

# 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.]

Like many school districts throughout the state of California, Los Molinos Unified School District was no exception to the abrupt change in instruction delivery during the months of March to June of 2020. We adapted and began refining the process from student packets to online platforms such as Google Classroom to be the home vehicle that houses learning tools for students. This was not an easy task as many of our parents live in rural areas and internet connections are very limited, and when they are offered, the connection is not consistent. Nonetheless, we managed to secure wifi spots and provided those to families as needed. The emotional and social impact of Covid-19 on our community has been a lingering process. Many of our families lost their jobs and students found themselves isolated from their peers. We took these and numerous other experiences into high consideration when creating strategies and implementations as we prepared for the Fall of 2020.

## Stakeholder Engagement

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

Google form surveys were distributed to all LMUSD parents regarding the reopening of our schools. The surveys were provided in English and Spanish. Electronic voice robocalls were sent to all families prior to the distributions of the forms. Phone calls were made to families that experienced difficulties completing the form. A special task force of classified staff, certificated staff, Community Members, and Parents was organized over the summer. This task force met several times over the summer. They reviewed survey results and provided input to district staff in the creation of the reopening plan. Each school site council reviewed the preliminary plan details at each school site. The ELAC and DELAC committees provided input on September 16th, 2020. The public was also welcome to attend any of the regularly scheduled Board Meetings in June, July and August to give input on the re-opening plan.

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

All board meetings and public hearings were provided at least 72 hours in advance of the meetings and they were offered in the Zoom platform. The link to the Zoom meetings were provided in the agendas and they were posted in the district website as well as each school site. Translators were available.

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

The results of the surveys from LMUSD parents indicated: 44.4% proposed early-late staggered times, 39% proposed 2-day rotations, and 16.7% supported week blended learning. 46.3% of the parents indicated they were extremely concerned about their child's educational progress during distance learning and 33.3% indicated being concerned. 51.9% of the families indicated they had reliable internet service while the rest were a mix of reliable but slow service. Over 70% of the parents supported in-person instruction with the option of distance learning for families that requested it. The LMUSD Task Force supported the reopening of schools for in-person instruction with a mandated safety measures in place. Over 76% of the 210 students that responded to the survey indicated that they wanted to return to school.

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

Stakeholders indicated that the need to have students return to school for in-person instruction. Tehama County was not on the State Watchlist during that time, and the majority felt this was appropriate with the option of distance learning for those families that did not feel safe returning their children to school. The need for more chromebooks, Wifi spots, and Zoom telecommunication systems were also expressed.

## 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.]

LMUSD will open with in-person instruction while ensuring safety measures are in place per Tehama County Public Health Department. These measures are; all students and staff wearing face coverings and face shields for Teachers, social distancing, cleaning and disinfecting, daily temperature checks for students and staff, and cohorting of students in lower grades. Distance learning will be available for students that do not feel safe coming to school. LMUSD intends to fill the gaps with these students by following our PLC- Professional Learning Community Model Plan which consist of administering more formative and summative assessments using our Illuminate Program to disaggregate student achievement data and inform instruction by adjusting content pacing to meet the needs of students. This cycle of inquiry is crucial to monitor student learning loss and progress moving forward. In addition, LMUSD will offer two minimum days per week to

allow teachers to provide support to students that are experiencing difficulties in accessing the curriculum and professional development to further enhance the distance learning platform. Each school site will also offer after school tutorials on non-minimum days.

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

Description	Total Funds	Contributing
The program Illuminate was expanded to assess student data in order to see where learning gaps exist and allow for adjustments in instruction and pacing	\$8000	Yes
Additional Chromebooks were purchased for the students enrolled in in-person instruction in order to phase out older models and continue to offer 1-1 device distribution throughout the district. This will allow the students access to the latest technology and be able to work in virtual platforms along with the distance learners.	\$77,000	Yes
After school tutoring will be offered to all students	\$28,000	Yes
Purchase of disposable and cloth face masks for all students and staff. Purchase of face shields for all staff members. Purchase of cleaning and sanitizing products for custodial staff and each individual classroom and common area. Purchase touchless thermometers to perform daily temperature checks on all students.	\$25,000	No
Daily extra duty for maintenance staff to assist with temperature checks on all AM bus routes.	\$13,875	Yes
Reusable water bottles purchased for all students to use in place of water fountains.	\$2,500	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.]

1. Consistent direct live instruction for every student. Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
2. Access and availability of teachers to students outside of direct live instruction.
3. Symmetry and cohesion in learning and delivery Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.
4. Collaboration Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.
5. Professional development and supports for educators. Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, to ensures students' access to learning grounded in the essential standards.
6. Appropriate supports for students receiving Special Education Ensure students with disabilities will be included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
7. Assessments and accountability Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.
8. Support for English Learners Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

## 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.]

LMUSD will ensure each student is assigned a chromebook for year regardless if they start in-person or in distance learning. Surveys will go out to parents to evaluate their connectivity to ensure students can access the zoom classes. Wifi spots are purchased and provided to families as needed.

## 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.]

Each teacher will monitor student engagement by keeping track of students that log into their daily classes via zoom. Google classroom will be used to house assignments and projects. Distance learners will be called on randomly to answer lesson questions. Distance learners will the ability to check in with their teachers on minimum days either in person or through Google Meets or Zoom. Each teacher will keep a

weekly log identifying Asynchronous and Synchronous engagement and minutes per student. Home visits to those students that are not logging in or not producing work will be made weekly.

## **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.]

1. All site leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons for in-person, virtual and blended learning environments. To achieve this, we must fully understand the complete programs under the Google Suite, the “add-ons”, and digital offerings through our adopted curriculums.
2. All site leaders/teachers will use data (short, medium and long-term cycles) to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports.
4. All school leaders/teachers will effectively engage parents and families as partners in their students’ learning.
5. Support staff will research and learn current digital offerings to ensure students are supported in areas such as emotional and social well-being, career planning, and CTE.
6. Paraprofessionals will assist teachers in areas such as grading, contacting parents, and providing clarification to students as they would normally in a classroom environment.
7. Use of Illuminate to build and deliver assessments.

## **Staff Roles and Responsibilities**

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

All teachers will be asked to teach in person and distant learner students. This new shift is a new role and will require fine tuning moving forward. SPED staff such as School Psychologist and Speech Therapist will also offer remote services to DL students. The School Resource Officer will assist with home visits to ensure students are logging in and completing work. Student success team meetings will continue, but will be offered in a remote format to support DL families.

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

For some special education instructional programs and certain related services, the optimum service delivery model is in-person, face-to-face. As each program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in school attendance and to which students and which related services are deemed appropriate for continued virtual delivery. Designated and Integrated ELD will continue and

modifications will be made to the curriculum to ensure students can access remotely. Students in foster care and those that are experiencing homelessness will be contacted to ensure they have the electronic means to access the digital offerings for each site.

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

Description	Total Funds	Contributing
Offer a virtual platform for students to enroll in distance learning. This virtual platform will be a combination of Zoom and Google Meets.	\$4,000	Yes
iPads, wireless headsets and tripods were purchased for all teachers in order to better facilitate distance learning and in-class instruction simultaneously.	\$17,500	No
As needed Distance Learning professional development for all teachers on Tuesday and Thursday minimum days.	\$283,000	Yes
Additional Chromebooks were purchased in order to supply those students choosing to enroll in the distance learning program.	\$28,000	Yes
The program Illuminate was expanded to assess student data in order to see where learning gaps exist and allow for adjustments in instruction and pacing	\$8,000	Yes
Wifi spots were purchased for distribution to families who do not have access to or cannot afford internet.	\$25,000	Yes
Virtual tutoring is available after school for distance learning students	\$28,000	Yes
As needed upgraded teacher computers to better facilitate distance learning with the required platforms	\$12,000	No

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

LMUSD will use Illuminate and I-ready Assessments to monitor student achievement gaps. The district has implemented new ELA and Math benchmarks to be administered electronically through Google classroom using the Illuminate program. All students, regardless if they are in-person or in distance learning, will take these assessments. The results will be analyzed to determine progress and make changes as needed in pacing. To further monitor learning loss, teachers will implement formative assessments monthly using the same program format.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The results of the district benchmarks and monthly formative assessments will drive the cycle of inquiry using our PLC district manual process. The actions and strategies as a result of this process will include; adjusting content pacing as needed, reteaching big concepts, providing follow up assistance to students on minimum days, and after school tutorials. All student subgroups will be included.

## 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.]

District Benchmark results and monthly formative assessment data will be analyzed and documented using the approved PLC data forms. Each site Principal will work with teachers collaboratively to determine what has worked and what has not. The strategies and actions will change according the data results per subgroup.

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

Description	Total Funds	Contributing
The program Illuminate was expanded to assess student data in order to see where learning gaps exist and allow for adjustments in instruction and pacing	\$8,000	Yes
I-Ready will be used in coordination with Illuminate in order to monitor student achievement gaps.	\$19,500	Yes

Description	Total Funds	Contributing
Tutoring will be offered after school hours for both in-person and distance learners.	\$40,000	Yes
Online virtual textbooks purchased for distance learners	\$3,500	No

## 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.]

LMUSD will continue to enhance the PBIS- Positive Behavior Intervention System district wide. This will include a common language delivery system of identifying problem behaviors and support students in the implementation of replacement behaviors through reward systems. Each school site will have access to a school psychologist who will provide crisis and trauma counseling to students that are experiencing anxiety because of Covid-19 or other community factors such as wildfires. Each school site will refine their PBIS School Climate Committee to include representatives from students, teachers, and parents. This group will review school trends in trauma and overall connection to the school. Ideas will be shared, and adjustments will be made to ensure students have a positive experience in school. Students that select distance learning will also have access to group and individual counseling via virtual platform. Social Skill Counseling groups will be implemented at every school site to support students that might regress due to Covid-19.

## 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.]

LMUSD will review weekly engagement logs and AERIES attendance reports to determine which distance learner students require home visits and phone calls. First, teachers will call parents and students to review why they are consistently missing logging into Zoom classes, and come to an agreement. If those strategies do not improve the engagement and participation of the student, the district School Resource Office along with School Site Administration will conduct home visits to those students. The goal here is to determine what is going on in the home, and review support they might need. This can be home structure recommendations to connectivity support in the form of Wifi spots or devices.

## 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.]

LMUSD strongly believes each student, regardless if they are in-person or in distance learning, should receive a nutritious meal daily. All students in LMUSD eat for free. This has been a long standing decision of the school board for many years. To ensure the distribution of meals are safe and abiding to the mandated safety mandates by Tehama County Public Health Department, students will maintain social distancing by being provided lunches through a "one way" enter and exist path. Students in distance learning will be required to take temperature checks prior to entering the school cafeteria as other in-person students do. Each student lunch will contain the the required food staples as set forth by the State of California.

## 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	PBIS rewards system to encourage positive behavior among students and assist with motivation and mental well being.	\$10,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Social Skillstreaming Curriculum	\$3,600	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
24.59%	1,092,145

### 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.]

Technology ensures equity access for Foster Youth, English Learners and Low-Income students. This enables them to have access to distance learning opportunities as well as in person daily and weekly interactive zoom supports with their teachers.

With the impact of learning loss as a result of COVID-19, it becomes imperative to analyze student achievement data on a weekly and monthly basis. The Illuminate and I-Ready programs give the District the capability of assessing Foster Youth, English Learner and Low-Income students which in turn provides teachers the data necessary to meet the needs of these students through our Professional Learning Community model.

After school tutoring is beneficial for all students, but the targeted population are these sub groups - Foster Youth, English Learners and Low-Income students. Mainly because they need extra support in the areas of re-teaching, organizational skills, and follow through.

The safety measures that are currently in place provide all students including Foster Youth, English Learners and Low-Income students, the safety of both physical protection and protection for their mental well being.

In order to effectively serve these populations of Foster Youth, English Learners and Low-Income students, teachers require extra professional development in the areas of virtual distance instruction, curriculum development and social and emotional supports for their students.

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

Los Molinos Unified School District is a very unique District in the sense that we are small, which provides us the ability to support all students, including Foster Youth, English Learners and Low-Income students. All of the improvements in overall services target these populations heavily because they fall under the Tier 1, Tier 2 and Tier 3 supports.