

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alliance Renee & Meyer Luskin Academy High	Andrew Vega, Principal	avega@laalliance.org (323) 905-1210

General Information

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

Alliance Renee & Meyer Luskin Academy High (Luskin) is a publicly-funded charter school in the Alliance College-Ready Public Schools charter network. Luskin was founded to serve historically underserved communities in the Los Angeles area, with the majority of students being low-income students or students of color. As a result, Luskin’s students have been profoundly impacted by the Covid-19 pandemic. In order to meet our family’s needs, Luskin has, therefore, looked closely at stakeholder feedback to ensure that we provide the services needed to support our community.

Stakeholder Engagement

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

Luskin values the voices of stakeholders and developed its distance learning and in-person instruction plans based on input from students, families, and staff. In order to provide the best experience possible for families throughout the spring and summer, the Alliance College Ready Public Schools (Alliance) and Luskin sent regular communications to families and publicly posted resources about distance learning and COVID-19 online. Alliance and Luskin concurrently sent surveys to stakeholders, including families, scholars, and staff, to gain feedback on their experience and to inform planning for the 2020-21 school year. Additionally, Alliance mobilized a working group of administrators, teachers, and staff from across the network to provide expertise and determine the network’s distance learning and reopening plans.

The outreach conducted in the spring and summer largely resulted in the planning outlined in this Learning Continuity and Attendance Plan (Learning Plan). However, Luskin also further engaged with stakeholders after the development of the Learning Plan by providing notice to stakeholders to provide written comment on the document. Furthermore, the Alliance Governing Board held public comment in its September 10, 2020 meeting to gain additional feedback before the September 23, 2020 board action. The Learning Plan has been constructed based on the valuable feedback that we received.

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

All of Luskin's stakeholders had the opportunity to provide feedback on the Learning Continuity and Attendance Plan virtually at the September 10, 2020 meeting of the Governing Board of Alliance College Ready Public Schools. In order to facilitate participation during the pandemic, the Governing Board provided stakeholders with the opportunity to call in to the meeting and provide comment either in English or Spanish. The meeting materials were also posted publicly 72 hours in advance to allow stakeholders to review the materials prior to the public hearing.

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

In order to conduct planning for 2020-21 that reflected the needs of stakeholders, Luskin incorporated the following feedback into the Learning Continuity and Attendance Plan:

Stakeholder Surveys

Based on surveys conducted in the Spring, Luskin collected the following input:

- Staff and parents generally indicated a low level of comfort with returning to school physically in August.
- A significant number of stakeholders reported that someone in their household had a condition that makes them at-risk for Covid-19 complications.

Alliance Working Group

Pulling on the wisdom of administrators, teachers, and staff from across the network, Luskin identified the following input regarding the Learning Continuity and Attendance Plan:

- All instruction needs to be available asynchronously to ensure equity of access.
- Should shift to including more (recorded) synchronous elements, especially Tier 1 selected synchronous supports (e.g. small group instruction / office hours)
- Need to focus our efforts and professional development to ensure quality of implementation across asynchronous and synchronous elements
- Increase number of scholars on campus over time as build capacity for health and safety measures
- Prioritize highest-need scholars who may be experiencing economic hardship, have challenging virtual learning environments, and/or would benefit from intensive in-person supports
- Ensure focus on meeting scholars' mental health and social-emotional needs through trauma-informed practices

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

Feedback provided by the stakeholders and the working group impacted the plan in the following ways:

- Decision to implement a hybrid model, rather than a fully in-person instructional model, in addition to a distance learning model
- Decision to introduce cohorts into the hybrid model to ensure a gradual reopening with an emphasis on ensuring the safety of students
- Process of prioritizing high-needs students for in-person instructional cohorts to align reopening decisions to student need
- Decision to continue to provide asynchronous instruction, in addition to synchronous instruction, to provide additional flexibility
- Decision to create a robust set of professional development sessions to facilitate a smooth and safe reopening
- Decision to emphasize trauma-informed practices in planning to meet the needs of scholar mental health and social-emotional support

Continuity of Learning

In-Person Instructional Offerings

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

In assessing in-person instructional offerings, Luskin strives to provide students with an excellent education and to accelerate scholar learning to prevent academic gaps while also prioritizing the health and safety of our students, staff, and families. As a result, Luskin will provide in-person instruction, to the extent possible, based on guidance from state and local health officials and feedback from stakeholders. Based on an assessment of this guidance and feedback over Summer 2020, Luskin has determined that any in-person instruction will follow a hybrid model with students attending school in three cohorts. Based on parent selection, students will fall into the following cohorts:

- Cohort A: Students attend school on Monday and Wednesday
- Cohort B: Students attend school on Tuesday and Thursday
- Cohort C: Students continue distance learning

In the case that interest in cohort A and B exceeds capacity, students will receive priority based on the following criteria in order to ensure that students most at-risk of learning loss receive the supports that they need:

- Students receiving specific services
- Students with Disabilities, English Language Learners, Homeless, Foster

- Students who have struggled the most with socio-emotional needs and/or learning

In order to address learning loss for all pupils, Luskin aims to close academic learning gaps by incorporating “just in time” instruction on prerequisite skills/knowledge needed to succeed on grade level content. This strategy was inspired in large part by leaders in culturally responsive teaching, such as Zaretta Hammond, who believe that focusing on improving learning capacity through accelerated learning strategies will lead to more equitable access to instruction and support the development of more independent, empowered learners.

Additionally, Luskin will conduct an analysis of students needs at the start of the year to prioritize the best courses for college, graduation, and grade promotion while also appropriately differentiating course load for particular students or groups of students. In order to support students at greater risk of experiencing learning loss, Luskin will also emphasize synchronous, personalized small group instruction for nearly all courses and will build teacher capacity to use that time effectively. Luskin will also use research-backed intervention strategies to support all struggling learners, including, but not limited to, Students with Disabilities and English learners.

In order to support these in-person instructional offerings, the following certificated staff members will provide instruction on campus, to the extent possible:

- General Education Teachers
- English Language Development teachers
- Resource Specialist Program Teachers

However, Luskin will prioritize the health and safety of staff, students, and families in determining in-person instructional offerings. Luskin will transition to a 100% virtual model, as needed, based on the specific real-time public health conditions, needs, and constraints of their school community.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Access to teachers and in-classroom assistance to support the instructional program	\$3,024,674	N
Research-backed intervention strategies to support all struggling learners, including, but not limited to, Students with Disabilities and English learners.	\$599,938	Y
Analysis of each student’s needs at the start of the year to prioritize the best courses for college, graduation, and grade promotion and to differentiate course load based on student need.	\$208,568	Y

Access to safe facilities, personal protective equipment and facility maintenance using cleaning and disinfecting protocols that follow state and local health and safety protocols.	\$1,136,714	N
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Distance Learning Program

Continuity of Instruction

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

In order to seamlessly transition between instructional models, Luskin will ensure continuity between the hybrid model for in-person instruction and distance learning. As such, choice of curriculum, pacing guidelines, priority standards, grading policies, and assessments will not vary across models. Through this alignment, Luskin will ensure a degree of predictability throughout the school year and minimize the amount of preparation needed to serve students across virtual and in-person settings.

In order to prepare for potential transitions between virtual and hybrid models, Luskin will also ensure that scholars and staff have home internet and device access. In order to do this, the school will maintain its current level of student technology access, including ensuring that all students have access to a laptop or tablet as well as consistent internet access.

Access to Devices and Connectivity

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

In order to provide high-quality instruction regardless of learning model, Luskin will ensure that all students have access to a laptop or tablet as well as consistent internet access. Since the start of the distance learning program in 2019-20, the school has worked with all families to conduct a complete technology needs assessment and distributed devices and wifi hotspots to any families who indicated need. When any new student enrolls, the school will conduct this same technology needs assessment to ensure the student has access to a device for distance learning, even in the case that the school is conducting in-person instruction at that time.

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.]

In order to track student participation during distance learning, Luskin will maintain a weekly engagement record for each student, which documents 1) daily synchronous or asynchronous instruction, 2) daily verified participation, and 3) tracking of assignments. Luskin will document synchronous or asynchronous instruction in the master schedule. Verified participation will be tracked via attendance in

PowerSchool with all teachers entering attendance for their class periods. A record of completed assignments will be maintained so that staff can monitor progress and take appropriate action to support students.

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.]

In order to support each school's distance learning program, the Alliance College Ready Public Schools has developed a comprehensive, network-wide professional development offering that employees at any school can engage in either synchronously or asynchronously. These professional development sessions will include key sessions to support distance learning, including the following topics:

- Apart but Together - Launching School Year 20-21: Overview of Changes to the Fall 2020-21 Academic Program and the Professional Development Resources Available
- Building Relationships & Classroom Community in Uncertain Times: Overview of Best Practices to Build Community between Teachers and Scholars
- Supporting Our Scholars - Trauma-Informed Resilience-Focused Learning: Foundational Knowledge to be a Trauma Informed Resilience Focused Educator
- Accelerating Scholar Learning - An Equity Driven Approach to Unfinished Teaching: Overview of Curriculum and Assessment Resources for Accelerated Learning
- Setting Effective Routines and Systems in a Virtual World: Overview of Practices to Set Expectations for Virtual Engagement and Digital Citizenship
- Deepening Scholar Engagement in Distance Learning: Overview of Strategies and Tools to Build Student Skills and Work Habits as well as Engagement

Additionally, Luskin will provide staff with a week-long series of professional development the week prior to the start of Fall semester. During this "Strong Start" professional development series, all staff members will receive the resources to successfully prepare for both distance learning and in-person instruction.

Every teacher at Luskin has been distributed a device, which they can use to access professional development.

Staff Roles and Responsibilities

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

Luskin values the health and safety of staff members. As a result, the school has made the changes below to normal staff roles and responsibilities by allowing for remote work during distance learning. Staff roles and responsibilities have, otherwise, remained largely the

same in order to facilitate the transition between distance learning and the in-person, hybrid model.

In addition to the changes above, Luskin is also providing staff with the opportunity to request additional accommodations under the hybrid model in order to protect staff and family members at higher risk during the pandemic. School-based staff are highly encouraged to request accommodations if they need accommodations whether their positions are essential or their school is in a hybrid model at some point in the 2020-21 school year.

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.]

Luskin values and strives to meet the needs of all students, including English Learners, pupils with exceptional needs, Foster Youth, pupils experiencing homelessness. As a result, Luskin is employing several strategies to ensure that students remain supported through distance learning. First, across the hybrid model and distance learning, Luskin will employ accelerated learning at the start of the school year to ensure students understand the prerequisite skills/knowledge needed to succeed on grade level content. By offering accelerated learning, Luskin aims to address any learning gaps that may have occurred during distance learning in the Spring. Second, Luskin will provide synchronous, personalized small group instruction for nearly all courses, will build teacher capacity to use that time effectively, and will use research-backed intervention strategies in order to meet the individualized needs of students. Third, Luskin will prioritize in-person instruction for students with unique needs, including Students with Disabilities, English learners, and other students who have struggled the most with socio-emotional needs and/or distance learning, when constructing hybrid-model cohorts.

Luskin will also employ several strategies customized to the needs of different groups of students:

Intervention

- Luskin will continue to offer interventions to support diverse student needs.
- Screening of scholars who may qualify for Tier II or Tier III intervention in math or literacy, delivered virtually as needed.
- Intervention courses to offer Tier II or Tier III intervention to qualifying scholars, modified for effective delivery in synchronous and asynchronous learning environments.

English Learner Supports

- Designated ELD Courses: All students who are classified as English Learners will be enrolled in a Designated English Language Development (ELD) course during Distance Learning, including small group synchronous courses and ELD curriculum tailored for

distance learning.

- Integrated Support in All Content Courses: Teachers will use strategies, such as pre-annotated texts, chunking materials, clear verbal and written instructions, native language support as needed, and small group work.
- Curriculum to Support ELD: The school will employ curriculum, such as Newsela, CommonLit, Rosetta Stone, and Springboard ELD.
- Professional Development: Teachers will receive professional for ELD and content courses on how to support EL scholars during remote learning.

Student with Disabilities Supports

- IEP: All Students with Disabilities will continue to have access to accommodations, modifications and services as outlined in their Individualized Education Program (IEP), to the greatest extent possible
- Free Appropriate Public Education (FAPE): Luskin will ensure that Students with Disabilities receive FAPE, to the greatest extent possible
- IEP Meetings: All meetings will be held virtually or by phone to ensure parental participation, to the greatest extent possible

Foster and Homeless Youth

- Continued identification process for Foster and Homeless Youth virtually
- Virtual parent/family assessment meetings as needed
- Consistent check ins by a staff member to address basic human needs/supplies, technology access, and opportunities for additional social emotional supports
- Connection to agencies and resources in the community, including: general housing assistance; housing for transitioning age youth/older foster youth; guidance for foster care individuals and organizations specifically affected by the outbreak of the COVID-19 pandemic; grants; food resources
- Access to school social worker, school psychologist, and/or external social work, mental health agencies

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Ensure continuity between the hybrid model for in-person instruction and distance learning by utilizing the same curriculum, pacing guidelines, priority standards, grading policies, and assessments across models. (Repeat Expenditure - In-Person Instructional Offerings, Action 2)	\$3,859,298	N
All students and teaching staff will have access to a laptop or tablet as well as consistent internet access.	\$79,276	N

Maintain a daily record of student engagement, including synchronous or asynchronous instruction minutes.	\$120,641	N
Utilization of the network-wide professional development offerings as well as the development of school-based professional development sessions	\$133,990	N
Across the hybrid model and distance learning, employ accelerated learning at the start of the school year, provide synchronous, personalized small group instruction, build teacher capacity, and use research-based intervention strategies to meet the individual needs of students.	\$342,558	Y
Prioritize in-person instruction for students with unique needs, including Students with Disabilities, English learners, and other students who have struggled the most with socio-emotional needs and/or distance learning.	\$599,938	Y

Pupil Learning Loss

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

In order to address learning loss for all pupils, Luskin aims to close academic learning gaps by incorporating “just in time” instruction on prerequisite skills/knowledge needed to succeed on grade level content. This strategy was inspired in large part by leaders in culturally responsive teaching, such as Zaretta Hammond, who believe that focusing on improving learning capacity through accelerated learning strategies will lead to more equitable access to instruction and support the development of more independent, empowered learners. The Alliance College Ready Public Schools will support Luskin in preparing teachers for accelerated learning by providing professional development, including the session Accelerating Scholar Learning - An Equity Driven Approach to Unfinished Teaching. In order to further support students, Luskin will utilize weekly formative assessments based on the content/skills covered in lessons to identify student learning gaps. By collecting regular data around student progress, teachers are able to conduct regular analysis to individualize supports for all students.

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.]

Due to the likelihood that many students will begin the 2020-21 school year with learning gaps, Luskin aims to close these gaps not by beginning the year with the previous grade level’s content, but by incorporating “just in time” instruction on prerequisite skills/knowledge needed to succeed on grade level content. This strategy is inspired in large part by leaders in culturally responsive teaching, such as Zaretta Hammond, who believe that focusing on improving learning capacity through accelerated learning strategies will lead to more equitable access to instruction and support the development of more independent, empowered learners. In order to build in the appropriate time for

this and to account for the realities of virtual and hybrid instruction, this will involve a prioritization of major works and standards to ensure teachers cover the content that is most critical to scholars' future success in the subject area. The Alliance College Ready Public Schools will support Luskin by modifying Curriculum Maps to align to these expectations. Maps will prioritize the highest priority grade-level standards/content, as well as provide resources to support acceleration for scholars who have academic gaps. Teachers can use updated Curriculum Maps to ensure they are addressing content gaps.

Across all potential instructional models for next school year, Luskin is explicitly designing an approach that supports the needs of our most vulnerable scholars. In addition to the acceleration strategies noted above, Luskin will utilize structures that emphasize synchronous, personalized small group instruction for nearly all courses and will build teacher capacity to use that time effectively. Luskin will use research-backed intervention strategies to support all our struggling learners, including but not limited to English Learners, Students with Disabilities, low-income students, pupils with exceptional needs, Foster Youth, and students experiencing homelessness.

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.]

Luskin will employ a variety of strategies to measure and progress monitor learning loss throughout the year. At the start of school, Luskin will employ diagnostic assessments to understand students' current academic learning. Data will be used to ensure that students receive the appropriate support and intervention. Within lessons, teachers will use formative assessments such as exit tickets and assignments to assess student mastery and provide feedback.

Alliance-wide Interim Assessments will also give us a snapshot in time of scholar progress toward grade level standards that have been taught to date, based on the adopted curriculum and pacing within the curriculum maps. Interims should be used to reflect on the effectiveness of instruction to date and as a tool to plan for instruction in the next quarter. The data can tell teachers which content needs additional focus and which scholars likely need additional support. This year, Interim Assessment Block (IAB) assessments, which are part of the suite of resources put out by the Smarter Balanced Assessment Consortium (SBAC), will be used as our interim assessments. These assessments will allow us to gather data about scholar performance that is correlated to SBAC and aligned to the standards for acceleration.

Finally, Luskin will engage in regular data analysis, through data meetings and student work analysis, to collaboratively look at, and plan from, student data and work. These regular data meetings are an important way that Luskin will adjust instruction to meet the needs of students and address learning loss.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Utilize accelerated learning practices and weekly formative assessments of scholars to identify student learning gaps.	\$26,118	Y

Mental Health and Social and Emotional Well-Being

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

With the well-being of our students and staff as one of our guiding principles, Luskin is committed to supporting the mental health and social and emotional well-being of pupils and staff, especially as COVID-19 places new stresses on communities and families. In order to provide this support effectively, Luskin will employ several strategies to identify and provide services for students and staff:

Students

Luskin strives to meet the unique and heightened needs of the whole child by equipping staff to respond with empathy, strengthening student social and emotional learning, and providing increased access to high quality mental health supports. In order to assess student need, school staff will utilize data, such as attendance logs, completion rates, and identification of scholars through referrals, in order to provide more targeted support to students who are identified as being disengaged, not attending virtual sessions, and exhibiting increased mental health needs, trauma experiences and subsequently increased symptoms. Luskin will identify students who require Tier II and Tier III services for supporting the variety of needs of students including, but not limited to, trauma informed practices, grief counseling, community building, advisory curriculum, etc. (e.g. scholars who have been most impacted by COVID19 due to death or increased symptoms of anxiety, depression, etc.). Additionally, the school will prioritize in-person instruction for students in need of mental health services when assessing cohorts for the hybrid model of in-person instruction.

Staff

Luskin strives to meet the unique and heightened needs of staff by strengthening relationships and trust and promoting opportunities to practice and integrate self-care. The school will ensure that staff have access to emotional support in and out of the school setting. As such, Luskin staff have access to a host of mental health resources curated by the Alliance College Ready Public Schools, including stress management information, professional development on self-care, and guidance on building relations in a virtual environment.

Professional Development Resources

The Alliance College Ready Public Schools has also developed a comprehensive, network-wide professional development offering that employees at any school can engage in either synchronously or asynchronously. Among the professional development sessions planned for 2020-21, schools have access to a number of sessions on mental health and social and emotional well-being of pupils and staff.

- Building Relationships & Classroom Community in Uncertain Times: Overview of Best Practices to Build Community between Teachers

and Scholars

- Supporting Our Scholars - Trauma-Informed Resilience-Focused Learning: Foundational Knowledge to be a Trauma Informed Resilience Focused Educator
- Setting Effective Routines and Systems in a Virtual World: Overview of Practices to Set Expectations for Virtual Engagement and Digital Citizenship
- Deepening Scholar Engagement in Distance Learning: Overview of Strategies and Tools to Build Student Skills and Work Habits as well as Engagement
- Supporting Ourselves - Adult Resilience & Social Emotional Care: Exploration of Ways to Support Resilience, Grow Social Emotional Learning, and Tend to Self-Care
- Mental Health Counseling, Socio-Emotional Learning, and Beyond: Overview of Building Community and Responding to Student Needs during the Pandemic

Pupil and Family Engagement and Outreach

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

Luskin strives to provide an excellent academic experience for all students and recognizes that student engagement and outreach acts as a critical component for academic success. In order to do this, Luskin will employ several strategies to engage students in distance learning, mitigate learning loss, and ensure students meet compulsory education requirements.

Trauma-Informed Systems & Supports

Luskin will employ trauma-informed systems and supports to promote the well-being of students. In order to implement these systems and supports, Luskin will take the following steps:

- Provide all staff with Trauma-Informed Resilient Schools (TIRS) training and professional development
- Provide resources for teachers to incorporate Social and Emotional Learning virtually and/or in person
- Identify students who are least engaged and curate strategies and a plan for increased engagement
- Utilize data, such as attendance logs, completion rates, and referrals, to provide more targeted support to students who are identified as being disengaged, not attending virtual sessions, and exhibiting increased mental health needs, trauma experiences and subsequently increased symptoms.

- Prioritize students who have been identified for additional supports for in-person instruction, as possible
- Strengthen supports and identify areas of success, areas for growth, areas of greatest need across all Multi-Tiered System of Support (MTSS) tiers (I, II, III)

Family Outreach

Luskin also strives to engage families effectively amidst the move to distance learning. In order to do this, Luskin will take the following steps:

- Train parents and guardians on how to engage with an online platform, seek additional support, and engage in a virtual setting
- Identify and document each family’s preferred method of communication
- Plan for the incorporation and dedication of explicit parent engagement time into teaching and non-teaching staff schedules
- Provide access to resources for families to better support their own social and emotional well-being and mental health as well as the social and emotional well-being and mental health of their child
- Provide outreach to families about students who are absent from distance learning
- Translate outreach materials into the primary language of families

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.]

Luskin will provide nutrition for all enrolled students when school is in session, whether on campus or through distance learning. In the case of in-person instruction, students will receive a breakfast and lunch during the school day following increased hygiene protocols, including washing hands prior to nutrition and practicing social distancing. In the case of distance learning, students will still receive a breakfast and lunch for each day of virtual instruction during the week, distributed through either a walk-up or drive-through service. All enrolled students are eligible for free breakfast and lunch meals under the Community Eligibility Provision.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
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Mental Health and Social and Emotional Well-Being	Students will be provided mental health supports, including, but not limited to, trauma informed practices, grief counseling, community advisory curriculum, based on a needs assessment.	\$432,922	Y
Mental Health and Social and Emotional Well-Being	All staff will have access to emotional support in and out of the school setting to help promote opportunities to practice and integrate self-care.	\$108,166	Y
Pupil and Family Engagement and Outreach	Engage families effectively amidst the move to distance learning by providing trainings to parents/guardians on how to engage with an online platform, access to resources for families to better support their own social and emotional well-being, outreach to families about students who are absent from distance learning.	\$180,359	Y
School Nutrition	Provide nutrition for all enrolled students when school is in session, whether on campus or through distance learning.	\$298,091	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
25%	\$1,527,962

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.]

Luskin strives to provide excellent outcomes for low-income students, foster youths, and English Learners. As a result, Luskin identified the actions below to not just support students school-wide, but to differentiate supports based on student subgroup:

In-Person Instructional Offerings

- **Action 2:** Research-backed intervention strategies to support all struggling learners, including, but not limited to, Students with Disabilities and English learners.
- **Action 3:** Analysis of each student's needs at the start of the year to prioritize the best courses for college, graduation, and grade promotion and to differentiate course load based on student need.

Distance Learning Program

- **Action 3:** Maintain a daily record of student engagement, including synchronous or asynchronous instruction minutes.
- **Action 4:** Utilization of the network-wide professional development offerings as well as the development of school-based professional development sessions
- **Action 5:** Across the hybrid model and distance learning, employ accelerated learning at the start of the school year, provide synchronous, personalized small group instruction, build teacher capacity, and use research-based intervention strategies to meet the individual needs of students.
- **Action 6:** Prioritize in-person instruction for students with unique needs, including Students with Disabilities, English learners, and other students who have struggled the most with socio-emotional needs and/or distance learning.

Pupil Learning Loss

- **Action 1:** Utilize accelerated learning practices and weekly formative assessments of scholars to identify student learning gaps.

Mental Health and Social and Emotional Well-Being

- **Action 1:** Students will be provided mental health supports, including, but not limited to, trauma informed practices, grief counseling, community advisory curriculum, based on a needs assessment.

Pupil and Family Engagement and Outreach

- **Action 1:** Engage families effectively amidst the move to distance learning by providing trainings to parents/guardians on how to engage with an online platform, access to resources for families to better support their own social and emotional well-being, outreach to families about students who are absent from distance learning.

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

The actions listed above increase services for foster youth, English Learners, and low-income students by the percentage required, because they provide support for the majority of students at Luskin. The Covid-19 pandemic has exasperated many of the barriers that our students already faced. As a result, Luskin highly prioritized considering the unique needs across our different students when allocating funds.

