

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
Lodi Unified School District	Dr. Cathy Washer Superintendent	cwasher@lodiUSD.net 209-331-7010

General Information

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

This Learning Continuity Plan gives information to all stakeholders about the Distance Learning environment and is based on information available at this time. The 2020-21 school year is upon us and although starting on an all Distance Learning (Level 1) model is not what we envisioned for our students and staff, we are committed to providing outstanding educational services to our community. As we transition throughout the year, we hope to offer in-person instruction and the plan includes information regarding the safety measures that will be implemented.

We have experienced many changes throughout the last few months and know that we must continue to be flexible as this situation continues to evolve. We value in-person instruction in a safe environment and hope that the change in the Instructional Calendar will provide an additional week of in-person instruction at the end of the school year. We know that all staff will do their very best as we continue to provide essential services while on all Distance Learning.

We anticipate that the next step for our District is a move to a hybrid approach (Level 2) in which about half of our students are in class together two days a week and engaged in Distance Learning on the days that they are not at school. This approach allows for some in-person instruction while also providing the ability to space students apart in classrooms. All schools are preparing to implement this model in order to be ready when permitted.

We remain hopeful that we can return to full in-person instruction (Level 3) with health/safety modifications in place at some point during the school year. Although we do not know when that will be, we will continue to implement health/safety procedures in anticipation of a full return.

Parents struggling with the schedule of the current Distance Learning model may want to look into an Independent Study program. Lodi USD offers two programs that work with families on a flexible instructional schedule: Independence School and Valley Robotics Academy. Parents may contact those schools directly for information.

Once we move off of the all Distance Learning model, students can continue with a Distance Learning program either through an Independent Study model as previously mentioned or an optional Distance Learning program. Schools will work with families who previously signed up for this option, as we know that some will want to participate in the hybrid model.

Unfortunately, in addition to the health pandemic environment, we have very difficult financial times ahead of us. The deferrals in the adopted State Budget will greatly impact our cash flow and the State Legislature has not yet addressed the structural deficit in the funding mechanism for schools. This will seriously impact our ability to keep the current level of services intact in subsequent years.

We understand that parents face challenges as a result of the Governor's Order for no in-person instruction at schools in counties on the State monitoring list. The Lodi USD Board of Education is dedicated to the mission of our District and will continue to make thoughtful decisions about educational programs.

"Lodi Unified School District will provide the best education for all students to be successful in life."

Stakeholder Engagement

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

Lodi Unified made several efforts to conduct outreach to our school communities. We conducted outreach efforts for all of our families, set up virtual meetings for our District Advisory Council and District English Learner Advisory Council parent groups, set up virtual meetings for our employee associations, and used all of our Internet and social media platforms to conduct outreach regarding the Learning Continuity Plan. The outreach included information in both English and Spanish to increase the availability of information for both parents and students. In addition, our Public Information Officer, Program Coordinator of Educational Support Services, and Community Liaisons who were available to provide additional information for our families and community members in English, Spanish, and Vietnamese via email or phone communication.

The following sentences outline the outreach we conducted to reach all of our students and their families. Many of the messages sent out to families were provided in both English and Spanish. On July 29, 2020 the District sent communication to the community regarding the Learning Continuity Plan virtual community meetings. The communication was sent via phone call, email, text, and mobile app push notification to both parents and students. It was added to the District's website and calendar. It was also shared to the District's social media platforms (Facebook and Instagram) and added as an event on Facebook, which reminds followers as the event approaches. On July 31, the local newspaper published the information in print and online in their "briefs" section. Families were invited to participate in virtual meetings and were provided the meeting information. Members of the public who were not able to participate were invited to write a letter or

submit input via email. Lodi Unified has sent home several letters to parents to keep everyone informed regarding Distance Learning updates for the current school year. In addition to the district-wide outreach efforts, school sites also conducted outreach efforts to help get more parents and community members involved. School sites worked with their bilingual para-educators to conduct outreach to parents who spoke languages other than English.

We also conducted outreach to our Employee Association Representatives to set up virtual meetings for employees to provide input regarding the development of the Learning Continuity Plan. Altogether, we were able to set up virtual meetings with three out of the six Employee Associations. The other associations indicated they preferred to provide input during the Public Hearing for the Learning Continuity Plan.

All of the parent, student, community member and bargaining group input collected was analyzed by our staff in the Curriculum and Instruction Department. Staff analyzed the entirety of the stakeholder input and identified patterns and trends. This analysis was crucial in the development of the Learning Continuity Plan. When developing the various sections of the Learning Continuity Plan and the associated actions, we took into account the input provided by our stakeholder groups.

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

All virtual stakeholder meetings were conducted via Go To Meeting and Zoom. Since the school closures due to COVID-19 were initially announced in March of 2020, our Lodi Unified School Board has been conducting meetings virtually through Go to Webinar. The Go to Meeting, Go to Webinar, and Zoom platforms allow community members to participate remotely through an Internet connected device or by calling a designated phone number for each virtual meeting. For the District Advisory Council and District English Learner Advisory Council, both meetings were held via Go To Meeting. This platform was selected because participants are able to participate either through the internet or by calling a designated phone number. In addition, members of the public who were not able to participate were invited to write a letter or submit input via email. There were twenty respondents who submitted input via email and their comments were included in the community feedback.

An invitation was sent out to all Bargaining Groups to set up virtual meetings to invite their members to provide input regarding the development of the Learning Continuity Plan. While the majority of the groups responded, there were several Employee Associations, including LUSD Administrators Association (LUSDAA), Lodi Unified Supervisors Group (LUSG) and Confidential Employee groups, who indicated they would prefer to provide their input during the Learning Continuity Plan public hearing. The following meetings were held to gather input from the remaining Employee Associations. On Tuesday, August 11, Curriculum Staff met with members from the Classified School Employees Association (CSEA). There were about 15 CSEA members who attended the meeting held via Zoom. On Friday, August 14, Curriculum Staff met with members from the Lodi Pupil Personnel Association (LPPA) via Zoom. On Monday, August 17, Curriculum Staff met with members of the Lodi Education Association via Zoom. There were about 10 Lodi Education Association Members who attended the meeting via Zoom and other members provided written input.

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

Feedback from six stakeholder groups was collected: District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Lodi Education Association (LEA), California School Employees Association (CSEA), Lodi Pupil Personnel Association (LPPA), and parent and community input. The feedback was reviewed and four primary themes emerged: Technology, Services and Resources, Instruction, and Communication. All six of the groups provided comments related to Technology. These comments addressed topics such as the availability and ability to connect to hot spots; ensuring Chromebooks are available and updated; providing technology help to parents; providing additional technology coaches for students and teachers; providing technology support in languages other than English; and distance learning systems training and support, i.e. Zoom, etc. All six groups provided comments related to instructional and support services to students. These comments addressed topics, such as utilizing support staff effectively; student access to books, libraries, media services, etc.; increasing counselor and social emotional support for students; availability of tutoring for students; availability of after-school programs; the Bridge program; and meal service, which included the expansion and flexibility of service pick up times, lunch time breaks, barriers to accessing healthy meals due to transportation availability issues, and concerns regarding the effectiveness and distribution of post-card communications. Five of the six groups provided comments related to what should take place during instructional time. These comments addressed topics such as allowing students time to interact virtually during the instructional day; providing additional enrichment tasks such as arts and physical activities; providing online tournaments and competitions; student instructional time flexibility to accommodate families with multiple children needing access to online instruction during the day; ensuring teachers provide adequate support to students during the instructional day; and ensuring there is consistent reliable structure during the instructional day. Finally, four of the six groups provided comments related to communication. These comments addressed topics such as communicating availability of hot spots to parents; responsiveness of teachers to parents and students who reach out to them; Child Welfare and Attendance (CWA) outreach to students who have not engaged in distance learning since start of school; communicating to students and parents in other languages; and improving communication to parents.

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

When considering the input provided by our stakeholder groups, there were several aspects of the Learning Continuity Plan that were influenced by specific stakeholder input. The following outline several areas that were incorporated into the plan based on stakeholder input:

- a) Technology and Wifi Access was an area of concern for several groups. Actions were incorporated into the Distance Learning section of the plan to update outdated devices and expand WiFi access. In addition, plans are in place to purchase headphones for both teachers and students.
- b) Additional access to software resources was another area several stakeholder groups indicated as a priority. Actions were incorporated into the Distance Learning section of the plan to address expanded availability for educational software and video conferencing software.
- c) Access to additional school supplies and resources were indicated as a priority by several stakeholder groups. Actions were incorporated into the Distance Learning section of the plan to provide additional resources to school sites.
- d) Several stakeholder groups indicated students needed additional support afterschool. Actions were incorporated into the Distance Learning section of the plan to provide support to students after hours.

These are several examples of how stakeholder feedback was considered when developing the Learning Continuity Plan. We will continue to engage with our stakeholders in the future to identify any additional needs. Statute provides flexibility to districts regarding revising our

adopted Learning Continuity Plan. We may consider adjusting our plan if our stakeholder groups identify additional needs. We look forward to working with our community to ensure we provide appropriate resources to ensure ongoing student success.

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.]

School Operational Levels

This framework provides general guidance on instruction and school operations based on the changing circumstances associated with the health pandemic. It is given that in each level, requirements from the Governor and the San Joaquin County Public Health Services will be followed. Level movement is fluid and dependent on health orders/guidelines and direction by the Lodi USD Board of Education. Details on bullet points will be developed by the appropriate departments/committees.

Level 1: All Distance Learning

- No (or very limited) in- person instruction on school facilities
- Order from authorized agency or Board decision
- School/District offices may be open for business depending on health orders

Level 2: Hybrid Learning

- 50% of students at school at one time
- Social distancing
- Frequent disinfecting
- Temperature checks
- Hand washing/ sanitization
- Modified meal service
- Possible limited transportation
- Limited size of gatherings
- Masks may be required
- Some sports possible
- Optional Distance Learning available

Level 3: In Person Learning - Full Time

- All students on campus together
- Frequent disinfecting
- Hand washing/ sanitization
- Restrictions on gatherings, guests, and field trips
- Some sports possible
- Optional Distance Learning available

Level 4: In-Person Learning: Full Time

- No restrictions
- Continued focus on proactive health measures
- Optional Distance Learning available

The safety protocols and procedures that will be implemented during all four stages of instruction can be found on our Safety Information (With COVID-19) Webpage:

<https://www.lodiUSD.net/district/departments/business-services/maintenance-and-operations/safety-with-covid-information>

On this page, you will find information regarding training our staff has been provided, screener tools for parents and staff, protocols for meeting with individual students during distance learning, thermometer protocols, social distancing protocols, and our Pandemic Safety Plan.

Systematic Approach to Measure Learning Status

For the 2020-2021 school year, we have developed a systematic approach to measure learning status, including English language arts, English language development, and mathematics.

We have a variety of local measures and statewide standardized assessments to measure student progress. Below we outline some of those measures:

- Early Literacy: In grades K-2nd, we administer the Amplify DIBELS assessment to monitor student progress on developing essential reading skills. This tool will be administered at the Beginning of the Year, Middle of the Year, and End of the Year, for a total of three administrations.
- Reading Inventory: In grades K-12th, we administer the Reading Inventory, which is a computer-adaptive measure of reading proficiency. This tool will be administered at least annually at all sites in 3rd through 6th grade. At some school sites, the Reading Inventory is administered quarterly.
- English Language Arts and Math Benchmarks: In grades K-12, we administer unit / quarterly benchmark assessments to measure student progress in language arts and math.
- Science: In grades 3rd-8th, we administer science benchmarks quarterly to measure student progress in science.
- Smarter Balanced Assessments: For grades 3rd-8th and 11th, we will analyze Smarter Balanced Assessments and compare current student performance to prior year results. These assessments are administered annually.
- Additional Assessments: In various content areas, departments have implemented local assessments to measure student progress in

various content areas. For example, Foreign Language departments have implemented local assessments to measure student progress.

The administration of these assessments will vary depending on the mode of instructional delivery in place at the time of assessment, distance learning, hybrid, or in-person instruction. We have developed protocols for administering assessments remotely during distance learning. The California Department of Education has also identified protocols for administration of statewide assessments during the various modes of instruction.

Benchmarks to be Administered During Distance Learning and Hybrid Model

English Language Arts (ELA):

Required ELA Testing:

- Grades K-2: DIBELS Basic Early Literacy Skills Assessment LNF, NWF and ORF for MOY and EOY
- Grades 3-6: Houghton Mifflin Harcourt (HMH) Unit 2 Fluency, HMH Unit 4 Fluency, HMH Unit 6 Fluency
- Grades 7 and 8: Illuminate Pilot test for all sites
- Grades 9-12: Study Sync benchmarks

Note: K-6 required ELA assessments are to be administered online individually. Illuminate and Study Sync assessments are to be administered online in a group setting.

Optional ELA Testing:

- HMH ELA Benchmarks, Reading Inventory, BOY DIBELS (highly encouraged in order to obtain the best growth data by end-of-year).
- Illuminate ELA Pilot for grades 3-5 (K-2 and 9-12 coming soon)
 - Sites participating in elementary Illuminate ELA pilot assessments are not required to administer the HMH Fluency exams.

Math:

Required Math Testing:

- Grades K-5: Dreambox
- Grades 6-8: Illuminate Pilot test for all sites
- Grades 9-12: Illuminate LUSD Benchmarks

Note: K-5 required math assessments are to be administered online individually. Illuminate assessments are to be administered online in a group setting.

Optional Math Testing:

- HMH Math Unit Benchmarks, CMP Math
- Illuminate math Pilot for grades 3-5 (K-2 and 9-12 coming soon)
 - Sites participating in elementary Illuminate math pilot assessments are not required to administer the HMH math exams.

Benchmarks and Assessments for In-Person Instruction

When Lodi Unified returns to full in-person instruction, we will resume our normal assessment schedule. The same assessments listed above will be used, but will be administered according to Curriculum Pacing Guides. The assessments included will be unit assessments and quarter assessments for math, English language arts and science.

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

Description	Total Funds	Contributing
1.1 Purchase Personal Protective Equipment for teachers, students, and staff, including face masks, no-touch thermometers, hand sanitizer, sneeze guards for school offices, and other similar items. .	2,000,000	No
1.2 Provide additional training to certificated/classified staff regarding safety measures to be implemented in response to COVID-19 (Keenan Trainings).	125,000	No
1.3 Extend the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.	14,000,000	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.]

Distance Learning is instruction in which the students and instructors are in different locations and students are under the general supervision of a certified employee of the school district. All Lodi USD students will start the 2020-2021 school year on Distance Learning. San Joaquin County is currently on the State monitoring list for COVID-19, therefore the Governor's Order of no in-person instruction applies to Lodi USD.

School and District offices will remain open to the public for business. When visiting an office, the public will be required to follow health and safety protocols such as social distancing and wearing face coverings. Many tasks can be done over the phone or through email and we encourage parents to seek these options.

The content of Distance Learning is aligned to grade level standards and is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

The day will be similar to the regular school schedule and will include daily live interactions with teachers (and other staff such as counselors, psychologists, and librarians, as appropriate) and peers for the purposes of monitoring instruction progress and maintaining connection to school.

Instructional time is based on the time value of assignments as determined, and certified to, by the teacher or other certificated staff providing the service. Teachers will use a variety of strategies and provide breaks as appropriate, so that students are not online all day.

Student attendance will be documented each day and students will receive grades. School staff will develop a process to identify students not attending and parents/guardians will be notified of attendance/participation concerns.

Distance Learning includes, but is not limited to:

- Interactions, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.

Instructional Materials

Each school will inform parents about the process to pick up instructional materials such as textbooks, packets, and supplies. If families do not have a Chromebook or if it is not working, please contact your school as soon as possible. It will be important that students have easy access to these items at home each day.

Attendance

On time daily attendance and participation is expected just as it is for in-person instruction. Parents should continue to follow the school procedures for reporting an absence. Teachers will document student attendance and schools will develop procedures to address issues related to attendance. Continued absences can result in truancy procedures.

Grades

Students will receive grades per Lodi USD report card process. Teachers will communicate expectations to students.

For high school students, a passing grade is required to earn credits for each course. Students must earn the required credits in order to graduate from high school. Last year's waiver for the fourth year of English has expired and is not applicable to the class of 2021.

English Learners

Teachers will continue to provide support for students who have been identified as English Learners. School sites will communicate the procedures for administering the English Language Proficiency Assessments for California (ELPAC). Students may be called to the school site on an individual basis for the assessment. Staff will reach out to parents, as needed, to ensure that students are participating in Distance Learning and to see if parents need assistance supporting their child.

After School Bridge Program

The After School Bridge Program will begin on August 10, 2020, in a virtual format. Bridge Program staff will contact students who were enrolled in the program last year to let them know about the virtual program. Parents will receive a phone message and an announcement will be posted on PeachJar. Virtual activities will be available from 2:30-6:00 P.M. Activities will include, but are not limited to, enrichment curriculum, homework support, social-emotional learning skills, healthy choices and behavior, physical activities, and family nights.

Independent Study

The District has two Independent Study programs that offer flexibility with schedules. If you have concerns about the Distance Learning program schedule, Independence School or Valley Robotics Academy may be a suitable fit for your family. Both programs offer personalized instruction that can include a flexible schedule. Visit the schools' websites for more information:

Valley Robotics Website: valleyrobotics.lodiUSD.net

Independence School Website: is.lodiUSD.net

Extracurricular Activities

Conditioning for school sports teams continues to be permitted following health/safety guidelines. Team practices and competitions are not allowed at this time. The California Interscholastic Federation (CIF) has issued a revised calendar for athletics.

At this time, in-person gatherings are not allowed. School sponsored clubs may operate in a virtual format per direction from the school administrator. Dances, assemblies, and in-person celebrations are not currently permitted.

Lodi USD is closely monitoring health guidance from San Joaquin County Public Health Services and will adjust offerings accordingly.

Elementary Education (Grades TK-6)

The content is aligned to grade level standards and is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Students will receive virtual instruction from their assigned classroom teacher. In addition, music and physical education teachers will provide instruction on a similar schedule to in-person instruction. Grades 3-6 will use Google Classroom as the class shell and grades K-2 will use Google Classroom and/or Seesaw as the class shell.

Distance Learning may include, but is not limited to, the following:

Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.

Video or audio instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

The use of print materials incorporating assignments that are the subject of written or oral feedback.

Daily Instruction (Grades TK-6)

Students will have daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

A day can include any of the following (Grades TK-6):

- Whole class online together

- Teachers working with small groups
- Teachers working with individual students
- Other staff members working with students as appropriate
- Students working independently online
- Students working independently offline

Consistent Instructional Time (Grades TK-6)

The class schedule will be similar to bell schedules from the past and learning activities will occur during this time. Teachers will utilize a variety of strategies to keep students engaged and will incorporate breaks for students. Students need to arrive to their virtual class on time as they would for in-person classes. Teachers will provide consistent schedules and establish routines and expectations to help students stay connected in a virtual format.

Grades (Grades TK-6)

Grades will be given during Distance Learning, and grading expectations in each class will be communicated by the teacher.

Communication (Grades TK-6)

Parents/guardians will receive regular communication about their child's academic program.

Schedule Options (Grades TK-6)

If a student needs a Distance Learning schedule to occur outside of the regular school day, families should communicate with the school site. One of our independent study programs may better fit this type of schedule.

Sample School Day (Grades TK-6)

8:00 A.M. Whole class synchronous Google Meet

8:15 A.M. Math synchronous instruction

8:40 A.M. Students released to independent study, Dreambox, Kahn Academy, and etc.

9:00 A.M. Small group synchronous meetings; 20 minutes each

10:00 A.M. Break/recess

10:15 A.M. English Language Arts synchronous instruction

10:45 A.M. Students released to independent study, Amplify, iRead, Kahn Academy, etc.

11:00 A.M. Small group synchronous meetings; 20 minutes each

12:00 P.M. Lunch

12:30 P.M. Science or Social Studies synchronous instruction

12:55 P.M. Students released to independent study

1:15 P.M. Break/recess

1:30 P.M. Office hours with teacher; students provided physical activity tasks and assist students with independent work

2:30 P.M. Independent practice activities

Secondary Education (Grades 7-12)

Google Classroom will be used as the course shell to post assignments and information for students. Other digital tools may also be used for Distance Learning.

Distance Learning may include, but is not limited to, the following:

Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.

Video or audio instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

The use of print materials incorporating assignments that are the subject of written or oral feedback.

Daily Instruction (Grades 7-12)

Students will receive daily live interaction with certificated employees and peers for purposes of instruction, monitoring progress, and maintaining connection to school.

This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

The content will be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Consistent Instructional Time (Grades 7-12)

Distance Learning in grades 7-12 for the first quarter will be synchronous.

Students are expected to attend Distance Learning during the normal school hours and follow the communicated class schedules. Attendance will be taken in each class period.

The class schedule should be similar to bell schedules from the past and learning activities should occur during this time.

Grades (Grades 7-12)

Grades will be given during Distance Learning, and grading expectations in each class will be communicated by the teacher.

Communication(Grades 7-12)

Parents/guardians will receive regular communication about their child's academic program.

Schedule Options (Grades 7-12)

If a student needs a Distance Learning schedule to occur outside of the regular school day, families should communicate with the school site. One of our independent study programs may better fit this type of schedule. More information can be found in the Independent Study section of this guide.

Communication From the District

The District is committed to consistent communication with staff, families, students, and the community.

The District uses the following means to communicate with our community: Phone calls, text messages, emails, mobile app push notifications, Lodi USD website, Peachjar flyers, social media, and regular mail

It is vital that our District has the most up to date information to ensure our parents/guardians and staff receive our communication.

If you are a parent/guardian and have not yet signed up for an Aeries Parent Portal, please contact your child's school site.

If you are a parent/guardian and need to update your contact information, please either contact your child's school or log onto the Aeries Parent Portal.

If you are a staff member and need to update your contact information, please log on to Employee Self Serve.

For more information on notifications from the District, please visit www.lodiusd.net/notifications.

Transitions Between Distance Learning and In-Person Instruction

All teaching staff will work with students and their families to ensure a smooth transition between distance learning and in-person instruction. As conditions in San Joaquin County improve, we are excited to be able to transition back to in-person instruction. Currently, we are uncertain regarding when we will be able to return to in-person instruction. Our staff will have ongoing communication with San Joaquin County Public Health Services Staff and San Joaquin County Office of Education staff regarding when conditions improve to allow our students and staff to return to in-person instruction. As we transition to in-person instruction, our teachers would be administering diagnostic assessments and using other available assessment tools to determine student performance levels in the various content areas, especially English language arts, math, and English language development. After analyzing student performance data, teachers would determine any adjustments necessary regarding curriculum pacing. Teachers would work with support staff, including bilingual paraeducators and reading intervention teachers, to ensure students receive the assistance they need based on student diagnostic data. The online curriculum developed by teachers in their Google Classrooms or other platforms will assist in the transition to in person instruction, particularly in a hybrid model where students are on campus half time.

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.]

2019-2020 School Closures

For a specific description of how Lodi Unified provided resources to families who were unable to access devices and connectivity during the 2019-2020 school closures, refer to the COVID-19 Operations Written Report at the following Web address:

<https://www.lodiusd.net/fs/resource-manager/view/88a22f3f-ec2b-42fd-916f-de73a94a81aa>

2020-2021 Distance Learning

All students in Lodi Unified have been provided with a Chromebook device to access distance learning. School sites have conducted several Chromebook device pickup/exchanges for students to ensure students have access to updated and fully functional devices. Through the school site Chromebook device pickup/exchanges, all students have been offered a Chromebook. If there are any Lodi Unified students without a Chromebook, we encourage parents or guardians to contact their child's school site.

Remote Resources Website

To read more about troubleshooting device access and connectivity issues, review resources available on Remote Resources Website:

<https://sites.google.com/lodiusd.org/lodi-usd-remote-resources/home>

WiFi Hot Spots

The administrators/teachers reached out to students during the spring Distance Learning and inquired with families to determine if connectivity was available. In instances where families indicated they did not have access to wifi, sites indicated lack of Internet access in Aeries and the technology department issued a hot spot to distribute to families. School sites are providing ongoing communication with families and efforts continue to issue hot spots to any student who is lacking internet access. We have over 4000 hot spots available for students. As school sites indicate families need access to hot spots, the technology department distributes them to sites to provide for families

Distance Learning Technical Support

Starting on Monday, August 10 at 7:30 A.M., live technical assistance was made available to our families. Technicians are available to provide support in both English and Spanish. The technical support will be available through the first quarter of the school year. Parents and guardians can use this brand new support number as the first point of contact for technical support needs that arise during Distance Learning. The service is available from 7:30am to 7:00pm from Monday through Friday. On Saturdays the service will be available from 9:00am to 1:00pm. Parents will be able to use this service during the first quarter, through October 2, 2020. This is the current time period where Lodi Unified has determined all of our students will be participating in Distance Learning.

Click on the following link to see the flyer that was shared with families wherein the information was provided in both English and Spanish:
https://resources.finalsite.net/images/v1596853228/lodiusdnet/rn0m3bfowfukcm6fqcw/SupportLine_08072020_EngandSpan.pdf

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.]

Elementary Education (Grades TK-6)

The content is aligned to grade level standards and is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Students will receive virtual instruction from their assigned classroom teacher. In addition, music and physical education teachers will provide instruction on a similar schedule to in-person instruction. Grades 3-6 will use Google Classroom as the class shell and grades K-2 will use Google Classroom and/or Seesaw as the class shell.

Distance Learning may include, but is not limited to, the following:

Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.

Video or audio instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

The use of print materials incorporating assignments that are the subject of written or oral feedback.

Daily Instruction (Grades TK-6)

Students will have daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

A day can include any of the following (Grades TK-6):

- Whole class online together
- Teachers working with small groups
- Teachers working with individual students
- Other staff members working with students as appropriate
- Students working independently online
- Students working independently offline

Consistent Instructional Time (Grades TK-6)

The class schedule will be similar to bell schedules from the past and learning activities will occur during this time. Teachers will utilize a variety of strategies to keep students engaged and will incorporate breaks for students. Students need to arrive to their virtual class on time as they would for in-person classes. Teachers will provide consistent schedules and establish routines and expectations to help students stay connected in a virtual format.

Grades (Grades TK-6)

Grades will be given during Distance Learning, and grading expectations in each class will be communicated by the teacher.

Communication (Grades TK-6)

Parents/guardians will receive regular communication about their child's academic program.

Schedule Options (Grades TK-6)

If a student needs a Distance Learning schedule to occur outside of the regular school day, families should communicate with the school site. One of our independent study programs may better fit this type of schedule.

Sample School Day (Grades TK-6)

8:00 A.M. Whole class synchronous Google Meet

8:15 A.M. Math synchronous instruction

8:40 A.M. Students released to independent study, Dreambox, Kahn Academy, and etc.

9:00 A.M. Small group synchronous meetings; 20 minutes each

10:00 A.M. Break/recess

10:15 A.M. English Language Arts synchronous instruction

10:45 A.M. Students released to independent study, Amplify, iRead, Kahn Academy, etc.

11:00 A.M. Small group synchronous meetings; 20 minutes each

12:00 P.M. Lunch

12:30 P.M. Science or Social Studies synchronous instruction

12:55 P.M. Students released to independent study

1:15 P.M. Break/recess

1:30 P.M. Office hours with teacher; students provided physical activity tasks and assist students with independent work

2:30 P.M. Independent practice activities

Consistent Instructional Time for Grades 7-12

Distance Learning in grades 7-12 for the first quarter will be synchronous.

Students are expected to attend Distance Learning during the normal school hours and follow the communicated class schedules. Attendance will be taken in each class period.

The class schedule should be similar to bell schedules from the past and learning activities should occur during this time.

Grades

Grades will be given during Distance Learning, and grading expectations in each class will be communicated by the teacher.

Communication

Parents/guardians will receive regular communication about their child's academic program.

Schedule Options

If a student needs a Distance Learning schedule to occur outside of the regular school day, families should communicate with the school site. One of our independent study programs may better fit this type of schedule.

Weekly Engagement and Daily Participation Log

Teachers in grades TK-12 will use a weekly engagement and daily participation log to monitor student progress through live contacts and synchronous instructional minutes. On these instruments, teachers will determine student levels of participation in distance learning. Teachers will work with support staff, including school office staff and Child Welfare and Attendance staff to conduct outreach to students who are not fully participating in distance learning. We will use a tiered re-engagement strategy, described in the Pupil and Family Engagement and Outreach section, to ensure students have ongoing participation in distance learning.

Time Value of Student Work

Teaching staff will monitor student participation and also work with students to collect and evaluate student work, including a combination of both physical copies of assignments that students have completed and work submitted electronically. Teachers will identify time value of student work to ensure their participation levels in distance learning meet the school district instructional minute requirements. These instructional minute requirements exceed the minimum instructional minute requirements established by the California Department of Education.

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.]

On July 28 and 29, we provided professional development opportunities to our Lodi Unified teachers through our Learn Together, Teach Together virtual conference. Through this professional development opportunity, our teachers were able to learn about resources, teaching tools, and teaching strategies to implement during distance learning. Below is a description of the professional development opportunities provided. In addition to the virtual conference, site administrators also provided 1.5 days of site specific professional development based on site needs. Teachers were also provided with 6.5 days to plan, collaborate, and make the adjustments necessary to implement distance learning.

Learn Together, Teach Together (Virtual Conference)

Moving from COVID crisis learning to a new distance learning model. This July the “Learn Together, Teach Together” conference was modified to better meet the needs of the still changing and vastly different world of education within a pandemic. Therefore, the teacher conference format changed and shifted to a distance learning model of online live and recorded sessions. Moving from previous year’s conferences to the Learn Together, Teach Together format outlined here provided both flexibility and stability to meet teachers’ professional development needs for the current educational format.

Overall Objective for the Learn Together, Teach Together Conference:

In order to fully support and prepare our teachers for the challenges of the 20/21 school year, the two-day professional development conference transformed to a more site centered Professional Learning Community(PLC) with grade level teams and departments meeting to address site specific needs. The Learn Together, Teach Together PD model focused on helping teachers develop the best practices and technical know-how to put students’ needs first. It focused on pivoting from crisis teaching to effective, purposeful, blended learning, using the lessons from the school closure during the 4th quarter of 2020 and summer school. Teachers and staff were called upon to share successes and challenges with each other in an effort to hone their skills to start the year off on the right foot.

This was accomplished by modeling a blended approach to Professional Development. Teachers and staff will be called on to work together in site Professional Learning Communities (determined by each site’s needs) as well as review a library of curated content, resources, and lessons, with an eye to developing their new classroom models. The Professional Development library’s core content was our LUSD teacher created conference sessions, in addition to other publisher and educator provided sessions. Special attention will be paid to illuminating and supporting the district’s instructional model for the year, and the appropriate tools that will support our teachers and students. Teachers had the ability to join “live” online training, hosted by teachers and instructional support staff during both days.

Implementation Plan / Strategy for Learn Together, Teach Together:

Site administration and leadership teams used the structure, resources, and materials provided to fold it into a plan for staff development, allowing the administration and teaching staff at each site to customize the Learn Together, Teach Together model to suit their individual needs, with the understanding that live sessions were held at certain times that can not change. Live sessions were recorded and posted in the library of resources and shared with all Lodi staff after the event.

Plan for 2020-2021 School Year

For the 20-21 school year, the Lodi Unified English Language Arts professional development staff will support the various adopted district curricula. Professional Development Sessions will support Journeys, including ELD, DIBELS 8, Amplify Reading, StudySync, Read 180, and System 44. The goal of the professional development will be to support distance learning practices for instruction and assessment. Once the students are permitted to return to schools for in-person instruction, Professional Development sessions will shift to support classroom teachers during hybrid learning/ full in-person classroom instruction.

Our kindergarten through eighth teachers will be supported in understanding the instructional shifts required by the Next Generation Science Standards through the district adopted Amplify Science. For high school 9th-12th grade science teachers, coaches will be providing professional development on newly adopted science program integration and distance learning, with a continued focus on the Next

Generation Science instructional shifts. Social Studies content will be supported by classroom teachers and coaches in after school sessions. Math support for adopted programs and instructional intervention programs will also be continued and provided in after school sessions.

Staff Roles and Responsibilities

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

During the Distance Learning for All that has been implemented for the first quarter of the 2020-2021 school year, we have made some adjustments to roles and responsibilities for certain staff. Due to children not attending school in-person, some of the staff who typically supervise and provide services related to in-person attendance have shifted their responsibilities to support learning in other ways. We appreciate the patience and flexibility shown by all of our LUSD staff to ensure students are successful during the implementation of distance learning.

School sites have utilized some of their staff to assist in the distribution of various materials, including school supplies, technology resources, and curriculum. While the involvement of staff varies by site, some of the staff who have assisted with distribution of materials are: a) site clerical staff, b) campus supervisors, c) School Playground and Cafeteria Monitors, d) Adult Crossing Guards, and e) Community Liaison Assistants, f) Library Media Assistants, and g) some paraeducators.

In addition, we are aware that food services has observed several different food preparation and delivery schedules / plans since the inception of distance learning. At times, food services were only delivering food a few times each week, including meals for more than one day at a time. This may have caused some different roles and responsibilities for those involved in food preparation as well as anyone involved in the delivery process, which may have included bus drivers, bus attendants, campus supervisors, or anyone else who may have been riding the buses to distribute meals to students.

In order to keep everyone safe and provide for peace of mind, some of our staff have been provided the opportunity to work remotely. While working remotely does change the work setting, the roles and responsibilities for the employees often remain the same. For example, many of our teachers are working remotely, but they are continuing to provide a high quality distance learning experience to their students. In other instances, some supervisors may have changed some of the roles and responsibilities of their staff when allowing them to work remotely.

As our schools transition between the various modes of instruction, distance learning, hybrid model, or in-person instruction, we will continue to review roles and responsibilities and modify as appropriate. Our goal is to provide a high-quality instructional program, regardless of the mode of instruction. We will work with our various district departments and bargaining groups to ensure we implement any modifications as appropriate.

Across our school district, all of our staff has gone above and beyond to ensure student success. We really want to express gratitude and appreciation for the many ways staff have assisted in any way they can.

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.]

Special Education

The District's priority is to comply with local health official directives and keep students and staff safe and healthy amid the health pandemic. Right now, this means that all instruction, including special education and related services as outlined in a student's Individualized Education Program (IEP), will be provided via Distance Learning. In the future, when it is safe to reopen, the instructional plan will incorporate in-person attendance and services for students with IEPs, consistent with public health guidelines.

Each special education student is treated individually. In determining how Distance Learning will be provided to a special education student, it is important to consider the unique learning needs, accommodations, and supports noted in each student's IEP. Students will continue to receive special education instruction and related services during Distance Learning, aligned with the student's IEP.

The District will send out a prior written notice letter to each family of a student with an IEP to more specifically discuss any changes expected during Distance Learning. Additionally, case managers will be reaching out to discuss/offer to hold IEP amendment meetings, if needed.

Some examples of what parents can expect for their children's special education program during Distance Learning include, but are not limited to:

- Student IEPs will be implemented by site staff. IEP amendments will be called, as needed, to address any necessary changes. It is important to recognize that both special education and general education instruction can look different because of the health pandemic situation. However, regardless of the pandemic, the District is committed to providing a Free Appropriate Public Education (FAPE) to each student with an IEP during Distance Learning.
- Your child's IEP will continue to contain the plan for normal school operations, unless an amendment is needed during Distance Learning, and will be implemented in full when normal school operations resumes.
- Maintaining open lines of communication with parents/guardians is particularly important as we navigate these new and changing circumstances. Your child's primary special education teacher or case manager will contact you at the beginning of the school year to discuss your student's IEP and how it will be implemented using a Distance Learning model, and to answer any questions or concerns you may have.

- The District seeks and welcomes your input on how your child is doing in Distance Learning throughout this time. You can contact your child's teacher or service provider, or request an IEP Team meeting to discuss your child's progress or any difficulty your child may experience accessing education during this pandemic.
- Teachers and service providers will implement your child's IEP goals, collect data, and report on progress during Distance Learning. At times, this may be difficult in the Distance Learning environment; however, your child's teacher and providers will ensure that you receive progress reports on IEP goals.
- Annual, triennial, and required IEP Team meetings will continue to be held virtually (online or through telephone conference), at this time.
- Some special education assessments may be conducted at the school site on an individual student basis. This will take place with adherence to health/safety protocols. Case managers will be in contact regarding the process.
- We all must be ready to respond to new public health realities with agility. This means reopening schools when safe to do so, and if needed, pivoting back to Distance Learning should it be required.

While Distance Learning has some hurdles, our staff have been, and continue to work to ensure that every student in the District will be provided with a FAPE regardless of instructional setting. Please do not hesitate to reach out to your child's case manager with any questions or concerns.

Accommodations for Students with 504 Plans

Each student with 504 accommodations will be treated individually. In determining how Distance Learning will be provided to students with 504 accommodations, it is important to consider the unique learning needs, accommodations, and supports noted in each student's Accommodation Plan. Students will continue to receive accommodations to the greatest extent possible during Distance Learning, aligned with the student's 504 Plan.

The District will send out a prior written notice letter to each family of a student with a 504 Plan to more specifically discuss any changes expected during Distance Learning. Additionally, case managers will be reaching out to discuss/offer to hold 504 amendment meetings, if needed. Case managers will continue to hold annual 504 meetings and are available to meet to amend 504 Accommodation Plans as needed. Case managers will continue to work with teachers and support staff to ensure implementation of all accommodations to ensure that they are provided to the greatest extent possible during distance learning. As "in person" instruction resumes and based on State and County health mandates, all accommodations will resume to pre-covid 19 implementation.

All parental safeguards afforded to students on a 504 Plan will be provided without interruption during Distance Learning. 504 team meetings will be held remotely or in person as mandated by State and County guidelines and restrictions. Don't hesitate to reach out to your child's 504 case manager to address any issues or concerns.

English Learners

Throughout the delivery of distance learning, our teaching staff will provide both designated and integrated English Language Development (ELD) supports to our English Learners during virtual classroom meetings. During their distance learning lessons, our teaching staff will use adopted curriculum resources for English Learners, including the English Language Development Materials from our Houghton Mifflin Harcourt curriculum. In addition, students are able to access online software resources from home using their Chromebook devices, including Rosetta Stone, Dreambox in Spanish, Amplify Reading for Kindergarten-2nd Grade, Read 180, and StudySync Software.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

Maintain existing staffing and supports available for our Homeless Youth. Provide ongoing access to devices and connectivity, specifically during any transitions between living situations.

1. Communicate with shelters to engage students in distance learning.
2. Communicate with homeless agencies to make them aware of LUSD Homeless Services.
3. Contact with parents and students to determine if they are experiencing difficulty accessing distance learning and address their technology needs, including distribution of Wi-Fi hotspots on a case-by-case basis.
4. Communicate with schools, teachers, parents and students to identify and locate 'No Show' students and students who are not engaged in distance learning.
5. Coordinate with parents, students and schools as necessary for distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents and students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district. Staff will work with parents to provide resources when educational, health, or welfare needs are identified.
7. Coordinate with County Office of Education LEA Homeless Liaisons to provide continuity of educational services for families in transition.

Foster Youth

Distance Learning supports specific to Foster Youth will include:

Maintain staffing and supports that specifically address Foster Youth needs.

- a. District Foster Youth Liaison to support all eligible foster youth
- b. Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- c. Monitoring of attendance and engagement and communication with teachers and administrators when needed.
- d. Referrals to both district and community agencies for additional support and resources as needed.
- e. Online tutoring support will be offered to eligible foster youth.
- f. Child welfare and attendance staff will have ongoing communication with our Special Education Department. This will ensure that any new foster youth with Individualized Education Plans are placed in the appropriately.

Low-Income Students

We have provided resources for our low-income families regarding how to acquire low-cost internet access. We worked with vendors to purchase WiFi hotspots to provide for our low-income families. In addition, our staff will be conducting outreach regarding availability of meal pick-up for our students. During the month of June, teachers at Title 1 elementary and middle schools provided ongoing support for our low-income students to extend their learning beyond the regular school year. We realize our low-income students may have experienced a loss of learning during the school closures and want to take efforts to extend learning to the extent practicable. We are working with our site administrators to identify evidence-based resources to accelerate learning during the 2020-2021 school year.

Gifted and Talented Education (GATE) Students

Lodi Unified School district's GATE department supports the needs of gifted students, whether in the self-contained classes or cluster classes. Each elementary site has one classroom in each of grades 4 – 6 designated as a cluster class with a GATE trained teacher. Teachers have access to and support from the GATE Instructional Coach. Teachers use district-adopted curriculum as a base and supplement with resources such as MARS Math, Silicon Valley Math, Socratic Seminar with novel studies, and Renzulli Learning materials to add rigor and complexity to lessons. Project-based learning and cooperative learning groups are utilized, even in distance learning, to create an opportunity for exploration, creativity, and deeper learning.

Formative and summative assessments are used to not only determine areas of need but to accelerate and compact curriculum for advanced learners.

Professional Development opportunities through California Association for the Gifted (CAG) and the National Association for Gifted Children (NAGC) are promoted with teachers. Additionally, district virtual professional development classes are offered in the areas of differentiation,

self-regulation, and the GATE iconic prompts to add depth and rigor to the curriculum. Quarterly newsletters and/or Zoom teacher trainings provide research-based practices, articles, and links to educational resources based on the National Standards for teaching gifted students.

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

Description	Total Funds	Contributing
<p>2.1 Provide supplemental Professional Development, Planning, and Collaboration opportunities for certificated/classified staff. This action includes the additional week of planning and collaboration provided for teacher from August 3 through August 7, 2020.</p> <ul style="list-style-type: none"> • Content area topics above and beyond core training o English Language Development o Access to Core o Differentiated Instruction o Technology 	5,000,000	Yes
<p>2.2 Provide Professional Development targeting English Learner support. This includes virtual professional development sessions to provide teachers with strategies to use with English Learners during distance learning.</p>	500,000	Yes
<p>2.3 Provide supplemental intervention opportunities K-12 for students, based on assessment data, including after hours tutoring.</p> <ul style="list-style-type: none"> • Language, literacy, mathematics intervention • Summer School • After School intervention 	2,000,000	Yes
<p>2.4 Provide a variety of pupil devices and teacher technology enhanced work stations. This includes ensuring all students have access to a Chromebook device for distance learning. For families who lack access to WiFi, provide a WiFi Hotspot or similar device to provide WiFi</p>	7,000,000	Yes

Description	Total Funds	Contributing
access. During distance learning, staff, and students may need access to additional technology resources to ensure access to remote instruction.		
2.5 Provide additional compensation for employees assisting with the following areas: a) technology devices acquisition, providing access, and distribution, b) setting up software resources to be accessible to students with single sign-on, c) assisting with purchase of additional school supplies and resources, and d) duplication and distribution of learning materials.	1,000,000	Yes
2.6 Provide supplemental educational materials to accelerate student learning. Provide additional classroom materials and supplies for students to access remotely during distance learning.	3,800,000	Yes
2.7 Purchase software licenses to provide additional resources to students K-12 during distance learning. This includes the purchase of Zoom, Illuminate, Seesaw, MyOn and other educational resources.	2,500,000	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.]

For a specific description of how Lodi Unified addressed learning loss during the 2019-2020 school year, refer to the COVID-19 Operations Written Report at the following Web address:

<https://www.lodiUSD.net/fs/resource-manager/view/88a22f3f-ec2b-42fd-916f-de73a94a81aa>

For the 2020-2021 school year, we have developed a systematic approach to measure learning status, including English language arts, English language development, and mathematics.

We have a variety of local measures and statewide standardized assessments to measure student progress. Below we outline some of those measures:

- Early Literacy: In grades K-2nd, we administer the Amplify DIBELS assessment to monitor student progress on developing essential reading skills. This tool will be administered at the Beginning of the Year, Middle of the Year, and End of the Year, for a total of three administrations.
- Reading Inventory: In grades K-12th, we administer the Reading Inventory, which is a computer-adaptive measure of reading proficiency. This tool will be administered at least annually at all sites in 3rd through 6th grade. At some school sites, the Reading Inventory is administered quarterly.
- English Language Arts and Math Benchmarks: In grades K-12, we administer unit / quarterly benchmark assessments to measure student progress in language arts and math.
- Science: In grades 3rd-8th, we administer science benchmarks quarterly to measure student progress in science.
- Smarter Balanced Assessments: For grades 3rd-8th and 11th, we will analyze Smarter Balanced Assessments and compare current student performance to prior year results. These assessments are administered annually.
- Additional Assessments: In various content areas, departments have implemented local assessments to measure student progress in various content areas. For example, Foreign Language departments have implemented local assessments to measure student progress.

The administration of these assessments will vary depending on the mode of instructional delivery in place at the time of assessment, distance learning, hybrid, or in-person instruction. We have developed protocols for administering assessments remotely during distance learning. The California Department of Education has also identified protocols for administration of statewide assessments during the various modes of instruction.

Benchmarks to be Administered During Distance Learning and Hybrid Model

English Language Arts (ELA):

Required ELA Testing:

- Grades K-2: DIBELS Basic Early Literacy Skills Assessment LNF, NWF and ORF for MOY and EOY
- Grades 3-6: Houghton Mifflin Harcourt (HMH) Unit 2 Fluency, HMH Unit 4 Fluency, HMH Unit 6 Fluency
- Grades 7 and 8: Illuminate Pilot test for all sites
- Grades 9-12: Study Sync benchmarks

Note: K-6 required ELA assessments are to be administered online individually. Illuminate and Study Sync assessments are to be administered online in a group setting.

Optional ELA Testing:

- HMH ELA Benchmarks, Reading Inventory, BOY DIBELS (highly encouraged in order to obtain the best growth data by end-of-year).
- Illuminate ELA Pilot for grades 3-5 (K-2 and 9-12 coming soon)
 - Sites participating in elementary Illuminate ELA pilot assessments are not required to administer the HMH Fluency exams.

Math:

Required Math Testing:

- Grades K-5: Dreambox
- Grades 6-8: Illuminate Pilot test for all sites
- Grades 9-12: Illuminate LUSD Benchmarks

Note: K-5 required math assessments are to be administered online individually. Illuminate assessments are to be administered online in a group setting.

Optional Math Testing:

- HMH Math Unit Benchmarks, CMP Math

- Illuminate math Pilot for grades 3-5 (K-2 and 9-12 coming soon)

- Sites participating in elementary Illuminate math pilot assessments are not required to administer the HMH math exams.

Benchmarks and Assessments for In-Person Instruction

When Lodi Unified returns to full in-person instruction, we will resume our normal assessment schedule. The same assessments listed above will be used, but will be administered according to Curriculum Pacing Guides. The assessments included will be unit assessments and quarter assessments for math, English language arts and science.

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.]

For the 2020-2021 school year, Lodi Unified has developed protocols for remote administration of local assessments. Teachers will be able to administer benchmark assessments in all content areas. Students will complete the assessments online from their remote locations. The assessments are district-wide, standardized, and occur on a regular schedule. In addition, in language arts we administer the Reading Inventory, which is a computer-adaptive measure of reading proficiency. We will analyze student progress over time on both content area benchmark assessments and reading inventory to identify students who have experienced learning loss. Site staff and Child Welfare and Attendance staff will also measure attendance data and student participation logs to identify students who may need additional support or resources. Teachers will work with their Student Study Team to identify supports for students struggling academically or to overcome barriers for participating in distance learning.

For students who belong to specific student groups, including a) English Learners, b) low-income, c) foster youth, d) pupils with exceptional needs, and e) pupils experiencing homelessness, we will work with departments who support these groups to provide additional resources. These departments include: 1) Educational Support Services, 2) Special Education, 3) Assessment Research and Evaluation, and 4) Child Welfare and Attendance. After analyzing student performance data and determining current student proficiency levels, department staff will work with school sites to provide additional supports and resources.

Based on assessment data and analysis of student progress, staff will determine actions and strategies to address pupil learning loss. Some examples of strategies that will be implemented are: 1) after hours tutoring, 2) primary language support by bilingual paraeducators for English Learners, 3) providing access to additional educational online software for students, 4) extending the instructional year by providing summer school and intercession learning opportunities for struggling students, and 5) providing professional development to teachers regarding how to provide support to struggling students in a distance learning format. The strategies implemented to address pupil learning loss will be reevaluated based on student progress. As the extent of pupil learning loss is established, staff will work to modify strategies to meet student 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.]

We have a variety of local measures and statewide standardized assessments to measure student progress. Below we outline some of those measures:

- Early Literacy: In grades K-2nd, we administer the Amplify DIBELS assessment to monitor student progress on developing essential reading skills
- Reading Inventory: In grades K-12th, we administer the Reading Inventory, which is a computer-adaptive measure of reading proficiency.
- English Language Arts and Math Benchmarks: In grades K-12, we administer unit / quarterly benchmark assessments to measure student progress in language arts and math.
- Science: In grades 3rd-8th, we administer science benchmarks to measure student progress in science.
- Smarter Balanced Assessments: For grades 3rd-8th and 11th, we will analyze Smarter Balanced Assessments and compare current student performance to prior year results.
- Additional Assessments: In various content areas, departments have implemented local assessments to measure student progress in various content areas. For example, Foreign Language departments have implemented local assessments to measure student progress.

District provides standardized reports accessible to site staff through several online software platforms, such as Illuminate, Study Sync, Dreambox, Rosetta Stone, Amplify DIBELS, iRead, Reading Counts, Reading Inventory, Read 180 / System 44, and Houghton Mifflin Harcourt online platforms. These reports will be analyzed by school site staff and Assessment Research and Evaluation Department staff to measure student progress and determine possible learning loss due to school closures during 2019-2020 and the various learning models (distance learning, hybrid, etc.) implemented in 2020-2021.

In order to monitor student progress and participation, site staff will be monitoring daily participation logs and weekly engagement. Site staff will be working with support staff, such as bilingual aides and Child Welfare and Attendance clerks, to provide additional support and outreach to students. Assessment, Research, and Evaluation staff will be providing ongoing research and analysis to identify progress towards attaining district-wide behavior and academic Board Goals.

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

Description	Total Funds	Contributing
3.1 Maintain a data management system to collect and monitor student achievement data. Reference Action 2.7 to identify funding allocations for software resources.	0	Yes

Description	Total Funds	Contributing
3.2 Provide software resources to school sites to assist with monitoring pupil progress. Provide planning and collaboration time to teachers to adjust instructional strategies based on monitoring student performance data. Reference Action 2.1, 2.2, and 2.7 to identify funding allocations for planning, collaboration, and software resources.	0	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.]

Lodi USD recognizes that the continuation of all Distance Learning can create difficulties for children. Teachers and other front line staff will identify students who report or exhibit symptoms of distress, trauma, or emotional issues. A process will be provided for parents to refer their child for support services if they notice that their child is struggling with issues such as depression, anxiety, loneliness, or frustration. Global and targeted mental health screeners will be used to identify students with potential mental health issues. Social/Emotional Learning curriculums and supports will be implemented by teachers and mental health/counseling support staff.

Using a tiered approach to services and interventions, Mental Health Therapists, School Psychologists, School Counselors, Behaviorists, and other support staff are providing live interactive sessions, emails, texts, and community referrals using various technological platforms to connect with students. Service providers, in collaboration with school staff are maintaining a caseload of students identified as being high risk for depression, anxiety, or having other emotional issues/challenges. Remote services are being offered liberally to all students that are identified through staff, parent, or self referral. Along with referrals, electronic screenings are being used to seek out students that might be struggling with social or emotional issues. Other services that are typically available to students “in person” are being offered to the greatest extent possible through remote support.

Additional access will be provided to all students after school hours and during school breaks to provide mental health support and recoup missed service opportunities due to distance learning. Additional training and support will be provided to support staff using a trauma focused approach for students dealing with the increased stressors incurred during this timeframe.

Afterschool professional development is being provided to staff on how to address the challenges and stresses associated with distance learning. Some of the topics discussed are self care, managing a balance between work and personal life, and other related topics.

The District's Community Liaisons and Child Welfare and Attendance (CWA) staff along with mental health/counseling support staff will provide outreach to foster youth impacted during this time of school closures. CWA staff will provide assistance to foster and homeless youth on issues regarding Chromebooks, school supplies, and Internet access and will make referrals for additional mental health supports as appropriate.

www.lodiUSD.net/schoolcounselors

www.lodiUSD.net/remoteresources

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.]

As we launch into the new school year in the full distance learning mode, it is important our school communities understand some requirements and terminology for the start of our year. Attached to the governor's budget approval package was trailer bill SB 98 that included guidance and language for distance learning in California. As a public school system we must include daily live interaction and participation of students. Definitions of interaction and participation are outlined below.

Definition of Daily Interaction

Education Code Section 43503 requires that distance learning include "daily live interaction." Daily live interaction is two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities. Examples of daily live interaction include in-person and virtual communication or interactions, including but not limited to synchronous online instruction (per statute) and phone calls where both parties communicate at the time of occurrence. One-way communication, including voicemails, emails, or print materials, is not considered a live interaction. All students are required to receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness. Teachers may meet individually with students but this alone does not meet the requirements for daily live interaction.

Definition of Daily Attendance

Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting

daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils or parents or guardians.

For more in-depth information please consult the California Department of Education's FAQ on Distance Learning at the following address:
<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

Attendance

On time daily attendance and participation is expected just as it is for in-person instruction. Parents should continue to follow the school procedures for reporting an absence. Teachers will document student attendance and schools will develop procedures to address issues related to attendance. Continued absences can result in truancy procedures.

Reengagement Strategies

Throughout the spring school closures, the Child Welfare and Attendance staff, working with school sites made efforts to communicate with students and family that were not attending or engaged. This contact included connecting students and families to resources (i.e. nutrition services, technology, etc.) in an effort to support and reengage with the learning process. Through the use of our bilingual support staff and other translation services, we have been able to conduct outreach in a variety of languages to ensure we reach families who speak languages other than English. Students who are disconnected or disengaged from school are more likely to be absent on the first day of school and are more likely to be absent or disengaged in the fall. Students who have had a traumatic experience are more likely to be chronically absent from school.

Students who do not feel a sense of belonging and connectedness are at greater risk to be absent and/or unengaged. Social isolation has increased during the pandemic causing a lack of connectedness and belonging. Staff outreach efforts are concentrated in an effort to reestablish and maintain the vital connection to each and every student.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:

Tier Definition Re-Engagement Strategies

- 1 Students attending school regularly: Positive relationships, engaging school climate, clear and consistent communication between school and families
- 2 Students who attend/engage moderately: Phone calls home, informational letters, and provide technical devices for distance learning (as needed)
- 3 Students who attend 40% or less: Referrals to and Action Plan created with student and family, School Attendance Review Team (SART/Team Meeting)
- 4 Unreachable students with no contact or engagement: Home visits, referrals to outside agencies, Student Attendance Review Boards (SARBs) and Referrals to District Attorneys

To support implementation of the above strategies, site-level attendance and the Child Welfare and Attendance Advisors will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the Aeries Student Information System (SIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of failing.

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.]

On the following pages, we include details regarding the steps that will be taken to provide healthy meals during all modes of instruction, a) Level 1 - All Distance Learning, b) Level 2 - Hybrid Learning, c) Level 3 - In-Person Learning with Modifications, and d) Level 4 - In-Person Learning.

Nutrition Services will continue to provide safe, nutritious meals to students to access across the district during the distance learning model. During Level 1, Nutrition Services will be providing meal distribution three days a week. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. If available through site CACFP-at risk program, weekend meal service, including Saturday, and Sunday will also be included in Friday's meal distribution. Meal service times will range from 10:30 am to 1:00 pm for all enrolled students. All meals will be provided in a non-congregate setting and will not be consumed on site. Parents/students can pick up meals in a designated location near the main school entrance. Social distancing protocols and mask will be in place at meal pick up location.

All enrolled students were mailed a color coded card that includes the student's identification number, site code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in Lodi Unified, a bar code card must be presented and scanned for each child. If the school is an approved Community Eligibility Provision (CEP) site, then student's enrolled will not be charged for meals. If the student is enrolled in a non CEP school, their account will be charged for meals based on the family household income eligibility for free, reduced, or paid price meals.

For safety and sanitation, school meals will be pre-plated, contain all components of a reimbursable meal, and bundled for quick access to families. Families, and staff, abide by all social distance protocols, including maintaining social distance of 6 feet apart, and wearing a mask. While preparing meals, staff maintain 6 feet distance when possible and wear face coverings. Every 30 minutes, kitchen staff stop food preparations to clean and sanitize work surfaces, wash hands and change gloves.

To view specific site information regarding school meal pickup, refer to the following flyer from Nutrition Services:
https://resources.finalsite.net/images/v1596677116/lodiusdnet/bbntwwradne8gwgqt3aq/MealService_EnglishandSpanish.pdf

Lodi Unified School District Nutrition Services Level 2– Hybrid Learning, In Person and Distance Learning Meal Service Plan.

Parameters:
50% of students at school at one time

- Optional all distance learning
- Social distancing
- Frequent disinfecting
- Temperature checks
- Hand washing/sanitization
- Masks or facemask with drape if needed
- Limited transportation
- Limited size of gatherings
- Modified meal service
- Some sports possible

Nutrition Services will continue to provide safe, nutritious meals to students to access across the district during the hybrid learning model. During Level 2, Nutrition Services will continue to provide meal distribution three days a week for those students enrolled in distance learning in parallel with onsite learning. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. If available through site CACFP-at risk program, weekend meal service, including Saturday, and Sunday will also be included in Friday's meal distribution. Meal service times will range from 10:30 am to 1:00 pm for all enrolled distance learning students. All meals will be provided in a non-congregate setting and will not be consumed on site. Parents/students can pick up meals in a designated location near the main school entrance. Social distancing protocols and mask will be in place at meal pick up location.

For students on campus, meal service will take place at the determined bell schedule which will limit students in the cafeteria receiving their meals at the same time. Students will either consume their meals in the MP room, outside or in the classroom during lunch period depending on the site needs. All items will be pre-wrapped, some components bundled and depending on age, may be served to the students.

All enrolled students have a student ID that will be used to scan and track meals served. Distance learners will have a color coded card that includes the student's identification number, site code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in Lodi Unified, a bar code card must be presented and scanned for each child. If the school is an approved Community Eligibility Provision (CEP) site, then student's enrolled will not be charged for meals. If the student is enrolled in a non CEP school, their account will be charged for meals based on the family household income eligibility for free, reduced, or paid price meals. On site students have ID cards or meal cards that will be scanned when served.

For safety and sanitation, school meals for distance learners will be pre-plated, contain all components of a reimbursable meal, and bundled for quick access to families. Families, and staff, abide by all social distance protocols, including maintaining social distance of 6 feet apart, and wearing a mask. While preparing meals, staff maintain 6 feet distance when possible and wear face coverings, gloves and aprons. Every 30 minutes, kitchen staff stop food preparations to clean and sanitize work surfaces, wash hands and change gloves in a process known as Rub-a-Dub-Dub.

Counting/Claiming:

All meal waivers have been applied for with CDE and being used as needed when supply or operational cost are barriers. The POS/ Nutrikids software will be used to scan the student ID and track meal participation at each location for both distance learners and those

eating on site. The NS office will run a reconciliation report and delete any duplicate meal pickups. Those families will be contacted by an auto call and notified that only one meal is allowed and all others will be charged to their account. Multiday meal pickup counts are tracked on an excel spreadsheet for claiming based on end of day reports and reconciliation.

Lodi Unified School District Nutrition Services Level 3– In Person Learning Meal Service Plan.

Parameters:

- All students on campus together
- Optional all distance learning
- Frequent disinfecting
- Social distancing/mask/facemask as directed by CPH
- Handwashing/sanitization
- Restrictions on gatherings, guests, field trips
- Some sports possible
- Modified meal service if needed

Nutrition Services will continue to provide safe, nutritious meals to students to access across the district during the In-person learning model. During Level 3, Nutrition Services will continue to provide meal distribution three days a week for those students enrolled in distance learning in parallel with onsite learning. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. If available through site CACFP-at risk program, weekend meal service, including Saturday, and Sunday will also be included in Friday's meal distribution. Meal service times will range from 10:30 am to 1:00 pm for all enrolled distance learning students. Meals will be provided in a non-congregate setting and will not be consumed on site. Parents/students can pick up meals in a designated location near the main school entrance. Social distancing protocols and mask will be in place at meal pick up location.

For students on campus, meal service will take place at the determined bell schedule and will be provided in cafeteria. Students will either consume their meals in the MP room, outside or in the classroom during lunch period depending on the site needs. All items will be pre-wrapped, some components bundled and depending on age, may be served to the students.

All enrolled students have a student ID that will be used to scan and track meals served. Distance learners will have a color coded card that includes the student's identification number, site code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in Lodi Unified, a bar code card must be presented and scanned for each child. If the school is an approved Community Eligibility Provision (CEP) site, then student's enrolled will not be charged for meals. If the student is enrolled in a non CEP school, their account will be charged for meals based on the family household income eligibility for free, reduced, or paid price meals. On site students have ID cards or meal cards that will be scanned when served.

For safety and sanitation, school meals for distance learners will be pre-plated, contain all components of a reimbursable meal, and bundled for quick access to families. Families, and staff, abide by all social distance protocols, including maintaining social distance of 6 feet apart, and wearing a mask. While preparing meals, staff maintain 6 feet distance when possible and wear face coverings, gloves and aprons. Every

30 minutes, kitchen staff stop food preparations to clean and sanitize work surfaces, wash hands and change gloves in a process known as Rub-a-Dub-Dub.

Counting/Claiming:

All meal waivers have been applied for with CDE and being used as needed when supply or operational cost are barriers. The POS/ Nutrikids software will be used to scan the student ID and track meal participation at each location for both distance learners and those eating on site. The NS office will run a reconciliation report and delete any duplicate meal pickups. Those families will be contacted by an auto call and notified that only one meal is allowed and all others will be charged to their account. Multiday meal pickup counts are tracked on an excel spreadsheet for claiming based on end of day reports and reconciliation.

Lodi Unified School District Nutrition Services Level 4– In-person Learning, Full Time Meal Service Plan.

Parameters:

No restrictions

Optional all distance learning

Frequent disinfecting

Handwashing/sanitization

Continued focus on proactive health measures

Nutrition Services will continue to provide safe, nutritious meals to students to access across the district during the in-person, full time learning model. During Level 4, Nutrition Services will continue to provide meal distribution three days a week for those students enrolled in distance learning in parallel with onsite learning. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. If available through site CACFP-at risk program, weekend meal service, including Saturday, and Sunday will also be included in Friday's meal distribution. Meal service times will range from 10:30 am to 1:00 pm for all enrolled distance learning students. Meals will be provided in a non-congregate setting and will not be consumed on site. Parents/students can pick up meals in a designated location near the main school entrance. Social distancing protocols and mask will be in place at meal pick up location.

For students on campus, meal service will take place at the determined bell schedule and will be provided in cafeteria. Students will either consume their meals in the MP room, outside or in the classroom during lunch period depending on the site needs. All items will be pre-wrapped, some components bundled and depending on age, may be served to the students.

All enrolled students have a student ID that will be used to scan and track meals served. Distance learners will have a color coded card that includes the student's identification number, site code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in Lodi Unified, a bar code card must be presented and scanned for each child. If the school is an approved Community Eligibility Provision (CEP) site, then student's enrolled will not be charged for meals. If the student is enrolled in a non CEP school, their account will be charged for meals based on the family household income eligibility for free, reduced, or paid price meals. On site students have ID cards or meal cards that will be scanned when served.

For safety and sanitation, school meals for distance learners will be pre-plated, contain all components of a reimbursable meal, and bundled for quick access to families. Families, and staff, abide by all social distance protocols, including maintaining social distance of 6 feet apart, and wearing a mask. While preparing meals, staff maintain 6 feet distance when possible and wear face coverings, gloves and aprons. Every 30 minutes, kitchen staff stop food preparations to clean and sanitize work surfaces, wash hands and change gloves in a process known as Rub-a-Dub-Dub.

Counting/Claiming:

All meal waivers have been applied for with CDE and being used as needed when supply or operational cost are barriers. The POS/ Nutrikids software will be used to scan the student ID and track meal participation at each location for both distance learners and those eating on site. The NS office will run a reconciliation report and delete any duplicate meal pickups. Those families will be contacted by an auto call and notified that only one meal is allowed and all others will be charged to their account. Multiday meal pickup counts are tracked on an excel spreadsheet for claiming based on end of day reports and reconciliation.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	4.1 Provide Social Emotional Learning Curriculum and Resources for schools to implement in grades K-8. Additional details provided in Mental Health and Social and Emotional Well-Being.	600,000	Yes

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
21.44%	\$49,332,808

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.]

State assessments scores in ELA and Math improved for English learners, foster, and for low income students, however more growth is needed. The district will provide professional development and instructional coaching in the areas of digital instruction, instructional strategies, Universal Design for Learning, and English language development. Students facing academic challenges, as well as English learners who are struggling to acquire English will also receive intervention services (Actions 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, and 4.1). Research shows that teachers who receive well-designed, relevant professional development and coaching provide better quality classroom instruction which leads to increased student achievement. Our experience shows that students who receive Intervention Services have improved academic achievement. These services help the District goals for its unduplicated pupils in state priority area 2 and 4, while serving the needs of all students.

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

For many of the actions, the educational resources and opportunities we will be providing serve all students, including our foster youth, English learners, and low-income students. In addition, our staff works to identify how these supports can be adjusted to ensure they are meeting the needs of foster youth, English learners, and low-income students. All students benefit from emotional and social interventions and support, but our staff will work to provide an additional layer of support services that focus on meeting the individual needs of Low Income, Foster Youth and English Learners. These student groups are particularly vulnerable to experiencing learning loss during the COVID-19 Pandemic and we are working with staff to ensure they monitor student progress and provide additional supports as necessary.