

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/lmgcntntyatndncpln-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.]

Meadows Union School is a TK-8 rural school located in the Imperial County adjacent to the US-Mexico border. Meadows Union School is a single school district with an enrollment of approximately 500 students, an enrollment figure that represents an increase over recent years. Meadows Celebrates its status as a rural TK-8 school. It has an exemplary school environment that fosters a sense of belonging among staff, students, and parents. The goal of Meadows Union School is for all students to be proficient in reading, writing, and mathematics while developing 21st century skills in collaboration, critical thinking, communication, and creativity. Some of the work toward obtaining those goals includes: support for English Language Learner students in language development and reading comprehension, providing technology-based applications to meet individual student learning needs, providing professional support for improved instruction in the classroom through ongoing professional development.

Meadows Union is Title I Schoolwide program and is also a Provision 2 National Lunch Program, which provides breakfast, lunch and supper for students at no cost to the families. Student meals are prepared from scratch each day, made with local produce and fresh ingredients in the school's kitchen. Meadows Union provides opportunities for students to continue with academic and enrichment programs after school through the ASES grant. Students may choose from a wide variety of enrichment programs such as art, dance, cheer, music, and athletics.

On March 16, 2020, in response to school closures to address the COVID-19 emergency, the Meadows Union School District (MUSD) announced a transition distance learning March 17th through April 17th. The District provided students with work packets from March 17, 2020 through April 8th, 2020; during this time, the district distributed chrome books and iPads to students. The District provided guidance and professional development to all teachers on grading, lesson plans, attendance requirements, and other pertinent items related to the distance learning model. On April 20, 2020, the distance learning hub went live on the District website. The Distance Learning Hub included grade level lesson plans that included Google classroom, video links, Zoom links, and many other resources for students and parents. The teachers set up their virtual classroom and lessons were delivered via different platforms with Google classrooms being the most common. The district also provided students and families access to the school counselor and school librarian through the distance learning hub. The district created an icon link with the counselor's contact information that included resources available to the community to assist with the

social- emotional support during these trying times. The school counselor was part of the distance learning lessons and provided students daily check-in surveys before starting lessons to gauge student's state of mind and reinforcing that there is support available. On April 1st, a joint-statement was issued by the County Office of Education that all school facilities would remain closed through the end of the school year. In response, teachers increased the rigor and instructional content of student work, accountability measures and feedback. Teachers and parents worked together to support students in learning academic content and engaging in practice opportunities through distance learning platforms (Pre-Recorded Lessons, Google Classroom, Zern, Think Central, Freckle English Language Arts/Math, Mystery Science, etc). Teachers provided feedback to students and held office hours. Staff shared instructional materials and activities for students to complete, posted assignments in Google Classroom or identified instructional platform and differentiated lessons to meet the needs of students. Educational specialists, speech language pathologist, school psychologist, and other staff collaborated and consulted with classroom teachers and to support student learning. Teachers also provided a social and emotional program for children that included virtual spirit days, virtual fieldtrips, recognition assemblies, and games and activities for families. Our Special Education staff established online supports at all levels of need. Our educational specialists and related services providers tracked every interaction with students to show the services have continued based upon their IEP goals. IEP and 504 meetings have continued across the district and translation services have been provided for the meetings.

Overall, the COVID-19 Pandemic has had a significant impact on our district and community. Our students are struggling with the lack of social interaction, mental health affected, inconsistencies in their daily routine, extra curricular activities and after school programs have been being taken from them, struggles within the home environment, parents losing their jobs and the academic support from home being difficult. The staff has been affected as well with the amount of work that they have had to endure with these challenges to ensure that our students are being taken care of academically and emotionally. There was a shift in responsibilities and roles within our classified staff to cover additional tasks on campus. The District was granted with chrome books from the state and it was a great asset to ensure all students had technology to learn from home; additionally, the district acquired WIFI devices to provide to the homes with no internet.

Stakeholder Engagement

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

During closure in 19-20 school year parents were given a survey (English and Spanish) via google forms. This survey was to check on connectivity and social emotional needs of the household. it was posted on the website, via social media, link sent through REMIND app, and during meal distribution parents had access to it via a device provided by office staff. During the summer another survey was presented to parents and teachers regarding Distance Learning, specific possible scenarios for reopening plan, and connectivity status. Additionally, communication with certificated and classified staff in the revision of all documents and plans related to the 20-21 school year was provided. Committees were formed in different areas: Reducing Transmissions Among Employees, Maintaining a Healthy Work Environment, Instructional Planning, and Maintaining Healthy Business Operations with representation of both classified and certificated staff

to develop protocols and procedures for a safe reopening plan and effective instructional system. School counselor and Migrant Coordinator reached out to families to gather input and answer questions. School administration has posted information continuously during this process on social media and school website to maintain the community involved and informed. All of this information was provided in both English and Spanish. Parents have been encouraged to email or call administration with any questions, concerns and to provide input. All survey results and community input were presented to the school board at a regular board meeting.

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

All staff and community can participate in the public hearing via ZOOM. The link, password and instructions are provided on the agenda and posted on school website. The public hearing was held on September 8 and the approval on September 15. Community and staff were invited to participate via ZOOM.

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

The majority of stakeholders felt that the students and staff would be best served if the District opened the 2020-2021 school year in the full distance learning model. They stakeholders continue to have a fear of exposure to COVID-19 and wish to prevent any unnecessary exposure. The next most popular choice was a Hybrid Model with safety precautions once the county allows it. Stakeholders expressed the need to support student households with technological devices for effective connectivity while provided with Distance Learning.

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

MUSD was fortunate to be approved by CDE for a grant of 480 Chromebooks. This provided the opportunity to become a one-to-one school. Additionally, the district ordered mouse devices and portable wifi devices for households with no internet. Certificated staff was provided with the option to teach on-site with updated technology to ensure effective connectivity and tech support is readily available. As of August 3, which is when staff reported on site, cleaning and safety protocols and procedures were put in place to ensure safety. A daily check-in via google docs is used for employees to use prior to coming to site. PPE equipment has been purchased, and signs to ensure social distancing and face masks are enforced. COVID-19 cleaning and disinfecting training was provided to all staff. When the school moves to the next phase the cleaning and safety protocols and procedures will continue; hand sanitation stations will be placed throughout the whole campus and bathrooms will be assigned for cohorts of students. Classrooms will have Plexiglass shields and desks will be separated for safety precaution. Parents and staff will continue to be communicated with to ensure their input and understanding is being heard. Educational platforms will be streamlined by teachers using Zoom, Google Classroom and Remind. Opportunities for parents to be trained on the platforms will be made available in English and Spanish. School counselor and Migrant Program Specialist will be available to families, students, and staff as needed to ensure social and emotional stability of our community.

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.]

MUSD will offer In-Person instruction when the Health Department and the Governor deems it to be safe to do so. When this opportunity arises, MUSD will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times when possible, and limited outdoor play time. MUSD started the 2020-2021 school year on the Full Distance Learning model. Teachers will have a live interaction daily with their students as well as with their peers. All management, certificated, and classified staff will be working together to ensure students needs (both academically and social emotionally) are being addressed. This will be accomplished through Zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction (when allowed), telehealth visits, and personal phone calls made.

Students will be assessed at the start of school and continued on an ongoing basis to ensure the students learning and areas of needs are being addressed and supported for each student. Students who are new to MUSD and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given one-on-one with all safety precautions in place. Extra support will be provided to students by the teacher as well as paraprofessionals. In addition to the staff support, MUSD utilizes a few programs in the areas of English Language Arts and Math (STAR, Accelerated Reader and Math, Digital Components of the curriculum, and other software applications), which all remediate for student's academic needs. Parents and students will be communicated with regularly through phone calls by staff and small group break out sessions for personalized instruction and support. Paraprofessionals have been assigned to each classroom and a specific time has been set for them to provide extra support when needed.

MUSD hopes to transfer to a Hybrid Learning Model offering in classroom-based instruction for all students gradually by increments of 25% to attend who have experienced learning loss or at a greater risk academically. Teachers as well as instructional staff support will work with students in person, one one one or small groups to support the students academic needs. Most importantly communication will be frequent between staff members to ensure all needs are being met for our students.

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

Description	Total Funds	Contributing
Personal Protective Equipment PPE to maintain staff and students safe when in-person instructional offerings are allowed.	100,000	

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.]

SCHOOLS REOPEN IN FULL DISTANCE LEARNING MODE

- 100% online learning 5 days a week, Monday-Friday with a daily learning schedule determined by school site/grade level
- Minimum instructional minutes required by CDE - K=180, 1-3=220, 4-8= 240
- Learn from home or anywhere
- Daily live interaction and student supported learning

? Common Core Based Curriculum

? Google Classroom Platform

? Covid-19 Prevention

? Zoom Meetings

? Summative Assessments

? Curriculum based quizzes and tests

SOCIAL EMOTIONAL LEARNING (SEL)

- Check-Ins with Student Behavior Alternative Discipline
- Specialist and Outreach Consultant (virtual/ phone calls)
- Counseling lessons/presentations/activities
- Resources for students and families
- Individual counseling sessions based on referral and request
- Referrals to outside agencies as needed (IHS, ICBHS, CHAT)
- Support from counselor and Migrant Specialist
- Needs assessments- short online surveys to assess the new needs of students
- PD to support the needs of all students

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.]

During enrollment period, families informed school staff regarding their household connectivity. Families with no connectivity were assigned a portable WIFI. All students received a chromebook with their Google Classroom platform already installed. Staff also received laptops to ensure services are readily available via distance learning for academic and social emotional support. A "technology Hotline" was provided for parents and students for support while in distance learning. Parent technology trainings will be held virtually and tutorial videos will be posted on the website for parent support in English and Spanish. Staff will continue to inform office staff if tech support is 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.]

Google Classroom platform will be utilized to all academic areas for students and Remind for parent communication. Teachers will have formative and informative assessments given to students to check their academic progress. Students academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, and daily work review. Using the participation log template provided by CDE, teachers will monitor participation and progress to ensure interventions are provided if needed. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades this fall. Additionally, using the Weekly Engagement Log for each student, teachers will communicate with administration, counselor, and Migrant Specialist for any services needed to ensure students' individual needs are met.

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.]

Staff has and will continue to be trained on all the safety precautions for themselves and students. Training of all teachers on Google Classroom, Synchronous vs Asynchronous learning, Digital Citizenship and Student Privacy, and Zoom occurred prior to school starting. Counselors will be sharing with the Staff, signs to be aware of for their students regarding their well being as well as self care for themselves. All staff will have availability to all the Professional Offerings that the Imperial County Office of Education and Imperial County SELPA offers as well as other educational organizations. Trainings will continue for all staff throughout the year as assigned by administration or as requested by staff. Both the Elementary and the High School have contracts for professional development with the Imperial County Office of Education.

Staff Roles and Responsibilities

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

Instructional Aides will be trained in technology tools and platforms that they will be supporting students with. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure

social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Bus drivers will be delivering and distributing meals as well as classified staff. Office staff conduct the daily Check-in Log for all staff and visitors coming into campus.

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.]

Students with unique needs will be supported by their teacher as well as the counselor and paraprofessionals to ensure they are receiving additional supports in all areas, academically and social/emotionally. MUSD teachers communicated with parents via REMIND at the start of school year to provide the opportunity to establish a relationship with the student and parent, discuss concerns, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their student and celebration accomplishments. School Counselor will work to provide guidance to families/students of outside resource supports as well as being a resource and support for them. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by the counselor to ensure their academic and emotional stability. Resources will continued to be updated on the School Websites homepage and Facebook pages as well as parent trainings and question/answer sessions as needed throughout the year. Two Americorp specialists will be assigned to provide support to students with unique needs throughout the year.

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

Description	Total Funds	Contributing
Technology equipment - laptops for staff, chrome books for students, mouse devices for students, portable wifi for households with no internet, projectors and docu-cams for each classroom.	120,000	No
Virtual Platforms for Distance Learning RENAISSANCE (Freckle - ELA, Math and Science. MyOn Digital Library) Happy Numbers - Math Rosetta Stone - ELD ZOOM REMIND Great Minds In sync	15,000	No

Description	Total Funds	Contributing
Google Classroom Professional Development Technology Support from Pixabytes	25,000	
Student instructional supplies and backpack for Distance Learning	15,000	

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.]

During instructional time and during office hours in the afternoon, teachers as well as paraprofessionals will work with individual or small groups of students to regain the student's loss of learning and support the English Learners. Special Education staff works in partnership with general education staff to ensure that supports and modifications are in place for all students with IEPs. Special Education staff also provide support above and beyond the regular classroom instruction.

All students will be assessed with the District Assessments, STAR Tests, and Interim Assessments at the start of the school year to develop a plan to meet the needs of each individual student. Teachers will create Individual Learning Plans for those students who may need additional accommodations to their instruction. Paraprofessionals, ASES tutors and Migrant Specialist will provide support to students with significant learning loss.

When applicable and allowed, small groups of students will be placed in cohorts and provided academic support with Distance Learning on campus.

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.]

District purchased software programs for Distance Learning support in ELA, Mathematics, and ELD. These programs are utilized by the teachers for synchronous and asynchronous time during Distance Learning. In addition, separate from daily instruction, teachers have created cohorts with specific times based on their specific needs to be assigned to paraprofessionals, Americorp, and Migrant Specialist. Principal will have regular meetings with grade levels to monitor progress of specific students to ensure proper interventions and supports are in place. When applicable and allowed, small groups of students will be placed in cohorts and provided academic support with Distance Learning on campus.

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.]

Teachers will incorporate assessments on a regular basis. Grade levels will meet and discuss their assessment data to plan for interventions and support for students with specific needs. Teachers will communicate with paraprofessionals to ensure their interventions are aligned to the specific needs of the students and to modify any cohorts as progress is monitored.

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

Description	Total Funds	Contributing
Two Americorp staff members will provide extra support to at-risk students and EL students.	24,000	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.]

MUSD is in year 2 of implementation of Multi Tiered Systems of Support MTSS. Staff received training from Capturing Kids Hearts at the beginning on the school year. This training addressed "Teacher Insights" where all staff had the opportunity to learn about themselves and others in order to have an effective learning environment whether virtually or in-person. Due to Distance Learning, teachers are the first point

of contact for identification of students in need of supports in the social emotional area. The School Counselor has a google classroom where students in need of supports receive resources via specific schedules created by counselor-teacher. Migrant Specialist provides support via phone call and zoom sessions with parents and students in the program to ensure they have the adequate access to Distance Learning and extra supports in ELA and Mathematics. This platform allows staff to monitor and check student's social and emotional stability and intervene with the students as needed. The District website has a Counselor's Corner and Migrant Program Resources where parents and students can access a variety of resources (YouTube, Tutorial Videos, links to websites with social emotional supports for students, staff and parents). Trauma informed practices will be shared with the staff and procedures to follow for our students and parents. Staff will also be trained on how they can be aware of their own well being and mental stability. Administration will ensure to continue staff relations and supports during this time.

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 shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, Remind or by phone with parents whose students are not in attendance on a daily basis. For students who teachers are not able to connect with, those names will be shared with the Principal to follow up with the parents as well after two absences. The school counselors, outreach consultants, community liaisons will also support this by making home visits as needed. The District's paraprofessional for English Learners will assist in communicating with parents who speak Spanish. In addition, all attempts will made to offer supports prior to begin a SART process. These steps will include parent conferences and SSTs resulting in an attendance contract, follow-up SSTs, referrals for services needed outside of the District, and any other supports deemed necessary.

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.]

The cafeteria staff will provide meals twice a week on site for pick up and go, and delivered to 2 sites. The District will distribute food every Tuesday and Thursday, providing enough meals for 5 days at a time. The District will operate from 2 different sites that will support parents who do not have transportation or who are working. Parents who have extenuating circumstances may contact the site to see if meal drop off is an option for them. All meals will be provided to any enrolled student at Meadows Union School District at no cost to the parents/guardians. Currently, the district is operating under the seamless summer option program to be able to provide meals to any child under the age of 18. Once the School moves towards in person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will be 6 feet distanced. Meals may also be delivered to classrooms to minimize contact with individuals outside their cohort. Grab and go options will available to students who are not able to attend in person.

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

Section	Description	Total Funds	Contributing
School Nutrition	Special grab and go packaging supplies, extra support staff for delivering meals.	4,000	No

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
28.67%	1,123,885

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 grade levels have a designated synchronous time for English Language Development in addition to small group interventions by certificated staff. Americorp and paraprofessionals provide strategic interventions based on specific needs of students in all grade levels. District's Foster Youth Liaison, in collaboration with school counselor, maintains communication with foster/homeless youth to ensure services and resources are being provided.

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

Increased services in the area of Social Emotional support with school counselor on campus as well as a full-time District Psychologist to support students and families during this time that so many families are experiencing difficulty. ASES program tutors provide extra academic support to targeted students identify by teachers.