

# 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.]

On March 13, 2020, the Lammersville Unified School district (LUSD) closed all seven schools. On Monday, March 16th, and 17th, all teachers were trained in Distance Learning delivery. On March 18th, teachers and students started participating in distance learning. District Core and supplementary content continued to be delivered to all students TK-12. LUSD delivers content that is a blended model. Teachers of lower grades had to adapt their lessons for distance/parent delivery. All teacher materials were uploaded into One Note for teacher use. Teachers facilitated face-to-face learning via ZOOM. The greatest challenge for learning at the lower grades was the lack of paper-pencil learning. Teachers maintained a daily lesson plan and daily virtual office hours for student and parent assistance. As needed, the teacher provided small group learning opportunities for students in need of additional assistance. In some cases, assessment processes had to change to an authentic assessment or demonstrative learning model. The focus was on providing feedback to teachers, students, and parents about student mastery and preparedness for the next grade level. The Special education team provided IEPs delivered through ZOOM and phone conference. Each student with special needs was monitored for appropriate curricular delivery and supports aligned with their IEP. The grades “Hold Harmless” included a transition to “Credit”/“No Credit” grading and prior quarter or trimester grade minimum for all students. Both mental health and curriculum counselors were available as needed through the distance learning portion of the school year. Dr. Nicholas, Superintendent, provided regular updates and communications to families during this very challenging time. Moving into the 2020-21 school year, LUSD continued with distance learning for all students. Teaching and learning expectations continue to be rigorous. Students will be assessed and graded in the traditional fashion through distance learning. Ongoing teacher training and additional parent training have occurred to add to the efficacy of the teaching and learning. Dr. Nicholas continues to provide video vignettes for the families and staff of LUSD. Said vignettes provide updates and details related to COVID-19, County Public Health updates and instructional plans.

## Stakeholder Engagement

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

Multiple surveys in two phases were sent to the Lammersville community to gather input from families. Both labor groups, Lammersville Teachers Association (LTA) and California School Employees Association (CSEA), along with the unrepresented staff, were surveyed to

gather input from all employees. A separate special education specific survey was sent to parents of students with disabilities. Additionally, multiple committees were formed that focused on specific educational areas. The committees' focus areas were curriculum and instruction, logistics, K-8 educational program and the high school educational program. Each school site has convened school safety committee meetings to communicate 2020-2021 safety practices related to COVID-19, and to ensure the educational program delivery will meet established health and safety practices while maintaining continuity of program.

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

A variety of methods were utilized to gather remote feedback from the public. Zoom video conferences, live-streamed Lammersville Board of Education meetings, posting on the District website of recorded Board meetings, and Google Forms for specific recorded input were the primary methods and tools deployed to gather public input. District Advisory Council (DAC), District English Learners Advisory Council (DELAC), multiple Board meetings, and three high school sponsored public meetings were held to discuss and gather public input on hybrid versus online learning and the 2020-2021 school year. The District developed infographics to communicate the results of feedback received from all stakeholder groups. Stakeholder group input was used to design the architecture of the LUSD teaching and learning for the 2020-21 school year.

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

All feedback provided by stakeholder groups is published on the District's and each school's website. A web published, frequently asked questions document, is regularly updated as feedback from stakeholder groups is received. Feedback from stakeholder groups has focused on the District's policy or procedures for athletics and extracurricular activities, student attendance, child care, cleaning, distance learning and hybrid instructional models, face coverings, health, the newly created Lammersville Virtual Learning Academy, high school course offerings, services for special populations, and staffing.

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

Multiple surveys in two phases were sent to the Lammersville community to gather input from families. Both labor groups, Lammersville Teachers Association (LTA) and California School Employees Association (CSEA), along with the unrepresented staff, were surveyed to gather input from all employees. A separate special education specific survey was sent to parents of students with disabilities. Additionally, multiple committees were formed that focused on specific educational areas. The committees' focus areas were curriculum and instruction, logistics, K-8 educational program, high school educational program. Based on the input received by the afore-mentioned groups, the Learning Continuity Plan was developed, the hybrid and distance learning plan established and modified as appropriate.

## 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.]

Once the San Joaquin County Public Health Official determines it is safe to resume in-person instruction, the District will implement a hybrid learning model. On an every-other-day rotation, half the students in each class will return to campus for instruction. The other half of the students will engage in asynchronous distance learning instruction using prerecorded videos and video conferencing sessions with teachers and support staff. Deep cleaning will occur each day after student use.

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

Description	Total Funds	Contributing
Installation of clear desk barriers for health and safety of students and staff	[\$ 35,218.00]	[Y]
Extra custodial help to assist with increased cleanliness. Supplies and materials for cleaning. Custodial and materials funded by SB117	[\$ 20,000.00]	[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.]

Existing and newly purchased Chromebooks were issued to all students to ensure full access to the grade-level curriculum. Daily video conferencing between teachers and their students ensures students continue to receive quality instruction regardless of either distance learning or in-person instructional models. Google Classroom and Canvas are the Learning Management Systems which house all instructional lessons and assignments. Asynchronous instruction using prerecorded videos and inter-active slide decks allow students to review content after initial instruction and assist those students who need repetition of instruction. Parent training videos on the use of digital tools for instruction have been created by the curriculum and instruction coordinators to provide parents the necessary information and resources to support their students at home. These videos are pushed to parents via the district communication platform and are housed on the district website for future viewing. The district curriculum is fully digital for all content areas. Students will also be issued textbooks for at-home use. Necessary workbook pages are available digitally and sent home in two-week physical packets with other general supplies needed for classwork completion. The district has a standard daily schedule for each grade level outlining expectations for web-based or in-person instructional minutes and recommendations on asynchronous learning content assignments. Time has been built into school schedules to allow for student intervention and teacher training. The teacher training is delivered via video conferencing both synchronously and asynchronously.

**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.]

Existing and newly purchased Chromebooks were issued to all students to ensure full access to the grade-level curriculum. Students with limited or inadequate access to the internet, were provided assistance to connect with internet providers or hotspots where fiber connection is not available. District staff also provided information on discounted or free internet services available to families with limited or inadequate access to the internet. The IT Department set up a parent-specific tech ticket system and phone support to help parents troubleshoot.

## **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.]

Attendance is taken daily through the District's student information system. Engagement logs specific to elementary and high school instructional models record the daily student engagement in synchronous and asynchronous instructional activities. The Weekly Engagement Log requires that teachers indicate the number of synchronous minutes taught that week and record daily asynchronous assignment completion for each student. Teachers sign the document certifying that the assignment completion and synchronous participation equals the minimum number of instructional minutes for each student unless otherwise noted on the log. Those students listed on the log for not meeting the instructional minutes are referred for re-engagement by site or district administration weekly. Re-engagement plans are developed specifically to the students' area of need.

## **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.]

Before the start of the 2020-2021 school year, teachers were provided with a web resource of "how-to" videos for the assorted digital tools that would be used. Teachers were invited to watch the videos in the areas of need individually. District coordinators developed twelve days of lessons for each TK-8th grade class. These lessons were also delivered electronically to teachers for preview, eight days prior to the first day of instruction. Three days prior to the first day of school, two days of professional development were provided to all TK-12th grade instructional staff on high-quality delivery of distance learning. The first day focused on the logistics for virtual online instruction, the first twelve days of instruction, building classroom culture, high-quality virtual lesson design, and effective use of the District's learning management software. The second day focused on the digital tools that teachers and students will be using, such as Google classroom, teacher webpages, Flipgrid, Loom video recording, Edgenuity, Peardeck, interactive slide decks, and new digital tools that were developed by the publishers of the District's adopted curriculum. The coordinators host grade range specific Google Classrooms or Canvas classrooms for teachers. Using these classrooms, coordinators continue to provide teachers with professional development throughout each week. All resources are posted on a Padlet for teacher access. At least weekly, the coordinators provide Zoom sessions for teachers to "drop-in" and ask questions, collaborate, and enjoy their colleagues' comradery. Coordinators are available by email, Zoom, and in-person at the school site by appointment daily. Additional video or web meeting professional development is provided for teachers during the asynchronous time. Several professional development activities are scheduled for each week of August and September. Additional professional development will be scheduled as determined by need.

## Staff Roles and Responsibilities

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

An Incident Response Team was created to address COVID-19 related cases. The Incident Response Team is comprised of the Associate Superintendent of Administrative Services, the Director of Student Services, the Director of Human Resources, the Director of Maintenance and Operations, District Nurse, District Mental Health Counselor, and a Principal. The Incident Response Team will address the unique factors relevant to a student or staff member who may be diagnosed or be exposed to COVID-19. The roles of the custodians were also shifted in response to changes made in school cleaning protocols. Additional physical barriers, supplies and cleaning schedules were implemented in March and continue into the 2020-21 school year. Additional training related to cleaning and sanitary practices was delivered at all school sites.

## 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.]

Lammersville Unified School District (LUSD) continues to provide for the needs of English learners, foster youth, students who are experiencing homelessness, and students with exceptional needs (students with disabilities) through rigorous delivery of the core curriculum, paired with small group instruction and additional time as needed. Content is uploaded onto Google Classroom and Canvas learning management systems for ease of use. Extra support is provided, if necessary, to ensure digital connectedness. For English Learners, designated ELD time is placed in the daily instructional schedule to provide 30 minutes of designated instruction. A priority is placed on emphasizing speaking and listening instruction during synchronous web-instruction. Small group instruction during English Language Arts will be the vehicle for integrated ELD on reading and writing more explicitly. Asynchronous ELD assignments may also be assigned as appropriate for various English Learners. Students in foster care or experiencing homelessness are monitored and provided need-based support from a dedicated liaison, the Director of Student Services. Students with disabilities continue to receive special education and related services consistent with students' IEPs to the maximum extent possible given distance learning limitations. Both online and hybrid models have dedicated time to student intervention and mental health support. The partnership between parents and teachers is vital for effective support for students with unique needs.

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

Description	Total Funds	Contributing
Devices for 1:1 completion, Edgenuity for online learning, Additional Advanced Placement licenses for coursework as per stakeholder recommendation.	[\$ 592,232]	[Y]
Coordinators to develop all distance learning PD, protocol, lessons, IT Tech support	[\$ 323,037]	[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.]

All students' learning is assessed three times a year using the NWEA Measure of Academic Progress (MAP) assessment. Assessment occurs at the beginning of the school year, after the first semester is completed, and at the end of the school year. MAP results will be used to identify individual learning loss and aggregated grade, school, and district learning loss. Scores can be compared over time for individual students or across cohorts for the grade-levels year to year. MAP Accelerator is one example of using MAP to place students into an individualized computer-based support program of instruction. Gooru is another tool used at the 6th-8th grade levels to utilize MAP to locate the learner and provide personalized pathways for learning in the area of math. Individual assessments of essential knowledge and skills around reading and math are conducted for students in grades TK-2. The Diagnostic Reading Inventory (DRA) is one of these assessments to identify our youngest readers' reading levels and skills. The use of Illuminate allows district staff to monitor individual student scores on common assessments across the K-12 population and identify students in need of intervention to support mastery. Students at the high school level may request or be assigned by their teacher to a period of support titled Success! Teachers are responsible for reviewing student assignments daily and assigning Success to students who are behind in coursework, performing poorly on mastery assignments, or are otherwise identified in need of assistance. Wednesdays are dedicated intervention days for Success along with one period on Thursdays and Fridays. The English Language Proficiency Assessments for California (ELPAC) is administered to all English learner students. Individualized assessments of students with disabilities assists in determining the needs and any potential learning loss. District common assessments evaluate the grade level or content area mastery of the District's adopted English language arts and mathematics curriculum. Pupil engagement logs monitor weekly students' participation in instructional activities. For students who are not engaged, re-engagement plans are developed specifically to the students' area of need. Follow-up accountability is provided by teachers, counselors and vice principals.

## **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.]

The District has dedicated support staff to mitigate pupil learning loss, beginning with a dedicated support schedule of intervention time during synchronous and asynchronous learning times. All students are regularly assessed for learning loss through the methods identified above. Support for students in foster care or experiencing homelessness is provided by a dedicated liaison, the Director of Student Services. Students with exceptional needs are supported through their IEP with special education services individually addressing students' learning needs. English learners receive targeted intervention during integrated or designated ELD instructional time. Intervention is provided by the classroom teacher, bilingual paraprofessionals and monitored by the site administration and the Director of Student Services. Small group instruction is provided by teaching staff and paraprofessionals, including English learner and special education paraprofessionals.

# 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.]

Pupil learning loss will be measured and monitored through weekly engagement logs. Teachers/staff will monitor each pupil’s engagement through attendance, synchronous and asynchronous assignment completion, common district assessments, curriculum-based assessments, student grades, and district assessments such as MAP and the DRA. Through the ongoing monitoring of pupil progress, teachers and administrative staff will evaluate the effectiveness of the strategies utilized. All students’ learning is assessed three times a year using the NWEA Measure of Academic Progress (MAP) assessment. The classroom teacher reviews individual student growth. Administrators will meet with teachers to discuss the results of students who are not making the expected growth or are still below grade level to determine a plan of action for accelerating learning. Students with Disabilities will be monitored by the classroom teacher, who will ensure all IEP goals are being met. The teacher will regularly communicate progress with the parents and the IEP team as necessary. The English Language Proficiency Assessments for California (ELPAC) is administered to all English learner students. Individualized assessments of students with disabilities assist in determining the effectiveness of special education supports and services. Along with students’ grades, District common assessments evaluate the grade level or content area mastery of the District’s adopted English language arts and mathematics curriculum. Pupil engagement logs monitor weekly student participation in instruction. For those students that are not engaged, re-engagement plans are developed specifically to the students’ area of need. An individualized Re-engagement Plan will be developed for students that do not meet the district standard of 70% weekly engagement, as demonstrated through live session participation and synchronous and asynchronous assignment completion. Progress will be monitored weekly to ensure that the minimum number of instructional minutes (180 for TK-K, 230 for 1st-3rd, and 240 for 4th-12th) are met, and additional support is provided on a student-by-student basis. CAASPP testing will be utilized at the end of the year to determine the effectiveness of the plans and actions taken throughout the year based on the analysis of the above indicators of student learning.

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

Description	Total Funds	Contributing
NWEA MAP assessment program to assess student progress.	[\$ 219,862]	[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 District employs a Mental Health Counselor, School Psychologists, Guidance Counselors, and Behaviorist to provide mental health and social-emotional well-being services. Students who previously received mental health or social-emotional services continue to receive service provided individually or in a group via Zoom from support staff. Telephone calls and email also provide correspondence to students in need of mental health or social-emotional support. Mental Health support staff regularly collaborate with teachers, support staff and their

site administration on student academic and mental health concerns. Websites have been or are in the process of being developed by the Mental Health Counselor, School Psychologists, Guidance Counselors, and Behaviorist to provide mental health and social-emotional resources to staff and families. The Mental Health Counselor, School Psychologists, Guidance Counselors, and Behaviorist attend work-a-like groups to collaborate on best practices and attended virtual professional development provided by the San Joaquin County Office of Education.

## 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.]

An individualized Re-engagement Plan will be developed for students that do not meet the district standard of a minimum of 70% weekly engagement, as demonstrated through live session participation and synchronous and asynchronous assignment completion. Progress will be monitored weekly to ensure that the minimum number of instructional minutes (180 for TK-K, 230 for 1st-3rd, and 240 for 4th-12th) are met, and additional support is provided on a student by student basis. Teachers will communicate with students and families regarding participation and progress. Counselors and vice principals will intervene as required. Students that continue to struggle or not engage will be referred to site administration for additional support; should the student require additional assistance; the case will be referred to the Director of Student Services.

## 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.]

Breakfast and lunch are provided by the District's Food Services staff at all school sites for all students whether students are participating in distance learning or in-person instruction. Students eligible for free or reduced-price meals receive breakfast and lunch at either a free or reduced-price. Meals are provided during distance learning via "touchless" drive-through. Appropriate social distancing and the use of personal protective equipment (PPE) while interacting with students or their families ensures the safety of both staff and students during the current period of distance learning.

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

Section	Description	Total Funds	Contributing
Mental Health and Social emotional well being.	Mental Health and Behavioral Health services to support the mental health of all learners.	[\$ 66,000.00]	[Y]
Child Nutrition	Equipment and materials for safe packaging and touchless meal distribution. Subsidize Food Services program to ensure meal service to students not otherwise reimbursed by the State and Federal lunch programs	[\$ 125,000.00]	[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
4.74%	\$2,349,454

### 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.]

The District continues to provide for the needs of English learners, foster youth, and low-income students through rigorous delivery of the core curriculum, paired with small group instruction and additional time as needed. Content is uploaded onto Google Classroom and Canvas learning management systems for ease of use. Extra support is provided, if necessary, to assure digital connectedness. For English Learners, designated ELD time is placed in the daily instructional schedule to provide 30 minutes of designated instruction. A priority is placed on emphasizing speaking and listening instruction during synchronous web-instruction. During English Language Arts, small group instruction will be the vehicle for integrated ELD on reading and writing more explicitly. Asynchronous ELD assignments may also be assigned as appropriate for various English Learners. Students in foster care or experiencing homelessness are monitored and provided need-based support from a dedicated liaison, the Director of Student Services. Through the ongoing monitoring of pupil progress, teachers and administrative staff will evaluate the effectiveness of the strategies utilized. Ongoing evaluation of the supports provided will be measured and monitored through weekly engagement logs. Teachers/staff will monitor each pupil's engagement through attendance, synchronous and asynchronous assignment

completion, common district assessments, curriculum-based assessments, student grades, and district assessments such as MAP and the DRA. The classroom teacher reviews individual student growth. Administrators/counselors will meet with teachers to discuss the results of students who are not making the expected growth or are still below grade level to determine a plan of action for accelerating learning. The English Language Proficiency Assessments for California (ELPAC) is administered to all English learner students. An individualized Re-engagement Plan will be developed for students that do not meet the district standard of 70% weekly engagement, as demonstrated through live session participation and synchronous and asynchronous assignment completion. CAASPP testing will be utilized at the end of the year to determine the effectiveness of the plans and actions taken throughout the year based on the analysis of the above indicators of student learning.

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

Through the ongoing monitoring of pupil progress, teachers and administrative staff will evaluate the effectiveness of the strategies utilized to increase or improve services for English learners, foster youth, and low-income students. Ongoing evaluation of the supports provided will be measured and monitored through weekly engagement logs. Teachers/staff will monitor each pupil's engagement through attendance, synchronous and asynchronous assignment completion, common district assessments, curriculum-based assessments, student grades, and district assessments such as MAP and the DRA. The classroom teacher reviews individual student growth. Administrators will meet with teachers to discuss the results of students who are not making the expected growth or are still below grade level to determine a plan of action for accelerating learning. The English Language Proficiency Assessments for California (ELPAC) is administered to all English learner students. An individualized Re-engagement Plan will be developed for students that do not meet the district standard of 70% weekly engagement, as demonstrated through live session participation, synchronous, and asynchronous assignment completion. CAASPP testing will be utilized at the end of the year to determine the effectiveness of the plans and actions taken throughout the year based on the analysis of the above indicators of student learning. The district foster and homeless liaison will monitor focus group progress in concert with site administration to ensure enhanced services are effective.