

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Glendale Unified School District (GUSD) serves nearly 26,000 students in preschool through 12th grade and beyond. Located in the City of Glendale, the GUSD serves Glendale, a small portion of the City of La Cañada-Flintridge, and unincorporated Los Angeles County communities of La Crescenta and Montrose. Glendale Unified is made up of 20 elementary schools, four middle schools, three comprehensive high schools, one magnet high school, one continuation high school, a developmental center for students with more significant needs, and numerous childcare and educational centers serving preschool or school-age children. With more than 3,000 teachers, administrators, and support staff, Glendale Unified is one of the area's largest employers. Glendale Unified is a diverse school district that welcomes students and families from all over the world. Our students come from a wide range of ethnic, cultural, and socio-economic backgrounds and speak more than 50 languages.

In the GUSD, the impact of COVID-19 has been ongoing since this spring as the last day with students was Friday, March 13, 2020, which was the Friday before spring recess. During the week of March 23 - over 2,300 administrator, teacher and staff participants engaged in professional development opportunities on remote learning (many attending multiple sessions), 8,222 Chromebooks/2,252 hotspots were distributed to students and families to close digital gaps, and over 5,500 meals a day were distributed to families. School closures and remote learning remained in effect until the end of the 2019-2020 school year, June 10, 2020. End-of-the year activities such as graduations and promotions were done virtually or through drive-by parades following all guidelines from the Los Angeles County Public Health Department and the CDC. Childcare services opened with 5 classrooms on two elementary school campuses on July 1, 2020 and could support a maximum of 60 students. A virtual summer school for secondary students and students with special needs was in session from June 15-July 17, 2020. Professional Development for summer school teachers reviewed logistics and expectations and were conducted on June 11-12, 2020. Professional development included training in these specific areas: 1) Direct, synchronous instruction, 2) Learning through content-specific and differentiated small group instruction, 3) Collaborative learning with teacher supports, 4) Formative assessments and closure, 5) Supporting English learners in a remote setting, and 6) Specialized Academic Instruction (SAI). SAI and related services were provided to support approximately 350 eligible Special Education students during this summer school/Extended Year Program (ESY). On July 14, 2020, the GUSD Board of Education made the decision to start the 2020-21 school year with all students participating in an online distance learning model beginning on the first day of school Wednesday, August 19, 2020. The district made the decision to provide on-campus childcare during the regular school day for elementary-age students, prioritizing students currently enrolled in state-subsidized child care programs, foster/homeless youth, and children of employees and other essential workers. Students reporting to campus for childcare are grouped into small, supervised "Technology Learning Pods" to ensure proper physical distancing. Whether students report to campus or stay at home, they will all participate in the same online curriculum. The district will distribute Chromebooks and internet hotspots to all students who need them and will continue to provide free meals for all families. The first day of school for the 2020-21 school year was August 19, 2020. "The health and safety of

our students, employees, families, and our broader community is and always will be the utmost important factor in all of our decisions,” said Glendale Unified Board President Dr. Armina Gharpetian. “We are committed to offering a robust online curriculum for our students this fall and we look forward to returning to on campus classes as soon as it is safe to do so.” Decisions regarding summer school and fall distance learning instructional schedules have been greatly impacted by the multitude of stakeholder and community outreach efforts through surveys, town hall meetings, superintendent’s parent advisory groups, school board meetings, and DELAC meetings. Feedback has been robust and incredibly valuable in shaping the plans when the 2020-2021 school year started. Soliciting stakeholder feedback is ongoing as GUSD recently distributed additional parent, student, and teacher surveys to gain feedback on how the distance learning program has been going after the first month of school to further gauge if modifications or changes are needed. Survey window was September 18-October 2, 2020.

Stakeholder Engagement

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

At the end of the 2019-2020 school year, an extensive effort to seek stakeholder feedback on the remote learning experience was embarked upon. Multiple surveys were developed specifically for parents/guardians, teachers/staff (including both GTA and CSEA bargaining units), and students. Additionally, during the months of May and June 2020, the Superintendent held regular meetings with parents and sought feedback from the Superintendent’s Parent Advisory Council (SPAC), District PTA leadership and site PTA Presidents, and the District English Learners Advisory Committee (DELAC). In addition, two *TOWN HALL* Meetings were held on July 8, 2020 (11am and 5:30pm). Hundreds of parents and teachers spoke at both televised town hall meetings to provide input on whether or not to continue with distance learning in the fall. Information was provided through the Public Information Office on how to provide comments and translations in Armenian, Korean, and Spanish were provided. The GUSD developed a parent survey to gather information on students’ remote learning experience initiated by COVID-19. Town Hall Meetings were designed to gather information on student learning experiences and the support they received during the remote learning period. The goal was to better understand their experiences and use the data to make improvements. In all, 5,700 parents completed the survey from May 18–29 from the 19,022 households in Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results and 24% of respondents were dual immersion parents. The survey was available in four languages. The breakdown of respondents in each language survey is as follows: English: 5,423, Armenian: 83, Korean: 127, and Spanish: 67. The responses were broken down by levels: Elementary: 3,843, Middle: 859, and High: 998. The District developed staff surveys to gather input on return to school plans. Respondents included 1,204 certificated staff and 1,181 classified staff. A staff survey to gather feedback on desired instructional technology and professional development needs was provided and received 813 responses. The District also developed a student survey to gather information on students remote learning experiences during spring, 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand their experiences and utilize the survey results to further improve distance learning experiences for fall, 2020. A total of 3,932 students in grades 4 – 12 completed the survey. Results of the staff and parent surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan (LCP).

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

A draft of the Learning Continuity and Attendance Plan (LCP) was presented to parent advisory groups for review, comment and feedback. A draft of the LCP was shared at the District English Learner Advisory Committee (DELAC) held virtually on August 28, 2020. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish as needed. A draft of the LCP was also presented to the Superintendent’s Parent Advisory Committee (SPAC) and District PTA leadership and site PTA presidents held on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Dr. Ekchian, GUSD’s Superintendent of Schools, and posted on the District’s website prior to the

adoption of the 2020 LCP. GUSD's LCP was presented to the District's governing board at a public hearing during a regularly scheduled board meeting held on September 1, 2020. The agenda for the public hearing was posted prior to 72 hours of the start of the board meeting. Details for speaking virtually or in person at board meetings and town hall events were clearly posted on the GUSD website and disseminated through the GUSD App and social media providing opportunities for all stakeholders to speak or comment. Board meetings are televised on local Channel 15. Additionally, a reminder phone call and an email with this information was sent to all stakeholders. The LCP was adopted by the governing board at a regularly scheduled board meeting held on September 15, 2020. Links to join the virtual board meetings via zoom, and instructions for providing public communication, were posted on the GUSD website at www.gusd.net/ReturnToSchool.

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

Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms: 42% of parents said students made adequate progress in their learning during remote instruction, 30% indicated they received communication from teachers every day, 36% of parents said students had opportunities to socially interact with others, 58% of parents said that the amount of work students received is "just right", and 69% of parents said students feel safe when videoconferencing. The GUSD utilized these results in designing the fall distance learning instructional schedules and in designing professional development and instructional resources for teachers to support student's academic success and well-being during distance learning in the fall.

Return to School staff survey results indicated that 78% of certificated staff and 87% of classified staff needed child care support. Based on the instructional technology and professional development survey, teachers listed the specific instructional technology programs that would be most beneficial for distance learning in the fall as well as which of these programs they would need additional training. Based on teacher feedback, the District developed a week-long professional development plan for the week of August 10-14 that included voluntary training on a variety of topics. As of August 10th, over 6000 participants were noted as being registered.

The District's student survey results indicated that 23% of students agreed or strongly agreed that they "learned as much each day as I did when we were in school" Accordingly, 30% of students agreed or strongly agreed that they "had opportunities to talk to other students during remote learning". Moreover, 57% of students agreed or strongly agreed that they "felt safe video conferencing through platforms such as Zoom, Google Meets, etc.

Responses from town hall/school board meetings and parent advisory groups included the desire for a more consistent instructional schedule that included more synchronous instructional time with classroom teachers as well as regular office hours. This feedback was consistent across elementary and secondary and resulted in modifications to the fall distance learning instructional schedule.

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

Based on the parent and student survey results on their distance learning experiences and on research, the district developed a comprehensive Professional Development plan that all teachers participated in on August 18 and 19 to review best practices in distance learning. Based on results from the teacher surveys specifically, the District created 54 professional development sessions during the week of August 10-14 to best support the areas of needed training teachers indicated on the survey. Based on District parent, staff and student survey results, feedback from public communications and state guidelines from the CDE and Public Health Officials, the District made the decision to begin the Fall semester with all students participating in an online distance learning model. The primary difference in the spring remote learning schedule and the fall distance learning instructional schedules had to do with adding consistent synchronous instructional periods with classroom teachers on a daily basis. Regular office hours were added. This was a direct result of stakeholder input.

Continuity of Learning

In-Person Instructional Offerings

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

On July 14, 2020, the GUSD Board of Education made the decision to start the 2020-21 school year with all students participating in an online distance learning model.

Fall 2020 distance learning instructional schedules were developed based on best practices in the research and the data and feedback received from students, parents, teachers, and administrators who participated in distance learning during the spring and summer. These enhanced schedules were to specifically address areas of learning loss to include daily differentiated lessons especially at the elementary levels. Weekly mindfulness lessons were added to support social emotional health. Daily instructional schedules strike a delicate balance between providing live interactions with teachers and avoiding excessive screen time during the school day for students. These structured schedules provide students with daily live instruction and interaction with their teachers and classmates along with live interactions in small groups where teachers can support the individual needs of students and address learning loss. Students also have time built into the school day to complete independent work, engage in physical activity, ask questions of teachers in office hours, participate in clubs, or check-in with a counselor or other support provider to address social/emotional well-being. Students with special needs will participate in Special Education supports as indicated on their IEP. Students who are designated as English Learners will receive daily instructional support through both Integrated and Designated English Language Development. Teachers use ongoing assessments to target student needs and address learning loss such as: Elementary teachers assess students in a variety of settings with a variety of tools, such as: ESGI - (1-on-1 Assessments), Running Records or Screeners for Reading Level (1-on-1 Assessments), weekly and Unit exams, small Group assessments, i-Ready Diagnostic - some teachers assign during asynchronous time, some teachers monitor students in the whole class or in small group, checking for understanding on white boards, formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Seesaw assessments give students the ability to choose the way to respond (voice recording, drawing, writing, a video answer etc.), Google Form quizzes offer multiple choice and open-ended questions. Secondary teachers use many tools similar to elementary as well as: formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Google Form quizzes offer multiple choice and open-ended questions, assessments created using Illuminate or other online assessment platforms. These assessments include multiple choice, selected response, and essays, MAP/NWEA Diagnostic Assessment is given for English and math, assessments provided on district-adopted curriculum platforms, CAASPP Interim Assessments, Spring Board assessments, and teacher created and essay writing exams.

To support our most at-risk families that need additional support with distance learning and to counteract learning loss, the district will offer on-campus childcare during the regular school day for elementary-age students, prioritizing students currently enrolled in state-subsidized child care programs, foster/homeless youth, and children of employees and other essential workers. Students reporting to campus for childcare will be grouped into small, supervised *Technology Learning Pods* to ensure proper physical distancing. Whether students report to campus or stay at home, they will all participate in the same online curriculum. The district will distribute Chromebooks and internet hotspots to all students who need them and will continue to provide free meals for all families. In a recent survey, over 2,600 Glendale Unified families indicated that childcare would be a critical need if schools were to reopen in a distance learning environment. Based on this expressed need, Glendale Unified School District will provide supervision of elementary school-age children during the regular school day. Students will be assigned to a Technology Learning Pod that will ensure they have

internet connectivity in order to access distance synchronous instruction by their regularly assigned classroom teachers and complete asynchronous learning lessons. While working online with their teachers, students will be supervised by a substitute teacher and classified assistants/aides who will also provide support, as needed, to students completing their assignments. Technology Learning Pods will be established in available classrooms, multi-purpose rooms, and other appropriate spaces on elementary campuses. In order to ensure space for physical distancing, the number of students in each Pod will be determined by the square footage of each room (approx. 12 students per pod). Students and staff assigned to a Technology Learning Pod will not physically interact with students and staff from other Pods. In an attempt to limit exposure, siblings will be assigned to the same Pod whenever possible. Students will be assigned their own electronic devices, headphones with microphones, and school supplies. These items will be labeled and kept in a box identified with the student's name. In cases when equipment must be shared, such equipment will be sanitized after each use. All staff and students, as well as parents/guardians dropping off and picking up children, will be required to wear face coverings. Health screenings and temperature checks will be completed each morning prior to students and staff entering campus. Breakfast and lunch will be provided to students. Meals will be pre-packaged by Glendale Unified Nutrition Services staff and will be delivered to each classroom. Students and staff will be instructed in health and safety protocols (ie. handwashing, wearing of face coverings, physical distancing). Soap, hand sanitizer, and sanitizing solutions will be readily available. Priority for participation will be given in the following order: 1) Existing Glendale Unified families enrolled in state subsidized child care, 2) Foster/homeless youth, 3) Students who qualify for free and reduced meals, 4) Children of Glendale Unified employees, and 5) Other students as space and staffing permits. Students will attend on-campus Technology Learning Pods during their regular school hours, typically between 8:00 a.m. and 2:30 p.m. Monday through Friday. Glendale Unified Extended Learning Programs will continue to be available before and after school for qualifying families. Technology Learning Pods will begin on the first day of school, August 19th and will be at all 20 GUSD elementary schools. Districtwide, as of October 26, 2020, there are 99 Technology Learning Pods and 1,069 students enrolled in this program of which 258 are enrolled in extended care. There were increased costs in adding certificated substitutes and classified personnel to the Technology Learning Pods. As the CDC and Public Health guidelines allow for in-person instruction, the GUSD is prepared to have increased numbers of students on each campus. The district facilities department spent the weeks before school started to outfit each campus with increased handwashing stations, signage, and supplies and devices such as thermometers, PPE equipment, and air purifiers to protect the health and safety of students and employees. As students are able to return, the GUSD is planning to return first students with special needs and English Learners identified as being at the Emerging and Expanding proficiency levels as well as TK/Kindergarten students as these students have the most challenges with online learning platforms.

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

Description	Total Funds	Contributing
PPE, Disinfecting Supplies/Services, Custom Signs, Handwashing stations, Air purifiers, PE Supply (Funding is projected for the whole 2020-21 school year)	\$4,775,496	N
Certificated/classified staffing cost related to COVID-19 (Technology Learning Pods)	\$80,000	Y

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.]

To provide students with a robust, standards-based instructional program at the elementary and secondary levels, the GUSD proposes instructional schedules that will provide students and families with a structured schedule that includes a synthesis of synchronous and asynchronous learning

across all content areas and electives. In TK and Kindergarten, the schedule includes: 220 total instructional minutes each day (includes live interaction and independent work), 40-70 total minutes of live instruction each day (broken into 20-40-minute blocks), and opportunities for live interaction in small groups. In Grades 1-6 in elementary school, the schedule includes: 255-265 total instructional minutes each day (includes live interaction and independent work), 100 total minutes of live instruction each day (broken into 30-40-minute blocks), and opportunities for live interaction in small groups. In middle school and high school, the schedule includes :250-310 total instructional minutes each day (includes live interaction and independent work), at least 30 minutes of live instruction during each period, and opportunities for live interaction in small groups. At the elementary level, physical education, instrumental music, visual and performing arts, as well as mindfulness lessons are included in weekly assignments sent to students through asynchronous lessons.

Students will receive live (synchronous) instruction and interaction with their teachers and classmates along with live interactions in small groups where teachers can support the individual needs of students. Students will also have time built into the school day to engage in independent (asynchronous) instruction, where they will be able to complete work independently, engage in physical activity, ask questions of teachers in office hours, participate in clubs, or check-in with a counselor or other support provider. These instructional schedules strike a delicate balance between providing live interactions with teachers and avoiding excessive screen time during the school day for students. Students will participate in Special Education supports as indicated on their IEPs. Students who are designated as English Learners will receive daily instructional support through both Integrated and Designated English Language Development. These proposed instructional schedules will be in effect beginning Monday, August 24. The first three days of school (called “Welcome Week”) will be an alternate minimum day schedule to provide time for teachers to build relationships and establish positive social emotional communities. In addition, elementary and secondary district mentor teachers developed a wide variety of activities for teachers to build relationships and community in their classrooms during the first three days of school. These activities are designed to support the social emotional connections to build lasting relationships throughout the school year. For the purposes of Elementary Schedules, Core Content is defined as 1) English (Language Arts);2) Mathematics; 3) Science; and 4) History/Social Science. During these three days teachers will also participate in professional development as well as establish classroom routines, norms and expectations. With the proposed Elementary Schedules, a teacher has discretion when to teach the Core Content within each day with the expectation that English (Language Arts), Designated ELD, and Mathematics be taught on a daily basis. For the purposes of all of the proposed schedules, “live interaction” is defined as two-way communication between a certificated employee, student, and student peers each instructional day via videoconferencing at the actual time of occurrence wherein students will be able to see their teacher. TK-12 instructional schedules are posted on the GUSD website and can be found at the www.gusd.net/Page/13880 link.

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.]

The District Education Technology & Information Services (ETIS) Department developed a Chromebook and hotspot distribution in August 2020 before the first day of school August 19, 2020. Each school site will communicate messages to their community on the schedule for pick up. For all families completing the district survey requesting a device or hotspot, these have already been reserved. If additional families notify principals or the district that they need a Chromebook or hotspot and may not have completed the technology survey, the technology department will arrange for families to get the devices they need. During summer 2020, an additional 10,000 Chromebooks were purchased. Since March 23, a total of 12,688 Chromebooks and 2,252 hotspots have been distributed to families. Each school site in coordination with ETIS communicated a technology pick up schedule the week prior to school starting. If families need assistance with internet access (hotspots) need to check out a Chromebook device, have issues with their existing district Chromebook, need assistance logging in to student accounts, or have any questions and need technology support, they can visit the GUSD Technology Page or call the **tech support help line at (818) 478-2664**. Families can also visit the tech support kiosk in the

Glendale Unified district office lobby at 223 N. Jackson Street, Glendale, CA, 91206, if they need to check out or replace a Chromebook. The kiosk is open Monday-Friday from 8:30 a.m. - 4:30 p.m. Parent training and workshops are being developed and will be translated to provide families with additional technology support. The District Career and Technical Education Department will provide teachers and students remote access to the high-end labs to provide students high quality instruction with industry grade software. District technology support personnel are providing families ongoing support and provide a 24-hour turnaround time for parents seeking technology support. School sites also answer parent calls for technology support. Classroom teachers have daily office hours to provide parents and students with support, and school administrators provide ongoing support to parents. All families who have requested Wi-Fi access or Chromebook devices have been provided these resources. Hotspots were provided to many foster/homeless and low-income families that had internet connectivity issues at home due to the expense of Wi-Fi services. If families have multiple students in the home, multiple devices have been provided. Teachers note any students who may be absent from class, and the school reaches out to these families to ensure all is well and to check in with the family to see if any additional supports are needed.

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.]

Student progress will be assessed by teachers and site administrators and leaders through daily interactions and students' engagement and participation during the instructional day. District proposed daily schedules were developed to maximize effectiveness of synchronous and asynchronous instruction. District established attendance policies and practices will be used to assess student participation during synchronous instruction. Student academic progress will be measured by i-Ready and MAP diagnostic assessments, formal and informal assessments, and daily learning activities reflecting students' work and progress. Formative assessments such as i-Ready and Map diagnostic assessments will provide progress opportunities for progress monitoring and mastery of state standards. Grading policies and progress reporting will reflect practices in place pre-COVID for both the elementary and secondary levels. Grading practices and policies that were in place pre-COVID are in place once again when school started on August 21, 2020. Progress reports are sent home mid-trimester in elementary school and every quarter in secondary school to inform parents of any academic or behavioral concerns. Attendance is tracked daily in elementary school and taken daily in each class period in secondary school. The Student Wellness Department provides ongoing support with attendance and wellness checks. Since August 2020, twenty-six SART, 1241 Truancy letters and calls, and 42 wellness/home visits have been made to provide the necessary interventions and support that our students need to stay engaged and connected.

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.]

Professional development and resources will be provided to staff to support the distance learning program on formative assessments to support student learning.

- A robust offering of a wide selection of paid, voluntary professional development opportunities for teachers during the week of August 10–14. Topics range from technical training on using new resources and programs available this year to strategies to connect with students during distance learning. Sessions are customized for different grade levels and subjects.
- Additionally, based on feedback from staff and student survey results on distance learning experiences, the District developed 2- half day intentional comprehensive professional development sessions that all teachers will participate in August 18 and 19 to review best practices in distance learning.

- For the district Technology Learning Pods, all staff were trained to provide technology support for students as well as safety protocols.
- Several *voluntary* professional development opportunities were offered during the week of August 10. These sessions largely focused on instructional technology apps available to teachers for the Fall 2020 Semester. Training in social-emotional learning was included. Over 7,500 registrations were recorded with the most popular topics being Zoom, Google Classroom, Nearpod and Flipgrid. Zoom is our video conferencing program, Google Classroom is used to allow teachers to set up a virtual classroom, Nearpod is used to create interactive lessons and presentations, and Flipgrid is used to record and share videos. 1,686 participants provided feedback on their experience. Of all participants who completed the survey, 88% agreed / strongly agreed with “I will use the strategies I learned in this session”, 87% agreed / strongly agreed with “This session directly applies to my distance learning planning”, and 82% agreed / strongly agreed with “I found this session to be engaging”. A full list of the sessions and their signups can be found below.
- In addition, the district is offering a *mandatory* two-part professional development opportunity on distance learning essential practices for all teachers. This districtwide opportunity will include strategies for establishing a positive online classroom community, effective instructional practices for whole group and small group instruction, and resources to support instructional technology and formative assessment. The Professional Development took place on Tuesday, August 18 from 8:00 - 11:00 and on Wednesday, August 19 from 12:00 - 3:00. Sessions are customized for different grade levels and subject areas.
- In the Spring of 2019 over 70 webinars were offered to assist teachers with the transition to remote learning. These webinars, on topics such as google classroom, zoom, and other useful technology tools/best practices, are still available for teachers to view to support their distance learning planning for the Fall. The District compiled a comprehensive list of educational applications and programs that includes program functionality, instructions, contact support personnel and screencasts were developed for teachers to easily reference.
- In addition, 65 virtual school site professional development sessions were scheduled for Fall 2020 on a variety of topics. School teams identified their areas of focus and chose topics from a menu of offerings. Topics included:
 - How do we combat Covid-19 learning loss? Meaningful targeted standards-based instruction in ELA and Math using the priority standards documents - Using formative data to drive instruction/Just in time scaffolding
 - SEL Support: Work with staff to analyze the Panorama data to identify areas of growth needed in Social Emotional Learning and connectedness.
 - Formative Assessment to drive instruction:
 - Interims: Using Formative Data to drive instruction in Distance Learning + Tools for Teachers Site
 - Rethinking Grading Practices: Mastery-based Grading in the Time of Distance Learning
 - Parent Presentation on Growth Mindset
 - How to give meaningful feedback to students at a distance? How to determine what feedback will help guide next steps/feedback strategies.
 - Flexible, data-driven Small Group Instruction: Effective online differentiation through small groups and how to use Breakout Rooms effectively
 - Essential ELD Protocols: How to ensure that English Learners access and engage with rigorous academic content with high levels of support, using structured opportunities for oral interaction and a focus on oral and written language development across content areas
- We also started the 2020-21 SAMR (Substitution Augmentation, Modification, Redefinition) Initiative, which offers educators an opportunity to develop blended learning and instructional technology knowledge and expertise to become a Technology Coach to Enhance Instruction (TCEI) at their school sites. The TCEI leader serves as an instructional technology lead to support educators in incorporating technology as a tool to differentiate teaching and learning through 21st century innovative and constructivist approaches that address all learner variability for the

purpose of increasing student achievement. The SAMR Initiative will align to the International Society for Technology in Education (ISTE) standards, which are recognized as the benchmark instructional technology standards for students and educators. The standards include integration of digital literacy, student achievement, and digital safety and allow for differentiation to support enrichment and intervention. Participants commit to completing six training modules as well as the activities assigned between modules, including completing Google Certification and leading professional development at their school sites. TCEIs will be expected to continue in this role during the 2021-22 academic year, leading instructional technology focused PD at their sites.

- Career and Technical teachers were provided professional development on high quality instruction with specific resources for learning.

Staff Roles and Responsibilities

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

Additional teachers were hired at the elementary level to minimize the total number of combination classes district wide. Additionally, substitute teachers and childcare staff were enlisted to provide additional support to those teachers with combination classes.

The GUSD hired additional Educational Assistants and Substitute teachers to support the District's Technology Learning Pods. Additional custodians have been hired to support the added sanitization duties needed at the elementary sites for the Technology Learning Pods.

There were no other substantive changes in staff assignments.

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.]

GUSD is committed to supporting all students during distance learning including students with unique needs. To best support students during distance learning, specifically students with unique needs, supplemental academic and social emotional activities and services will be designed and provided to best support the unique needs of students. Starting August 2020, prior to school starting, the District Education Technology & Information Services (ETIS) Department distributed Chromebooks and hotspots to ensure that all students, specifically students with unique needs have access to technology and Wi-Fi connectivity to access instruction during distance learning. District teacher specialists will engage and collaborate with teachers and educational assistants to provide differentiated lessons to effectively address learner needs and variability. Using the results of the i-Ready and MAP diagnostic assessments administered within the first few weeks of school, supports and interventions will be intentionally developed to best address the needs of all students. The District will continue to provide additional small group instructional groups and intervention groups to address learning recovery and support students not meeting grade level standards. Site specific intervention plans will be developed to address learning recovery and promote continuity of learning, specifically focusing on students who may be most at risk of performing below grade level standards. Supplemental instructional programs and services for newcomer English learner students will be provided through before, during and after small-group intervention activities focused on promoting English language acquisition and academic language development. Small mentorship groups of the most at-risk English learners will be conducted to closely monitor students' academic progress, engagement and social emotional well-being. District staff will conduct ongoing outreach to parents /guardians and families to ensure students have access to learning resources, technology and Wi-Fi connectivity necessary for learning. Hotspots are provided for families to provide reliable internet service in the home. These hotspots are especially critical for low-income families who otherwise could not afford to have this service in their home. Hotspots allow students ongoing access to their distance learning instructional program. Online Rosetta Stone English programs for parents and students will be offered to newcomer English learners and parents to promote language acquisition. Additionally, online poetry and art classes, along with ample hours of tutoring services will be

offered. Nine Parent Chat sessions will be conducted providing newcomer parents and families resources and information in their native language to empower parents to be part of the school community. Newcomer parents and families will be contacted with weekly check-ins, to have access to supports at the District and information as needed.

Various instructional programs and activities with educational organizations and partners will be provided to English learners that support listening, reading, writing and speaking. Special Education (SpEd), Student Wellness and Attendance, FLAG, and Categorical Departments will offer their own coordinated training to support SpEd students, students' mental health, FLAG and World Language Teachers, and English Learners. Collaborative partnerships with professional consultants will continue to grow to best provide supplemental and meaningful learning opportunities for students. The District's Students Wellness Services department will monitor attendance regularly to ensure students are participating in distance learning and mitigate barriers to participation through ongoing outreach for students demonstrating negative attendance. Since August 2020, twenty-six SART, 1241 Truancy letters and calls, and 42 wellness/home visits have been made to provide the necessary interventions and support that our students need to stay engaged and connected.

The Teaching and Learning and Categorical Department will provide ongoing targeted Professional Development focused on Distance Learning strategies specifically for English Learners. This professional learning is specifically focused on working to have English learners continue to grow and practice oral fluency, as the shift to Distance Learning could limit time that students have to produce oral language in English. The Teaching & Learning Department will provide support to teachers on how to provide high quality Integrated and Designated instruction and curriculum online so that English learners continue to acquire English proficiency and master grade level content. Professional development opportunities for teachers will focus on strategies specifically for English Learners and strategies to differentiate instruction in a distance learning environment to best meet the needs of students most at need. Virtual tutoring services through Sylvan Learning Centers will support the lowest performing English learner refugee students in the areas of Math and English-Language Arts. Special education service providers connect with individual students and families to collaboratively develop a plan for providing IEP services during distance learning. The team takes into consideration each student's social/emotional and academic needs, service delivery preferences, familiarity with technology, adult availability, and possible schedule conflicts with general education instruction. Special education teaching staff will personally reach out to all students/parents in an effort to determine student academic needs. Behavior specialists and assistants have been consulting with teachers to provide student behavioral and academic supports that increases engagement, time on task, and work completion. District service providers and interns assigned to schools will provide additional academic, behavioral and social emotional support and interventions to help mitigate barriers to learning and positive attendance/participation. Glendale Unified psychologists provided newsletters highlighting various social/emotional, behavioral, and coping strategies to provide support for parents and students who may be struggling during COVID-19. These newsletters and other resources can be found on the GUSD Special Education Website and the GUSD Health & Wellness Page. During COVID-19, a 24-hour Special Education Hotline (818) 471-4981 was established to address any concern regarding special education students and/or services. In late August, 2020, the District opened a Preschool program at Horace Mann Elementary school to provide early learning opportunities and support for students inclusive of English learners, Foster Youth and Homeless and Low-Income students. These programs will be staffed and supervised by the Early Education Extended Learning Program "EEELP." These programs will also include eligible special education students.

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

Description	Total Funds	Contributing
Purchase of 10,000 Chromebooks, Instructional Software, Licenses, School funding for COVID-19, Webcams	\$4,225,978	N
Hotspots	\$415,985	Y

Professional Development	\$1,000,000	N
Distance Learning Student Supplies (for Technology Learning Pods)	\$159,836	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.]

Researchers are warning of the “COVID-19 slide,” which will greatly compound a typical summer slide of learning loss. Researchers estimate that students will only maintain roughly 70% of the learning gains in reading relative to a typical school year and less than 50% of typical gains in math for 2020-21. Based on this research, experts are emphasizing that it is critical for students to learn grade level standards next year while teachers find ways to backfill learning loss gaps with “just in time” instruction. This level of personalized learning requires knowing where students are ready to learn which a diagnostic assessment can provide. In the fall, GUSD will administer the following diagnostic assessments to help determine student’s proficiency levels in ELA and Math to develop appropriate lessons that best meet the needs of students: i-Ready for ELA and Math in grades K-5 and the Khan Academy MAP Growth Accelerator for Math in grades 6-8. The MAP Growth Accelerator was developed through a partnership between two non-profit organizations: Khan Academy and the Northwest Evaluation Association. Both programs offer a comprehensive diagnostic testing tool that then assigns students targeted lessons to fill in learning gaps based on how each individual student performed on the diagnostic. These tools provide rich information to teachers to help personalize learning for students, and they provide high quality lessons and practice opportunities for students. Diagnostic assessments also provide objective data to help determine placement in Advanced or Intervention classes.

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.]

Initial diagnostic assessments, i-Ready and MAP Diagnostic and other formal and informal assessments, will be utilized to design and provide services and resources to support the unique needs of all students during distance learning including students who are English learners, low-income, foster youth and homeless, and students with exceptional needs. Data from the diagnostic and other assessments will be utilized to develop actionable next steps for developing relevant, rigorous and research-based instruction, intervention and enrichment opportunities to best address the needs of students most at risk of learning regression as the result of distance learning. Teachers use ongoing assessments to target student needs and address learning loss such as: Teachers assess students in a variety of settings with a variety of tools, such as: ESGI - (1-on-1 Assessments), Running Records or Screeners for Reading Level (1-on-1 Assessments), weekly and Unit exams, small Group assessments, i-Ready Diagnostic - some teachers assign during asynchronous time, some teachers monitor students in the whole class or in small group, checking for understanding on white boards, formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Seesaw assessments give students the ability to choose the way to respond (voice recording, drawing, writing, a video answer etc.), Google Form quizzes offer multiple choice and open-ended questions. Secondary teachers use many tools similar to elementary as well as: formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum platforms, Nearpod has 9 formative assessment tools including polls, quizzes, matching, and open-ended questions, Google Form quizzes offer multiple choice and open-ended questions, assessments created using Illuminate or other online assessment platforms. These assessments

include multiple choice, selected response, and essays, MAP/NWEA Diagnostic Assessment is given for English and math, assessments provided on district-adopted curriculum platforms, CAASPP Interim Assessments, SpringBoard assessments, and teacher created and essay writing exams. Student grades/marks, ELD descriptor data, unit tests and teacher created assessments also provide ongoing monitoring and assessment of student progress including English language development.

Site specific intervention plans are developed to address learning regression and are principally directed at providing additional support and interventions to students most at risk of learning regression; English learners, Foster Youth and Homeless and Low-Income students and students with special needs. Intervention plans are monitored regularly and adjusted as needed to best meet identified needs. In addition to an extensive repository of online and community resources and information on the district's website where parents can find information in English, Armenian, Korean and Spanish on instructional resources, information on health and wellness, technology support, where to pick up school meals, etc., school sites will conduct virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who have experienced learning loss will be developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc. The Categorical Department will provide regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, Wi-Fi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists will work with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development. Additionally, teacher specialists will work with teachers to develop small mentorship groups of the most at-risk English learners in order to closely monitor students' academic progress and social emotional well-being and increase engagement. Special Education, Student Wellness and Attendance, FLAG, and Categorical Departments will offer their own coordinated training to support SpEd students, students' mental health, FLAG and World Language Teachers, and English Learners. The Teaching and Learning and Categorical Department will provide ongoing targeted Professional Development focused on Distance Learning strategies specifically for English Learners. This professional learning is specifically focused on working to have English learners continue to grow and practice oral fluency, as the shift to Distance Learning could limit time that students have to produce oral language in English. Small group instructional groups and intervention groups will be conducted to address learning recovery and support students not meeting grade level standards.

The Teaching & Learning Department will provide support to teachers on how to provide high quality Integrated and Designated instruction and curriculum online so that English learners continue to acquire English proficiency and master grade level content. Professional development opportunities for teachers will focus on strategies specifically for English Learners and strategies to differentiate instruction in a distance learning environment to best meet the needs of students most at need. Virtual tutoring services through Sylvan Learning Centers will support the lowest performing English learner refugee students in the areas of Math and English-Language Arts. The Student Wellness Services Department will continue to provide mental health counseling and parenting support to students and families. The District provides counseling services to students virtually through Telehealth, developed weekly mindfulness videos, which are posted on the GUSD website and lessons that are shared with teachers. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs. The SWS department will monitor students' attendance and engagement on a daily basis. Daily phone calls will be made to those students that are not engaging and attending school on a regular basis. Interventions and support will be provided for those who will benefit. The case manager will also monitor and case manage those who are receiving counseling services and provide additional resources if needed. In addition, the office will support the families with food, tutoring and school supplies.

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.]

The effectiveness of the services or supports provided to address learning loss will be measured by i-Ready Diagnostic Assessments in elementary grades and MAP Diagnostic Assessments in secondary grades along with internal benchmark measures including but not limited to state and local assessments (ELPAC, CAASPP), grades/marks, progress reporting, ELD descriptors, and teacher observation. The i-Ready and MAP diagnostics will be given in the first few weeks of the school year, then in the Winter, and in some cases an end of year diagnostic will be given. Assessments will be utilized to monitor student progress and provide actionable data to help customize instruction and academic supports to best meet the needs of learner variability and address learning recovery. In addition to daily whole group instruction, elementary teachers will engage in small group instruction with students daily to target individual learning needs. Site specific intervention plans will be developed to provide ongoing, targeted interventions focused on student needs as measured by diagnostic, formal and informal assessment data. Secondary teachers will have weekly intervention time built into the schedule to address individual and small group student needs. The results of diagnostic and teacher made formative assessments will be used to inform these targeted small group activities and lessons.

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

Description	Total Funds	Contributing
Technology Learning Pods (Staffing for 99 pods through October 2020)	\$1,973,588	Y
Preschool Program	\$286,618	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.]

The Student Wellness Department's Services Webpage, has multiple resources for students and their families. The webpage is constantly being updated. The District has three credentialed therapists available that can provide services to any student in need of additional support and counseling, via telehealth with parent consent, if needed. Mental Health interns post weekly mindfulness videos on the GUSD Health & Wellness Page. Families that need mental health and social emotional support for their students are asked to please contact the Wellness Office at (818) 241-3111 extension 1500. The Student Wellness Services Department provides mental health counseling and parenting support to students and families. Mental health interns and 2 therapists have provided ongoing counseling support to students. Additionally, GUSD has 32.6 FTE school psychologists that provide ongoing support to schools, students, and families. Since schools closed, GUSD has provided counseling services to students virtually through Telehealth and developed weekly mindfulness videos, which are posted on the GUSD website and lessons that are shared with teachers. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs. Starting Fall 2020, 34 social work and counseling interns will join GUSD along with two psychological services providers and a Homeless & Foster Youth counselor who will be assigned to schools. The district will also hire 5 additional temporary psychological services providers to provide individual, group counseling and weekly parent support groups through zoom and assist schools with attendance monitoring. Attendance clerks from Student Wellness department will run weekly attendance reports, contact families for additional interventions and support. Panorama Social Emotional Learning (SEL) survey will be administered bi-annually, once in the fall and once in the spring with an optional back to school survey beginning fall 2020 to assess and monitor students' perceptions of growth mindset, self-efficacy, social awareness, and self-management. This survey assists the District in measuring students' self-perceptions, student experiences in their learning environment for the

purpose of intentionally designing and implementing social emotional programs and services for students. In addition to parenting support groups, Student Wellness Services Department also provides student support groups to address social and emotional needs; along with monthly wellness presentations for GUSD staff which can be incorporated in their classrooms. The Wellness Department has partnered with the City of Glendale Parks and Recreation Department to host weekly presentations to assist the students who are in the STAR program and evening "Teen Night Out" presentations to students and their families. Since November of 2019, Student Wellness Services Department has been providing both in person and virtual trainings on QPR that focuses on suicide prevention, and Youth Mental Health First Aid which are accessible to GUSD staff and to all community members and virtual trainings on QPR that focuses on suicide prevention, and Youth mental Health First Aid which are accessible to GUSD staff and to all community members. To address traumatic stress, GUSD held three public televised mental health forums on October 7, at 5:30pm and October 12, at 6:30pm to support families in dealing with combating traumatic stress and intergenerational trauma. The forum was translated and was provided by mental health experts in the field. Additionally, specifically for students, a weekly student support group is starting on Wednesday, October 14 from 3-4pm to provide a place for students to discuss concerns and feelings with a licensed therapist. Student Wellness Department has conducted 23 parent support groups at different school sites in partnership with GPTA. On October 29, at 5:30 GUSD in partnership with Glendale Adventist Health and American Heart Association will host a Health, Mental Health & Wellbeing of Our Community forum to address the needs of our community. In total, since April 2020, 434 students have been referred for counseling.

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 Categorical and SWS Departments provide outreach to newcomer English learner, Foster Youth and students who are experiencing homelessness to provide support, resources and strengthen home-school connections through a variety of strategies including monthly parent and family wellness checks and monthly parent informational meetings. For Nine Parent Chat informational meetings will be held for all newcomer refugee parents/families. Four elementary schools, Balboa, Cerritos, Marshall, and Muir will continue to conduct state PTA sponsored Parent and Family Engagement Programs. Site teacher specialists will collaborate with teachers to develop small mentorship groups of the most at-risk English learners in order to closely monitor students' academic progress and social emotional well-being to ensure participation in learning. Starting Fall 2020, the District's Student Wellness Services department will host 33 social work and counseling interns, two psychological services providers and a Homeless & Foster Youth counselor to support students' social emotions needs and attendance monitoring. The Student Wellness Services Department designated four attendance clerks to each school to provide weekly check-ins with students and families to offer academic, social emotional support, grade level support group for students in need per school site, parent support groups per school site and guidance as needed to ensure students and families have access to learning resources and promote school connectedness. The district will also hire five additional temporary psychological services providers to provide individual, group and parent support groups through zoom and assist schools with attendance monitoring. Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings will be held for tier two and three interventions to increase school connectedness and engagement. The strategies for engaging a student who is absent from distance learning or with negative attendance are the following: **Intensive Intervention:** Loss of contact despite offering needed support and intervention. Reach out to the Student Wellness Department and conduct wellness/ home visits and SART meetings. **Early Intervention:** If the teacher, attendance clerk cannot reach the student, parent/guardian and the student continue to be absent from distance learning. The outreach support team (counselor, administrator, psychologist) will conduct regular outreach to address absences. **Universal Outreach:** Teacher and Attendance clerk connect with students who are absent on a daily basis. If unable to reach parent/guardian, staff will contact the emergency number listed in the district student information system. Example, if a student is missing assignments, not attending class, or interacting in class. Lastly, District translators/interpreters support outreach and engagement

efforts in parents' primary language as best as possible to provide communications and messaging in a language parents can understand. Since August 2020, twenty-six SART, 1241 Truancy letters and calls, and 42 wellness/home visits have been made to provide the necessary interventions and support that our students need to stay engaged and connected.

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.]

Since schools closed March 2020, all children under the age of 18 were able to access healthy free breakfasts and lunches at any of our 12 meal distribution sites. During the summer, June 15 through August 7, we served meals from 8 locations. No paperwork or identification was required for parents/children to receive these meals. Since March 24, GUSD has served over 437,000 meals. Visit the GUSD Meals Page for a meal distribution schedule and locations.

For the 2020-21 school year, GUSD will continue to serve healthy and nutritious meals to students during distance learning. Students participating in GUSD's In-Person Technology Learning Pods will be provided a free breakfast and lunch. These meals will be individually packaged and delivered to the Technology Learning Pod classrooms. Students will eat their meals in their classroom with their pod mates. Delivery carts will be labeled with classroom numbers. They will be cleaned and sanitized after each meal period. Staff delivering meals will utilize appropriate PPE including masks and gloves. They will wash their hands frequently and practice social distancing requirements per the Department of Public Health and CDC guidelines. Students participating in distance learning will be provided breakfast and lunch using the "grab and go" style of service that has been utilized since March 2020. Breakfast and lunch will be packed in a bag for parents to pick up. They can drive up or walk up to our meal distribution sites. Parents will be asked how many children they need meals for and our staff will provide 1 meal bag per day per child. Just like the District's In-Person Technology Learning Pod meal distribution system, all staff will utilize appropriate PPE and adhere to guidelines set forth by the Department of Public Health and the CDC. As of August 28, 2020, GUSD has served an average of about 4,200 total meals per day (breakfast and lunch). Approximately 2,600 meals were served through the Grab and Go locations and approximately 1,600 served within the pods.

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

Section	Description	Total Funds	Contributing
N/A	COVID-19 Related Delay in Construction Project Costs	\$403,766	N
Mental Health and Social Emotional Well Being	Additional Cost of Psychologist for Mental Health	\$543,094	Y
School Nutrition	Estimated Cost of Unreimbursed Meals	\$1,600,000	N
Teacher Specialists	To support intervention programs	\$1,298, 979	Y
Educational Assistants	Support small group interventions	\$4,165,626	Y
School Psychologists	Support social emotional learning and wellness	\$1,469,313	Y
Additional Foster/Homeless Counselor	Direct support for foster/homeless families	\$95,751	Y
Intervention Programs at school sites	To support students to prevent learning loss	\$2,571,227	Y
Summer School/Intervention program supplies	To support summer school and site-based intervention programs	\$2,267,251	Y

Panorama Student Survey	To assess student safety, connectedness and student belonging	\$53,000	Y
Translation Services	To provide direct support to families	948,742	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students		
10.94%	\$23,284,021		

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

GUSD places a strong focus on meeting the academic and social emotional needs of all students, specifically English learners, Foster Youth and Homeless students. As a result of COVID-19, the needs of these students have compounded obstacles to learning due to factors such as language, accessibility, connectedness and self-confidence. Increased support and access to additional instructional opportunities and activities, small group interventions and technology connectivity access is provided to all students to help mitigate these obstacles to help increase access to learning, support learning recovery and promote student achievement and social emotional well-being.

The GUSD Technology Learning Pods were specifically designed to address the needs of students who would have difficulty in fully accessing distance learning at home, most specifically foster/homeless youth and low-income families. The Technology Learning Pods offer students the support necessary to access their distance learning instructional program in a safe environment. Staff in the technology Learning Pods can troubleshoot technology issues immediately and can help students to keep them engaged and on track in their learning. Placing students in the Technology Learning Pods was a thoughtful process and students were placed in pods according to need using the following criteria: Priority for participation will be given in the following order: 1) Existing Glendale Unified families enrolled in state subsidized child care, 2) Foster/homeless youth, 3) Students who qualify for free and reduced meals, 4) Children of Glendale Unified employees, and 5) Other students as space and staffing permits. Specific learning student supplies were purchased for students to ensure social distancing and individualized supplies such as: PE equipment, including hula hoops and jump ropes that students can use by themselves, student materials' boxes (pencils, scissors, crayons boxes, etc., all packaged in an individual supply box), large plastic storage bins for each child to keep their materials tucked away safely, plastic bags, coloring and puzzle books for free time and to provide a non-screen activity, as well as specific face masks with clear fronts for students in TK-1 to use during instructional time to allow teachers to observe students' mouths during phonics instruction.

A preschool class was added at Horace Mann Elementary School, which has a free and reduced lunch count of 91%. The preschool class was added specifically to address the need from foster/homeless youth families. Research clearly shows that early education is critical to provide students a solid foundation in learning and close possible learning achievement gaps and future learning loss.

Additionally, early on in the COVID-19 pandemic, GUSD staff noted that many foster/homeless and low-income families had internet connectivity issues in their homes due to the expense of wifi services. Costs were prohibitive for families to purchase this expense on their own. GUSD provided

every student with a Chromebook, but without reliable connectivity, learning would be hampered and learning loss would be exacerbated thereby widening achievement gaps. GUSD has since distributed over 2,252 hotspots, and in many cases, personally delivered these to students' homes.

Site specific intervention plans are developed to address learning regression and are principally directed at providing additional support and interventions to students most at risk of learning regression; English learners, Foster Youth and Homeless and Low-Income students and students with special needs. Intervention plans are monitored regularly and adjusted as needed to best meet identified needs. In addition to an extensive repository of online and community resources and information on the district's website where parents can find information in English, Armenian, Korean and Spanish on instructional resources, information on health and wellness, technology support, where to pick up school meals, etc., school sites will conduct virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who have experienced learning loss will be developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc. The Categorical Department will provide regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, wifi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists will work with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development.

GUSD's Teaching & Learning, Categorical and Student Wellness Services Departments provide service and resources to support the needs of English learners, Foster Youth and Low-Income students during distance learning that are principally directed toward contributing to the specific academic and social-emotional needs of English learners, Foster Youth and Low-Income students. An extensive list of online and community resources and information are readily available on the District's website providing parents, student and staff information in English Armenian, Korean and Spanish on instructional resources and information on health and where to pick up school meals and technology support and access. Additional academic support and interventions are provided for all students, including foster youth, English learners and low-income students not yet meeting proficiency standards to promote learning recovery and promote academic achievement. The District ETIS Department has developed a Chromebook and hotspot distribution in August 2020 before the first day of school August 19, 2020 to ensure that all students have digital resources or consistent access to wireless connectivity. Support and intervention opportunities will be student/site specific to best address student needs. Designated and integrated ELD instruction will be provided daily by certificated classroom teachers with the regular instructional day at the elementary level and in designated ELD classes (periods) at the secondary level. GUSD will continue to maintain a focus on providing opportunities for students to engage in learning focused on oral and written language development across content areas provided by implementing close reading strategies to support students' access to academic rigorous content. Reciprocal teaching models will be the focus for structured oral interaction. Professional development opportunities and training was developed and implemented to assist teachers in providing designate and integrated instruction through distance learning as well as differentiate instruction to best meet the needs of English learner variability. GUSD will also focus on the following key principles (WestEd) to accelerate the learning progress of English Learners: i) Ensure that English Learners access and engage with rigorous academic content with high levels of support and ii) Provide English Learners with structured opportunities for oral interaction.

School site intervention plans will be developed and implemented year-long focused on learning recovery and growth. Intervention plans are principally directed toward supporting the academic and social emotional well-being needs of English learners, Foster Youth and Homeless and Low-Income students. Intervention plans are monitored closely and revised as needed to best promote student needs and progress. Interventions include but are not limited to, before, during and after school small group targeted standards aligned academic instruction and site-specific academic activities, services and programs. The Categorical Department continues to provide outreach to newcomer English learner students to provide support,

resources, and strengthen student engagement, connectedness, and access to wifi connectivity. District teacher specialists collaborate with teachers and educational assistants to provide differentiated lessons to effectively address learner needs and variability. The Teaching and Learning Department supports teachers on how to provide relevant, high quality Integrated and Designated instruction and curriculum online so that the English learners continue to acquire English proficiency and master grade level content. Virtual tutoring services through Sylvan Learning Centers support the lowest performing English learn refugee students in the area of English Language Arts and Math.

Analysis of Panorama Survey 2020-2021 data and parent/guardian and student requests, social/emotional intervention and support will be provided to best support the social emotional well-being of students. Actionable next steps and appropriate intervention and support is provided at the site level to best address areas of concern at measured by the Panorama survey. Support and interventions will be provided through the Foster Youth/homeless counselor, classroom teachers, Categorical teacher specialists, FLAG program teacher specialists, social/emotional support providers, and district mental health interns. Additional support and interventions as needed are developed and principally directed towards addressing the social emotional needs of English learners, Foster Youth and Homeless and Low-Income students, those most vulnerable to learning and social emotional regression and disengagement as the result of COVID-19 and on-line learning platforms. A foster/homeless counselor, school nurses and school psychologist provide targeted support for foster/homeless families.

As a result of COVID-19 and distance learning, students with unique needs are most at risk of learning regression and disengagement in learning. As such additional services are intentionally provided for English learners, Foster Youth and Homeless and Low-Income students to help mitigate these negative effects of COVID-19 and on-line learning platforms. The Student Wellness Services Department provides mental health counseling and parenting support to students and families in need with specific attention given to English learners, Foster Youth and Homeless and Low-Income students. In addition, the department provides weekly parent and student support groups. Starting fall 2020 the department will host 33 social work and counseling interns to support our students and families in need. In addition, to our three therapists, the department will hire 5 temporary mental health clinicians to support our students and their families. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs. In addition to mental health support, the department provides tutoring, school supplies, housing referrals, transportation and mentorship to students who are experiencing homelessness and foster youth. Resources can be found on the Student Wellness Services webpage.

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

GUSD believes the best way to support unduplicated pupils is through a specific spending plan that targets unduplicated students using research-based strategies, standards-based interventions, summer school, Individual Learning Plans, parenting classes, social emotional well-being and individualized student and parent support. Instructional programs/interventions continue to be implemented specifically for low income, Foster Youth/homeless youth and English language learners with an emphasis on improved and increased services principally directed towards increased student success.

The GUSD Technology Learning Pods were specifically designed to address the needs of students who would have difficulty in fully accessing distance learning at home, most specifically foster/homeless youth and low-income families. The Technology Learning Pods offer students the support necessary to access their distance learning instructional program in a safe environment. Staff in the technology Learning Pods can troubleshoot technology issues immediately and can provide support to students to keep them engaged and on track in their learning. Placing students in the Technology Learning Pods was a thoughtful process and students were placed in pods according to need using the following criteria: Priority for participation will be given in the following order: 1) Existing Glendale Unified families enrolled in state subsidized child care, 2) Foster/homeless youth,

3) Students who qualify for free and reduced meals, 4) Children of Glendale Unified employees, and 5) Other students as space and staffing permits. Specific learning student supplies were purchased for students to ensure social distancing and individualized supplies such as: PE equipment, including hula hoops and jump ropes that students can use by themselves, student materials' boxes (pencils, scissors, crayons boxes, etc.,... all packaged in an individual supply box), large plastic storage bins for each child to keep their materials tucked away safely, plastic bags, coloring and puzzle books for free time and to provide a non-screen activity, as well as specific face masks with clear fronts for students in TK-1 to use during instructional time to allow teachers to observe students' mouths during phonics instruction.

A preschool class was added at Horace Mann Elementary School, which has a free and reduced lunch count of 91%. The preschool class was added specifically to address the need from foster/homeless youth families. Research clearly shows that early education is critical to provide students a solid foundation in learning and close possible learning achievement gaps and future learning loss.

Site specific intervention plans are developed to address learning regression and are principally directed at providing additional support and interventions to students most at risk of learning regression; English learners, Foster Youth and Homeless and Low-Income students and students with special needs. Intervention plans are monitored regularly and adjusted as needed to best meet identified needs. In addition to an extensive repository of online and community resources and information on the district's website where parents can find information in English, Armenian, Korean and Spanish on instructional resources, information on health and wellness, technology support, where to pick up school meals, etc., school sites will conduct virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who have experienced learning loss will be developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc. The Categorical Department will provide regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, wifi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists will work with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development. A foster/homeless counselor, school nurses and school psychologist provide targeted support for foster/homeless families.

Additionally, early on in the COVID-19 pandemic, GUSD staff noted that many foster/homeless and low-income families had internet connectivity issues in their homes due to the expense of Wi-Fi services. Costs were prohibitive for families to purchase this expense on their own. GUSD provided every student with a Chromebook, but without reliable connectivity, learning would be hampered and learning loss would be exacerbated thereby widening achievement gaps. GUSD has since distributed over 2,252 hotspots, and in many cases, personally delivered these to students' homes.

GUSD continues to offer additional learning opportunities and services for unduplicated students to best meet academic, social-emotional and behavioral needs. These targeted opportunities and services include a variety of support and services outlined in the sections above including but not limited to additional academic and social-emotional supports and interventions, additional tutoring and intervention hours, 5 additional service providers and 33 social work and counseling interns. Online Rosetta Stone English programs for parents and students will be offered to newcomer English learners and parents to promote language acquisition. Additionally, online poetry and art classes, along with ample hours of tutoring services will be offered. Nine Parent Chat sessions will be conducted providing newcomer parents and families resources and information in their native language to empower parents to be part of the school community. Newcomer parents and families will be contacted with weekly check-ins, to have access to supports at the District and information as needed. Student Wellness Services Department also provides student support groups to address social and emotional health needs; along with monthly wellness presentations for GUSD staff which can be incorporated in their classrooms. The

Wellness Department has partnered with the City of Glendale Parks and Recreation Department to host weekly presentations to assist the students who are in the STAR program and evening "Teen Night Out" presentations to students and their families. Since November of 2019, Student Wellness Services Department has been providing both in person and virtual trainings on QPR that focuses on suicide prevention, and Youth mental Health First Aid which are accessible to GUSD staff and to all community members and virtual trainings on QPR that focuses on suicide prevention, and Youth mental Health First Aid which are accessible to GUSD staff and to all community members. The amount of service unduplicated students receive are considered improved or increased services relative to services provided for all pupils.