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# 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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Linden Unified School District	Rick Hall Superintendent	lusdsuperintendent@lindenUSD.com 209-887-3894

## General Information

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

Linden Unified School District started the school year with a Distance Learning Model. Beginning the school year with this model is new for the district. LUSD developed the Distance Learning model to continue to provide the educational programs and services to all students and families. After reflecting on the spring distance learning model, LUSD made systemic adjustments to support our staff, families, students, and community reflected in this Learning Continuity Attendance Plan. Chromebooks and hotspots were redistributed to TK-12 students after collecting the technology at the end of the prior school year. LUSD developed a home study program for families that were seeking a long-term independent study program due to the pandemic. Communication with families is very important to LUSD. The district partnered with ParentSquare in Aeries as the only platform of communication allowing two-way communication from teacher to parent, school to parent, and district to parent. In the spring, various platforms were used and parents struggled with having multiple platforms to receive communication. LUSD developed a Distance Learning Family Guidebook (English and Spanish) to communicate the Distance Learning Model for the 2020-

21 school year. Each school site developed a SWAT (School Wide Attendance Team) to reach out to families to assist in getting students connected to their teachers in Google Meets. The School Social Worker has developed and shared many resources with the community through school communication and social media to support the social-emotional/trauma informed practices for families to access including various county resources to assist during the pandemic. Due to the COVID-19 pandemic, families do not have access to after school programs to help care for their children after school. Throughout this pandemic, LUSD recognized that there is a learning loss and has developed local assessments to identify the learning loss and programs/resources to assist in closing this gap. The families in the LUSD community have experienced trauma from the COVID-19 pandemic and LUSD teachers have received Trauma Informed Practices Professional Development to support students and families this school year.

## Stakeholder Engagement

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

To ensure involvement of our stakeholders, LUSD elicits input from staff, parents, students, and community. The Parent Advisory Committee (PAC) is composed of three parents from each school. The District English Learner Advisory Committee (DELAC) is composed of at least one parent from each school. Meetings via web-conferencing (attend virtual or by phone) to solicit input for the Learning Continuity Attendance Plan. Various committee meetings were held at school sites with the LCP as an item on the agenda for information to solicit feedback. Notices (in English and Spanish) were placed on the district and school site office windows stating the LCP is available for paper viewing and the LCP was posted on the LUSD district website and individual school sites. An area (a small table and signs) on school campus materials exchange days was dedicated to the display of the LCP to gather feedback. Families and community can provide feedback in various ways including email, calling the school and/or district offices, and/or written letters delivered to the school and/or district office. The various ways to provide feedback were shared in PAC, DELAC, school site committee meetings, on the office window notices, on the district and school websites, and in the designated areas on materials distribution days. A bilingual staff member to assist with interpretation was also available at the district office and each school site. On the virtual platform, phone in participants can ask questions, virtual participants can share verbally or provide feedback in the chat area. Families were also notified where to locate the LCP and how to provide feedback by a phone and email message through ParentSquare (district communication system) in English and Spanish. Feedback from the community and staff during the Public Hearing will also help to inform the direction of this plan. Individuals wishing to provide input during the meeting may join the meeting virtually or submit written comments via email.

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

Understanding that not all LUSD families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearing for the Learning Continuity Attendance Plan. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available for leaving messages. ParentSquare, phone calls, and text messages directed LUSD students, families for stakeholder input and feedback. LUSD uses Zoom as the virtual platform to

have regular board meetings, special board meetings, and public hearings. Participants have the option to participate using the Zoom application/platform or phoning into the meeting if the virtual platform is not an option.

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

Linden Unified School District values all feedback from each of the stakeholder groups to make adjustments needed to improve student learning. The mental health and social emotional well-being of students is a concern in Distance Learning. The stakeholders shared various strategies for daily check ins and follow up conversations with students to allow students opportunities to share how they are really feeling during this pandemic. Also, various ideas of how to get students connected and allow for structured, nonacademic socialization to occur so students can be connected to their peers, classroom, and school beyond the synchronous learning time that would usually take place at recesses, lunch, and after school on campus. Families are struggling with supporting the students with technology and troubleshooting. They are in need of support in this area especially our special populations (English Learners and low-income families). Feedback was also providing regarding the learning loss technology programs emphasizing that evaluations of effectiveness take place throughout the school year to determine future sustainability.

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

Stakeholder feedback is a key component in adjusting and revising the Learning Continuity and Attendance Plan. Feedback taken from stakeholder input has been utilized in our plan in the area of Distance Learning - Access to Devices and Connectivity as well the area of Mental Health and Social-Emotional Well-Being. Our English Learner parents and caretakers are struggling with how to help their student connect and access the various Google platforms (Meets, Classroom) and how to troubleshoot the hotspots and connectivity. To support this need, every TK-8 school site will have staff (English and Spanish) available to provide technology support on the phone, in person, and by prerecorded videos. In person and phone support will be from 8am - 6pm at Linden Elementary, Waverly Elementary, Glenwood Elementary, and Waterloo Middle School. IT will train school site Librarians and Expanded Learning Program (ELP) staff on how to troubleshoot devices (Chromebooks and hotspots), how to get students connected, and how to access the learning platforms. At the high schools, IT will be available after school hours three days a week to provide technology supports.

Another area of the plan that has been revised due to feedback is Mental Health and Social-Emotional Well-Being. TK-8 teachers will be providing a check in questionnaire to students to complete before the students connect to the synchronous instruction. The data from this questionnaire will provide the teacher with information regarding how the student is currently feeling and identify food/sleep patterns. The teacher can follow up with the student, family, and specialists to address any support needs. School sites will also be creating opportunities for students to be connected for socialization times that are supervised using a virtual platform which could include Lunch Bunch, Brain Break, Friday Flag, School Rally, etc. Linden High School is implementing "Sown to Grow" during the Advisory period to focus on Social Emotional Learning and weekly grade check-ins. We know our school communities are missing these opportunities for human connection.

# 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.]

Linden Unified School District will follow the lead from the San Joaquin County Public Health Officer and the San Joaquin County Superintendent to plan for in-person scenarios that are likely to occur in the school year ahead. LUSD will continue to refine its plan using the work of committees and input from stakeholders. Even when offering in-person instruction, many parents may opt to keep their children home out of caution. LUSD will continue to offer the Home Study Program to support parents that opt to keep their children at home to provide support for any continued learning loss and unfinished learning that might have occurred during Distance Learning.

LUSD will take a hybrid or staggered approach to continue delivering instruction on site and in person. The model will be solidified with the LUSD unions, committees, and through parent feedback. All students will need to meet safety precautions standards upon entry of campus and LUSD health and safety procedures will be adhered to at all times.

When the shift to Distance Learning occurred in March 2020 due to COVID-19, Linden Unified School District recognized that the most significant impact will be the loss of learning in academic content and skills. To address this, LUSD is committed to offering enhanced assessments and interventions in the critical areas of English Language Arts, Mathematics, and English Language Development, which will support accelerated learning across all subject areas. Teachers will monitor student attendance and evaluate completed work to identify the learning loss areas.

The plan to address learning loss will include the expansion and standardization of technology programs that will provide an adaptive comprehensive assessment and personalize pathways of interventions to support the areas of identified learning loss.

Adaptive comprehensive assessments:

- Reading (STAR for Lexile and reading levels for grades 2-12)
- Reading Foundational Skills (Local Reading Assessments will be given 1:1 to students three times this year in grades TK-3)
- ELA: Lexia Core 5/Power Up will be used at Waverly (grades K-8) and Linden Elementary (grades TK-4), iReady will be used at Waterloo (grades 5-8), Freckle will be used at Glenwood (grades K-8)
- Math: Khan Academy will be used for grades 3 - 12
- ELD: English Language Proficiency Assessments for California (ELPAC) for English Learners

Once the students have taken the adaptive comprehensive assessments (for ELA and Math), the system will share the individual student's plan for intervention and prescribe a number of minutes the student needs to complete in order to close the learning loss gap. These programs are web-based intervention programs and accessible whether students are receiving in-person, distance learning, or hybrid instruction. Also in these programs is the opportunity for teachers to monitor progress and provide face-to-face lessons as needed. The

programs have the lessons and additional resources for teachers to access to support student progress in closing the learning loss gap. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of Lexia Core 5/iReady/Freckle/Khan Academy reports, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents/guardians to increase engagement.

The 2020-21 school year's implementation of these programs will include a standardized assessment time frame, thus increasing the percentage of students who are administered the programs and provided interventions per their results. Assessment results will be transferred into Illuminate (data system) to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating to support student learning needs. Other assessments include Interim Assessment Blocks (IAB) in ELA and Math for grades 3-12 and local district assessments in Reading, Writing, and Math for grades TK-2.

A student profile is created in Illuminate with all of the student assessment data. MTSS teams at school sites meet regularly to review the student data and discuss supports needed (Academic, Behavior, and Social Emotional) to improve student outcomes.

Intervention opportunities that will be provided include: Success Shop (direct instruction on standards provided by LUSD teachers) and Reading Interventions (foundational reading interventions provided by LUSD paraeducators).

LUSD's commitment to reopening school safely and resuming in-person instruction are evidenced by safety, academic success, social-emotional support, and communication. LUSD is committed to following the CDC and SJ County Public Health guidelines when bringing students back to the classroom. Safety measures including social distancing, temperature checks, safety related classroom procedures, handwashing, mask procedures, and hand sanitizing will be included in a safe return to campus plan. LUSD believes all students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready whether through In-Person Instruction Model, Distance Learning Model, or a hybrid model. LUSD understands staff, families, students, and community are in need of support during the COVID-19 pandemic and during a transition to in-person instruction from distance learning. We will provide resources, strategies and interventions through Mutli-Tiered System of Supports (MTSS) to support engagement in learning and social-emotional support. LUSD recognizes communication is the key to success. We have purchased a district wide communication system (Parent Square through the Aeries Student Information System) to use as a platform of two-way communication between students, families, and staff in both English and Spanish. This will ensure family and student engagement to allow the most effective learning experience in these ongoing changing times of the pandemic.

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

Description	Total Funds	Contributing
Purchase of Personal Protective Equipment (PPE) for school sites and classrooms	\$32,000	No

## 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.]

Linden Unified School District is committed to providing a high-quality instruction using standards-aligned, district adopted grade level curriculum in a Distance Learning Model. Students will engage in daily online interaction with teachers and peers for the purpose of instruction, progress monitoring, and maintaining school connectedness. Daily participation will be documented and may include, but is not limited to, evidence of participation in online instruction, completion of regular assignments, and assessments.

Distance learning includes the following:

- Online daily instruction (face-to-face with the teacher and peers)
- Learning from another location (not the classroom/school)
- Required participation/attendance
- Grading
- Daily teacher support

The minimum daily instructional minutes will include the following:

- Transitional Kindergarten and Kindergarten - 180 minutes (3 hours)
- Grades 1 to 3 - 230 minutes (3 hours 50 minutes)
- Grades 4 to 12 - 240 minutes (4 hours)

Face-to-face instruction will be 50% of the minimum daily instructional time (Synchronous Instruction). The other 50% will be completing assignments, working in various instructional programs, assessments etc (Asynchronous Instruction).

Grading and Attendance will be following current board policy to ensure continuity and accountability for learning. Distribution of curriculum consumables and instructional materials were provided to students. Essential supplies that would usually be in student desks for in-person instruction in the classroom were distributed to students in this model. Teachers are utilizing a broad array of distance learning resources, adapting the tools to the needs of the students.

Examples of curriculum, supplemental resources/material being used are:

Various Curriculum accessed through Clever including:

- Wonders/Benchmark/Study Sync (English Language Arts/English Language Development - Board Adopted Curriculum)
- Everyday Mathematics/California Mathematics (Board Adopted Curriculum)
- Discovery Education (Science - Board Adopted Curriculum)
- Edgenuity (Variety of course offerings and credit recovery, grades 6-8 home study curriculum)
- Lexia Core 5/Freckle/iReady (Programs focused on ELA Learning Loss)
- STAR/AR
- Khan Academy (Program focused on Math Learning Loss)

Google Classroom

G Suite (Gmail, Google Drive, Google Docs, Google Sheets, Google Slides)

Illuminate (Local Assessments/Data Management System)

Other resources include: SPIRE, Great Minds Mathematics, Mystery Science, Handwriting Without Tears, Cursive Without Tears, Turnitin.com

Various Ed Teach programs include: Flipgrid, Screencastify, EdPuzzle, SeeSaw

LUSD teachers are creating Screencastify videos to provide recorded instruction opportunities for students to access as needed to maximize student instruction. Paraeducators are providing reading intervention and supports for students on Google Meets or Zoom that need more intense reading instruction. Success Shop (after school support opportunities with a LUSD teacher) will provide more direct instruction for students needing more instructional support.

Teachers are using Aeries to track and record student attendance, grades, and other supports. Teachers, principals, and district staff are using ParentSquare as a districtwide communication platform to communicate with families. Families are accessing the parent portal in Aeries for student's attendance and grades.

Feedback on student work is given through the various online forms and students have multiple ways to demonstrate mastery of standards. For paper-based distance learning, school sites are coordinating various materials exchange days/times for students to drop off work and collect resources for continuity of learning through curb-side drop off and pick-up, implementing health and safety protocols and social distancing, and providing plastic bins that materials can be dropped off and picked up from. Students/Families do not have to go inside buildings. Students also screenshot work, take photos with cell phones, or scan them (using cell phone) and send them to the teachers through email or Google Classroom. For online distance learning, feedback is provided through Google Classroom, G Suite, various programs, Google Meets/Zoom, and/or emails.

## 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.]

Technology plays a critical role in distance learning. Ensuring equal access to technology and internet connection was a goal for LUSD. In order to meet this goal, LUSD provides each TK-12 student the opportunity to check out a Chromebook. For families needing internet access, the district provided a hotspot device. These opportunities were offered at the beginning of the pandemic, however, with the emphasis of continuity and accountability of learning the hotspots were gone the first morning of distribution. On the distribution days, school sites began to develop a waiting list for hotspot devices due to family request. The number of families on the waiting list was shared with the district. The district recognized the high need of internet connectivity. In response to the need, LUSD purchased 200 more hotspot devices for a total of 450 hotspot devices. Recognizing the demand of internet connectivity, the district also purchased a router for two district vehicles. The district vehicles will be parked in the identified low income communities to provide a range of access for LUSD students during school hours. IT Department created a plan to support families with the equipment and connection. During school hours, library technicians at each school site provided technology support. After school hours at the TK-8 sites, Expanded Learning Program (ELP) staff will provide the technology support. IT staff will provide technology support at the high school three days a week for high school students and families. Bilingual paraeducators, bilingual ELP staff, and district Translator provide support for Spanish speaking families. With these additional purchases and IT support, students have the technology access and support needed to be successful.

## 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.]

LUSD takes daily attendance in Aeries for primary and intermediate grades. For secondary grades, attendance is taken in Aeries every period. 50% of the daily minimum distance learning instructional minutes are provided through synchronous instruction. Asynchronous instruction is provided for the remainder of the instructional minutes. Teachers have assigned a time value to the asynchronous instructional tasks and will grade aligned to the board adopted grading policy. Online curriculum platforms such as Google Classroom, Edgenuity, Khan Academy, and Lexia/Freckle/iReady provide data documenting time on task and assignment completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and high school teachers will utilize syllabi that clarify and calibrate assignment completion and credits earned within the course description.

## 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.]

Beginning the school year for Linden Unified School District in a Distance Learning model was new for staff. Professional Development was key to a successful start of the school year for staff and students. LUSD Board of Trustees approved a calendar adjustment to move the 3 Professional Development Days throughout the school year to be added to the beginning of the year at the request of District and Teacher's Union. District added 4 additional voluntary professional development days to the approved 3 days for a total of 7 days of Professional Development focusing on Distance Learning before the school year began on August 12, 2020.

The seven days included:

- Distance Learning Kickoff Presentation given by the Assistant Superintendent - Describing Distance Learning including SB77 & AB98, LUSD Implementation Plan, and the Module 1 of the "Distance Learning Playbook".
- Every teacher was provided "The Distance Learning Playbook" written by Douglas Fischer, Nancy Frey, and John Hattie and various modules were focused on at the school sites during staff meetings.
- Google Platforms (Google Classroom & Google Meets) PD was provided by Alice Keeler
- Collaboration identifying essential grade level/department standards, distance learning planning guide, and synchronous/asynchronous instructional guide
- Study Sync (grades 6-12 ELA/ELD curriculum) professional development
- ParentSquare PD (Districtwide communication platform)
- Freckle/Lexia Core 5/iReady for TK-8 teachers
- Google Sites
- Khan Academy (grades 3-12)
- Foundational Reading Assessments in Distance Learning
- SmartBoard training - how to use your SmartBoard for Distance Learning
- Discovery Education - NGSS (grades 6-8)
- STAR - grades 2-12
- Screencastify modules
- Interim Block Assessments - grades 3-12 ELA & Math

In the 2019-2020 school year, the district focused PD on Social-Emotional Learning. This PD included Trauma Informed Practices, Brain Based Learning, and Nurtured Heart. School Social Worker provided PD on Second Step (Social Emotional) curriculum for grades K-8 at school sites.

## Staff Roles and Responsibilities

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

As a result of COVID-19 and Distance Learning, LUSD changed various staff roles and responsibilities to serve the needs of students and families.

Each school site formed a SWAT (School Wide Attendance Team) composed of paraeducators, school psychologists, social worker, administrator, Student Resource Officer (SRO), speech language pathologists, and office staff. SWAT will reach out to students not attending (connecting) or having difficulty connecting in distance learning. The outreach can be done by phone, home visit following all health and safety protocols (social distancing, masks), or email. This team works in the morning when attendance is taken (TK-8) and after every period (Secondary).

During Distance Learning, Bus Drivers are not transporting students. They are working collaboratively with Food Services to support packaging and distributing meals. Bus Drivers will drive two district vehicles out to various locations to support internet connectivity for low income families.

Since there is no on-campus Expanded Learning Program (ELP) due to students not being on campus, LUSD will be utilizing ELP staff to provide after school technology support at the TK-8 school sites for families with device connectivity, access to learning platforms, and troubleshooting. Each school site will have both English and Spanish ELP staff to best meet the needs of our families.

## **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.]

Linden Unified School District's Special Education staff will work collaboratively with families to include an Emergency School Closure Plan addressing the needs of the student in a distance learning environment in the Individualized Education Program (IEP). Our district has shared the expectations that our Special Education Specialists will collaborate with general education teachers in joining their virtual classroom(s) and their virtual learning platforms, e.g. Google Classroom in order to meet all Individual Education Plans and Requirements. Students with disabilities will continue to receive special education and related services during the distance learning period.

Each student's IEP plan will continue to be implemented during the distance learning period. Through telecommunications, we will continue to hold IEP meetings to review IEP goals and amend IEPs as appropriate. Case Managers will develop a process to communicate with parents and guardians regarding the provision of their child's services through distance learning. IEP meetings will be conducted utilizing telephone and video conferencing tools. Our district is prepared to provide translation and interpreter needs for students and families. We will continue to work with our families to develop and provide instruction and support through distance learning. IEP meeting options include virtual meetings, teleconference meetings, on-site meetings (adhering to San Joaquin County Health guidelines, hybrid meetings (staff on campus/families virtual or phone).

As part of AB 98 requirements all IEPs during the regularly scheduled annual and triennials dates will have additional language that includes a description of the means by which the IEP will be provided under emergency conditions. The IEP team will be discussing services in the 2020-21 school year; including defining "distance learning".

IEP assessments are by appointment only scheduled by the assessors. The assessors will reach out to schedule the appointments with families and guardians. During the assessment process, all county and state health guidelines will be followed.

All related services are based on the individual student IEP and the documented services. Teachers and related service providers will share their instructional activities for families and students in one location through Google Classroom. Staff will provide individualized activities as determined by the IEP.

### Special Education Classroom Teachers/APE

- Teachers will create weekly videos for students to watch on areas of instruction as appropriate.
- Students will have access to online programs
- Teachers will review student progress of online learning and provide additional materials as needed.
- Teachers will provide daily/weekly activities.
- Teachers will create individualized lessons for students based on their IEP goals.

Speech and Language Pathologists (SLP) will provide individualized instruction aligned with the students' IEP on a virtual platform.

- SLPs will collaborate with classroom teachers.
- SLPs will consult with families to provide coaching to implement the speech strategies taught in therapy.
- SLPs will use Google Classroom to provide activities during online instruction (can include social stories, strategy reminder posters, activities, and videos).

### School Psychologist

- School psychologists will contact students who receive counseling services for permission to have virtual counseling sessions.
- School psychologists will develop materials which will be provided for families to implement at home. The materials can include social stories, strategy reminder posters, activities, and videos.
- School psychologists will work with families via phone/virtual conferencing or emails.
- School psychologists will collaborate with families to provide coaching for implementing strategies.

Families can reach out directly to the school site to receive 504 Plan guidance or support or the district office via email, phone, or district website. Students with a 504 plan can contact the site administrator for any concerns and/or new updates.

Foster Youth are supported during this difficult time as well. LUSD Social Worker and Program Specialist are reaching out to the guardian of Foster Youth child in our district on a weekly basis to provide community resources and any support needed during this time. Foster Youth students were given an individual chromebook and a hotspot to ensure connectivity. Foster Youth students have access to the teacher weekly in a 1:1 Google Meet to continue with a school adult relationship/mentor connection. School Social Worker contacts Foster Youth students and families weekly and provides resources as needed in the areas of academics, behavior, and social emotional.

Students who are experienced homelessness are contacted by the School Social Worker. The School Social Worker provides access to necessary resources for food, basic necessities, and social emotional support.

Low-income students have received a chromebook for the student and a hotspot device for the family as needed. Paraeducators are supporting families by getting their students connected with the technology. District Social Worker connects families with community resources. Low-income students are given flexibility of accessing instruction, however, if they are not present (logging in, responding on platforms, etc.) for three days in a row, teachers are contacting parents by phone. Principals and support staff are making check-in calls based upon teacher's recommendations to support any resources based on the unique needs.

English Learners are supported by accessing various resources. Integrated ELD is provided throughout synchronous and asynchronous instruction. Designated ELD is taught with district adopted curriculum using Google Meets/Zoom for the daily face-to-face instruction by the credentialed teacher. English Learners are given an individual chromebook and a hotspot per family to ensure connectivity. Bilingual paraeducators work with families to get English Learners connected to the resources through phone conversations, Zoom/Google Meets, and supporting the learning platforms and programs by linking into the platforms and emailing the students and/or calling the students/families. Learning platforms and programs such as: Google Classroom, ELA/ELD adopted curriculum through Clever, Google Meets/Zoom, Scholastic for ELs, Khan Academy en Espanol, English Media Lab, and extensions of support embedded into the Google platform. When a student is not present for Designated ELD, the teacher contacts SWAT and SWAT immediately reaches out to get students connected and participating in instruction before the instructional block ends.

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

Description	Total Funds	Contributing
Professional Development Days (total of 7 days: 4 new PD days and 3 calendared PD days moved to the beginning of the year)	\$376,344	No
Purchase of Educational Technology Programs (SeeSaw, Screencastify)	\$15,620	No
Purchase of technology devices (chromebooks, SmartBoards, laptops)	\$401,828	No
Purchase of Hotspot devices and monthly Hotspot Connection Fee	\$49,500	Yes
Distance Learning Playbooks (PD Book for every teacher)	\$5,427	No
Speech Therapy Online Platform (TheraPlatform)	\$1,872	No
Purchase of Edgenuity licenses for grades 6-8 home study program	\$13,000	No
Districtwide Communication Platform (Partnersquare in Aeries)	\$10,836	No

Description	Total Funds	Contributing
Purchase instructional materials for students	\$159,669	No

## 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.]

When the shift to Distance Learning occurred in March 2020 due to COVID-19, Linden Unified School District recognized that the most significant impact will be the loss of learning in academic content and skills. To address this, LUSD is committed to offering enhanced assessments and interventions in the critical areas of English Language Arts, Mathematics, and English Language Development, which will support accelerated learning across all subject areas. Teachers will monitor student attendance and evaluate completed work to identify the learning loss areas.

The plan to address learning loss will include the expansion and standardization of technology programs that will provide an adaptive comprehensive assessment and personalize pathways of interventions to support the areas of identified learning loss.

Adaptive comprehensive assessments:

- Reading (STAR for Lexile and reading levels for grades 2-12)
- Reading Foundational Skills (Local Reading Assessments will be given 1:1 to students three times this year in grades TK-3)
- ELA: Lexia Core 5/Power Up will be used at Waverly (grades K-8) and Linden Elementary (grades TK-4), iReady will be used at Waterloo (grades 5-8), Freckle will be used at Glenwood (grades K-8)
- Math: Khan Academy will be used for grades 3 - 12
- ELD: English Language Proficiency Assessments for California (ELPAC) for English Learners

Once the students have taken the adaptive comprehensive assessments (for ELA and Math), the system will share the individual student's plan for intervention and prescribe a number of minutes the student needs to complete in order to close the learning loss gap. These programs are web-based intervention programs and accessible whether students are receiving in-person, distance learning, or hybrid instruction. Also in these programs is the opportunity for teachers to monitor progress and provide face-to-face lessons as needed. The programs have the lessons and additional resources for teachers to access to support student progress in closing the learning loss gap.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of Lexia Core 5/iReady/Freckle/Khan Academy reports, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents/guardians to increase engagement.

The 2020-21 school year's implementation of these programs will include a standardized assessment time frame, thus increasing the percentage of students who are administered the programs and provided interventions per their results. Assessment results will be transferred into Illuminate (data system) to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating to support student learning needs. Other assessments include Interim Assessment Blocks (IAB) in ELA and Math for grades 3-12 and local district assessments in Reading, Writing, and Math for grades TK-2.

A student profile is created in Illuminate with all of the student assessment data. MTSS teams at school sites meeting regularly to review the student data and discuss supports needed (Academic, Behavior, and Social Emotional) to improve student outcomes.

Other intervention opportunities that will be provided whether students are in-person, distance learning, or hybrid instruction to support learning loss will include: Success Shop (direct instruction on standards provided by LUSD teachers) and Reading Interventions (foundational reading interventions provided by LUSD paraeducators).

## **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.]

LUSD implemented a MTSS model two years ago and will continue the process. Elementary and middle schools have MTSS conferences after the 1st trimester and 2nd trimester to discuss the student's profile and provide supports based upon the student's academic and social emotional needs. The site's MTSS team consists of: grade level/department teachers, administrator, resource teacher, school social worker, school psychologist, academic counselor, and reading specialist. The team will analyze the data (attendance, assessments, social emotional check ins, work completion) and identify an individual plan of supports needed for the student. The supports could include: access to interventions, social skills groups, accelerated technology programs and instructional opportunities, and family resources (such as food and counseling).

For students who are English Learners, bilingual paraeducators are providing interventions, supporting in the classrooms (virtually and in-person), supporting student access to curriculum and language barriers to instruction, and contacting parents acting as a liaison between school social worker/academic counselor and families. Also, English Learners will have access to Success Shop (after school direct instruction) for more support in ELA/ELD in both distance learning or in-person instruction.

Outreach to families of low income provides an opportunity to assess the needs of the family to determine appropriate resources. This outreach is done by School Social Workers, School Psychologists, and Counselors. Often a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring at school sites.

Our academic counselors will continue to track and support foster youth with the technology programs (Khan Academy, Lexia Core 5/iReady/Freckle) and have 1:1 virtual and/or phone meetings to discuss progress, supports, and needs. Food distribution is provided to support nutritional meals opportunities for Foster Youth.

Students with exceptional needs can experience regression if instruction is not consistent and comprehensive. To address any potential student learning loss, Individualized Education Program (IEP) teams are meeting to address each student's individual progress on goals, services, and supports to ensure growth for the student. If students are in need of revision on goals or new goals due to regression, IEP teams are working together to address these needs.

Students experiencing homelessness are at a higher risk of learning loss than peers who are permanently housed. Factors that can contribute to learning loss for these students include irregular attendance, communication barriers, and insufficient internet access. To address these issues, school site staff including SWAT are working closely to identify, reach out, and support any students who are not attending remote learning sessions, logging into the learning loss programs, or submitting assignments regularly. School Social Workers, School Psychologists, and Counselors are also doing outreach to support any resources needed for the student/family.

## **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 implementation of learning loss assessment strategies are a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. Linden Unified School District is committed to the following protocols/process:

- Setting standardized assessment windows during which time students are administered the assessments
- Increased teacher and student accessibility to student results
- Professional time set aside to assess, review data, action planning, and collaborate
- MTSS conferences

Additionally, ongoing teacher-based formative assessment, local assessments, analysis of individual student work, and completion of high school courses will provide evidence of any learning loss a student may have experienced has been or is being addressed.

District will collect assessment data to look at growth and achievement for each grade level and an analysis for each subgroup (English Learner, Foster Youth, Low Income, Pupils with Exceptional Needs, and Pupils experiencing Homelessness) after each grading period. Site Administrators will meet with District Administrators to discuss the data to look for trends and needs. Site Administrators will share the data with teachers to create a site action plan addressing the needs.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social-emotional and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the daily face-to-face instruction allows the teachers to monitor student motivation, engagement and participation. TK-8 teachers will provide a check-in form designed in Google Forms and distributed through Google Classroom to have students complete first thing before signing into synchronous (face-to-face) instruction. Teachers will monitor students for signs and symptoms of emotional distress and behavioral changes that could signal social-emotional issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Success Team (SST) meeting. Once these interventions are identified, the SST meeting will identify the learning loss indicators, provide interventions and monitor the effectiveness of the interventions through the collection of data. Student supports can include help from paraeducators, school counselors, district nurse, school social workers, counselors, school psychologists or administrators. Supports will be individualized to meet the needs of the students.

Students with disabilities are consistently assessed for learning loss as part of the IEP process. The IEP team reviews progress on goals through objectives on specific reporting periods outlined in the student's IEP. This data driven practice will continue to be implemented to determine the individual needs of the student, strategies to address the learning loss and the effectiveness of the strategy. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
Programs such as Khan Academy (Math), Lexia Core 5/Freckle/iReady (ELA)	\$125,427	No
Success Shop (Direct instruction with focus on ELA/ELD)	\$86,483	Yes

## 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.]

Linden Unified School District's Student Services Department recognizes the impact of the COVID-19 pandemic on the school community and provides a wide array of services and supports to engage students and families during distance learning, from individual and group support to ongoing psychoeducational opportunities (e.g. webinars, parent classes, staff professional development). Our department is dedicated to supporting the whole child in their learning.

The following supports are provided to pupils, families and/or staff to address trauma and other impacts of COVID-19 pandemic:

- School Psychologists and School Social Workers are assigned to school sites to provide mental health support and trauma-informed services. These specialists help to identify the social, emotional, and behavioral needs of students and support them through individual, group and family therapy. During distance learning these supports are provided through virtual platforms. We work diligently to connect students to the right service to fully support their mental health through these challenging times. This means providing ongoing and timely support and guidance for crisis situations as they arise.
- Behavior support staff provide positive behavioral interventions and support strategies for students and families to increase engagement with distance learning in the home, ranging from teacher consultation and parent education to individualize behavior plans.
- High School Counselors work to promote our students' social, emotional, and academic success by providing social emotional support. This will occur throughout the delivery of classroom lessons, meeting individually, and small groups using various virtual platforms.
- At the TK-8 schools, a daily check in form is completed by the student in Google Classroom before logging into the synchronous (face-to-face) instruction. This information will allow teachers to follow up with a student or access specialists as needed for student support.
- School site staff will work on creating facilitated social opportunities to enhance school connectedness (Lunch Bunch, Brain Breaks, Friday Flag, etc.) using the virtual platforms (Zoom and/or Google Meets).
- LUSD purchased a Social-Emotional curriculum that is accessed digitally for both teachers and students. Second Steps will be implemented at TK-8 school sites. For the high school, Sown to Grow was purchased and will be implemented for the 2020-21 school year during Advisory period.

- Teachers and staff are referring students to a SST (Student Success Team) in the area of social-emotional support for students who are not participating in face-to-face instruction or if they detect that the student is struggling in this area. The SST includes School Psychologist and School Social Worker.
- Professional Development for the newly purchased SEL curriculum was provided to teachers. Throughout the 2019-20 school year, professional development was provided on trauma-informed practices, brain based learning, and Nurtured Heart focusing all year on the social-emotional well-being of staff and students.

## 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.]

Linden Unified School District recognized pupil engagement was not strong in the spring when the pandemic first occurred. Communication of the LUSD Distance Learning plan to parents, staff, students, and community was essential to begin the 2020-21 school year with the distance learning model. The district focused on implementation of ParentSquare (partnered with Aeries) as an essential communication tool. Teachers have been communicating through this platform (email, text) along with phone calls, mailed letters, and web-conferencing.

At the beginning of the school day, students are required to log into Google Meets/Zoom with their teacher to take attendance. For middle school and high school students, it is a requirement for every period. The teacher will take attendance in Aeries (Student Information System). If a student is marked absent, the school site SWAT (School Wide Attendance Team) will contact the parent by phone, email, or home visit to get the student connected to the class as soon as possible. SWAT includes: Principal, Paraeducator, School Psychologist, School Social Worker, Academic Counselor, District Translator, and Attendance Secretary. This immediate response to an absence allows SWAT to make sure there are no technology barriers and will remedy any technology barriers that exist for the student to participate and allows the teacher to focus on instruction. If the student is absent (excused or unexcused) for the entire day, the student will then move to the district's Multi-Tiered System of Support (MTSS) Attendance Model. This model has various layers of support embedded into it in hopes the student will not reach the layer (Referral to Student Attendance Review Board).

The options for support include:

- Teacher/Academic Counselor/Attendance Staff call home to express concern
- Home Visit
- Student Success Team (SST) meeting held to explore barriers to attendance
- Attendance Success Plan is created and reviewed

- Instead of individual SST meeting, identify parents and students who would benefit from a virtual workshop on compulsory attendance and its connection to success
- Assign daily/weekly progress reports to Academic Counselor to monitor
- SART meeting and develop SART contract
- Follow up on previously identified barriers
- Refer to community providers for resources and support
- SART meeting
- Solicit case management support from community providers
- SART contract reviewed
- Provide daily monitoring and support
- Last option: Referral to SARB

These options for support are in the tiered reengagement strategies for pupils who are absent. We know this is a difficult time in this pandemic and want our parents to know that we have support in place so students do not miss valuable instruction and avoid learning loss. Principals are monitoring attendance engagement daily and SWAT is very proactive to keep students engaged during Distance Learning. Outreach supports for engagement are translated and interpreted in Spanish using bilingual paraeducators and district translator.

## 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.]

The Linden Unified School District Food Service Department along with guidance from California Department of Education, the USDA and San Joaquin County Public Health Department will be serving meals in distance learning, hybrid model, and in-person instruction. These plans also include students who are enrolled in the district's home study program.

For distance learning (August 12 - September 4, 2020), LUSD is providing breakfast and lunch based on student eligibility of Free, Reduced and Paid meals. We are encouraging all families to complete a free or reduced meal application during this pandemic. Families can apply through an online or paper application in English and Spanish. Parents or TK-8 students can pick up meals (both breakfast and lunch) at any elementary/middle school site in the district from 7am - 8am every morning. High school students/families can pick up meals (both breakfast and lunch) at Linden High School from 7am - 8am every morning.

On August 31, 2020, The USDA has extended the waiver to serve all students free until December 31, 2020. Beginning Tuesday, September 8, 2020, LUSD will be serving all children ages 2-18 for free. A bag containing lunch and breakfast for the next day will be provided for children ages 2-18. Meals will not be distributed at school sites. Meals will be distributed at the following locations: 11111 E. Highway 26

Stockton (7:15am - 7:30am), 9459 E. Highway 26 Stockton (7:35am - 7:50am), Stockton Verde Trailer Park Stockton (7:30am - 8:00am), 11064 Ada Avenue Stockton (7:15am - 7:45am), 400 N. Fine Rd. Linden (7:15am - 7:45am), and Linden High School (7:00am - 8:00am). Safety protocols and procedures are being implemented at meal distribution locations. Meals are available to students regardless of which school they attend. This information was distributed in English and Spanish through ParentSquare (district communication system), posted at school sites, posted on the district website.

For in-person instruction, food services will continue with the distribution of meals that have been provided pre-COVID. This includes breakfast and lunch on campus.

For hybrid instruction, food services will follow both the distance learning plan and the in-person instruction plan for distributing meals.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	No

## **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
16.66%	\$3,253,532

## 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.]

There were are actions that LUSD identified as meeting specific needs for Foster Youth, English Learners, and low-income students first.

1. Hotspot devices and monthly costs: For families needing internet access, the district provided a hotspot device. These opportunities were offered at the beginning of the pandemic, however, with the emphasis of continuity and accountability of learning the hotspots were gone the first morning of chromebook distribution. Beginning on the second chromebook distribution day, school sites began to develop a waiting list for hotspot devices due to family request. The number of families on the waiting list was shared with the district. The district recognized the need of internet connectivity. After analyzing the waiting list, the vast majority of the students were English learner, Foster Youth, and low-income students. In response to meet the need, LUSD purchased 200 more hotspot devices for a total of 450 hotspot devices. Recognizing the demand of internet connectivity, the district purchased a router for two district vehicles. The district vehicles will be parked in the identified low income communities to provide a range of access for LUSD students during school hours.

2. Success Shop (Direct instruction with focus on ELA/ELD): Analysis of student profiles for English learners (including local district and learning loss assessments, ELPAC level, designated ELD observation and attendance), English learners need more direct instruction (virtual and in-person) to meet their language acquisition needs outside of the regular school day. Currently, the district is in distance learning and will provide Success Shop (direct instruction with focus on ELA/ELD with a LUSD teacher) on Google Meets/Zoom platform to allow students extended opportunities to read, write, speak, and comprehend English (using the district adopted ELA/ELD curriculum) focusing on the student's specific area of need identified in the student profile. In an in-person learning model, Success Shop will be provided after school on campus and transportation will be provided to ensure attendance and participation.

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

A few actions that are not included in this Learning Continuity Attendance Plan that are focused on foster youth, English learners, and low-income students are:

- 2020-2021 Summer School: Summer school opportunity in June 2021 in a distance learning model, in-person instruction, or hybrid model will take place for foster youth, English learners, and low-income students. Summer School will include one administrator, teachers, curriculum, and transportation (for in-person instruction). This service will support closing the learning loss gap.

- Advancement Via Individual Determination (AVID) Program: The AVID program is for grades 6-12 for the 2020-2021 school year. This program supports foster youth, English learners, and low-income students to close the opportunity gap to ensure students are college and career ready.
- District Translator: This position is principally directed for our English learner families to support written and verbal communication in Spanish. This position improves LUSD services to Spanish speaking students and families.
- Parent Liaison: This newly created position is principally directed for our Migrant families who also include English learner families. This position supports written and verbal communication in Spanish and provides outreach to Spanish speaking families.