete IEPs.

Foster Youth/Homeless - The district made every effort to react swiftly to meet the changing needs of our homeless and foster youth as the pandemic hit. Once distance learning began, the district's homeless/foster liaison worked with Student Services Building Bridges Staff to ensure homeless and foster youth received ongoing check-ins. The district's mental health interns were charged with checking in with our homeless and foster youth weekly to check on their learning and basic needs. Families were referred to district and community resources as needed such as chrome books, books, school supplies, referrals to tutoring, etc. The district homeless liaison developed a community resource guide and with the Student Services team organized monthly supply distributions for our homeless youth that included school supplies, hygiene items, books, and food. The district liaison partnered with community agencies such as School on Wheels and LACOE to provide supplemental tutoring for homeless and foster students who needed virtual tutoring support. Families who were unable to pick up supplies were delivered supplies through contactless deliveries by Student Services Building Bridges staff. These supports will continue into 20-21.

The district invested in the purchase of mobile hotspots to provide homeless, foster, and low-income families who did not have reliable internet access. At the June distribution families were notified about a summer reading program that would allow homeless youth to read during the summer to earn prizes in the fall. Additionally, the district completed a back to school supply distribution for foster and homeless youth the week before school started to provide needed supplies to begin the school year, award prizes for the summer reading program and surveyed parents on their current needs.

For the 2020-2021 school year, the district has recruited additional mental health interns who will be specializing in foster youth. The additional interns will allow the Student Services Team to have all of the homeless and foster families case managed by a team of interns to ensure that the families have a strong connection to the district, referrals to resources, and increased two-way communication. The district has also partnered with a community family homeless shelter that will be providing optional learning support and child supervision during the day for distance learners. Finally, for the 2020-21 school year, the Student Services staff will be hosting weekly drop-in support groups for both homeless and foster parents throughout the school year to allow parents to engage with each other, network, and have access to district staff to best support their children in school.

Instructionally, all foster and homeless students will receive additional academic support via extended school day or extra day supports. For example, while students are on an AM/PM or A/B blended schedule, attending elementary school for half days or secondary school on alternate days, foster and homeless students will be allowed to remain on campus for extended in-person academic support in the AM/PM, or on their alternate off days. As we begin the return to school process, foster and homeless students will be brought onto campuses in small, allowable learning pods to receive additional instructional support, and to provide access to on-campus learning space, connectivity and devices when their home situation does not allow for an optimal learning environment.

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

Description	Total Funds	Contributing
CONTINUITY OF INSTRUCTION - Provide online teacher tools, subscriptions, and virtual support for Distance Learning.	940,000	N

CONTINUITY OF INSTRUCTION - Provide online teacher tools, subscriptions, and virtual support for Distance Learning specific to the needs of English Learners, including virtual, leveled reading tools.	60,000	Y
CONTINUITY OF INSTRUCTION - Distance Learning Platform development. Using Google Classroom, a distance learning platform was developed so that regardless of school or teacher, or whether mixed between schools, students would have a consistent online learning experience.	100,000	N
ACCESS TO DEVICES AND CONTINUITY - Provide student access to devices and hotspots to allow for remote access and participation. This is especially important for our low income students.	100,000	Y
PUPIL PARTICIPATION AND PROGRESS - Provide site-level counseling and intervention personnel focused on supporting English Learner, Low Income, and Foster Youth/Homeless student attendance, engagement and participation in distance learning, and to provide additional academic support for English Learners, Low Income, and Foster Youth/Homeless students.	2,000,000	Y
DISTANCE LEARNING PROFESSIONAL DEVELOPMENT - Provide ongoing PD and PLC support throughout the year to teachers and school staff on effective use of distance learning tools, virtual instruction, supporting student learning virtually, and effective intervention strategies. Provide PD specific to the learning needs of English Learners, Low Income, Foster Youth and Homeless students.	3,100,000	Y
DISTANCE LEARNING PROFESSIONAL DEVELOPMENT - Provide summer PD to all teachers to prepare them to provide effective distance learning opportunities to all students.	400,000	N
DISTANCE LEARNING PROFESSIONAL DEVELOPMENT - Provide summer PD to all teachers to prepare them to provide effective distance learning opportunities specific to the needs of English Learners, including training in online, leveled reading tools.	100,000	Y
SUPPORTS FOR PUPILS WITH UNIQUE NEEDS - Provide increased translation services for EL families.	100,000	Y
SUPPORTS FOR PUPILS WITH UNIQUE NEEDS - Catch up on the testing backlog from April to August for annual and triennial IEPs.	350,000	N
SUPPORTS FOR PUPILS WITH UNIQUE NEEDS - Provide additional services and supports for SWDs.	300,000	N
SUPPORTS FOR PUPILS WITH UNIQUE NEEDS - Provide early return to campus supports via learning pods of self-contained (mod/severe) special education students.	100,000	N
SUPPORTS FOR PUPILS WITH UNIQUE NEEDS - Provide early return to campus supports via learning pods of foster youth/homeless and English Learner students.	150,000	Y

Pupil Learning Loss

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:

At the start of the school year, all students K-12 across TUSD will be administered the NWEA MAP Growth diagnostic assessment to measure learning loss in English language arts and mathematics. The first administration will help inform teachers' instruction so that they can target areas of deficit that students may have. MAP Growth will be administered a second time in the spring to measure student growth. The diagnostic assessment will allow teachers to make mid-year adjustments to their instruction so they can improve student learning outcomes. This assessment will also help determine what level of intervention support students will need as a result of learning loss.

All English Learners K-12 will be given a running record assessment (either the digital Pioneer Valley Reading Level Assessment or the Fountas & Pinnell Benchmark Assessment). The data from these two instruments will determine which students will need additional learning loss instruction. ELs will receive Guided Reading instruction to help mitigate language and literacy learning loss that occurred during the spring 2020.

TUSD will also administer a running record assessment (either the digital Pioneer Valley Reading Level Assessment or the Fountas & Pinnell Benchmark Assessment) to all elementary students. This assessment will be given twice, once in the fall and once in the spring. The fall assessment will provide the teacher with the student's current reading level and help guide the teacher's instruction. The spring assessment will determine the level of growth and help to determine if further support is needed going forward into the summer.

In addition to these periodic assessments, regular common formative assessments of essential standards in every grade level and every class will continue to be utilized by teachers, and are the primary focus of weekly teacher PLC planning.

Pupil Learning Loss Strategies

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:

After utilizing the data from the NWEA MAP diagnostic and running records, teachers will be able to determine the learning gaps for each of their students. Using these results, teachers will be able to inform their instruction and address the learning loss that has taken place for each individual student.

Professional Learning Communities (PLCs) have been established across the district and will be instrumental in addressing the learning needs of the students. PLCs have established essential standards across the grade levels at each school site. In addition, PLCs have identified prior skills and knowledge needed to achieve these essential standards. Over the course of the school year, students will be assessed to determine if reteaching any prior skills is needed. This approach will help address the learning loss from the prior year while also addressing the key concepts and skills needed to be learned for the current school year.

PLCs will use common formative assessments to measure student learning while also informing teachers' instructional practices. During PLC collaboration time, teachers will use evidence from student work to identify the most effective instructional practices. Across the district, all elementary teachers have been trained in Guiding Reading instruction which will be used to support all students at the Tier 1 level.

Additional time and intervention will be provided to students who have not become proficient on the essential standard at the Tier 2 level. To extend the learning of students who have demonstrated mastery, they will be given additional time to explore the standard more in-depth and at a higher complexity level.

At the start of the school year, we will work quickly to identify students who need more intensive remediation. Additional students who may need Tier 3 support will be identified through the SIT (student improvement team) process. Students who receive Tier 3 support will be taught by trained specialists in the demonstrated area of need. Small group instruction and one to one assistance will be used with students needing Tier 3 supports.

Students who fall into a supplemental group such as English Learners, low-income, foster youth, students with exceptional needs, and homeless who demonstrate a need for intervention for grade level standards or remediation in foundational skills will receive additional support in TUSD. For newly enrolled English learners who are new to our country are provided with English instruction over the summer. To improve academic achievement and support language development, EL students will also receive additional instructional time after core instruction.

Elementary schools provide highly trained resource teachers whose focus is on intervention and instruction (RTIIs), literacy specialists, counselors, and intervention teachers to work with students who fall into a supplemental group. These specialists have created different supports and programs to provide additional assistance to low income, foster youth and homeless students. In addition, schools utilize supplemental and Title I funding to provide additional intervention staff, counseling staff and additional instructional materials to support the needs of low income, foster youth and homeless students. An online summer program which was staffed by RTIIs was developed to improve the literacy of elementary low income, foster youth and homeless students. The RTIIs at each school help coordinate, support, and monitor students' academic performance. Our Reading Recovery teachers give intensive support for primary grade struggling readers. Across our schools, there are intervention teachers who provide additional math and reading support to struggling students. A focus for TUSD has been to increase instructional time after core instruction and in-class support for students by providing these specialists to our schools.

At each of the eight TUSD middle schools is an EL coordinator and an RTI site coordinator. They monitor and coordinate intervention and instruction for students. High schools have an assistant principal assigned over RTI whose main focus is to coordinate intervention for students who fall into a supplemental group. High schools also have an EL coordinator and workshop classes that will focus on mitigating learning loss and providing additional designated EL supports. Secondary schools have developed programs for counseling and academic intervention while also providing additional instructional support before and after school.

At all levels, extended instructional time after school and in-class support will be provided for students who are English Learners, Foster Youth, Homeless, Special Education, Low Income or other students who need assistance. Adding additional classified positions to supervise and assist students will also occur as a part of the intervention model.

Effectiveness of Implemented Pupil Learning Loss Strategies

How the effectiveness of the services or supports provided to address learning loss will be measured:

TUSD will be using multiple measures to determine the effectiveness of the supports and services provided to students during the 2020-2021 school year.

Primarily, the on-going common formative assessments on essential standards through the PLC process, are the primary data utilized to measure the effectiveness of our plan. Formative and summative assessment data and student work evidence can then be used to make adjustments to instruction designed to address learning loss.

PLC Teams will also utilize the NWEA MAP data, running record assessments, Smarter Balanced Interim Assessment Block results and common formative assessments to focus on essential learning targets and measure student learning of those targets.

All schools have built intervention time into their blended and distance learning schedules, where additional time is provided for students who are not maintaining progress. Most intervention sessions have an exit ticket to measure the immediate effectiveness of the intervention provided. The overall effectiveness of interventions are measured via simple spreadsheets of students served and scores on subsequent assessments aligned with the intervention provided.

School sites will also utilize the results throughout the entire year to determine needs for extended school year (summer) supports that may be needed in addition to the continuation of supports for the 2021-2022 school year.

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

Description	Total Funds	Contributing
Provide summer English instruction for all newcomer English Learners	20,000	Y
Provide intervention teachers, supplemental counseling, and English Learner teachers to provide additional support, counseling and intervention to English Learners, Low Income, Foster Youth and Homeless students.	1,000,000	Y
Provide additional time in addition to core instruction to support the language development needs of English Learners.	600,000	Y
Provide reading recovery, guided reading, and intervention teachers to support the needs and bridge the learning gaps of English Learners, Low Income, Foster Youth, and Homeless students.	2,100,000	Y
Provide classified positions to provide extended school day instructional supports, extra day supports, and in-class supports for English Learners, Low Income, Foster Youth, and Homeless students.	600,000	Y
Provide a universal screener for all students in all grade levels to measure learning loss and to determine who is in need of additional instruction and learning support to bridge the gaps. This is especially important for English Learners, Low Income, Foster Youth and Homeless students, as these assessments will provide learning targets for the additional intervention services provided for these students.	120,000	Y
Provide summer learning loss programs for all Low Income, English Learner, Foster Youth and Homeless students.	1,000,000	Y
Provide an extra period per MS/HS for additional intervention with unduplicated students (8am)	180,000	Y

Mental Health and Social and Emotional Well-Being

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:

TUSD will provide all traditionally available counselling and support services for student mental health and social emotional well being by providing counseling services in-person as well as virtually. All TUSD schools have an assigned counselor or team of counselors who are available for students and parents to access for support when a student is in need. Also available for students and families are district-level support through Licensed Behavioral Health Clinicians, Student Services Coordinators, and mental health interns. TUSD students have access to other contracted services provided by therapists. In addition, the back of all secondary ID cards have information regarding numbers students can contact if in crisis outside of school hours.

For students and families that need more intense support than can be provided through school or prefer to get assistance outside of school, TUSD has the Building Bridges referral system for students and families that need mental health and other referrals for services in the community. Also provided in collaboration with the Building Bridges referral system through a partnership with Care Solace is a service that provides vetted referrals to mental health and substance abuse services in the community that accept a variety of different medical insurances.

A confidential screening survey for student social and emotional well being has been added to the registration materials as a means for parents to share concerns with appropriate personnel regarding any recent trauma that may have occurred during school closures in their household or family that may have had a significant impact on their child's social-emotional functioning. These confidential responses will be forwarded to the appropriate school staff member to connect with the individual student and family to ensure needed support services are provided at the onset of the school year.

Professional supports are available for all school and district staff in the form of employee assistance programs, and employees are encouraged to evaluate their mental health through a self-screening tool. Additionally, a team of counselors will provide support for teachers and staff throughout the summer on "Wellness Wednesdays" that are one hour live sessions highlighting strategies to support and promote positive mental health. These sessions will also be recorded and available for staff to access throughout the year. Social emotional resources are also available for all staff through the TUSD Instructional Distance Learning Support site. Additional PD on social-emotional and mental health-related topics will be provided throughout the school year based on identified school site needs.

All TUSD teachers will participate in on-going professional development, involving a variety of topics including, student connection and engagement, understanding how to support students experiencing the effects of crisis and trauma, and identifying risk factors and behaviors for students who may be considering suicide. Additional training will also be provided for the TUSD Crisis Team to ensure the team is prepared to continue to support the needs of TUSD students, families, and staff.

TUSD provides Social-Emotional Learning curriculum in elementary and middle school on an ongoing basis throughout the school year, as well as support through additional programs provided through our partnership with the Sandy Hook Promise Foundation. One of these programs, the Say Something Anonymous Reporting System, provides middle and high school students classroom training on how to recognize and report signs of potential harm to self or others, as well as how to self-refer for counseling support. All middle and high school

students are trained and have access to the Anonymous Reporting System, an application that links students in potential mental health crises with skilled personnel, 24 hours a day.

Pupil and Family Engagement and Outreach

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:

TUSD has established written procedures for tiered reengagement strategies for supporting student engagement in virtual classrooms beginning with instructional practices that include daily, live interactions between teachers and their students in a synchronous learning environment. Each school will establish its own “student engagement support team” composed of teachers, counselors, administrators and other staff. Written procedures for these teams include verification of current contact information for every student, daily notification of absences, a plan for outreach to determine student needs, and return to full time participation reengagement strategies. Increased translation services will be provided so that parent outreach is in parents’ spoken language.

As with other systems of support, the teachers provide the Tier 1 level support through good first instruction, as well as by requiring students to attend class daily with their cameras and microphones activated to ensure there is ample opportunity for the teacher to monitor students and their level of participation. Teachers will take attendance daily, marking tardies and absences, and in addition will identify in their digital attendance roster students who are not engaged in their class. Teachers will interact directly with students and their parents when a pattern of lateness, absence or lack of engagement occurs. In addition, teachers will add to a school-wide shared spreadsheet, the information regarding each of the students they are supporting at this Tier 1 level, so the student engagement support team can also view the list of at-risk students alongside the actions of support taken by each teacher.

When students persist in their lack of engagement or with inconsistent attendance in virtual classrooms, the school’s student engagement support team will begin providing Tier 2 level interventions. The Tier 2 level supports will include parent contact, individual meetings with parent, student, teacher, site administrator and any other staff as appropriate. The focus of the Tier 2 levels supports will be to assist in identifying the nexus of the issues preventing the student from consistently attending and participating in class. If additional supports are needed, or if obstacles are identified that need to be addressed, then the student engagement support team will seek those resources and solutions. All of the Tier 2 steps will be documented on the shared spreadsheet.

Students who continue to struggle with their engagement may need Tier 3 interventions, and again the student engagement support team will work with the parents and student. An individual support provider will be assigned to work directly with the student and the parents, and may have a need to establish a contract to ensure that follow through occurs. Counseling services will be assigned for the student as an additional layer of support, as well as potential linked services for the family through additional community resources.

When any student misses 60% or more of any given week of school, the student engagement support team will be alerted through a weekly attendance report. The reports will identify the type of attendance issue as well as if the student was in attendance but not engaged. The student engagement support team will work directly with the student, parents and teachers on a re-engagement plan. The plan will include modifications to deadlines for missed work, alternative assignments and access to the necessary learning resources and materials. A

member of the student engagement support team will serve as the liaison between the student, parent and teachers to ensure that communication is streamlined and thorough.

School Nutrition

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:

On March 17th, five TUSD schools (Magruder Middle, Hull Middle, Torrance Elementary, Carr Elementary, and Edison Elementary) served meals to anyone 18 years and under for FREE while operating under the Seamless Summer Option Waiver (SSO). Free meals were served during spring break, holidays, and all summer months (even included weekends) all the way up until the first day of school.

On August 31, 2020, we received notice from the USDA that the SSO was extended allowing TUSD Nutrition Services to provide FREE meals to anyone 18 and under until December 31, 2020. In addition to the extension of SSO, the USDA shared that they extended a number of waivers to allow even more flexibility, such as the area eligibility waiver. This allows us to operate sites that are in traditionally non-area eligible locations. With that being said, the Nutrition Services Department allowed for a bulk meal pick up to be made available at **ALL** Elementary, Middle and High Schools. Pick up times are on Mondays and Thursdays from 11am-1pm. In addition, we are allowing for an early morning pick up at the High School level from 7am-9am. Therefore, high schools will serve from 7-9am AND 11am-1pm. On Mondays, families will receive 3 days' worth of meals and on Thursdays 2 days' worth of meals. Meals will include breakfast and lunch, however weekend meals will no longer be included. During weeks where Monday is a Holiday, we will be offering the meals on the following Tuesday instead. We are allowing families to pick up their meals from any TUSD school site. Parents may continue to pick up meals for their children. Due to the extension of the waiver starting August 31st, our department ran the School Breakfast Program and National School Lunch Program from August 26th - September 2nd.

When students return to school physically, we will continue to feed all students. At the Elementary level, we will offer breakfast to the AM cohort as they enter and a grab-n-go lunch as they exit. The PM cohort will be offered lunch and breakfast for the next day as they enter. At the Secondary level, we will continue to feed students like a normal school year where there will be a snack break for a la carte sales and a lunch break. Half the kids will be on campus, so we are expecting half of our normal participation. On Wednesday, when both A/B cohorts are not physically reporting to school, we are offering a bulk meal pick up for 3 days' worth of food since they will only be physically on campus for 2 days.

All information about meal services available to families are posted on the district website, food services webpages, school websites, and are emailed to all families in English and Spanish. Schools provide meal service information to families as part of their outreach to individual families, via schoolwide events like Back to School Night, via virtual orientations, and teachers provide meal services information to students in their opening of school meetings with students.

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 Socio-Emotional Well Being	Provide site-based socio-emotional counseling at all middle and high schools. Low Income, Foster Youth and Homeless students receive priority support.	600,000	Y
Mental Health and Socio-Emotional Well Being	Provide a district-wide coordinator of psychological and counseling services to provide guidance and strategies for all counselors and psychologists, and provide wellness activities for teachers and parents. (This dollar value represents half of the total salary, to account for the time spent directly on meeting the socio-emotional needs of low income, foster youth and homeless students.)	82,000	Y
Pupil and Family Engagement and Outreach	Provide district-wide Foster Youth and Homeless outreach, coordination of services, and parent education.	166,000	Y
Pupil and Family Engagement and Outreach	Provide increased, consistent communication to parents regarding instructional services, support opportunities, and parent training opportunities, including translations for English Learner families..	150,000	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
7.42%	14,306,000

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:

With all of the schoolwide or districtwide actions in this LCP, the needs of unduplicated students were considered first, and the actions developed were created for the direct benefit of those students, even when those actions have a positive impact on the whole school or district. In actions/services budget sections, most actions and related costs that directly target the needs of unduplicated students have been

separated from schoolwide or districtwide actions. The following list of schoolwide or districtwide actions contribute toward meeting the needs of foster youth, English learners, and low income students. The actions listed in this section are specific to the actions listed in this document using LLM monies. The remaining actions, utilizing Supplemental funding, are enumerated in the second section below, and are consistent with the increased services offered annually and described by the traditional LCAP process.

Our analysis of student performance data from March to June of 2020 was a primary determiner of services for the 20-21 school year. English Learners showed dramatic increases in Ds and Incompletes at all but a few schools. Foster Youth and Homeless attendance and participation dropped significantly during the shut down, sometimes because of access to devices or connectivity, which we made every effort to address with distribution of devices, though connectivity continued to be an issue until mobile hotspots arrived much later in the year, but the biggest participation and engagement challenges were mostly due to the increased pressures on low income, foster youth and homeless families. Job loss during the shutdown more severely impacted low income, foster youth and homeless families, as a large percent of those families worked in the service industries and suffered larger job loss and reduction of income, making basic living and virtual learning conditions significantly more difficult. The need for increased virtual supports for English Learners, because learning virtually is significantly more difficult for students who do not speak English, and the need for increased intervention and socio-emotional supports for low income, foster youth, and homeless students, all drove the design of this plan, and even when some actions benefit all students, the decision and design of each action were developed to serve the specific needs of unduplicated students.

ACCESS TO DEVICES AND CONTINUITY - Provide student access to devices and hotspots to allow for remote access and participation. This is especially important for our low income students: We are providing devices and hotspots to any family in need, but a majority of the families who need devices and connectivity are low income, foster youth, and homeless students.

PUPIL PARTICIPATION AND PROGRESS - Provide site-level counseling and intervention personnel focused on supporting student attendance, engagement and participation in distance learning, and to provide additional attendance, engagement and academic support focused on English Learners, Low Income, and Foster Youth/Homeless: We know from Spring distance learning that our low income, English Learner, and foster youth/homeless students were the most prone to poorer attendance and reduced engagement. An analysis of our English Learner grades from June indicate that nearly all schools had an increase in the number of English Learners who earned Incompletes, and that our low income and foster youth/homeless students had larger decreases in attendance in the spring. Though we will provide participation and progress support to all students, we know that a majority of these services will be for English Learner, Low Income and Foster Youth/Homeless students.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT - Provide ongoing PD and PLC support throughout the year to teachers and school staff on effective use of distance learning tools, virtual instruction, supporting student learning virtually, and effective intervention strategies. Provide PD specific to the learning needs of English Learners, Low Income, Foster Youth and Homeless students. Provide summer PD to all teachers to prepare them to provide effective distance learning opportunities to all students. Specific sessions focused on the needs of English Learners: Teacher training in effective virtual instruction in summer and continuing throughout the year in teacher team PLCs was the most consistent, widely requested services from all constituencies, and by training all teachers in effective virtual instruction, aligned to common, essential standards, all students will learn at higher levels. And in every training, the specific needs of unduplicated students were the focus, including early identification for intervention, differentiation strategies, leveled reading strategies, and engagement

strategies, to ensure that all students, and particularly unduplicated students, were fully participative in distance learning, and that virtual instruction considered the needs of unduplicated students.

LEARNING LOSS

Provide a universal screener for all students in all grade levels to measure learning loss and to determine who is in need of additional instruction and learning support to bridge the gaps: All students K-12 will be assessed in ELA and Math, with the results used as a guide to identify students who have not met grade level standards. We will be able to use the gaps identified students to provide the appropriate intervention supports for those students. We will reassess later in the year to measure the effectiveness of those supports and inform next steps in helping students achieve at grade level. The universal screener is particularly important for unduplicated students, as our data shows they suffered the most during the spring, and identifying initial learning gaps in order to target the additional instructional and intervention services being provided for unduplicated students is paramount. The follow up screener is vital to measure gains and to identify persistent gaps to better inform intervention services for unduplicated students, and to determine unduplicated students who need additional summer instruction.

MENTAL HEALTH AND SOCIO-EMOTIONAL WELL BEING

Provide site-based socio-emotional counseling at all middle and high schools. Low Income, Foster Youth and Homeless students receive priority support. Unduplicated student needs are the priority for the additional site-based mental health providers. While they will support any student in crisis when the need arises, their ongoing caseload and daily counseling time is spent on meeting the increased needs of unduplicated students.

PUPIL AND FAMILY ENGAGEMENT AND OUTREACH

Provide increased, consistent communication to parents regarding instructional services, support opportunities, and parent training opportunities, including translations for English Learner families: Since March 2020, the amount of necessary communication to parents regarding virtual schedules, options for blended or distance learning, opening of school information, and the anticipated on-going communication needs for the whole year are enormous. While this increased service is provided to all families, the direct, increased communication from the district coupled with provided connectivity devices will especially impact low income, foster youth and homeless students, who often found themselves out of the loop when it came to district communications, and it will include increased translations for English learner families to access district communications in their own languages.

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

Actions listed in the preceding section are actions that are new or reflect the repurposing of existing staff with significantly changed duties, utilizing one-time, expiring LLM monies. This section represents actions that are provided via Supplemental funding and have been provided on an ongoing annual basis via the traditional LCAP process. It should be noted and not in any way underestimated, that the services contributing toward to the needs of unduplicated students provided with LLM monies in this plan, coupled with Supplementally funded services listed below, significantly exceed, by millions of dollars, the amount expected for increased services for unduplicated students.

TUSD's Supplemental Grant funding in the fiscal year 2020-21 is estimated at \$14,306,000. Though there is no traditional LCAP prepared for the 20-21 school year, we have continued a majority of goals and actions from the prior-year's 19-20 LCAP. References to Goals and Actions are aligned to the 19-20 LCAP, but are continued into 20-21.

Professional Development and PLC's (19-20 Goals/Actions: 1.1, 3.1, 3.3, 3.5, 3.6, 3.7): After continued input from stakeholders, and in-depth research, TUSD has determined that the most effective use of Supplemental funds will be to continue utilizing the dollars in a school-wide and district-wide manner. Research on effectiveness of professional development and organization of schools into Professional Learning Communities is widespread (Partnership for 21st Century Schools, 2013). WestEd (2000) cites the importance of a Professional Learning Communities in improving student learning. The National Commission on Teaching & America's Future (NCTAF) and WestEd analyzed nearly 200 studies on the impact of Professional Learning Communities leading to the conclusion that Professional Learning Communities result in "higher-impact teaching and deeper student learning" (2012). The University of Chicago Center on School Reform and the National Center for Educational Attainment emphasize that collaborative teaching environments enable "robust internal communication and extra assistance to those who are struggling," especially students of low income (2013). In order to support the fidelity of PLC's, TUSD will continue to offer centrally-based and curricular experts to lead professional development, instructional coaching, and assist in the preparation of curriculum maps, standards implementation and common formative and benchmark assessments. These central office support positions include the Director of State and Federal Projects, 1.33 FTE ELA Resource Teachers, 3.0 FTE Math Resource Teachers, and 2.0 FTE Science Resource Teachers, as well as a federally-funded Director of Curriculum. Additionally, the continuation of elementary PE teachers (6.4 FTE) allows for weekly collaboration time dedicated to developing differentiated instructional plans. Continued measures to support increased and improved services include the expansion of professional learning efforts to include two full, student free days for teachers to focus on the specific efforts to differentiate instruction and create cohesive and targeted supports for unduplicated students.

Response to Intervention and Extended Learning (19-20 Goals/Actions: 2.1, 2.2, 2.3, 2.5, 4.9): Additionally, in Visible Learning (2008), John Hattie found that "achievement is enhanced to the degree that students and teachers set and communicate appropriate, specific, and challenging goals." Based on this research, TUSD is focusing on developing effective PLC's and professional learning centered on student achievement outcomes. One of these essential elements and most effective uses of Supplemental funds in our plan is to develop and maintain a comprehensive Response to Intervention (RTI) program. In order to continue the growth of multiple tiers of intervention at all elementary schools, the continuation of elementary PE teachers as well as additional PE hours across all 17 elementary schools will provide all grade level teams with weekly dedicated time for collaboration specific to building effective interventions. The following components are identified by the RTI Action Network as essential to an RTI program: a) Universal screening for all students to determine their status against academic and social benchmarks; b) Scientifically based instruction for all students (Tier 1); c) Secondary prevention interventions (Tier 2) for students not responding adequately to Tier 1 instruction; d) Monitoring student progress, and e) Tertiary prevention instruction (Tier 3) for students making insufficient progress in response to Tier 2 instruction. Our plan addresses all of these areas. TUSD's RTI efforts set forth in the LCAP include numerous human and material resources including: Coordinator of RTI&I, nine RTI Resource Teachers, eight half-time teaching positions for middle schools, and Assistant Principals for the high schools and three largest elementary schools, focusing on intervention. TUSD will continue to provide tech licenses for academic support software for Learning A-Z/Raz-Kids digital reading supports (leveled readers, differentiated and personalized learning activities), Learn360 (digital streaming) and Proquest research database (curated journals, ebooks, dissertations, news and videos). New to 20-21 will be an entire collection of online teacher resources designed to provide access to virtual materials for students. Together, they provide powerful Common Core-aligned supports for English Learners and targeted, underperforming students, allowing for increased access to content-aligned media and additional in-school, after/before-school, and at-home

access to literacy supports. Additionally, increased funding for increased and improved services for English Learners include four ELD Program Specialists, translation staff, EL support and intervention classes, ELPAC site training, and the summer Newcomer Academy for EL students who have been in the country for three or fewer years. New in 19-20 was an ELL Learning Lab, which will continue virtually in 20-21, used as a model classroom to allow visiting English Learner teaching teams to develop their own Integrated and Designated instructional skills. During the summer of 2020, TUSD hosted a summer program for all Unduplicated (Low Income, English Learner, Foster Youth) elementary students. The program occurred virtually for all Unduplicated elementary students. Many studies have shown that students can lose knowledge or regress when not in school during the summer (Cooper, 1996). This "summer slide" could be the equivalent of one month or more of learning and can be very detrimental to student achievement. There are no free of cost summer programs available to most students, especially to targeted students in our attendance area, and many of those parents cannot afford for-pay summer programs or educational materials and/or experiences. Our summer program fills that need for Unduplicated students. Studies show that low income students (Graham, 2011) and EL students (Kuryan and Kim, 2010) often lack resources and have fewer opportunities for additional education. The summer program will concentrate on both language arts and math so that students who need assistance with either or both subjects will receive it. For high school students in need of repeating courses, Odysseyware licenses for on-line independent study access is also in place during the summer and throughout the school year. Additionally, we offered a summer Incomplete ELA makeup course for high school students who earned incompletes (no Fs given) during the March-June 2020 virtual instruction. The course was focused on writing and engagement strategies and primarily served Unduplicated students.

Social, Emotional and Behavioral Supports (19-20 Goals/Actions: 1.2, 1.4, 4.1, 4.3, 4.4, 4.6): Another element of our overall LCAP and highly effective uses of Supplemental funds is to continue implementation of the research based Positive Behavior Interventions and Supports (PBIS) program. This is a proactive, system-wide framework for creating and maintaining safe and effective learning environments in schools, ensuring that targeted students have the social skills needed for success at school and beyond. PBIS is about creating a school climate in which appropriate behavior is the norm. Research supports that implementation of school-wide PBIS was successful in achieving high fidelity of adoption, and improved "organizational health" within the schools. Data show reductions in office discipline referrals, reduction of suspensions and improved academic performance. Still, in order to address the growing data at our schools indicating students in need of social-emotional preventative supports, the updated LCAP includes the continuation of 5 FTE counseling positions that will principally support students in targeted populations across all TUSD campuses K-8. Even though the overall suspension rate for TUSD is below the Los Angeles County average, some schools are higher, especially for Low Income, English Learner and Foster Youth students. PBIS Cohort training will continue with 6 elementary and middle schools, with 20 additional schools receiving ongoing support. SWIS licensing will support the logging and data analysis of the effectiveness and impact of PBIS. Implementation of PBIS at these targeted schools will support an approach to establishing the social culture and behavioral supports needed for targeted children in a school to achieve both social and academic success. During Covid, the efforts of the PBIS staff will shift to attendance and engagement strategies for absent or unengaged students, since behavior interventions typical to normal, physical school attendance will be few. In order to fully support the multi-tiered needs of these students, TUSD has staff to lead these efforts, including the Director of FWEC, Coordinator of Family and Community Engagement, Coordinator of Psychologist Services, as well as seven full-time FWEC staff members. TUSD has allocated monies in 20-21 for additional socio-emotional supports in the high school and middle school to further support students with the greatest need. Based on consistent feedback from parents, sites, and students, each high school will be staffed with an additional 1.0 FTE (4.0 FTE total) psychologist at each high school in 2020-21 to support the needs of Unduplicated students. An additional 2.0 FTE of psychologist support will be funded among the middle schools. TUSD's continuing counseling model decreases the student-counselor ratio, provides a College-Career Counselor at each high school, access to Naviance, and funds the PSAT for all juniors. Unduplicated students face increased barriers to

college access and often lack the guidance and support they need to prepare for post-secondary options. Counselors, when consistently and frequently available to provide direct services to targeted students, will have a positive impact on their aspirations, achievements, and financial aid knowledge. Hunuit and Naviance on-line database access, and the administration of the Pre-ACT and PSAT allows for course planning and identifying students for AP courses. These services directly impact our Unduplicated students.

Parent Involvement Efforts (19-20 Goals/Actions: 5.2, 5.3, 5.4, 5.5, 5.6, 5.7): Through parent surveys, advisory meetings, and other forms of on-going dialogues with parents at both the school and district levels, there is a greater sense of understanding on how to best provide opportunities to improve parent engagement in TUSD. TUSD has determined the most effective use of Supplemental funds is for targeted efforts which include inviting and improving access for homeless and foster parents in district events as well as being developed and implemented with high quality. Upon enrollment, parents are informed about translation services and parent engagement opportunities to promote enhanced parent participation and engagement. In order to provide multiple avenues for parent participation and engagement online content for parents will also be developed and implemented. Further efforts to support families and parents include a full-time Web Administrator, a part-time School Psychologist assigned to the FWEC, and the expansion of annual events for parents such as the TUSD Wellness Fair, Parent Engagement Symposium, and the DELMAC Conference. Expanded opportunities for parent input and parent feedback were planned for 2019-20, with the reemergence of the District Communications Committee (DCC) and a newly formed Strategic Communication Initiative. DCC will be comprised of site representatives from school Title I, SSC, and ELMAC parent groups, and will provide a district-wide voice for the prioritization of Unduplicated student needs. The Strategic Communication Initiative will become a district-wide program where schools and departments adhere to a district-wide protocol for communication to better include parents in all relevant communication. In 2020-21, every school will utilize PeachJar, a district-funded web-based flyer system for each school that includes district translation services and will make consistent the distribution of flyers in English and Spanish were required.

School-specific Academic and Behavior Supports (19-20 Goals/Actions: 2.4, 3.4): Finally, as stated throughout the annual LCAP input process, stakeholders requested that some supplemental funding be shared among schools on a per-unduplicated-student basis to better serve Low Income, English Learner, and Foster Youth students by allowing schools to individualize appropriate use of supplemental funds. Our 30 schools have widely varying demographics. This allows schools the ability to appropriately differentiate services to meet the needs of their LI, EL and FY students. Central staff provide training annually to site administrators so there is clear understanding of the different criteria, circumstances, need and benefit for each intended group of students. Low Income, English Learners, and Foster Youth, both district-wide and at individual schools, perform lower on CAASPP, have reduced graduation rates and reduced college and career readiness rates, have more suspensions and classroom behavioral referrals, and have worse attendance rates than non-identified students. English Learners, additionally, are developing fluency at lower rates than our non-EL students. All site supplemental funding is required to be used to improve the learning of LI, EL and FY students, specific and distinct to each student group's needs. Low Income students often have difficulty accessing rich, educational resources outside of school. The parents of low income students often need additional support in school settings to educationally support their children. Also, low income students often have limited supervision or a safe place to go after school. To address the unique needs of low income students, schools develop actions that help address these needs. These actions include extended school day learning opportunities to allow extra time for learning, as well as a safe, supervised environment. They are provided with supplemental instructional materials and access to online learning support. Schools provide technology for low income student use that they may have limited access to outside of school. Additional counseling services are provided to low income students to connect students to social services, low cost health care, provide additional academic support, school to home communication, and in secondary schools, college and career planning, as well as college financial aid planning. Significant research also reflects what has become known as the

“summer slide,” where non-low income students often participate in rich, diverse learning and enriching experiences over the summer, whereas low income students do not, and by providing summer learning opportunities and summer reading opportunities to low income students, it helps reduce the gap between LI and non-LI students that is exacerbated each summer. Low income families often have limited or no access to outside academic support. Professional development for teachers of low income students focuses on providing tiered support within a classroom setting to allow low income students to continue to access on-time, at-grade-level instruction, while providing remediation for current and prior content. English Learner needs are centered around their need to develop fluency in English. Typical school-based supports for ELs in schools include smaller class size in sheltered and workshop classes to allow for more individualized language support, additional academic resources tailored to their reading levels, and extended school day academic supports. Additional planning and intervention time for EL Coordinators or EL teachers are often supported by supplemental funds to provide on-site PD for teachers, coordinate services for English Learners, complete the releveling and reclassifying processes, and provide effective language testing. Professional development for teachers of English Learners in the areas of Integrated and Designated Instruction aligned with EL Standards is of great need in schools and are a key component of ongoing services for English Learners. Additional literacy, reading or intervention teachers are provided to allow for more individualized classroom support, additional instruction in guided reading, and assistance with comprehension in class and on reading and writing assignments. Additional instructional technology in the classroom is provided for ELs at a smaller student-to-device ratio so that they can access online learning and translation resources, reading and comprehension subscription resources, and so they have daily use of a writing resource (like a Chromebook) with spell check, thesaurus, and diction and dictionary support. Many EL students also qualify as Low Income, or vice versa, and so a dually identified student would benefit from both Low Income supports and English Learner supports. Foster Youth, in addition to often being identified as low income, and occasionally as English Learners, and thus eligible for all of the LI and EL supports in a school, also have a unique set of socio-emotional needs due to frequent changes in living conditions, inconsistent school enrollment, and unstable or tenuous home environments. Additional psychologist or social worker time is often provided by school sites to support the traumatic history that foster youth have experienced, to provide emotional stability so they can improve their learning, to coordinate services with outside agencies, and to support school-home communication and at home academic support. School counselors are often sent to Foster Youth training workshops to help them understand the differentiated graduation requirements for Foster Youth, and to help each Foster Youth graduate from high school. Though the number of Foster Youth in each school is small, they do require significant socio-emotional and counseling support in addition to all the support an LI and/or EL student receives. Because the number of LI, EL and FY students at each school vary, schools are required to collaboratively create unique School Plans (SPSAs) with their stakeholders that are explicit in their use of supplemental funding for their targeted populations, specific actions designed to improve the performance of each group, and criteria to measure improvement and deficits. Each School Plan is individually reviewed by district administrators to verify compliance with supplemental funding requirements and inclusion of appropriate instructional interventions for each group. Once plans are approved by district administrators, they are approved by the governing board, and then monitored by district administrators throughout the school year. Through an electronic requisition submission and approval process, every site expenditure of supplemental funds must be individually pre-approved by the Director of State and Federal projects prior to submission to personnel or purchasing to ensure alignment with the school plan, district LCAP, and compliance with supplemental use policies. Measures of success will be indicated by Low Income, English Learner, and Foster Youth performance on CAASPP tests for proficiency, California Dashboard Indicators in ELA, Math, Graduation Rate, College and Career Indicator, Suspension Rate, and Chronic Absenteeism. For English Learners, additional measures of success will be indicated by releveling and reclassification data via ELPAC testing and Reclassification Rates.

