

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
Monson-Sultana Jt. Union Elementary School District	Chris Meyer Superintendent/Principal	cmeyer@msschool.org (559) 591-1634

General Information

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

Due to the COVID-19 pandemic, Monson-Sultana School closed school on March 13, 2020. Since then, the school has not been able to reopen due to severe health conditions in Tulare County. The effects of this prolonged school closure are quite pronounced and will likely have a long lasting impact. Monson-Sultana School serves as a major hub for many families in many ways that reach beyond education. The school serves as a recreational facility for the community, provides social emotional supports to students and families, in addition to the academic program delivered to all students. The closure of school has interrupted the delivery of services in most respects. When services have been able to be sustained, they have taken on a much different form due to the inability to see students and families face to face.

The closure in the Spring of 2020 had a direct impact on the delivery of the school's instructional program. While the staff, parents, and students did a magnificent job of banding together during a difficult time, the quality of the instructional program suffered. Instruction provided was largely review in nature, and for 6 weeks relied heavily on paper packets distributed to students. In May, technology was provided to most households in an effort to expand the level of instruction provided to students. The technological expertise of the students and staff grew as the school year progressed, but deficits in learning had already begun to surface.

As the start of the 2020-2021 school year nears, Monson-Sultana School is far better prepared to provide a more rigorous Distance Learning program, with greater access to technology, teaching, learning, and other supports for all students with varied needs. It is the hope of the school district that the health conditions in our area will improve to the point that students would be allowed to return for in person instruction either in a part time "blended" program, or in a traditional school setting full time.

Stakeholder Engagement

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

In an effort to involve all stakeholders, the following actions took place to solicit input with regards to how Monson-Sultana School should reopen, and when it does reopen what needs should be addressed:

- Parent Survey was sent out via email, website, and Facebook to gather input on June 8, 2020:
- School Site Council met on September 2, 2020 to review input from parents and provide input on the plan.
- DELAC met on September 9, 2020 to review input from parents and provide input on the plan.
- A survey was sent to all Monson-Sultana staff to gather their ideas and input.
- Teacher Leadership Committee (TLC) met on August 20, 2020 to review input and assist with identifying priorities.
- The Board of Trustees held a public hearing on September 8, 2020. This meeting was conducted online via Zoom.
- The Board of Trustees adopted the plan on September 15, 2020.

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

In order to provide access to all stakeholders, the District has provided for remote participation opportunities during the COVID-19 pandemic. Specific to the input on this plan, all meetings have taken place via Zoom with the log in information being posted in public areas as well as the District's website. Online surveys were used to alleviate the need for stakeholders to physically come on campus.

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

Overall, stakeholders were complimentary of the District and the efforts to serve students and families during a difficult time. Despite that, there are challenges that parents and students face that the District has the potential to address. Overwhelmingly, parents shared their needs for supporting student learning in a Distance or Blended environment. Parents indicated using the technology was difficult, as well as understanding the content of what teachers were teaching in different subject areas. Connectivity for families is also an issue faced by many. It was also expressed that if students are allowed to return to campus, that the health and safety of students and staff was a concern.

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

The District has incorporated many actions into the Learning Continuity and Attendance Plan as a result of the input received. The District started the year by hosting a "Parent/Student Boot Camp" to bring each family in individually to meet with their teacher and learn how to use the technology distributed to each family and go over schedules and expectations for school during the 2020-2021 school year. The District is also planning on implementing parent education and support nights hosted by each teacher or grade level. These events will focus on technology, math, reading, and open forums for questions and answers from staff.

The District has purchased 140 "hotspots" to assist families without a reliable internet connection. This should provide reliable internet to all families. The District has checked out chromebooks to each student in all grades TK-8.

The District is looking at the possibility of purchasing some shade structures to provide outdoor eating and learning areas that would make it easier to provide for appropriate social distancing. Wagons have been purchased to take food to students rather than students coming to the cafeteria for meals.

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.]

It is the desire of the district to bring students back on campus to the greatest extent possible. The district believes that for most students and families, on campus learning is most beneficial. However, at the time of this writing Tulare County is on the monitoring list and unable to physically resume in person classes.

If deemed safe to do so, the District has purchased Personal Protective Equipment (PPE) for all staff and students. PPE includes:

- Partitions for student work areas
- Partitions for staff work areas
- Face masks
- Face Shields
- Sanitizing units
- Social Distancing signage

The District will follow all health guidelines from county and state officials when deciding to provide in person instruction.

Recognizing the possibility of students not being able to return was likely, the district began planning for a "Blended Model". In the Blended Model, less than half the students would return to campus at any one time for the purpose of providing for greater social distancing. Students would be placed in cohorts A, B, or C (families that are not comfortable returning in person would be 100% Distance Learning). Cohorts A and B would alternate attending on Monday-Thursday. On Friday, all students and staff would engage in Distance Learning.

If the Blended approach above is not permitted, the District is interested in pursuing a waiver through the Tulare County Health Department to bring back students with the greatest needs including Special Education, English Learners, and primary age students in grades TK-2.

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

Description	Total Funds	Contributing
Purchase of PPE	72,792.00	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 District has designed its instructional program for the 2020-2021 year in such a way as to allow students, parents, and staff to seamlessly transition to a different delivery model if necessary. The District will begin the school year in a Distance Learning format. If permitted to resume instruction in person, the District plans on providing instruction in a Blended Program (half the students on campus, half distance learning), and eventually hopes to resume school in a traditional format with all students returning to campus. With the unpredictability of the current pandemic, the District has implemented many new protocols to ensure continuity regardless of which model we use to provide instruction.

The District has taken great strides to align technological platforms used across all grade levels. The District has identified the "Core 4" platforms to be used across all grades TK-8. The Core 4 consists of Google Classroom, Zoom, Screencastify, and Parent Square. By defining the same four applications for all grade levels, the hope is this will better support families with multiple students from having to learn a wider array of applications and provide consistency and continuity. Other platforms used may be by grade level, but have been mutually agreed upon by grade spans to promote continuity. Platforms that were not being used in a widespread bases have been eliminated, and new programs and training for those programs has been provided.

Schedules for both Distance Learning and a Blended Model have been created and shared with parents. Should the need arise to shift to a different delivery model, parents are already informed of the schedules to be implemented.

The District has also designated teachers in each grade level to provide instruction in different curricular areas. The reason for this action is to ensure continuity in instruction, and to allow more preparation time for teachers to devote to online or in person lessons.

The District has provided time for vertical articulation between current grade level teacher and the teacher from the grade level below to identify possible learning gaps and plan for filling those learning deficits. The District will be using assessment data from the end of the prior

school year to identify starting points for instruction. The District will also be using both formative and summative assessment to monitor student progress regardless of the instructional model being used at any given time.

The District has purchased materials strategically to ensure access to materials regardless of the instructional model being used. The District has purchased and provided Zearn workbooks, Open Resources Workbooks, "Tool kits" with basic supplies for students, hard copies of materials, and grade level specific materials to reduce the strain of online learning. The District has also purchased "Up the Ladder" modules in English Language Arts that provide spiral review from prior grades where learning deficits may exist while addressing new grade level content standards.

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.]

In order to provide access for all student groups, the District has provided a device for all students in all grade levels for checkout. This device will be used in any learning environment- Distance, Blended, or Traditional- by the same student. The District also recognizes that not all families have access to reliable internet connections. To overcome this issue, the District has purchased "hot spots" to check out to families without service.

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.]

The District has implemented protocols to ensure pupil participation and progress regardless of the instructional model being implemented. Daily participation logs have been developed for use by the classroom teachers. Teachers are documenting daily contacts with students (Zoom, email, text, phone, in person), attendance at live synchronous meetings (Zoom meetings), and assigning a participation designation of "Distance Learning Engaged" or "Distance Learning Not Engaged" on a daily bases. In addition, staff is monitoring and documenting the amount of time spent on all learning activities each day. Learning activities may include live synchronous meetings, asynchronous meetings, independent work, projects, assessments, and assignments. Grade level teams meet to determine the time value of independent learning activities. Daily logs to account for all instructional activities are completed each day. Attendance, participation, and instructional minute logs are turned in to administration on a weekly bases for monitoring and accountability.

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.]

Before the school year started, the District surveyed all instructional staff to evaluate their knowledge level with the Core 4 platforms and other applications planned for implementation. This data informed the administration on areas of professional development needed to support student and staff success in an ever changing learning environment.

Prior to the start of school, the District provided professional development for the following platforms or applications:

- Zoom
- Go Guardian
- Moby Max
- Accelerated Reader/Renaissance Place
- Screencastify
- Content area specialists in English Language Arts and Math met with grade spans to plan and prepare for instruction in a Distance/Blended Program
- Vertical articulation between grade level below and above to identify potential learning gaps as a result of the school closure in March 2020.

In addition, the District has planned for ongoing support in all the areas listed above and more as the school year progresses to allow for changing needs of staff and students.

Staff Roles and Responsibilities

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

All school personnel have been impacted by the COVID-19 pandemic.

The Technology Department has been severely impacted with the preparing of Chromebook devices, hot spots, log in and password set up, and preparation of all applications and programs in use. In addition, ongoing tech support has been a huge need as families and students attempt to get their students online to engage with school staff.

The health office has also been impacted. The site LVN is responsible for maintaining PPE supplies, signage, COVID-19 liaison, as well as the normal responsibilities in the health department. With the COVID-19 pandemic, the LVN is the primary contact for the school with public health agencies, medical providers, and contact tracing activities.

With students on site less time, we have seen an increase in social emotional issues and the need for mental health services. We have increased the days of service of our counselor to address the needs of our families. The counselor's hours have also been adjusted to serve students and families into the evening hours where we have found it more likely to reach working parents or caregivers. The counselor is

also heavily involved in supporting engagement and attendance. Once chronic attendance issue surface, he serves a vital role in identifying the barriers to positive attendance and helps families with finding solutions to their barriers.

The site Library Technician has also seen a change in service. She is setting up online checkout of materials and using a drop box for returning of books. Library hours have been extended into the evening to allow families on an appointment bases the opportunity to visit the Monson-Sultana Library.

Instructional assistants are being deployed differently to accommodate the change in instructional delivery. They are being used to create smaller cohorts of online groups, assist with monitoring and managing online groups, and provide online instruction and intervention. In addition, their scope of grade levels serviced has expanded to the upper grades to provide more differentiated services.

MOT staff has also seen a drastic change in services provided. The pandemic has created a higher demand for cleaning and sanitizing across the campus. With all students Distance Learning, bus routes are non-existent. MOT staff has also been used to help deliver meals to local pick up locations.

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.]

The District has accounted and planned for meeting the needs of pupils with unique needs. All students with unique needs are provided access to the core instruction. In addition, the District has provided designated blocks of instruction for students with exceptional needs and English Learners. Designated ELD time, interventions for students with exceptional needs, and interventions for other students experiencing learning difficulties are all built into the daily schedule for each grade level.

Supplemental services are also being provided for foster youth and homeless youth through the ASES program. The District is exploring the possibility of offering additional interventions in the late afternoon or evening for students in need as well.

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

Description	Total Funds	Contributing
Purchase of Hot Spots	150,000.00	Yes
Counseling/Social Worker Services	90,000.00	Yes
Parent Square Subscription	3,000.00	Yes

Description	Total Funds	Contributing

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 District is aware that many students have suffered a loss in learning due to the sudden closure of school in March 2020. The District is using multiple assessments at the start of the school year to identify student learning levels in core subject areas. District teachers also participated in vertical articulation meetings to collaborate with teachers a grade above and below to assist one another in identifying curricular goals that were not addressed in the Spring of 2020. Once current learning levels are identified, teachers will plan instruction accordingly to fill in learning gaps created by the school closure, and at the same time map out instruction to address current grade level standards and learning expectations for students.

To assist in these endeavors, the District will contract with TCOE content area experts to help plan for addressing learning loss and also how to address these needs in either a virtual or regular classroom environment (or a combination of the two). TCOE staff will assist District teachers in planning effective instructional and assessment practices. Consultants will also team teach lessons with District staff to improve the quality of instruction provided.

TCOE Consultants- additional supplemental materials (up the ladder- spiral review approach to previous grade level deficits), small groups (IAs in all grade levels) Designated ELD for both math and ELA support, vertical articulation to identify areas of loss/need and plan for filling those gaps while providing new grade level standards aligned instruction

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 District has designated a core instructional block for all students that meets or exceeds daily instructional requirements. All students, including English Learners (EL), low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness have access to this instructional block. In addition, the District has created additional instructional opportunities for designated ELD, services for students with exceptional needs, and intervention blocks for any student requiring additional services.

In an effort to ensure access to a high quality core instructional program, the District has also designated one teacher in each grade level as the primary teacher responsible for ELA and Math instruction. This approach promotes consistency and coherence of instruction for all students, including English Learners (EL), low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.

The District is using technology based instructional programs that are adaptive in nature, meaning that they adjust to the current level of the learner. These programs include Renaissance Learning (AR/STAR), Moby Max, and Zearn. These programs are accessible for all students including English Learners (EL), low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.

District staff is also working with content experts from TCOE to assist with instructional approaches in various formats (virtual, in person, or a blended program). This is in an effort to ensure that staff is employing the most effective research based strategies possible under the circumstances to best serve all students English Learners (EL), low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.

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 evaluate the effectiveness of pupil learning loss strategies via the use of various assessments. These assessments include curriculum embedded assessments, online assessments from online subscriptions (AR/Renaissance Place, Zearn, Moby Max, etc.), as well as assessments provided through the CAASPP program (both summative and formative). Lastly, staff will use teacher created assessments and student grades to determine the effectiveness of strategies.

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

Description	Total Funds	Contributing
Additional Planning Time for Instructional Staff	75,750.00	Yes
TCOE Support Staff	45,000.00	Yes
Technology Subscriptions	20,000.00	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.]

The District has seen an increase in need in the area of mental health since the closing of school in March 2020. In response, the District has increased counseling services to 4 days per week. The counselor is working in concert with the classroom teachers to identify students that may have social emotional needs. The counselor also is serving students on his caseload from the 2019-2020 school year that may still have needs. The counselor is delivering services via phone, Zoom meetings, and home visits where appropriate.

In addition, the District has retained the services of a Triage Social Worker through a grant with the Tulare County Office of Education. The Triage Social Worker will work with the counselor to identify services needs for students and families. The Social Worker will also assist with attendance issues through phone calls and home visits. The social worker will work with families and staff to identify appropriate services and make referrals to different agencies based upon need.

The District is planning on implementing mindfulness training for all staff during the 2020-2021 school year for implementation with all students as a preventative measure to alleviate the need for more intensive mental health services.

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.]

All Monson-Sultana School teachers are keeping daily logs of attendance, engagement, and instructional minute requirements. If students are not attending classes (online, blended, or in person), teachers are initiating contact with families. This will be done via phone, email, or Parent Square. Teachers will attempt to identify the barrier to engagement. If the situation can be resolved at the classroom level, this is of course preferable.

Should the issue not be resolved at the classroom level, teachers will make a referral to Juan Reyes, Counselor. Mr. Reyes will assess the situation, and based on the circumstances determine the best course of action. Actions may include reaching out to the family directly to gather more information, providing assistance in contacting the appropriate services or departments, referral to the Social Worker, providing counseling to the student or family, referral to administration, or referral to SARB.

The District has invested in a program called Parent Square. Parent Square is an application that allows school, staff, parents, and students to safely communicate with one another. The application allows for voice messages, posts, electronic messages (similar to email), and it provides translation services.

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.]

Monson-Sultana School has always been known for the quality of the food service program. As we transition to Distance Learning, Blended Model, or traditional in person school, our goal to provide a high quality nutritional program remains. Monson-Sultana School is a Provision 2 school, and regardless of the instructional model in place continues to provide meals to all students on a daily bases. Meals are provided 5 days per week, Monday-Friday. To provide additional access when students are not physically on campus, the MOT staff is assisting with transporting meals to hubs in Monson and Sultana to make meals more accessible for families. The Food Service Department is planning on increasing the menu offerings by using different packaging available which will allow us to prepare and serve more diverse and traditional Monson-Sultana School Cafe offerings.

In the event students are allowed to return to campus, the District has purchased wagons to deliver food to designated eating areas or classrooms. The District may purchase other delivery mechanisms such as hot carts should the need arise. Breakfast and lunch will be delivered to classrooms rather than having students come to the cafeteria.

With the recommendation/guidance of California Department of Public Health (CDPH) to reduce possibilities for infection, students must remain in the same space and in cohorts as small and consistent as practicable, including recess and lunch. Monson-Sultana School is a small rural community school, and the district does not have the means to build a large multi-use facility large enough to house significant number of students during meal time. To mitigate this impact, the District will maximize the outdoor space by providing shading structures for meals during lunch as well as new outdoor seating.

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
31.64%	\$ 1,155,031

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 needs of our foster youth, English Learners, and low-income students were at the forefront of our decisions and planning processes. In maintaining continuity in instruction and learning during a pandemic, these students face the greatest inequities. Therefore, the district has specifically targeted these student groups in providing technology, additional services, and interventions during the 2020-2021 school year.

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

Additional technological devices (chromebooks and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time is given to students with Classified Staff through Response to Intervention Support to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support are provided with a Social Worker and a counselor on campus as well as contracted days with the County Psychologist to support students and families who may be experiencing difficulty.