

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The COVID-19 pandemic has had a profound impact on San Marino Unified School District and its community. A stakeholder shared that there has been an increase level of “stress on students, parents, and staff over learning in a new way, not being able to go to work, managing home with work” as well as an “increase in anxiety and uncertainty for families and students.” Students are “missing out on sports and social events causing some feelings of isolation.” Another stakeholder shared that “families are moving out of the country, state, district... attending private schools and charter schools. Mental issues with insecurity and confusing guidelines. Work impact for parents, extra expenses for Internet, equipment, and materials.” Moreover, “teachers and staff have had to create and design new learning plans to meet the needs of all students, while ensuring the rigor of instruction.... It’s like our first year of teaching all over again.” Another stakeholder reported, “The impact of the pandemic on the school district has been intensely disruptive to the delivery of instruction and social cohesion of our student body. It has impacted the ability to perform and create in the fluid ways we typically do. There has been a huge wave of fear and anxiety that has swept through our educational community.”

In consideration of the impact the COVID-19 pandemic has had on the SMUSD community and communities around the globe, California Senate Bill 98 (SB 98) established the Learning Continuity and Attendance Plan (Learning Continuity Plan), which is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while streamlining meaningful stakeholder engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, which required a written report and envisioned an off-cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for local educational agencies (LEAs) to formally plan for the 2020–21 school year in the midst of the uncertainty caused by the COVID-19 pandemic. This plan, the Learning Continuity Plan, replaces the LCAP for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20. This plan is intended to memorialize the planning process that is already underway for the 2020–21 school year. All LEAs, which includes school districts, county offices of education, and charter schools are required to complete the Learning Continuity Plan.

Stakeholder Engagement

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

At San Marino Unified School District, stakeholder engagement has long been recognized as an important component of school planning and improvement. Meaningful stakeholder engagement has been linked to an improved understanding of current needs and possible solutions, more informed decision-making, greater trust between parties, and stronger- and longer-lasting partnerships. When school closure started in March 2020, SMUSD reached out to parents, community members, students, teacher and classified bargaining units, principals, and administrative teams to transition to distance learning through virtual team meetings and surveys. Site principals met with their respective School Site Councils, ELACs, and PTA leadership teams. Site and district administration met daily at the onset of school closure, followed by every Monday, Wednesday, and Friday in the spring of 2020. This was followed by School Reopening Task Force Meetings consisting of representatives from teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils: June 1, June 4, June 8, June 10, June 11, June 15, June 17, June 22, June 29, July 6, July 14, July 29, and August 3. The School Reopening Task Force was renamed as the COVID-19 Compliance Team with leaders from each of the “Ninja Groups” and continued to meet on August 5, August 6, August 19, August 27, September 3, September 10, September 17, September 24. The input and feedback from the School Reopening Task Force and the COVID-19 Compliance Team informed the content of the LCAP.

Moreover, the Governing Board met on March 24, April 28, May 8, May 12, May 26, June 9, June 17, June 23, July 13, July 21, August 25, August 28, September 8, September 22, and September 29 prior to the September 30 deadline. Input from the Governing Board in the form of public comments helped in the revision of the LCAP Plan.

The LCAP Stakeholder Group was formed on August 14, 2020 to further acquire input from key stakeholders. The Stakeholder Group was formed immediately after teachers, staff, students and parents returned from summer break and schools re-opened with distance learning. A cross-section of parent, classified employee, teacher, administrator, site and district representatives make up this Stakeholder Group. The representatives serving on the LCAP Stakeholder Group are: Alana Faure (Elementary Principal), Andrew Gayl (High School Teacher), Becki Watlington (Elementary Parent), Daryl Topalian (Middle School Principal), Erik Negroe (District Technology), Helen Spitzer (High School Parent), Jason Kurtenbach (High School Principal), Kelly Duncan (Elementary Teacher), Leyda Escamilla (High School Classified Employee), Marguerite Lindsay (Elementary Classified Employee), Maria Butron (High School Classified Employee), Marisa Kelly (Elementary Parent), Mike Lin (Elementary Principal), Nickie Oh-Saxon (Elementary Teacher), and Vangie Lingat (District Finance). The draft LCAP was presented to the parents of the Academic Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) for review and comment, while providing written feedback in response to the comments. The PAC meeting was held on September 24, 2020 and the DELAC meeting was held on September 25, 2020. A live interpreter provided Mandarin translations at the DELAC meeting.

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

Given the impacts of the COVID-19 pandemic, there has been an increased awareness of the importance and necessity for meaningful and timely stakeholder engagement. SMUSD sought consultation and stakeholder feedback regarding the development of the LCAP. Efforts were made to include stakeholders who had difficulty with internet access. Alternatives included phone and email communication. Although not needed, English translation services were available for anyone who speak languages other than English.

The LCAP Stakeholder Group met weekly on August 18, August 25, and September 1, 2020 over Zoom. Stakeholders could also call in if they did not have internet access. The facilitator of the Stakeholder meetings is multi-lingual. Feedback and comments from email correspondences were also used.

The timeline allowed for the first reading of the LCAP to happen on the scheduled school board meeting date of September 8, 2020, followed by the tentative board action date of September 22, 2020 in order to meet the September 30, 2020 deadline. The SMUSD Governing Board is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.

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

SMUSD solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan, using the most efficient method of notification possible. The Zoom chat box was used extensively to capture stakeholder input and feedback. The facilitator also took notes for those who provided verbal responses. In addition to emails, the live Zoom chat box provided the opportunity for stakeholders to submit written comments, thoughts, and ideas regarding specific actions and expenditures proposed that is included in the Learning Continuity Plan. The Learning Continuity Plan was presented to the community at a public hearing of the governing board of the school district on September 8 and September 22 for review and comment with the agenda posted at least 72 hours prior to the public hearing and include the location where the learning continuity and attendance plan will be available for public inspection.

The following summary of feedback obtained consists of ideas, trends, and inputs that emerged from an analysis of the feedback received from stakeholders.

- Although COVID-19 has closed schools, SMUSD has been responsive to the needs and input of our parents, students, faculty, and staff. It has brought people closer together and promoted more innovation in teaching and learning.
- Teachers and staff had to learn and adapt quickly to change. The increased need for and use of technology has proven to be a big impact on staff.
- The teacher and classified associations are working in close collaboration with SMUSD to meet each challenge during this pandemic. Instructional schedules and the workday were negotiated and put into MOUs.
- Parent organizations are willing and ready to help where help is needed.
- District Technology has never been busier, distributing devices and hotspots, deploying a new learning management system, providing tech support to students, parents, teachers and staff.
- Teachers are collaborating to develop and revise assessments to measure student growth and progress.
- Technology support and functional devices are needed for teaching and learning.
- Professional development is needed to effectively transition to distance learning.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan by the specific actions that SMUSD will be taking. The aspects of the Learning Continuity Plan that were influenced by or developed in response to stakeholder feedback include:

- The need for ongoing professional development in two domains equity and instructional technology.
- Equity: Implicit Bias Training; Trauma Informed Practices; Positive Behavioral Interventions and Supports (PBIS); Restorative Justice.
- Instructional Technology: teacher laptops, student chromebooks, document cameras, monitors, cables, adapters, mice, keyboards, microphones, Schoology, Zoom, Achieve3000, EveryDay Math, Mystery Science, Edmentum-Reading Eggs, GoGuardian, Renaissance, MasteryConnect, BrainPop, Learning A-Z, Raz Kids.
- Provide support to teachers, students, and families in the use of instructional technology.
- Chromebooks and wireless hotspots for students.
- Reading intervention program for at-risk readers.
- Mental health services through Care Solace.
- Food Services will provide Grab-and-Go lunches to students.
- PPEs, sneeze guards, digital thermometers, static disinfectant sprayers, additional cleaning and disinfecting supplies.

Continuity of Learning

In-Person Instructional Offerings

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

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction is not immediately allowable under state and county health orders. However, SMUSD is prepared to offer in-person instruction when it is safe to do so. SMUSD's classroom-based instructional schedule model includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles. Moreover, grade-levels and subject departments are regularly collaborating to develop a systematic cycle of assessments, including initial screenings and formative and summative assessments to identify students who have experienced significant learning loss due to the school closures in 2019-20. SMUSD will use assessment data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. The actions SMUSD will take when health and safety allow a return to in-person instruction include the purchase of materials and the hiring of personnel needed to increase or improve services for foster youth, English Learners, or low-income students. As guidance is provided by the Center for Disease Control (CDC) and Department of Public Health (PDH) for in-person instruction, SMUSD will begin the transition to an in-person instructional model consistent with state and county guidelines. The in-person instructional model will continue to reflect the required number

of daily instructional minutes inclusive of synchronous and asynchronous instruction and include protocols and procedures to ensure the safety of students and staff consistent with CDC and PDC guidelines.

For elementary school students, the schedule incorporates daily synchronous and asynchronous instruction.

	TK-K	1	2	3	4	5
8:30-9:00	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA	Enrichment: PE, Music	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA
9:00-9:30	Enrichment: PE, Music	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA
9:30-10:00	Office Hours/ 50 mins Asynchronous Work SAI/ELD/ MTSS	Enrichment: PE, Music,	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA	Morning Meet/Synchronous Learning: ELA
10:00-10:30	Recess Break					
10:30-11:00	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math
11:00-11:30	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math	Synchronous Learning: Math
11:30-12:00	Lunch	Lunch	Synchronous Learning: Small group/reading	Enrichment: PE, Music	Office Hours/ 60 mins Asynchronous Work SAI/ELD/ MTSS	Office Hours/ 60 mins Asynchronous Work SAI/ELD/ MTSS
12:00-12:30	Office Hours/ 50 mins Asynchronous Work SAI/ELD/ MTSS	Synchronous Learning: Small group/reading	Lunch	Lunch	Office Hours/ 60 mins Asynchronous Work SAI/ELD/ MTSS	Enrichment: PE, Music
12:30-1:00	Synchronous Learning: ELA	Office Hours/ 50 min Asynchronous Work SAI/ELD/ MTSS	Office Hours/ 50 mins Asynchronous Work SAI/ELD/ MTSS	Office Hours/ 50 mins Asynchronous Work SAI/ELD/ MTSS	Lunch	Lunch
1:00-1:30	Synchronous Learning: Small group/reading	Office Hours/ 50 mins Asynchronous Work SAI/ELD/ MTSS	Office Hours/ 50 mins Asynchronous Work SAI/ELD/ MTSS	Office Hours/50 min Asynchronous Work SAI/ELD/ MTSS	Enrichment: PE, Music	Office Hours/ 60 mins Asynchronous Work SAI/ELD/ MTSS
1:30 - 2:30	Mondays: District Driven PD	Prep/Conference Period	Prep/Conference Period	Prep/Conference Period	Prep/Conference Period	Prep/Conference Period

For secondary school students, the period schedule involves synchronous time every day except for Friday, which has asynchronous time from 12:45 PM - 2:30 PM.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
7:10 - 8:00	Period 0	Period 0	Period 0	Period 0	District-Driven PD/Faculty/Leadership Meetings (60 min)	8:00-9:00
	(50 min)	(50 min)	(50 min)	(50 min)	Period 0 (17 min)	
8:00 - 8:30	Department & Grade Level Collaboration	Office Hours	Department & Grade Level Collaboration	Office Hours	Passing Period (3 min)	9:00-11:27
8:30 - 9:20	Period 1	Period 1	Period 1	Period 1	Period 1 (17 min)	
	(50 min)	(50 min)	(50 min)	(50 min)	Passing Period (3 min)	
9:20 - 9:25	Passing Period (5 min)	Passing Period (5 min)	Passing Period (5 min)	Passing Period (5 min)	Period 2 (17 min)	
9:25 - 10:15	Period 2	Period 2	Period 2	Period 2	Passing Period (3 min)	
	(50 min)	(50 min)	(50 min)	(50 min)	Period 3 (17 min)	
10:15 -10:25	Break (10 Min)	Break (10 min)	Break (10 Min)	Break (10 min)	Break (13 min)	
10:25 - 11:15	Period 3	Period 3	Period 3	Period 3	Period 4 (17 min)	
	(50 min)	(50 min)	(50 min)	(50 min)	Passing Period (3 min)	
11:15 - 11:20	Passing Period (5 min)	Passing Period (5 min)	Passing Period (5 min)	Passing Period (5 min)	Period 5 (17 min)	
11:20 - 12:10	Period 4	Period 4	Period 4	Period 4	Passing Period (3 min)	
	(50 min)	(50 min)	(50 min)	(50 min)	Period 6 (17 min)	
12:10 - 12:45	Lunch (35 min)	Lunch (35 min)	Lunch (35 min)	Lunch (35 min)	Lunch (38 min)	11:27-12:05
12:45- 1:35	Period 5	Period 5	Period	Period 5	Teacher Collaboration/Teacher-Driven PD/Department Meetings/IEP Meetings/ Collaboration (145 min)	12:05-2:30
	(50 min)	(50 min)	(50 min)	(50 min)		
1:35 - 1:40	Passing Period (5 min)	Passing Period (5 min)	Passing Period (5 min)	Passing Period (5 min)		
1:40 - 2:30	Period 6	Period	Period 6	Period 6		
	(50 min)	(50 min)	(50 min)	(50 min)		

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

Description	Total Funds	Contributing
Purchase an adequate supply of PPEs, sneeze guards, cleaning and disinfecting supplies, digital thermometers, and static disinfecting sprayers. This would allow students to access the campus facilities while providing physical protection to all on campus.	\$100,000	N
Hire enough personnel to provide screening, monitoring, supervision of students.	\$35,000	N
Create a symptoms lounge at each school for students running a fever, a cough, having shortness of breath, or having had contact with someone with COVID in the last 14 days. Health Aide needed at all school sites.	\$35,000	N
Retain a sub pool to provide coverage if a staff member needs to stay home and quarantine. The cost of one teacher on leave requiring a sub is \$36,000 per year.	\$36,000	N
Implement traffic flow, floor markings, staggered schedules to maximize social distancing.	\$10,000	N
Implementing the ability for classes to be conducted out in the open whenever possible (outdoor shade equipment)	\$20,000	N

Distance Learning Program

Continuity of Instruction

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

SMUSD will provide continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. All SMUSD teachers are using the Schoology Learning Management System. Schoology training has been provided in professional development. All SMUSD teachers are also using Zoom or Google Meet to provide synchronous instruction. For students unable to connect due to internet issues, SMUSD has distributed wireless hotspots. For students who do not have devices, Chromebooks have been distributed. Tech Support is provided real-time through LiveChat.

Using Schoology, SMUSD has developed or utilized curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. All students have access to their SMUSD Google accounts. Signing in through Clever, pupils have access to a wealth of subscription-based curriculum and services such as: TypingClub, Achieve3000, Everyday Math, Mystery Science, Edmentum-Reading Eggs, Renaissance, BrainPop, Learning A-Z, Raz Kids, ThinkCentral.

Access to Devices and Connectivity

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

SMUSD ensures access to devices and connectivity for all pupils to support distance learning whenever it occurs. The process SMUSD used to ascertain student needs is as follows:

- The CTO sent multiple district-wide messages via the District Newsletter, BlackBoard email blasts, and website posting to ascertain student device and connectivity needs.
- Principals reminded parents in their weekly communications the messages from the CTO.
- Families complete submit their device needs with the District Technology Department via LiveChat or submit an online form to state the technology needs.
- The District Technology Department coordinates drive-thru pickups as well as in some cases delivers the needed devices directly to student homes.

SMUSD's plan for devices and connectivity ensures access to distance learning for all pupils. SMUSD ensures students and families with unique circumstances access to devices and connectivity by having drive-through Chromebook and hotspot pickups as well as special home deliveries cases.

The methods used to reach students and families who were unable to access devices and connectivity following school closure in the 2019-20 school year included making announcements in newsletters, email blasts, website postings, postings on social media (Twitter and Facebook), announcements in open Board meetings, announcements by site principals and classroom teachers, who made phone calls home.

Pupil Participation and Progress

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

SMUSD will track and monitor student progress through live contacts and synchronous instructional minutes. Attendance and time value will be measured by the daily and period attendance on PowerSchool. Elementary school teachers are collaborating within and between schools to develop new grading protocols for distance learning to document student learning and progress.

Elementary teachers engage in synchronous instruction everyday for 90 minutes of ELA and 60 minutes of Math. There is also an additional 30 minutes of synchronous time everyday for PE, Music, SEL, or Library. Students also receive 50 – 60 minutes of asynchronous time each day. The total minutes meet the requirements in SB98.

Secondary school teachers have synchronous teaching the entire day Monday-Thursday. On Fridays, students get a half day of synchronous instruction and half day of asynchronous instruction. The total number of minutes for the middle and high school students exceed the instructional minutes requirements in SB98.

Time value will be given to assignments that fulfill instructional minute requirements provided through virtual learning, as certified by the instructor. (Ed. Code, 43502(e)(3).) Teachers will complete attendance each day for synchronous and asynchronous instruction. Student attendance and participation will continue to be monitored and tracked to support student learning. Distance learning attendance will be taken daily in PowerSchool. Absences will be coded to ensure that attendance complies with the mandates under SB-98. Chronic absentee

letters and attendance letters will continue to be sent out via PowerSchool. When a student absence occurs, parents should contact the school and inform the school of the reason for the absence. If there is no communication from the parent, the site will contact parents/guardians and determine whether the absence is Excused or Unexcused. The purpose is to keep in contact with the parents or guardians of the student to make sure the student is actually attending (virtual) class, and to ensure the needs of the student are met to keep students attending class, mitigating learning loss.

Distance Learning Professional Development

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

Per the “Professional Learning and Relationships” section in the CDE’s “Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools”, special attention to professional relationship and learning is required, especially when schools utilize new instructional models. That is, “any large-scale transition for schools can only be achieved with commitment through strong educator supports. Educators must be supported in ways that allow them to focus on student learning. An important part of this support should include building and nurturing staff relationships. This can be achieved by addressing the strain of isolation through video conferencing, digital environments, and time for educators to stay in touch with each other, and by ensuring teachers have agency in determining the focus of professional learning (PL). PL sessions should also be facilitated with adult social–emotional learning in mind, incorporating practices such as welcoming rituals, engagement activities, and optimistic closures.”

Anecdotal and survey data collected by the Reopening Taskforce during the summer of 2020 indicate a need for regular communication in the form of newsletters, videos, and/or coffee meetings hosted by site principals. This communication is essential in helping teachers and families transition to distance learning and to a new instructional program model. Also, the MOU with the San Marino Teachers Association defines time set aside for weekly professional development that provide staff and administration a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. Technological support is provided by a dedicated staff at the District’s Technology Department.

Specific professional development teachers will receive include LACOE’s Implicit Bias training, PBIS training, Trauma Informed Practices training, and Zoombombing mitigation training. Teachers also receive COVID mitigation training. Teachers will also receive Schoology training and training on how to use specific distance learning tools and applications.

Per the MOU with the San Marino Teachers Association, there will be weekly 1-hour District-Provided Professional Development on Mondays for the elementary grade levels and on Fridays for the secondary grade levels.

Staff Roles and Responsibilities

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

SMUSD has adapted the roles and responsibilities of employees that have necessarily changed as a result of COVID-19. In collaboration with the teachers association and classified union, modifications have been made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students. Custodial duties and schedules have been changed to reflect cleaning and disinfectant guidelines. Classroom teachers are using Schoology as their main platform to deliver instruction and assess learning. Changes to classified employees' roles and responsibilities have also been made when those original roles and responsibilities were not feasible in a remote environment. Inclusion aides and instructional assistants provide small-group instruction in Zoom breakout rooms. Cohosting allows classroom aides to help with Zoom classroom management. Noon supervisors are helping wipe down lunch tables for ELPAC testing as well as to conduct temperature screening at the front gate for staff and visitors.

Supports for Pupils with Unique Needs

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

SMUSD is developing additional support during distance learning to assist pupils with unique needs, including additional supports provided to the following groups: English learners; pupils with exceptional needs served across the full continuum of placements; pupils in foster care; and pupils who are experiencing homelessness. Food Services is running a daily Grab-and-Go to provide healthy and nutritious lunches to students. SMUSD is providing Care Solace mental health support. Chomebooks and hotspots can be picked up or delivered. Students have access to a Lexile-specific reading program with Achieve3000. At-risk students will have access to small-group reading intervention instruction. In addition to all teachers being CLAD-credentialed, English learners with unique needs have access to designated small group ELD instruction. The Specialized Academic Instruction (SAI) program addresses the exceptional needs of students with disabilities. General education teachers are service providers for all students with disabilities to afford the least restrictive learning environment possible. Moreover, all teachers incorporate depth and complexity in their instruction to reach exceptional students who are gifted. Pupils in foster care and pupils who are experiencing homelessness receive additional support in counseling, mentoring, office hour tutoring, and other related services. The actions below will help gather student data, which will be evaluated regularly to ensure students are properly placed in the appropriate intervention. Groupings will be flexible with students being excited when meeting the criteria. Evidenced-based intervention strategies, such as Multi-Tiered Systems of Support (MTSS), will be used to determine the effectiveness of services and supports provided for students during distance learning.

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

Description	Total Funds	Contributing
Provide Professional Development on Implicit Bias, Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice	\$12,500	N
Purchase Zoom licenses for teacher to host classroom lessons	\$4,000	N
Purchase laptops for teachers use (the current laptops are too old)	\$165,000	N

Description	Total Funds	Contributing
Purchase document cameras, monitors, cables, adapters, mice, keyboards, microphones	\$47,385	N
Implement Elementary Reading Intervention (hire hourly certificated intervention teachers)	\$100,000	Y
Purchase Everyday Math Student Licenses	\$35,000	N
Purchase wireless hotspots (217 more ordered, \$20/month) for students so they may be able to attend school	\$45,000	Y
Purchase chromebooks for students (2160 units); current chromebooks are too old	\$500,136	N
Pay for Food Services Salaries (August 2020 – May 2021), Projected	\$620,000	N
Provide Foster Youth Transportation	\$5,000	Y
Subscribe to Care Solace Mental Health Program	\$8,500	Y
Purchase Achieve3000 (online reading program)	\$14,000	N
Purchase Mystery Science (online access)	\$2,000	N
Purchase Edmentum-Reading Eggs (online program)	\$1,000	N
Purchase Typing Club (online program)	\$4,000	N
Purchase Renaissance (reading program)	\$6,000	N
Purchase MasteryConnect (online grading and gradebook program)	\$4,000	N
Purchase BrainPOP (online program)	\$3,000	N
Purchase Learning A-Z (online program)	\$1,000	N
Purchase RazKids (online program)	\$1,000	N
Purchase GoGuardian (student monitoring and supervision program)	\$8,000	N
Purchase Kami (PDF editing software for all students)	\$1,878	N

Pupil Learning Loss

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

SMUSD schools will assess pupils to measure learning status within any instructional model. Regular assessments will be replicated on Schoology and MasteryConnect. These are the same assessments (quizzes, unit tests, formative and summative assessments) that will be ported over from paper to digital media. Students will be assessed as frequently as they were assessed in previous years. All students picked up their curricular and instructional materials in the first week of school in August. For ELA and ELD, assessments are also in the form of student engagement, participation and other means of authentic assessments that reflect student learning, achievement, motivation, and attitudes on learning activities. For Mathematics, traditional types of assessments such as multiple choice, fill-in-the-blank, and procedural derivations that check for student understanding of core mathematical concepts will be developed by teams of teachers working in collaboration. The Schoology Learning Management System enables the tracking of student progress in a variety of ways that include proficiency tracking as well as numeric grades tracking. Assessment tools measure student knowledge, not just their memory, with interactive questions that keep up with teachers' imaginations. The learning management system also provides flexibility for teachers to personalize content and pace learning based on the proficiency and interests of each student. The data gathered at the course-level, grade-level, or school-level allow instructors and administrators to know what is working and what is not. Teachers will incorporate UDL principles to create activities while offering students a choice on how they learn.

Pupil Learning Loss Strategies

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

SMUSD Zoom classrooms will offer break out rooms with whole group instruction that grade level expectations and small group instruction for individualized and leveled support. Through Universal Design for Learning, instruction is differentiated, giving students options for work, adjusting to student's learning styles and unique needs. Access is provided via multiple means of engagement with options that optimize individual choice and autonomy, relevance, value, and authenticity, while minimizing distractions. Alternative means of displaying and communicating information allow for reaching multiple ways of learning. Student responses are captured in multiple ways using digital tools and technologies.

For English learners, use of visuals will help reinforce spoken and written words. Gestures are employed to add emphasis and speech is adjusted to enunciate and repeat words or phrases. Shorter sentences, fewer pronouns, simpler syntax, and longer natural pauses will continue to be used. Intonations are exaggerated at appropriate times to emphasize and stress high-frequency vocabulary words. Idioms are kept to a minimum while the meaning of words and phrases are clarified for context. English learners will access participatory learning in an environment managed by the teacher to be of low anxiety and high enthusiasm.

For low-income pupils who are struggling academically, targeted intervention strategies will implement a Multi-Tiered System of Supports (MTSS). One ounce of prevention is worth a pound of cure. Problem-solving involving collaboration with the Student Success Team, goal-setting, daily homework check-in, binder reminders, lunch group, positive phone call home, matching with a role model or mentor, peer tutor, behavior contracts and access to Accelerated Reader and Achieve 3000 tools.

In addition to the strategies for low-income pupils, foster youth, students will have dedicated counselor support to help the pupil develop relationships, trust, and a feeling of belonging. Positive relationships can be gained through school-based clubs. Positive Behavioral Interventions and Supports (PBIS), restorative justice, and other school-wide social-emotional interventions provide a basis of support.

For exceptionally gifted students, instruction is differentiated for depth and complexity as evidenced with advanced content and acceleration. Learning objectives will vary in depth and breadth and instruction will offer a variety of teaching methods such as inductive, deductive and project-based strategies. Open-ended questioning and assignments based on Bloom's Taxonomy along with an emphasis on higher order thinking skills will enhance challenge.

Exceptional students with disabilities have individualized educational plans that meet the specific needs through designated instruction and services and related services. Students with disabilities have access to the least restrictive learning environment that maximizes educational benefits. This can be in the form of accommodations as in a 504 Plan or a combination of accommodations and modifications as in an IEP. Service minutes are determined by a team based on recommendations derived from assessment measures. Among the hundreds of strategies, here is a short list: providing alternative options, establishing prompts and cues, using a project checklist, providing organizational tools, limiting distractions, extra time to complete assignments, providing high-contrast materials that minimizes visual clutter, keeping days and activities structured, adapting the learning environment to reduce sensory stressors, using graphic organizers, providing emotions cards to communicate feelings, providing a study guide, and using rewards charts.

For pupils who are experiencing homelessness, the schools will provide professional development for teachers to examine personal beliefs about homelessness to become aware of implicit biases and perceptions. Teachers of homeless students will learn about the McKinney-Vento Act and its legal protections for homeless children and unaccompanied youth. The school will become familiar with available community resources specifically for children and families in order to advocate and network to help meet students' needs. Strategies include providing a consistent and caring environment is the basis for establishing quality relationships between teachers and students; just knowing that teachers care builds self-esteem and makes students more likely to regularly attend school and put more effort into their schoolwork. Teachers' advance planning include developing: a) learning packets containing background information that students can use as a catch-up tool; b) assessments for subject matter, reading comprehension, and writing; c) a personal information assessment or journal assignment, which will both help the teacher get to know the student and provide a sample of writing skills; and d) a short list of class rules and procedures. As students arrive, the teacher can provide these items and then connect new students to others who enrolled late but are succeeding.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

While taking student safety and wellbeing as the top priority, instructional schedule models all focus on ensuring student learning and competency development while also considering a student's social-emotional well-being. No matter the instructional schedule model, SMUSD continues to work to eliminate the barriers to student success that existed before the closure. The effectiveness of services and supports provided to eliminate these barriers and address learning loss are measured by assessments. Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning. Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals. Here is a list of strategies to measure the effectiveness of eliminating barriers to learning:

- SMUSD uses a data management platform to collect, house, and disaggregate local data on a regular basis.
- The San Marino Teachers Association and SMUSD developed a regularly scheduled time for grade-level teams and staff meetings to engage in cycles of inquiry around student data.
- SMUSD and each school site has established a common protocol for regular and consistent communication to parents.
- Interventions include a regularly scheduled office-hour sessions through video conference, scaffolding for specific task assignments, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda.
- Students in upper grade levels are offered guidance for monitoring their own progress and implementing interventions independently, if appropriate.
- Formative assessment examples include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions.
- SMUSD focuses on a continuous improvement learning model when reviewing all assessment data
- The Schoology Learning Management System provides opportunities to assign students quiz-style assessments that they can complete synchronously (in real time through distance learning) or asynchronously (learning same material at different times/locations). Depending on the purpose of the assessment, students may be permitted to complete the assessment multiple times to allow for reteaching.
- Learning goals are clearly established and explicitly communicated to students. Teachers provide students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal. In a virtual environment, this includes prominently posting the learning goal or essential question on a teacher's web page or Schoology page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week's lessons and activities.
- Through UDL, teachers offer choice boards, which provide students with a variety of options that demonstrate learning and allow students to revise or resubmit work after reteaching or receiving feedback. Feedback is timely, specific, and actionable, either through written or oral communication, videos or sound recordings, or student-to-student feedback in online breakout sessions.
- Teachers work with students to develop a portfolio (online or paper), selecting their work products to put in an online file, and submitting reflection videos.

The data gathered at the course-level, grade-level, or school-level allow instructors and administrators to know what is working and what is not. Teachers will incorporate UDL principles to create activities while offering students a choice on how they learn. The actions below will help gather student data, which will be evaluated regularly to ensure students are properly placed in the appropriate intervention. Groupings will be flexible with students being excited when meeting the criteria. Evidenced-based intervention strategies, such as Multi-Tiered Systems of Support (MTSS), will be used to determine the effectiveness of services and supports provided for students during distance learning.

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

Description	Total Funds	Contributing
Deliver Schoology training to teachers so teachers may use the learning management system for teaching	\$30,000	N
Provide Schoology training for substitutes (15 subs x 1.5 hours)	\$1,000	N
Hire 3 Temporary, Part-Time Attendance Clerks (19 hours/week) to facilitate student engagement logs	\$75,000	N
Hire Elementary Reading Intervention Specialists	\$100,000	Y
Purchase Everyday Math Student Licenses (student textbooks for online use)	\$35,000	N

Mental Health and Social and Emotional Well-Being

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

Like communities all over California and around the world, the SMUSD community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others. This stress is compounded by constant news of civil unrest and economic turmoil. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community.

SMUSD has partnered with the Los Angeles Office of Education to provide professional development in Implicit Bias Training, Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and Restorative Justice to support safety, wellbeing, and mental health for students and staff. Pupils and staff are provided with the following resources to address trauma and other impacts of COVID-19 on the school community: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; cultural, historical, and gender curriculum that align with the curriculum frameworks, which include information on how to ensure access and equity for all students. Also, through Care Solace, the community has access to reliable and high-quality mental healthcare services, regardless of income level.

Pupil and Family Engagement and Outreach

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

The procedures for tiered reengagement strategies for pupils who are absent from distance learning start with communicating accurate, consistent, and timely information about distance learning and its services and supports. CA Compulsory Law requires that parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise exempt. The SMUSD BP and AR 5113, respectively, guide families and staff on the importance of school attendance and the provisions in place to address chronic absenteeism in support of students and families. For distance learning, the district will work alongside staff, students, and parents to ensure that students are connecting to their virtual learning classroom on a daily basis. When a student misses a virtual lesson or synchronous instruction, teachers will reach out to a parent/guardian to determine the cause of the absence and provide support to the student and family. When a student continues to miss school, the teacher will report it to the attendance clerk, and/or administrator, who will then reach out to the parent/guardian to determine the barriers preventing the student from attending or participating.

The PowerSchool information system will log student attendance captured by teachers. Pupils who are absent from distance learning for more than 3 schooldays or 60% of the instructional days in a school week will be notified. Interpreters are available to provide outreach to pupils and their parents and guardians who speak languages other than English. The procedure for tiered reengagement includes: verification of current address and contact numbers for each enrolled pupil; daily notifications to parents/guardians of absences; counselor and administrator outreach to determine if the pupil needs connection with health and social services; and if necessary, transitioning the pupil to full-time in-person instruction when feasible and safe.

Distance learning attendance will be taken daily in PowerSchool. Teachers will complete attendance each day for synchronous and asynchronous instruction. When appropriate, time value will be given to assignments that fulfill instructional minute requirements provided through virtual learning, as certified by the instructor. (Ed. Code, 43502(e)(3).) Student attendance will continue to be monitored and tracked to support student learning. Absences will be coded to ensure that attendance complies with the mandates under SB-98. Chronic absentee letters and attendance letters will continue to be sent out via PowerSchool. When a student absence occurs, parents should contact the school and inform the school of the reason for the absence. If there is no communication from the parent, the site will contact parents/guardians and determine whether the absence is Excused or Unexcused. The purpose is to keep in contact with the parents or guardians of the student to make sure the student is actually attending (virtual) class, and to ensure the needs of the student are met to keep students attending class, mitigating learning loss.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

A successful nutrition program is a key component to every educational environment. School meals protect the most vulnerable children against hunger. A child cannot focus on learning when they are feeling hungry. School meals boost learning, and studies show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy and appealing meals in schools is extremely important.

SMUSD has considered national, state, and local health and safety guidelines in the transition of food service operations to Grab-and-Go. Food service discussions have focused on ensuring that students participating in all learning models have access to healthy meals. Through Grab-and-Go, SMUSD provides 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.

SMUSD’s food service operations have adeptly transitioned to the on-site meal pickup system and is ready to implement modified operations when it is safe for students to return back to school. Standard operating procedures have been revised and trainings have been conducted to ensure compliance with Child Nutrition Program requirements and procuring equipment, supplies, and menu options necessary for meal service.

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

Section	Description	Total Funds	Contributing
Hire Elementary Health Aide	Oversee infection control measures; conduct vision, hearing, and health screening; provide healthcare to students and staff.	\$35,000	N
Provide designated and integrated ELD services	ELD Coordinator, ELD teachers at each school, ELD aides at each school	600,000	Y
Provide social-emotional services	Each school site to employ counselors to provide both academic and social-emotional services to students	200,000	Y
Provide Mental Health Services	Care Solace Mental Health Program	\$8,500	Y
Provide Nutrition (Lunch)	Food Services Salaries (August 2020 – May 2021), Projected	\$620,000	N

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
3.01%	\$742,291

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.]

As the result of COVID-19, students with unique needs are most at risk of learning regression and disengagement. In response, in developing actions and services for students most at risk, SMUSD considered the specific needs, conditions and circumstances of students as they participate in distance learning. The action or aspects of the action based on these considerations resulted in introducing services that meet the needs of the students in response to the COVID-19 pandemic. The Increased Apportionment for Enrollment of unduplicated pupils (UDPs) is based on the LCFF supplemental grant.

The services that are being funded and provided on a districtwide basis are principally directed towards providing additional supports and interventions to best meet the needs of students most at risk of learning regression; English learners, Foster Youth and Low-Income students. These include services provided through Care Solace Social Emotional Well-Being Services, Implicit Bias, Trauma Informed Practices training to assist staff in addressing students’ social emotional needs and providing direct social emotional well-being services to students needing additional supports and interventions to help mitigate the negative effects of COVID-19. SMUSD also provides Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice Practices to help build community, increase student-school connectedness and participation. Additional actions and services principally directed towards increasing student successes include an EL Coordinator and EL educational assistants to provide additional academic support to English learners, reading intervention specialists to provide ongoing academic supports and interventions, and foster youth transportation services to increase student access to supports and services.

These actions were intentionally designed to help mitigate the negative impact of the COVID-19 pandemic on English learners, Foster Youth and Low-Income students and provide the academic and social-emotional well-being needs of students providing increased or improved services as compared to what is received by all students. Each of the actions and services provided considered to meet the needs of students who may have difficulties accessing academic and social emotional resources necessary for learning and access during distance learning.

These services are principally directed towards and are effective in meeting the district's goals for its unduplicated pupils and are the most effective use of the funds to meet the district's goals for its unduplicated pupils. Alternative considerations were considered, but supporting research and experience indicate that given the specific needs of the educational community, the services described in this plan optimally meet the needs.

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

SMUSD considered the needs for professional development, reading intervention, social-emotional learning, and social justice as gathered from stakeholder groups and designed districtwide actions to address these needs and how these actions are intended to meet the specific needs of the unduplicated pupil groups in response to COVID-19. These services marked in this Learning Continuity Plan are principally directed towards meeting the needs of unduplicated students specifically through additional targeted actions. These services contribute to the increased or improved services requirement for foster youth, English learners, and low-income students and contribute to meeting the percentage calculated are considered improved or increased relative to services provided to all students.

The needs of the English Learners:

Data from CDE has shown that English Learners performed well below criteria established for the English/Language Arts standards. Research also show that parents of English Learners can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Parents who speak little or no English can contribute to their children's education is very valuable ways. To meet current educational demands, English learners need additional help, and teachers need a great deal of support. The ELD Coordinator, ELD teachers and ELD aides will provide designated and integrated ELD services above and beyond what each teacher can provide in the mainstreamed setting. Data from the ELPAC will inform the creation of individual English learner profiles that would serve as the foundation for the development of proficiency plans for EL students. This serves as a framework for educators to collaborate while sharing best practices. Assessment results will also be used to identify and purchase supplemental materials to supplement the existing ELA/ELD program. Parent education and resources will be provided by the ELD Coordinator and ELD staff.

The needs of Low-Income, Foster and Homeless Youth:

The Office of Instructional Services will continue to monitor and support students to ensure that are low-income, Foster and Homeless youth attend school daily and that they are engaged in the school. It is understandable that a digital divide exists for low-income, foster, and homeless students who may have less familiarity with or access to the use of technology outside of the classroom. To address this need, staff are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Hotspots and chromebooks are issued to provide hardware access. Live tech support is available for students and parents. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Extra interventions and counseling sessions are provided every week that are above and beyond what all students receive. It is also understood that a lack of food resources in the home can contribute to a decline in a student's academic performance. Families are provided with information on food resources, including food distribution events occurring throughout the county besides are free lunch program. Reading intervention teachers will help close the achievement and learning gaps. Each school site will continue to employ counselors and the subscription to Care Solace will provide academic and social-emotional services. Moreover, training will be provided for all staff on Implicit Bias, Trauma Informed

Practices, Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice will focus on leveling the playing fields for SMUSD's students most at risk of learning regression.