



Providing a High Quality Distance Learning Program for Every Student

Author, Board Member Gonez (Unanimously Passed)

Adopted August 25, 2020

Whereas, The COVID-19 pandemic has caused unpredictable challenges for public schools, including the need to develop and immediately launch a distance learning program in March 2020;

Whereas, As of June 2020, the Los Angeles Unified School District has procured over 185,000 learning devices and 38,000 mobile hotspots to ensure all students from Transitional Kindergarten through Grade 12 had possession of a device and access to the internet for distance learning;

Whereas, The District worked quickly to meet the needs of students and families by providing professional development for all teachers and offering a deeper Future Ready Certification, partnering with PBS to broadcast daily standards-aligned content, launching a mental health hotline for families, offering remote summer school to all District students for the first time ever, and distributing more than 50 million meals to students and families;

Whereas, While schools have worked hard to keep all students engaged and making academic progress, there is evidence that some students may have fallen behind in their learning. Surveys and internal data suggest that these disparities fell starkly along socioeconomic and racial lines, with students of color, low-income students, students with disabilities, English learners, students experiencing homelessness, and foster youth facing significant barriers that led to much lower participation rates in distance learning during the spring semester;

Whereas, Governor Newsom has ordered school districts, charter schools, and private schools in more than 30 counties, including Los Angeles, to operate remotely due to high levels of the virus;

Whereas, In response, the District has set up a robust distance learning program for the start of the 2020-21 school year, which includes daily live instruction, consistent class schedules, direct support to students from out-of-classroom staff, tutoring, and other valuable services;

Whereas, California Senate Bill 98 (Ed. Code, § 43509) requires that all local educational agencies address how student learning continuity will be addressed amidst the uncertainty of the COVID-19 pandemic in the 2020-21 school year through the Learning Continuity and Attendance Plan;

Whereas, The District's continued response to the COVID-19 pandemic is unprecedented and requires a multifaceted, collaborative effort to meet the District's shared vision of learning and achievement for all students; and

Whereas, It is the goal of the Governing Board of the Los Angeles Unified School District to ensure that all students receive a high quality public education, including during this pandemic; now, therefore, be it



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Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent, in coordination with the Chief Academic Officer and the Chief Strategy Officer, to incorporate measures to monitor (1) student learning, (2) progress, and (3) participation in the distance learning plan, including, but not limited to, those measures required in the new Learning Continuity and Attendance Plan, to guide resources and supports to schools, staff, students, and families;

Resolved further, That, in addition, the Superintendent shall identify and include additional measures of student engagement, socioemotional wellbeing, family engagement, and community need as part of the distance learning plan to provide a holistic view of the District's efforts;

Resolved, That the Superintendent and relevant District staff facilitate a discussion, as needed, at each regularly scheduled monthly meeting of the Board, starting in September 2020, to discuss the distance learning program and share updates on the aforementioned measures of student learning and wellbeing, until regular in-person instruction resumes; and be it finally,

Resolved, That, in addition, the Superintendent shall include in the District's Learning Continuity and Attendance Plan, detailed plans for additional support, resources, and outreach for English Learners, students with disabilities, students experiencing homelessness, foster youth, and students and families who are not consistently attending and participating in Distance Learning.