



# 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
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## General Information

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

Covid 19 had a drastic impact on the community of Lindsay. The beginning of the crisis was shrouded in technology related barriers, creating an urgent need to add hotspots and ensure every learner had a device at home. Although the district had community wifi, it was not reaching 100% of learners which became the first obstacle to overcome.

Covid 19 had a devastating effect on Lindsay families. Most Lindsay parents are essential workers, who faced childcare issues. Oftentimes, Lindsay parents took their children to work with them, making the daily distance learning plans void. At other times, older Lindsay children stayed home to care for their younger siblings, which compromised their own learning time. Some learners were attending virtual instruction in loud, hectic environments not conducive for learning. Learners reported feeling a loss of relationships, experiencing a void in their need for peer to peer interactions.

Learners and families experienced trauma as they encountered financial hardships, health threats, as well as emotional difficulties. The outcome of these challenges created an increased need for social emotional support for learners experiencing trauma. Supportive departments such as Migrant and Healthy Start had to address needs that were unprecedented in our history, forcing staff to look for

solutions for new challenges brought on by Covid. Some solutions consisted of supplying resources for basic needs, while other resources helped families connect to other agencies.

Covid 19 facility closures ultimately resulted in learning loss. Teaching was challenging, and the ability to monitor and respond with interventions was difficult as well.

## Stakeholder Engagement

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

The district has solicited stakeholder feedback in the following ways: (1) Conducted a parent survey in May 2020 to determine parent satisfaction with remote learning and receive feedback for improvement; (2) Conducted a learner satisfaction survey in May 2020 to solicit learner feedback for improvement of the distance learning model; (3) Conducted a certificated staff survey in May 2020 to solicit feedback regarding satisfaction and improvements for the Distance Learning model; (4) Conducted input sessions with both certificated and classified staff in June of 2020 to determine successes and opportunities for improvement in supports, services, and models. When seeking input from stakeholders, information was delivered in both English and Spanish, with parents receiving personalized support from the Migrant Department and Healthy Start Staff in completing the survey such as assistance with reading and responding. School site office staff contacted families often challenged by internet issues. The district has also offered the public the opportunity to provide comment at special School Board Meetings related to Re-opening.

Using stakeholder feedback, the draft Learning Continuity and Attendance Plan was drafted. Feedback on the draft plan was provided by: (1) District, site, and department Leadership (2) Classified Staff (3) Parent sessions at back-to-school events (4) School Site Councils (5) DELAC (6) School Board Trustees (7) Public Comment at School Board Meeting.

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

The district has published board meeting events with links for remote participation and maintained open facilities where community members have access to attend, listen and participate using electronic devices and translation services with support from district office staff. Stakeholders have represented their opinion and position on school closure and openings during board meetings.

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

Parent feedback specified satisfaction with technology and support, the amount of academic instruction/support, overall communication and support from learning facilitators, and satisfaction with the Grab and Go Lunch distribution. Parents also expressed opportunities for improvement in several areas including addressing learner motivation levels, ensuring minutes in learning and time on devices is

developmentally appropriate, creating family-friendly schedules, ensuring feedback to parents on learning progress, and offering support for parents.

Another stakeholder group consisted of Lindsay learners. Learners expressed warm feedback and appreciation for the quality of technology for learning and the amount of instruction they received. They also appreciated the district's food distribution process. Learners also made recommendations for improvement including increased communication from their learning facilitators, more learning opportunities designed to be relevant and meaningful, more time for peer to peer interactions/connections, and more consideration for schedules that protect time for doing tasks and assignments.

Lindsay also gathered feedback from the staff. Positive feedback reflected appreciation for the quality of technology for learning and teaching, the food distribution process, and the amount of academic instruction being offered. On the other hand, cool feedback included the need to build more support structures at the high school level with a focus on learner's socio-emotional well-being. Other suggestions recommend improvements on academic, technical and social support for families. Staff requested more professional development opportunities to increase familiarity with different online tools and apps. Staff also recommended improvement in the development of skills and strategies that would increase motivation and help learners sustain momentum in their learning path.

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

Parent and learner feedback resulted in an improved Distance Learning Model. Part of the improvement included the purchase of robust instructional technology, which was influenced by learner and staff feedback from Spring 2020 trials during the Covid closure period. Other improvements to the model addressed systems and structures such as the daily schedule and the communication structures to use with parents. The district responded to stakeholder feedback regarding the social-emotional well-being of learners during this difficult time-period by increasing service and support. The district hired Lifelong Learning Mentors, additional Mental Health Professionals, and Transitional Coaches to address the needs for intentional support for social and emotional needs.

# 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.]

To launch classroom-based learning, the district will create a safe learning community by securing PPE Equipment and additional personnel to support new structures and systems related to safety (e.g., social distancing, masks, hand washing). Additional staff will support striving learners in social and emotional support to help address emotional needs that were stirred through the covid spring shut down and to deliver interventions.

To design the educational approach and address learning loss, the district will take a data driven approach to prioritize service for ELs, foster and homeless youth, and learners with special needs. Informed data driven decisions will be determined by examining learning target completion data housed in the learning management platform. In addition, ELA and Math learning loss will be evaluated through the use of the i-Ready Reading and Math assessment. Learners showing significant gaps in learning will be prioritized for any classroom-based instruction offerings, including interventions, transitions from distance learning to in-person learning, and additional in-person check-ins with school staff. Interventions will be scheduled with support staff to allow for additional learning opportunities, whether in person or virtually, allowing for a continuity of service for learners most at-risk.

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

Description	Total Funds	Contributing
Safety and Sanitation	\$330,000	No
Extra Duty and Hiring of Additional Classified Staff for Learning Support	\$150,000	Yes
Additional Temporary Certificated Teachers to Support Learning	\$573,020	Yes
Additional Professional Development for Certificated Staff	\$549,444	Yes

## 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.]

Lindsay Unified has created a model of instruction that can be implemented in a virtual or in-person model. Learners have access to core curriculum online through the publishers, as well as through the district's LMS, Empower. They will be able to access this on district devices and through the community wi-fi.

The district will also provide print resources and materials for learning to learners, to ensure a combination of online and offline learning.

The district has purchased Zoom to allow for Live direct instruction to continue when virtual. Schedules have been completed to ensure learners are receiving an appropriate amount of live instruction balanced with asynchronous learning opportunities aligned to the requirements set by the California Department of Education.

### 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.]

Lindsay Unified has deployed 1:1 Devices and Community WiFi for several years. Systems and staff previously in place to support these initiatives will continue. This includes technology support services to families, community wi-fi installation and servicing, and device repair and replacement procedures.

### 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.]

Lindsay Unified will take daily attendance during each period of live instruction. Teachers will follow a site schedule for live interactions that include both whole group and small group learning opportunities. Teachers will submit a weekly schedule of synchronous and asynchronous learning opportunities that meets the minimum requirement of instructional minutes and clearly identifies the time value of asynchronous assignments. Participation in the asynchronous learning opportunities will be monitored through the online learning platforms, as well as through scoring of activities in Empower, the district's Learner Management System. Learners will receive additional feedback on their work during weekly check-in with teachers.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In Spring 2020, staff participated in a series of professional development sessions to address distance learning. These training were recorded and will continue to be available for staff to access as needed.

The district will utilize three professional development days in August to train all certificated staff on the revised expectations for the distance learning model. For continuous learning, weekly site professional development will be delivered to deepen skills and knowledge around distance learning, with deepened analysis of learner data driving the agenda. Weekly district-wide PLCs will allow time to train grade-levels on distance learning programs that may be new to them. New staff, who received an extra week of induction, will continue to be supported by the district curriculum office.

Blended Learning Assistants will continue to be deployed across the district to provide support to staff with instructional technology. The district will utilize the Computer Technicians to support device and access issues.

## Staff Roles and Responsibilities

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

LUSD will hire new staff as a result of the Covid-19 pandemic starting with utility staff. Utility staff will be composed of classified staff who will have duties such as moving groups of learners to a new setting, accompanying sick learners to an isolation room, providing initial thermal checks at the beginning of the day, and helping to implement new safety protocols. In addition, Lifelong Learning Mentors will be a new position hired for the purpose of supporting learners to discover and maintain personal motivation and engagement in learning models, as well as supporting learners to develop lifelong social emotional skills such as goal setting and perseverance. Many existing positions will have more flexibility of duties in order to conduct support duties such as conducting outreach, providing enrichment activities to learners, and supporting the school in efforts to maintain a safe and productive climate. Some positions, such as After School Program Leaders and counselors will be accessed to increase parent engagement, monitor and improve attendance, and monitor progress of at-risk students and pupils with exceptional needs.

## 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.]

LUSD will address the needs of Pupils with Unique Needs in a variety of ways. The learning data and information regarding needs will be used to prioritize the order for re-entry into face to face learning opportunities, services, and support. Using IEPs and Personalized Learning Plans, pupils with unique needs will receive personalized learning plans that address academic, social, and emotional needs.

English Learners will receive Designated and Integrated ELD targeted to their level of English proficiency from certificated staff. In addition, instructional support staff will meet with small groups to provide additional language support. Learners with exceptional needs will continue to receive the accommodations and supports identified in their IEPs. In both distance and in-person scenarios, both push-in and pull-out supports will be provided based on learner needs. Dependent on health conditions, priority will be placed on getting learners enrolled in specialized learning environments back to in-person instruction. LUSD will work with the Lindsay Healthy Start Family Resource Center and Migrant Department to ensure learners in foster care and those experiencing homelessness have adequate conditions to complete their learning when participating in the distance model. They will support families in acquiring services to support basic health and nutrition needs.

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

Description	Total Funds	Contributing
Community Wifi Upgrades	\$945,237	Yes
Instructional Technology & Online Curriculum	\$773,686	Yes
Special Education Online Technology	\$75,000	Yes
Learner Supply Kits	\$203,122	Yes
Student Information System Enhancements	\$70,526	Yes
Certificated Staff Extra Training Extra	\$549,444	Yes
2 additional Blended Learning Assistants	\$160,890	Yes

## **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.]

The district will address pupil learning loss through instructional services during a dynamic year of possible changes due to Covid 19. Services will be designed to seamlessly transition between structural models whether face-to-face, hybrid, or distance learning. The district will analyze data from the Learning Management System to identify learning loss in ELA, Math, and ELD by studying the standards not met for each learner. Quality First Instruction will be designed to include spiraling structures that address foundational information needed as well as gaps in learning. Whole group and small group instruction will be designed to address the essential standards that were not met during the spring 2020 Covid closure in ELA, ELD, and Math. Learners who need more instruction and support will receive additional intervention face to face and/or in digital platforms. Additional personnel will be hired to provide instructional support to increase engagement, feedback, and motivation required for accelerated learning. Each K-8 site will utilize a Literacy Coach to mentor and support new teachers, including support in identifying learners with gaps, designing whole group instruction, and serving small groups to close an instructional gap. In Lindsay's PBS system, teachers will collaborate about learner needs and group/regroup learners with similar needs for a team-teaching approach. Finally, teachers will utilize goal setting strategies with learners tracking their progress, receiving feedback, and exercising accountability for developing learner behaviors that ensure progress.

When determining learning status, the district will utilize the learning Management system, as well as district assessment platforms including NWEA and I Ready. All learner data will be assessed within the first month of school and the data used to create personalized learning plans. Subgroup data, including Special Education Learners, homeless, ELs, and foster youth, will be analyzed and used to provide personalized learning plans for acceleration of learning. Data analysis will include comparing results from the 2019-20 mid-year benchmarks to the 2020 beginning of year results to determine learning loss and set district goals.

## **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 will address the needs of Pupils with Unique Needs in a variety of ways. Student learning data and unique information will be analyzed to prioritize the order for re-entry into face to face learning opportunities, services, and support. Using IEPs and Personalized Learning Plans, pupils with unique needs will receive personalized learning plans that address academic, social, and emotional needs and clearly communicate the learning plan.

Learning will be accelerated for learners who have experienced learning loss by ensuring the curriculum has identified essential standards, accelerated pacing goals are established, and interventions are intentionally assigned.

English Learners will receive Designated and Integrated ELD targeted to their level of English proficiency from certificated staff. In addition, instructional support staff will meet with small groups to provide additional language support.

Learners with exceptional needs will continue to receive the accommodations and supports identified in their IEPs. In both distance and in-person scenarios, both push-in and pull-out supports will be provided based on learner needs. Dependent on health conditions, priority will be placed on getting learners enrolled in specialized learning environments back to in-person instruction.

LUSD will work with the Lindsay Healthy Start Family Resource Center and Migrant Department to ensure learners in foster care and those experiencing homelessness have adequate conditions to complete their learning when participating in the distance model. They will support families in acquiring services to support basic health and nutrition needs.

### 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.]

In order to determine if services or supports are effective, the learners (in each service) will be identified as a subgroup in district data. During each analysis window, the progress or growth of this subgroup will be monitored for progress. The team will use the data to improve the service/support as needed.

Data analysis in 2020-21 will include analysis of growth on district benchmark assessments (NWEA, I Ready), learning target growth data, as well as other data sources, such as state assessments to determine if instructional approaches, interventions, and additional supports are effectively closing the gap and addressing learning loss. The district will respond to the data by checking and adjusting actions, programs, and interventions until growth is evident in the data. Subgroup data will inform decisions regarding the alignment of the support/intervention to meet the subgroup’s learning needs including pacing, progress, and content.

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

Description	Total Funds	Contributing
LLL Mentors	\$170,655	Yes
Certificated Extra Duty	\$100,000	Yes
Classified Extra Duty	\$150,000	Yes

Description	Total Funds	Contributing
Additional Instructional Aides	\$367,439	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.]

LUSD will implement a systematic approach for monitoring and supporting mental, social, and emotional health for pupils and staff. Each school site will have three professionals involved in service: the school counselor(s) and a mental health professional and Lifelong Learning Mentors. Each counselor will conduct SEL check-ins with learners and refer learners with identified needs for additional support to the mental health professional, who will have a caseload of up to 75 learners. Additional staff, such as teachers and After School Program staff will be utilized to make referrals or to conduct emotional check-ins with learners. The staff will have professional learning opportunities provided by mental health professionals in the area of trauma informed practices. Their findings and observations will inform decisions regarding referrals and services. For staff needs regarding mental care, the HR department will communicate available resources and support staff in accessing them as needed.

## Pupil Engagement and Outreach

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

The primary outreach responsibility for Pupil Engagement is assigned to the school sites. Attendance will be taken three times a day at the elementary level, and every period at the high school level. Attendance data will be monitored daily, coupled with a responsive intervention plan for learners who are absent.

Under the direction of the Principal, the teachers, counselors and other site personnel make personalized phone calls, emails and home visits to ensure connectedness from all learners. The SRO and members of the site attendance review team will make personalized home

visits to the homes of learners that are not responsive. The learners that are unresponsive to the site attempts for engagement will be referred to a district task force for the next level of intervention. The task force works closely with the learner’s primary school site to determine the additional outreach/resources that may be needed including a referral to the School Attendance Review Board. The information that is collected is directly communicated to the learner’s primary school site, Migrant Department ( if applicable) and the Healthy Start Resource Center. The modes of communication range from email, phone, letters, and home visits. All communication that takes place is offered in the family’s home language to ensure effective communication.

## 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.]

For all learners involved in a 100% distance learning instructional model, the district will continue to serve meals in a grab-and-go style to all school-aged children enrolled in Lindsay schools.. Grab-and-go service will be provided for 100% of our enrolled learners at no cost. Meals will be distributed at each of the District’s six sites. Once in-person instruction begins, meals will be provided on each campus with scheduling and protocols in place to ensure social distancing and appropriate sanitation. Food Service staff will be instructed to wear personal protective equipment including face coverings and gloves. The custodial team will clean and sanitize each preparation and serving area after each serving day.

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

Section	Description	Total Funds	Contributing
School Nutrition	Provide for additional meals during closure, distance learning, and eventual face-to-face learning. Funds will be used to continue providing staff and meals despite significant reductions in revenues due to lower than usual participation.	\$300,000	Yes

Section	Description	Total Funds	Contributing

## 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
36.26%%	\$11,304,280

### 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.]

Unduplicated learners account for 94% of Lindsay Unified's learner population. Lindsay Unified has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the 2020-21 Supplemental and Concentration Grant funding for qualifying purposes as found in this plan. All of the actions/services are principally directed towards unduplicated learners. Districtwide goals and programs regarding reading, math, interventions, and social-emotional development are implemented, monitored, and evaluated. To address the improvements in reading data, changes are being made to how learners are served. Instead of providing only pull-out reading services, some specialists will use a push-in coaching model to provide Tier 1 support and training for learning facilitators. The comprehensive high school will add a math learning facilitator to support smaller class sizes and learners who are behind pace. Additional site support will include professional math consultants who will deliver professional development and coaching to increase teacher capacity in math. The district will maintain the use of online learning programs (associated with math and reading) to increase 24/7 learning opportunities.

To serve unduplicated learner subgroups, the district and site leaders make data-driven decisions. The EL subgroup will be addressed through an increased focus on teaching strategies as led by an outside consultant from Fresno State. In addition, specific Tier II EL interventions will be delivered to striving English Learners. Students with disabilities will receive systematic guided reading instruction through Education Specialists with guidance from an outside consultant. To reduce caseloads, an additional Education Specialist will be

added. Other subgroups, including foster and homeless learners, are served by Healthy Start case managers who offer counseling, supplies, resources, parent classes, and alignment with community resources.

Each of Lindsay Unified's schools operates under Schoolwide Title 1 programs. Given the large number of Unduplicated count students, district Goals, Actions/Services, and Supplemental and Concentration funding are designed to address all students in a districtwide/site-wide manner and are principally focused on closing the achievement gap and meeting the needs of "Unduplicated count" students (Low Income, English Learners, and Foster Youth). "The district is using a quantitative expenditure approach to demonstrate compliance with this requirement. The district has added and maintained actions and services to address the needs of unduplicated pupils, such as reading support, math support, family support, and technology resources and infrastructure. Key deliverables include an increase in reading achievement, an increase in math achievement, an improvement in school culture and climate, and high levels of attendance (approximately 96%). The district has increased early childhood education options through the funding of additional preschool classrooms. The district funds the Director of Research and Evaluation in order to lead a data-driven culture and conduct data summits that focus on taking intentional actions to meet the needs of unduplicated learners and raise achievement. The district has maintained staff, including the Director of Personalized Learning, to provide focus and support on instructional programs and pedagogy to address English Learners. The district has increased funding to ensure that the Family Resource Center provides support to the unduplicated learners and their families, including homeless and foster youth.

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

Demographics of the district indicate that our unduplicated learners constitute 95% of the learner population. All district goals are designed to meet the needs of these targeted learners. By implementing districtwide goals and districtwide programs to close the achievement gap for these learners, our remaining 5% of learners automatically receive similar key programs. The targeted funds will be used in various ways, including the following activities: This will allow the district to serve twice as many unduplicated learners with math needs. The district will continue to provide technology for each learner, a blended learning support assistant at each school site to help learners learn to navigate their learning through technology, computer science, and professional development that trains staff in how to use technology for effective teaching. Additional professional development opportunities will continue to focus on the needs of English learners and struggling learners throughout the year. The district will maintain additional staff including reading specialists and instructional aides to support learners who are reading below grade level. At the secondary level, the district will maintain additional personnel to focus on math, reading, and college/workforce pathways. The district will continue with the increased health services to learners by maintaining four Licensed Vocational Nurses, and K-8 and 9-12 Counselors. Each of our schools operate under Schoolwide Title 1 programs, ensuring services are delivered to the unduplicated population.

The district is using a quantitative expenditure approach to demonstrate compliance with this requirement. The district has added actions and services to address the needs of unduplicated pupils, such as reading support, math support, family support, and access to technology that may not otherwise have been available. Key deliverables are: an increase in reading achievement, an improvement in school culture and climate, and high levels of attendance (approximately 96%). The district funds the Director of Research and Evaluation in order to conduct

data summits that focus on making data-driven decisions to meet the needs of unduplicated learners including programs and interventions to raise achievement. The district has increased staff, including the Director of Personalized Learning, to provide focus and support on instructional programs and pedagogy to address English Learners. The district has increased funding to ensure that the Family Resource Center provides support to the unduplicated learners and their families, including homeless and foster youth.