

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
Modoc Joint Unified School District	Tom O'Malley Superintendent	tomalley@modoc.k12.ca.us 530.233.7201 Ext. 101

General Information

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

Modoc County was the last county in the state to have documented cases of the coronavirus. The first surge began in late July and ended shortly thereafter with a total of 5 cases. The second surge began in late August and is also at 5 cases as of the writing of this document. Almost all cases have been asymptomatic or very minor symptoms. The largest impact of these confirmed cases was due to the amount of people being quarantined and unable to attend work.

The pandemic has caused economic damage to the community due to the shut down which began in late March and lasted through April. Modoc County reopened in early May and while most businesses and services in the community were able to return to how they looked prior to the beginning of the pandemic, some local businesses have yet to recover and some community members who were employed before the pandemic are not.

The pandemic forced the district to go onto distance learning for all students in the middle of March. Some staff utilized that as an opportunity to develop expertise in digital learning. Some staff also utilized time during the summer to enhance their ability to provide distance learning, all the while knowing the District planned on a full return of students in August. The District successfully opened on August 19th as scheduled, with roughly 90% of the student body returning for in person instruction and 10% choosing distance learning or independent study.

Having the schools open for in-person instruction has been a huge benefit to the community as our working parents have a place for their children to go while they are at work. The District employs a large amount of the community and its ability to stay open for in-person instruction during the pandemic is critical to the economic survival of Alturas and surrounding communities.

Stakeholder Engagement

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

The District has held multiple meetings with parents, community members, teachers, bargaining units, and other school employees.

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

The District offers Zoom meetings for public hearings. Community members may contact the District Office to provide input via an alternative method.

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

The vast majority of feedback from all groups was to return to in person learning and have it be as close to normal as possible.

Negotiation of an MOU with the Modoc Teachers Association related to the pandemic is ongoing.

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

The largest amount of influence by specific stakeholder input focused on making the learning environment as safe as possible.

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.]

The District offered summer school for its most at risk students via in-person instruction. It is the belief of the Governing Board that the best possible learning experience for students is in-person instruction and nearly all efforts have been focused on creating the safest learning environment possible.

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

Description	Total Funds	Contributing
Summer Learning Program	40,000	Yes
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices	300,530	No
Purchase additional supplies for students to use while social distancing and to avoid sharing	200,000	Yes
Staff professional development, purchase prep periods for smaller class sizes, and time spent on distance learning preparation	80,000	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.]

The LEA surveyed families to determine which had health related concerns that would prevent their child from returning to in-person instruction. Those families were given District technology if needed, such as chromebooks and hot spots, to ensure students were able to participate with their peers. Daily interaction with a teacher and peers will occur as dictated by current state law.

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.]

The District has issued devices to students who need them. If the entire District is to go out on distance learning at the same time, there are not enough devices available for all students. Additional chromebooks were ordered months ago but have yet to arrive. Wireless hot spots are available for students without internet access, but there are cases where families live in areas where hotspots will not work.

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.]

Teachers will continue to plan and implement a standards-based program of study, employing a variety of instructional techniques and instructional media that meet the individual needs, interests and abilities of the students which includes synchronous and asynchronous learning. All staff will be offered training to implement distance learning standards for schools. Teachers will have to connect with their distance learning students each day. Schools will take students' attendance and participation under distance learning. Students who don't participate will have a re-engagement plan developed for them by site administration and support staff. Students will receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and time value of work assigned, 180 minutes per day for TK-K, 230 minutes per day for Grades 1-3, and 240 minutes per day for 4-12.

The state mandates daily live instruction. Daily live instruction may take the form of internet or telephonic instruction, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the District shall develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction will all be combined to meet at least the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the teacher.

An additional data requirement, schools will keep weekly engagement records noting how much synchronous or asynchronous instruction a student has received.

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.]

Professional development opportunities were made available to staff during the summer. The county office of education provides an instructional coach to work with staff as requested.

Staff Roles and Responsibilities

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

Our school nurse has been designated the covid liaison to the Modoc Public Health Department. Our school social worker will see an increased case load due to covid related trauma.

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.]

Due to the small size of our District, our staff have the opportunity to develop supports for pupils with unique needs on a one-on-one basis.

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

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., chromebooks, hotspots, webcams) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	200,000	Yes
Social Worker	75,000	Yes
Student and Family Resource Specialist	17,000	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.]

The LEA will continue to measure student academic progress using MAP tests. One thing that those who create these types of documents fail to understand is that learning takes time. When time is removed from the equation, there is no way possible to make up what has been lost. The District will do its best over the coming years to offer additional learning opportunities over the summer, but the reality is that distance learning is not and will never be comparable to in person learning. We are a small school district with limited staff and therefore limited in opportunities to provide additional times for learning. Every day we are out on distance learning, we are losing ground on learning that we cannot recover.

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 most effective way to mitigate learning loss is to maximize in-person learning opportunities for all students.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The District will utilize MAP testing and other local assessments to measure student learning.

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

Description	Total Funds	Contributing
Map testing and other local assessments	31,800	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.]

All staff have been trained in trauma informed care practices, and while COVID-19 is new, working with students experiencing trauma is not. District employees are well versed in dealing with students in crisis. All staff have participated in a COVID-19 training via Public School Works and instructional coaches who specialize in student trauma are available to staff upon request. We also have strong relationships with Social Services and Modoc County Behavioral Health. Having this multi-layered approach already in place for our students is effective. Although COVID-19 is new and problems may be different, we have strong systems in place to support our students.

Pupil and Family Engagement and Outreach

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

The District is fortunate to have a small student population and has already developed strong relationships with students and families. Student participation is being monitored by both teachers and administration and phone contacts are made for distance learning students who are not participating. If family contacts are not leading to student participation, the students will be referred to the truancy prevention team. This team consists of the school social worker, the school nurse, law enforcement, counselors, and/or any other professional that may be involved with the student and family. If the systems put in place by this group are not being adhered to, the family will be referred to the local SARB board.

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.]

We are operating our lunch program as we did before the pandemic, other than changes made to accommodate social distancing and cohort tracking. Meals for students choosing to do distance learning are available for pick up by the family. If the District were forced to go to a full distance learning model, we would continue our operations as we did in the spring with pick up and delivery of meals occurring.

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

Section	Description	Total Funds	Contributing
N/A	Cost to hire an outside company to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	1,714	No

Section	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.38%	1,257,373

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.]

The projected Supplemental and Concentration grant funding for 2020-21 is \$1,257,373 per Minimum Proportionality Percentage (MPP) calculation in the Local Control Funding Formula (LCFF) calculator provided by FCMAT. For 2020-21 the MPP percent is 14.75%. This percent was generated by the 2019-20 projected expenditures, which are projected to meet/exceed the estimated supplemental and concentration grant funding. We believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

We principally direct the following to serve our unduplicated students by providing: bilingual instructional aides, home to school transportation, cafeteria services, classes for English Learners, a K-12 AVID program, a summer enrichment program, small class sizes, intervention services, and a school nurse.

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

The District will continue to provide services that are principally directed toward meeting the District's goals for its unduplicated pupils in 2020-21 by providing intervention/small class sizes/EL services and expanding nursing services. These staff allow us to diagnose individual

student learning gaps and correct those, thus moving us towards an increase in students performing at grade level in math and English Language Arts. The services are principally directed towards meeting the District's goals for its unduplicated students. As the District has an enrollment of unduplicated pupils in excess of 55 percent of the District's total enrollment, these funds will be expended on a LEA-wide basis.