

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Although relatively slow to get a foothold in Mendocino County, COVID-19 is now considered widespread and the County is on the Governor's monitoring list which requires schools to begin the 2020-2021 school year distance learning. Like most schools in California, Mendocino Unified closed in mid-March due to the pandemic. District staff responded quickly by providing supplemental learning materials and resources to parents. After a few weeks classes did resume via online instruction, telephone, and paper packets. Student grades were held harmless from the academic 3rd quarter as some families struggled with and continue to struggle with internet connectivity. The District is following all safety protocols related to COVID-19 and as of September 1st, 2020, no student or staff member has tested positive for COVID-19.

Stakeholder Engagement

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

Shortly after the school year ended in June, the District circulated a survey to parents asking about their experience with distance learning in terms of what went well and needed improvement. In addition, parents were asked about their level of technology readiness with devices and internet connectivity. In addition, the high school staff contacted families and kept records of which students had difficulty engaging in the spring and the reasons for those difficulties. The K-8 School staff made efforts to contact each family to check-in with families and to narrow down technology needs.

For the Learning Continuity and Attendance Plan, a stakeholder meeting was held on Wednesday, September 9th. The plan was presented in detail and questions and comments were solicited after each section of the plan. A public hearing was held on Thursday, September 10th.

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

Options for remotely attending the stakeholder meeting and the public hearing included video conference via Zoom, or telephone via Zoom.

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

Eleven people attended the stakeholder meeting. There were a few questions regarding the plan as well as other general questions about how teachers are taking attendance, homework policies, and communication between teachers and parents.

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

The contents of the plan were not influenced by stakeholder input.

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.]

Mendocino Unified School District was one of only three Districts in Mendocino County that applied for a waiver to the public health department that would allow in-person instruction for students with disabilities, English learners, those without adequate internet access, and for essential workers without childcare. The subgroups of students mentioned in the waiver application are at the greatest risk of learning loss due to the school closure in 2019-20. Our waiver was approved and school staff are working hard to implement and communicate the plan for health and safety related to in-person instruction.

- Support from SELPA staff to develop plans and intervention strategies related to classroom engagement and re-integration. SELPA will also be providing support in developing plans and interventions to support independence and engagement with distance learning done from home.
- Professional development related to strategies and interventions for school personnel to utilize to address engagement with classroom or distance learning to help mitigate learning loss.
- Parent training/groups focused on supporting recoupment of skills and/or training parents in effective strategies to support distance learning in the event of future closures.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Mendocino Unified School District will start the year with 100% distance learning. Students will engage synchronously and asynchronously with live contact every day for every student. Teachers will use Google Classroom and GAFE as the learning management system and will use Zoom for live video instruction. Teachers have adapted curriculum to an online environment and in some cases, such as in high school science courses, online curriculum has been purchased.

When appropriate, the MUSD will be reopening with physical distancing and facial covering measures in place. Because of the nature of high school classes, it is difficult to maintain a single stable cohort, as there will be some mixing between groups in different classes. Because of this, facial coverings and distancing will be required at all times. At the K-8 grades, it is easier to maintain stable cohorts and State and county guidelines will be followed.

To accommodate for physical distancing, the student body will be divided into an A and B cohort with each attending for 2 days and a flex day in between. The flex day (Wednesday) could be used for teacher collaboration and prep time as well as small group intervention and lab use by students. There would be small groups only, but there could be some overlap of A and B cohort students on Wednesdays. Eventually, Wednesday might become an alternate A/B day.

While students will initially only be on campus two days a week, it is expected that students will participate in continuous learning 5 days a week. At Mendocino High School, because courses are only a semester long, students will have fewer courses to focus on each semester, but the content will be condensed. Even the best engaged students in the spring of 2020 could only sufficiently focus on three to four classes at a time. This immersive style of learning has been shown to be effective in studies, but we are aware classroom support is more limited due to the pandemic.

At the high school, to reduce the amount of mixing of students, we will switch from a seven period block schedule to a 3x3 schedule. This means students will only be taking three classes each semester (and one optional online) instead of seven. There will be an additional PSP or home room period twice a week, one for social-emotional and school culture focus and the other for academic focus. These periods will be 30 minutes long. Furthermore, to reduce mixing, there will be no open campus and there will not be an extended lunch break. Students will pick up their lunch at “Brunch” and may snack on it during “Break”. Both “Brunch” and “Break” are only 10 minutes long, so if there is any additional mixing it is for a shorter period of time than a normal lunch time.

At the K-8 grade levels, curriculum has been modified or new curriculum was purchased to ensure multi-methods of delivery and a smooth transition between in-person and distance learning. Classes and schedules were set up to allow for a smooth transition between in-person and distance learning.

District-wide, common spaces will be cleaned hourly by custodial staff and classrooms will be disinfected nightly. In addition, teachers (trained in pesticide use in the spring of 2020) will be responsible for spraying table tops and other high touch surfaces with peroxide and wiping them down. Shared items such as woodshop tools and electronics will be cleaned before and after each use with peroxide wipes. Whenever possible, extra tools/supplies, such as art supplies, will be purchased so that each student can have an individual set. A more thorough cleaning will be done each time the A and B cohorts switch, hopefully using electrostatic sprayers.

Students will be screened passively at home for COVID symptoms and risk and will be actively screened on busses and when entering school. We will focus on a visual inspection, but will also ask a blanket question on symptoms and about contact with COVID cases. Students will be screened at entry points, but this may shift to classrooms depending on how long it takes to screen.

Students and staff will be supplied PPE as needed. Each student will be given at least two cloth face coverings for use. Teachers and students will have access to face shields with a cloth skirt in cases where a mask will not work. Additional face coverings will be available as needed as will face shields. Plexiglass sneeze guards are installed along the length of the front desks in the offices and individual sneeze guards are available for teacher desks. We do not have plans to provide plexi-glass barriers for individual student desks.

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.]

Mendocino Unified School District is located in rural Mendocino County and adequate internet connectivity for all families remains as a major issue for distance learning. After contacting families to assess the needs, District staff have been working with internet and satellite internet providers to connect families with the best possible solution. The District is paying for installation and monthly costs for families to insure that all families are able to access these solutions. That being said, satellite providers often have limited data plans and even new satellite installations may not be able to support the distance learning needs of families. The District will continue to troubleshoot and work with providers to increase bandwidth and data options for families.

All Mendocino High School students currently have access to Chromebooks. Students at the K-8 grades also have access to Chromebooks, however the demand has exceeded the supply and more Chromebooks have been ordered. It is anticipated that all students in need of a device will have a device by mid-September.

Assistive technology support including devices and consultation from specialists to students, staff and parents to ensure student access and engagement.

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.]

Student attendance is tracked synchronously and asynchronously through Aeries and weekly lesson plans are documented on templates provided by the CDE and eventually will be tracked in Aeries. Synchronous engagement is required, but if a student has internet issues and is able to complete the work assigned during that period, they will receive asynchronous attendance credit. Attendance will be tracked and submitted to the Family Engagement Teams and team members will follow up with absent students.

Student progress will be assessed using a standards based grading method. Work will be collected and returned through Google Classroom. Student progress will be monitored through work completion on Google Classroom as well as through live video interaction.

Curriculum based assessments, both formative and summative, will be used to track student progress.

At the K-8 grades, teachers have created a schedule with specific minutes for different subjects that they plan assignments and assessments to match the scheduled minutes. Teachers will work with individual students to adjust this for students taking more time to complete assignments, as well as, providing extra assignments for those that finish earlier.

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.]

The District contracted with Mendocino County Office of Education personnel to provide 4 days of dedicated professional development for teaching staff on creating and maintaining websites, videoconferencing, and learning management systems. Media Tech Support stipends were given to two teachers in the District to help support their colleagues with distance learning.

In collaboration with MUSD staff, SELPA will:

- Provide professional development to school personnel, including certificated and classified staff, on strategies and interventions to utilize to address engagement within classroom setting in-person and/or distance learning to help mitigate learning loss.
- Provide ongoing training related to engaging parents and supporting staff in writing distance learning plans, progress on IEP goals, addressing IEP goals, and IEP paperwork during school closure.

- Create and maintain a resource list/database that teachers can access and build as a community related to online learning.
- Provide training to staff on strategies in supporting students in trauma informed care.
- Provide ongoing social-emotional support/strategies to identified staff to support their own mental well-being as they are experiencing anxiety related to COVID/current events.

Staff Roles and Responsibilities

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

Two additional stipend positions were added to provide distance learning tech support to teachers.

Four bus drivers are delivering lunches three days a week to the communities of Albion, Comptche, and Elk. They are also delivering family meal boxes from the Family Resource Center once a week.

Two instructional aides are providing childcare for teachers lacking childcare in order for those teachers to conduct distance learning lessons.

Two instructional aides are assisting in the kitchen with food preparation or delivery.

Two certificated teachers have been assigned as English Learner instructors

Five instructional aides reassigned as distance learning support

Three integrative aides assigned for in-person support for students with special needs

Three certificated art and physical education teachers have been reassigned as self-contained grade level teachers

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.]

Two teachers have been reassigned to provide direct instruction with English Learners in the District. The LEA applied for and was granted a waiver to allow in-person instruction for students with disabilities and for those with high needs in particular. In addition to the regular support of our District counselor and social worker for homeless and foster youth, teams of family engagement liaisons have been formed at the high school and K-8 grade levels. These teams will be reaching out to provide additional assistance to families and students who are having a particularly difficult time engaging. These teams will provide assistance with possible in-person instruction, technology, community resources, and supplies and materials.

SELPA will collaborate with MUSD staff and parents:

- Work with SELPA Board Certified Behavioral Analyst and Program Specialists to develop plans and intervention strategies related to classroom engagement and re-integration for any students that require it. Support can also be provided in developing plans and interventions to support independence and engagement with distance learning in the home.
- Behavioral interventions/ plans to address compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.) for all students.
- Support from SELPA staff in navigating agencies and community services (DHHS, Regional Center, etc.)

- Provide all Low incidence services to students per their IEP as well as collaboration and direct consultation to parents and staff. Assistive technology support, accommodations, modifications and professional development will be provided to parents, students and staff as needed.
- Provide Parent/caregiver training by BCBAs and/or SELPA Program Specialists in behavior management, balancing supporting their student's school work with other responsibilities, creating functional work spaces for their students to use.
- Provide consultation to students, staff and parents on use of alternative learning materials for students who cannot access technology due to disability and/or lack of access.

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

Description	Total Funds	Contributing
Media Tech Support Stipends	\$2,400	No
Satellite Internet Access and Chromebook Deployment	\$84,000	Yes
Reassigned personnel to deliver distance learning program	\$335,660	Yes
Extra Materials and Supplies for COVID-19 relief and distance learning	\$70,000	

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.]

At the beginning of year we start with formative curriculum-based measurements (Bridges, College Preparatory Mathematics, Superkids, Great Minds) and universal screenings for ELA (BPST, DIBELS, school-created writing assessment) & math (some local assessments but mostly Bridges & CPM). Universal screenings are given at beginning, middle, end of school year to all students.

Students will be referred through teachers or universal screenings to the Family Engagement Teams at each site. Upon receiving a referral, the Family Engagement Teams will meet to discuss the possible barriers to learning and to provide resources. In addition, assessments and intervention strategies will be discussed with parents through a Student Support Team (SST) meeting. Screenings, classroom based assessments, and assessment in reading, writing, and math (DIBELS, Writing Assessment, BRIDGES assessments, ELPAC, SBAC etc.) will be compared to previous performance preCOVID. All of this is a part of MTSS (multi-tiered systems and supports). MTSS includes remediation for English learners and students with special needs as well. More frequent assessments and progress monitoring for students falling within the at-risk category and/or needing English language development services.

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.]

MUSD has reassigned two credentialed teachers to provide 1:1 or small group instruction for EL students (one at the K-8 levels and one at the high school). MUSD's waiver for in-person instruction was approved so some of this instruction could take place in-person as well. The waiver also allows in-person instruction to pupils with exceptional needs and families without internet or childcare.

For students identified as at risk that need intervention services, teachers will implement targeted small group instruction (in-person and distance learning) to remediate learning loss and accelerate learning progress. Teachers differentiate instruction, reteach, accommodate and modify in the general education classroom (small groups, individualized instruction, and break out rooms in Zoom during distance learning). Additionally, at-risk students receive small group targeted intervention to remediate skills. English language learners receive same supports as at-risk students in general education classrooms plus small group targeted English language development services (some in person and some through Zoom during distance learning).

Accelerated learning will be used at the general education level (teach grade level common core standards, but embed remediation where content instruction was missed due to COVID to catch students up).

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.]

Curriculum based summative assessments given at the end of units as well as progress monitoring given throughout the year to assess ongoing learning status

Standardized assessments: English language learners take the ELPAC in the spring. All students take the CAASP in spring.

Student Support Team & Family Engagement Support Team will follow-up with students, families, and teachers to troubleshoot how to support students who are not progressing.

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

Description	Total Funds	Contributing
Reassignment of dedicated English language development teachers at the K-8 and high school levels	\$45,538	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.]

MUSD is committed to providing social, emotional, and mental health support to students, staff, and families wherever possible in the 2020-2021 school year and beyond. Within the specific limits placed upon the environment due to distance learning, we have identified the following supports to further develop and refine over the course of the school year:

- For physical needs that students and families have experienced and continue to experience in greater amounts due to uncertainties related to Covid-19, we have expanded our Family Resource Center, delivering food on a weekly basis to families and providing additional support for those experiencing financial crises. The food delivery is in addition to lunches provided for all MUSD students this academic year, which are delivered to outlying schools and to families who cannot easily access those places, including those experiencing homelessness. Technology and connectivity outreach and financial support has reduced stress and anxiety for both families and students.
- For social, emotional, and mental health support for students, we are continuing to offer both one-to-one counseling and are developing group formats to provide regular opportunities for support and check-ins with our professional helping staff. We are planning weekly small group virtual meetings during Personal Success Period for HS students with Advisors to support both personal and academic wellness. We are also collecting and disseminating trauma-informed resources for teachers to use within their classrooms to increase SEL opportunities, along with guidelines to help teachers recognize social/emotional needs in the virtual format, so that students can be efficiently referred. HS utilizes Universal Behavior Screening which initially was implemented for RTI/PBIS but has shifted focus towards engagement and mental health wellness during our distance learning.
- For staff, we are developing dedicated support initiatives, including one-to-one support; resource sharing; supportive emails; and time for dedicated check-ins with other staff members.

- For the entire community, we are building a website for resources specific to individual populations, including students, families, and staff. The website will be a hub for information about both local and national organizations, as well as a place for students to self-refer and for families to learn about social-emotional supports in our district.

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.]

The K-8 School and Mendocino High School have created Family Engagement Teams. These teams will meet regularly to review student progress, engagement, and attendance. When a student is struggling for any reason, the family engagement team will contact the family and the student to determine what the limiting factors are and which supports and services would best fit their needs. Individual teachers will be following up with students who are not attending distance learning lessons without a valid excuse. If any unexcused absences continue, the student will be referred to the Family Engagement Team for extra support. Our bilingual social worker is on both of the teams and prepared to offer supports for our Spanish speaking families. If a student isn't progressing or is at risk of learning loss, they will be referred to the student support teams at their respective grade levels for plans for learning strategies and possible assessment and remediation.

SELPA will, in collaboration with MUSD staff:

- Provide support to develop plans and intervention strategies related to classroom engagement and re-integration. Support can also be provided in developing plans and interventions to support independence and engagement with distance learning done from home.
- Provide support in navigating agencies and community services (DHHS, Regional Center, etc.)
- Training district staff in parent outreach and relationship building including tiered responses (phone calls, letters, home visits) and documentation strategies.

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.]

Our District Business Manager worked closely with our California Department of Education Nutritional Consultant, our Cook Manager, and our District Free and/or Reduced Lunch Record keeper to qualify MUSD for the Community Eligibility Provision (CEP) that allows every student in our District, regardless of socioeconomic status, to get free lunches and breakfasts. On Mondays, Wednesdays, and Fridays, lunches and breakfasts are being delivered to Albion School, Comptche School, and Greenwood Preschool. Lunches are also available for pick-up at the Mendocino K-8 School. In addition, for parents unable to leave their homes, we are delivering lunches to their door. If students are on campus for in-person instruction, lunches are available from 12:00 - 1:00 and can be delivered to the high school during that time as well.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
8.32%	\$301,469

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.]

All of the actions in this plan in MUSD put English learners, foster youth, and low-income students first. The staff reassignments were made to help get lunches to the doorsteps of low-income families, get internet access to low-income families, and to provide 1:1 or small group instruction to those families that need it most.

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

Dedicated certificated staff member assigned to English language development through 1:1 or small group instruction. Internet access and tech devices are being provided for low-income families.