



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>.

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General Information

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

Mendota is a small rural community located on the western side of Fresno county with a population of approximately 13,500. The Mendota Unified School District serves more than 3,600 students. Ninety-six percent are Hispanic and 99% of the students are socially-economically-disadvantaged. Approximately 60% of the students are classified as English Learners. A total of 7 schools serve these students: Washington Elementary School (K-1), Mendota Elementary School (K-6), McCabe Elementary School (2-6), Mendota Junior High School (7-8), Mendota High School (9-12), Mendota Continuation School (9-12), and Mendota Community Day School (6-12).

School closures due to the pandemic have revealed how important the district and the district's offerings are to the community of Mendota. At the forefront is education in general and the concern of learning loss. Many of our parents have very limited education themselves and completely depend on the school district to educate their students'. Moving forward, teachers and schools will have to work very hard to assess students and differentiate instruction in an effort to mitigate the learning loss and address the additional achievement gaps created by this pandemic.

Nutrition was another concern early on. Fortunately, the district was able to come up with a plan to safely distribute meals. Meal distribution continued through the end of June. As the school year resumes, meal distribution will continue to take place. Meal distribution schedules have been and continue to be communicated to our families via telephone, district webpage, social media platforms, and district marquees. All communication is done in both English and Spanish.

Mendota is primarily a farm labor community. Fortunately, when schools first closed, the harvest season for the crops grown locally had not begun and concerns regarding child care were minimal. As we now move to reopen, the concerns regarding childcare have increased and not only with the families of our students but with our employees as well. To assist with some of the concerns, the district has now adopted a policy that will allow certificated staff to bring their children to work. The district is currently working with classified staff to come up with a similar solution. With regards to our families, the district has put together a list of resources to provide families with if the need for childcare is presented.

The district will use state and federal resources to ensure that all students are receiving a quality education under the guidelines provided by the health department and the California Department of Education. This will be done by investing in personal protective equipment, professional development, distance learning equipment (chromebooks and hotspots), and supplemental resources such as intervention programs and other materials and supplies needed to help differentiate instruction.

Stakeholder Engagement

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

Including stakeholders in all planning continues to be a priority for Mendota Unified School District. Due to the uncertainty of the pandemic, the question of how to reopen our schools' was and continues to be a challenge. For this reason, multiple feedback opportunities were provided for all interested to engage in.

During the week of June 15, three different online surveys were pushed out to all stakeholders. One was for district employees (both classified and certificated), the other was for parents and community members, and the third survey was for students. Both the parent and the student survey was translated into Spanish. The surveys were also mailed to stakeholders to ensure maximum participation. In addition to this, messaging regarding the availability of the surveys was done via telephone, district webpage, and district marquee.

Understanding that not all families have internet access and since there was lack of student participation, a second school-reopening survey was conducted for parents the week of June 22. However, this survey was conducted and completed via the telephone. The district

assembled a team of bilingual paraprofessionals to make personal phone calls to all of the district's families and responses were documented.

Lastly, the district also proceeded to put together two "Reopening-Task Force" teams; one for elementary and one for secondary. The task force teams were made up of district officials, site administrators, teachers, classified employees, union representatives (MTA and CSEA), parents, and community members. Participants of the task force teams were asked to openly communicate meeting progress and plan development with their respective groups. A total of eight meetings were held and the final outcome was the development of the Mendota Unified School District "Reopening Plan". The plan was then shared with the school board and finally with the public via the district' web page.

The surveys along with the work of the reopening task force teams was used for the development of this Learning Continuity Plan. Prior to the approval of this plan, it was presented to the District Advisory Committee (DAC) on August 25, 2020 and the District English Learner Advisory Committee (DELAC) on August 27, 2020. Both of these meetings were held in-person with the committee members present (following the social distancing guidelines). Dial in access was provided for others wishing to participate remotely. Stakeholders were informed of these meetings in advance via the district phone messaging system and the district's marquees. During the week of August 24, 2020, the draft plan was made available for public comment for a period of two weeks. Stakeholders were informed of this via telephone and communications sent out by teachers. The public comment period was also advertised on all district marquees and the district webpage. No comments were made regarding the plan. Lastly, it must be noted that all meetings and messaging were both in English and Spanish.

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

All meetings held regarding the reopening of schools and this plan were conducted in a manner that would allow for remote participation. Meetings have been and will continue to be set up with both internet and telephone access. Announcements regarding meetings were/are sent out in advance using the district's telephone messaging system in both English and Spanish. These announcements included instructions on how to join the meeting via the internet or via the telephone. The district's marquee was/is also used to advertise the meetings and how to participate in meetings.

All board meeting agendas are posted at least 72 hours in advance and include the location of where the LCP will be available for public review. Board meetings are also made available via telephone and members of the public are made aware of this in advance using the district webpage. For stakeholders not having internet access, a separate room is made available for them to join the meeting virtually with district provided equipment. The LCP was presented at a public hearing on September 9, 2020 and adopted on September 23, 2020.

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

Staff concerns regarding "distance learning" are lack of student engagement, students not having internet connection, and lack of structure provided by the home. However, many teachers believe that full distance learning would be the safest option for all. In addition, it was found that many teachers believe that students need to have some form of in-person instruction and suggested that the district develop a hybrid

model of instruction that would include adhering to all safety guidelines. Teachers indicated that they may experience difficulty in having all students adhere to the new safety protocols; therefore, plenty of training and communication would be required.

Approximately 42% of parents surveyed prefer online instruction and 58% prefer a hybrid model of instruction. Parent concerns regarding distance learning are much the same as the staff concerns: student engagement, internet connection, and monitoring of student progress. Parents also made mention of the fact that they themselves really do not know how to use electronic devices (hotspots/internet and chromebooks) and that they do not understand the platforms that will be used for distance learning (Google Apps and other computer applications and programs). Parent concerns regarding in-person instruction have to do with safety protocols to minimize the spread of the virus and schools having the ability to ensure that all students will follow the protocols and practice the social distancing requirements.

Both groups (parents and staff) encouraged district staff to proceed with the development of a plan that would ensure student and staff safety, address and prevent learning loss, promote student engagement, and support academic achievement. Based on this, the district's task force was able to develop a reopening plan. This reopening plan includes both a hybrid model of instruction and a full distance learning model. Recognizing the importance of setting a good foundation and the need to provide structure, the task force team indicated that if required to proceed with a distance learning model, a "phase-in" period would be essential for a quality online instructional program.

It must be noted that less than 20 students participated in the student survey and the majority of students that responded preferred a hybrid model of instruction. In addition, nearly all students were in favor of the district practicing the recommended safety guidelines.

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

Based on feedback, both parents and staff understand that with in-person instruction there are risks. However, when considering the amount of learning loss that has taken place, many still believe that some form of in-person instruction should take place. In an effort to accommodate our community, the district was able to come up with an initial plan that provided stakeholders with two options: a full distance learning option and a hybrid model of instruction with all safety guidelines being followed. However, with the recent increases in COVID-19 cases, a full distance learning program has to be executed. When trying to do what is best for students and with the guidance of the task force team(s), the district has now included into the reopening plan a phase-in period to ensure that a good foundation is established for distance learning. During this phase-in period, teachers will be able to meet individually with each student and a parent. To allow for these individual meetings to take place, all students will be required to complete assignments and coursework asynchronously during the phase-in period. Teachers will be expected to monitor and document completed assignments weekly for engagement record keeping. The objectives of the parent/student/teacher meeting held during the phase-in period are as follows:

- Meet the teacher
- Assign and inventory technology
- Parent/student tutorial on the online platform that will be used
- Provide needed supplies
- Communicate schedules and procedures
- Turn in student information forms

Set up parent communication platform
Assess the student

The phase-in period will be further noted in this plan under the section titled "Distance Learning Program".

Based on feedback from parents, the district will offer workshops to orient parents to the district's platform of choice Google Classroom. The workshops will be offered virtually. If parents are not able to attend one of our workshops, the district will provide a guide for the platform during the phase-in meeting with the teacher.

By listening to our stakeholders and obtaining feedback, the district has been able to come up with a plan that is best suited for our students and our community. The district will continue to work with all stakeholders and modify and adjust the plan as needed.

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.]

Safety guidelines will be followed when the opportunity to offer in-person instruction is permitted. To ensure adherence to these guidelines, the district will look to provide a hybrid schedule for students. This hybrid schedule will include both in-person instruction and asynchronous distance learning instruction in an effort to reduce class sizes and minimize gatherings at schools. In addition to this, pre-packaged meals will be delivered to classrooms thereby allowing the students to eat in the classroom and eliminating the commingling of students in the lunchroom. Students and staff will be trained and educated on the importance of hygiene practices and how to properly execute them. Classified staff will also play an important role in this plan with regards to sanitation. Training will be provided to custodial staff to ensure that proper and adequate disinfecting measures are practiced daily. Parents will also be asked to contribute to the execution of this instructional model. Parents will be trained on how to use the district's COVID-19 screening tool to ensure that they will be sending a healthy student to school in addition to being trained and informed on how to provide the structure required for their student to participate in the asynchronous component of this plan.

When permitted to do so, the district will be prepared to offer "full" in-person instruction. All of the safety practices mentioned above will also be followed. Personal protection equipment (PPE) will be made for all students and staff (facial coverings, hand sanitizer, disinfecting wipes, and gloves for staff). Signage will be posted all around campuses including in classrooms and office spaces for reminders of the new safety

protocols to be followed. For a seamless transition between a hybrid model and a full in-person offering, the district's board adopted curriculum will be used to ensure continuity of instruction.

For students that have experienced significant learning loss the district will first look to assess. The assessment cycle will include quarterly benchmarks and weekly formative curriculum embedded assessment. By doing this, teachers will have data to make informed decisions about the student academic needs and how best to address these needs. Teachers will be provided with training and support in the area of formative assessments to be able to better monitor student progress. During the distance learning day(s), when teachers are not able to offer in-person instruction, the district will have small group intervention/tutorial provided virtually by paraprofessionals. These paraprofessionals will be using supplemental instructional programs such as Imagine Learning, iReady, Swun Math, and other supplemental digital programs and resources. In addition to this, in-person tutoring will be offered and provided to students in need while adhering to the social distancing guidelines. Lastly, the district will look to offer a winter academy and summer school to students most in need.

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

Description	Total Funds	Contributing
<p>Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trash cans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or loses their face mask. All classrooms will also be equipped a plexiglass divider for teachers to use when interacting with students individually. Furthermore, teachers will be provided with sanitization training aligned with the CA Dept of Public Health guidelines and district policy.</p>	\$350,000	No
<p>Safe Campus Environment: All school campuses will be supplied with handwashing stations, social distancing signage, and main offices and other essential places of gathering will be provided with plexiglass dividers to keep all safe.</p>	\$450,000	No
<p>Safe Campus Environment: To ensure a properly cleaned and disinfected teaching and learning environment, custodians will be trained on how to adequately disinfect the facilities. Disinfecting foggers will be purchased along with more cleaning and disinfecting materials to accommodate the increased cleaning and disinfecting efforts. Extra employee time will be allowed to ensure that the facilities are cleaned and ready for the following day of instruction.</p>	\$225,000	No

Description	Total Funds	Contributing
<p>Nutrition: To operate a "Hybrid" program where cohorts of students alternate attending school, a meal distribution plan for students not in session has be developed. However, lack of transportation reduces the participation in our meal program for these students not in session. Therefore, the district will look to purchase meal distribution vehicles (vans) properly equipped to be able to deliver warm meals.</p>	\$120,000	No
<p>Extended Learning Time: Prior to the closure of schools, dashboard data indicated that our English Learners, homeless students, foster youth, low-income students, and students with disabilities were performing at the lowest levels in the areas of ELA and Math. To best support these subgroups who may be at greater risk of learning loss, the district will offer extended learning time in the form of after school tutorial and by offering winter and summer sessions. Students most in need will be asked to participate in these extended learning time offerings. This action increases the level of support to close the opportunity and achievement gap by providing more focused intervention time for the students of the above mentioned groups.</p>	\$700,000	Yes
<p>Chromebooks: Our unduplicated students are some of the lowest achieving students due to lack of technology availability in our community; therefore, the district will continue with the one-to-one initiative from previous years. Due to the school closures all of the district's chromebooks were issued out to students for use while away from schools. Consequently, the school sites were left with no devices. To replenish what was distributed and continue with in-person instruction as it was prior to the closures, the district will look to purchase another chromebook for every student.</p>	\$1,000,000	No
<p>Water Dispenser - Hands Free:</p>	\$70,000	No

Description	Total Funds	Contributing
<p>Understanding that water fountains and water dispensers are highly frequented by students and staff, the district will look to purchase water dispensers that will allow students and staff to fill a water container contact-less. In addition, the district will also move to purchase water bottles for all students and staff. This action should help minimize the spread of the virus; therefore, allowing school sites to continue to provide a more sanitized environment.</p>		
<p>Temperature Check Kiosk: Part of the district's reopening plan requires that all students, staff, and visitors to a school site be temperature checked. In an effort to effectively and efficiently expedite this part of the screening protocol, the district will look to purchase temperature check kiosks that will be placed in all district facilities. This action will assist with ensuring stakeholders that this district is taking the necessary precautions to remain open.</p>	\$40,000	No

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.]

To ensure that all students have access to a full curriculum the district will create and provide a structured daily schedule for both elementary and secondary students. The elementary schedule will include English Language Arts, Mathematics, Writing, and English Language Development in addition to being offered Science and Social Studies one day out of the week. Secondary students will be provided with a full seven period day that includes all the required courses that students will need to complete their respective course of study at both Mendota Junior High and Mendota High School. For both elementary and secondary students, both integrated and designated ELD will be offered daily to ensure that English Learners attain full access to the curriculum. The district will communicate these schedules and the complete distance learning plan to stakeholders during a phase-in period. During the district's phase-in period, individual meetings will be held with all students and a parent to verify the students ability to connect with the teacher through the use of a chromebook and internet

connection. In addition to this, the phase-in period will also be used to meet the teacher, provide student/parent training on the educational platform to be used (Google), provide the necessary materials/resources, and finally to explain the class/course requirements.

Understanding that emotional safety is the foundation for all learning and success, the district will create predictable routines during class time such as opening each class period with a welcoming activity and closing each session in a special way that leaves students feeling positive. These practices can be executed both during in-person instruction and while distance learning. Promoting emotional safety regardless of the instructional method will ensure continuity of instruction.

For the effective execution of the above, staff will be provided with training materials such as videos that demonstrate how to conduct the individual student/parent meetings along with training and best practices with regards to distance learning. Teachers will also be supported in the development of asynchronous lessons and activities. Most importantly, teachers will be trained on how to differentiate synchronous instruction. By differentiating instruction, increased access will be provided to those struggling learners.

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

To compliment this plan, the district will ensure that teachers use the digital component of the board adopted curricula. Using this curricula will allow for a seamless transition from in-person instruction to distance learning and vice versa. Furthermore, the district's academic coaches will be working with teachers to ensure that all subgroup needs are being met. Academic coaches will also be providing teachers with guidance and support on the usage of technology and the delivery of the board adopted curriculum for both in-person and online instruction.

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.]

To ensure that we have a good foundation for distance learning, our plan includes a phase-in period. During this phase-in period, all teachers will be meeting with their respective students individually. A parent or guardian is required to attend these meetings. A major objective of these meetings is to determine each student's technology needs for proper execution of distance learning. Therefore, teachers will be asking about the students' technology needs. The district has already provided every student with a Chromebook and more Chromebooks are available if it is determined that a student is in need of a replacement. In addition, teachers will be asking about the students ability to connect to the internet. Based on current data from previous surveys, most students already have access to the internet; however, if it is determined that a student is in need of internet service the district will provide an internet hotspot for the student to use. By meeting with all students individually during the phase-in period, assurance will be provided that all students will have the resources needed to participate in the district's distance learning program.

Students served through the LEA across the continuum of special education programs, including, but not limited to, the Fresno County Superintendent of Schools' Special Day Classes, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

If a student/family is not able to meet in person during the phase-in period, a virtual or dial-in appointment will be set up. Also, if a student/family cannot be reached, site leadership will follow-up by making additional phone calls to try and connect with the family or other family members listed in the student's file. If these attempts fail, the district's resource officers will be asked to make a home visitation and wellness check.

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 created a distance learning schedule for both elementary and secondary students. Both schedules include synchronous and asynchronous minutes whereby teachers are expected to monitor and oversee student attendance, participation/engagement and progress. The elementary daily schedule is 260 minutes in duration with built-in intervention time. The secondary schedule is at least 240 minutes daily in duration with an additional 60 minutes of tutorial/intervention time at the end of every day for students most in need. Teachers will be using "Google Meet" to be able to instruct online. Students will be required to sign in daily and teachers will be able to physically observe the students and document attendance and participation into the district's student information system.

During the built in synchronous time of the schedule all students are expected to participate. Daily attendance will be taken for these expected daily synchronous meetings. If noted that a student is not signed in, the absence will be documented/registered and a phone call will be made. The district SARB process will be followed as outlined by the district's attendance policy which includes parents receiving the first truancy notice after 3 unexcused absences.

To assess a students progress during synchronous instructional time, teachers will use a variety of best practices such as whiteboards, randomly selecting students to respond, and gestures (thumbs up). In addition, the district's distance learning schedule has built in flexibility that allows teachers and paraprofessionals to meet with small groups of students at a time to conduct online interviews and further assess progress.

The district's distance learning schedule has daily asynchronous time built into it for both elementary and secondary students. Teachers are required to create and provide assignments/work for students that will compliment and supplement their synchronous instruction and lessons. No new material will be introduced during this time so that students can complete the assignments independently. It is expected that the digital component of the district's board adopted curriculum be used during this time along with other digital intervention programs such as Imagine learning, accelerated reading, System 44, SWUN math, and iReady (ELA and Math) to call out a few. Many of these programs have student monitoring components that report how long a student has been on the program and the progress made by the student. Assignments for asynchronous time will be created by teachers and shall compliment a day of synchronous instructional time and value.

The schedules for both the elementary and secondary students have periods of time that allow for daily intervention and support in the form of a small group or individually. Teachers and paraprofessionals will use this time to further monitor and assess student progress. They can do this through the use of online quizzes, drag-and-drop activities, and forum posts. Lastly, this time will also allow for staff to conduct "wellness checks" to ensure that students are socially and emotionally well.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

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.]

Understanding that instructional leaders and teachers will be faced with new instructional challenges this year, it is extremely important that all teachers are provided with professional development that will support the new method of instruction. Synchronous and asynchronous online instruction require different pedagogy, communication, and pacing to be successful. Anyone who is working with online schooling needs to understand and experience these differences.

To support teachers in this new instructional delivery and to develop/create and execute/implement a robust distance learning program, the district will focus on five key elements of a good distance learning program:

- Providing timely and meaningful feedback
- Creating learning activities that engage students

Keeping students interested and motivated
Getting students to interact with each other
Encouraging students to be critical and reflective

The district has adopted "Google Suite " as it's main instructional platform for the distance learning program. The district has contracted with the Fresno County Office of Education to provide teachers with training on the usage of this platform and all the applications that come with it such as Google Meet, Google Classroom, Gmail, Docs, Sheets, Slides, and Google Drive. In addition to this, training in implementing the districts supplemental programs remotely is also taking place.

All school sites have an Academic Coach who will be supporting teachers to ensure that they are using what they are being trained in effectively with a focus on the five key elements listed above. Site principals will also be modifying their teacher feedback forms to reflect distance learning practices and the five key elements above. Lastly, all classrooms will be equipped and outfitted with the technology needed to carry out online lessons in addition to all teachers being provided with mobile devices that will allow them to teach both inside and outside of the classroom.

The district will also continue to provide minimum days for the purpose of professional growth. During these scheduled minimum days, professional learning communities (PLC) will continue to work on sharing best practices as determined by data and observations. During PLC meetings academic coaches and teachers will all work together for the purpose of improving instruction and ensuring that all student needs are met including the needs of English Learners, students with disabilities, homeless students, foster youth, and socially economically disadvantaged students.

The district is heavily invested in it's distance learning program; therefore, will continue to address professional development needs as they come up. Principals will be given the flexibility to request additional professional development as needed for their staff. The district's Director of Curriculum and Instruction will be working closely with site principals to ensure that all teachers are supported and are well prepared to provide our students with a high quality distance learning program.

Staff Roles and Responsibilities

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

As a result of the pandemic, the way in which instruction and daily operation of the district is conducted has been modified significantly. Majority of district staff has been affected, meaning that they may now be performing their respective job differently and not necessarily given a new role. Fortunately, no staff members have been asked to work out of their classification to date.

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.]

Understanding the student population served, the district has developed a distance learning plan that incorporates supports for students with unique needs. These supports include periods of time that will allow for teachers and staff to address needs in small groups and or individually. All students will be provided with a structured daily schedule to be followed that includes a period of English Language Development (for English Learners), periods that will integrate English Language Development, and a period of intervention and support. It is known that all students are much more likely to succeed academically when following a daily routine.

During the phase-in period of the elementary distance learning plan, teachers will be meeting with their students individually and a family member to go over the structures needed to be successful in addition to assessing each student. In advance, teachers will be provided with student demographic information that includes notice of student participation in the English Learner Program, the Special Education Program, and or the Foster and Homeless Program. Teachers will use this information to better understand and support the students in these subgroups. Secondary teachers will also be meeting with their students individually to ensure future success. Secondary teachers will also be provided with information regarding student participation in programs and subgroups. The district strongly believes that getting to know the student prior to the start of instruction is an important component to a student's successful transition to a new school year in addition to being good for the student's emotional safety and well-being.

Intervention and support time is built into the schedule. During the intervention and support time, teachers will be able to provide small group or individual instruction. To further support teachers during this time, the district will be using it's paraprofessionals in addition to contracting with Teaching Fellows and Reading Corps for improved efficiency. These support staff members will also be trained in providing the tutoring necessary along with being provided with the student's demographic information and with previous school year student data to serve as a point of reference for better service. Adaptive online curriculum will also be used to ensure that lessons are and instruction is being provided at the necessary level.

The district's distance learning plan requires that students sign-in daily. During this time teachers will be required to quickly assess the students well-being in addition to monitoring progress. Students who do not sign-on will be immediately referred to the site's administrative staff for follow-up. Some of the support systems that will be in place for these students and families will include the district SARB process, development of intervention plans, and referrals to the district's mental health department.

For students that are experiencing homelessness, the district's homeless liaison will ensure that all district staff is trained to help identify the students and to understand the barriers and challenges faced by homeless students and unaccompanied youth. In advance, staff will be provided with a student list of last year's identified homeless students along with information regarding the duties of the homeless liaison. The liaison will then work with site administrators to ensure that these students have the necessary resources to advance and succeed while distance learning. Furthermore, the liaison will make follow-up phone calls to these qualifying students to gather information regarding their most current living situation and to ensure their well-being. Newcomer students at the secondary level will have a specified counselor

assigned to them for a more personalized assimilation to the school district. This counselor will also be providing strategic and focused academic counseling to ensure that the students' needs are being met both academically and and socially.

Addressing the needs of students with disabilities will require the coordination of special education services with students' core teachers. To do this the district's director of Special Education will ensure that all participating staff is trained and informed. IEP's will continue to guide practices and services; therefore, the special education department will ensure that all stakeholders are informed of the individualized plans. Furthermore, the district's Special Education Distance Learning Plan will be shared with all involved (including core teachers and paraprofessionals). This plan outlines the details of the district's special education offerings (RSP, SDC, and Moderate/Severe) and the coordination between special education and the core program. Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students' IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

Students with unique learning needs require an educational community to work together. Therefore, teachers will collaborate with and work with a team - other teachers, family, the site's Guidance Instructional Specialist, the speech pathologist, paraprofessionals, and other service providers. Principals along with district office directors will ensure that all lessons are accessible by verifying that all students have a device and internet connection. Administrators will also work with the district's Academic Coaches who will then work with teachers to better differentiate lessons and instruction. By working together and using all the resources provided by the district, every student will be supported.

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

Description	Total Funds	Contributing
<p>Virtual Tutoring: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide additional one-on-one or small group academic support. This support will be provided via telephone or an online platform to provide additional aid to students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	<p>\$750,000</p>	<p>Yes</p>

Description	Total Funds	Contributing
<p>Additional Academic Support: Prior to the closure of schools, dashboard data indicated that our English Learners, homeless students, foster youth, low-income students, and students with disabilities were performing at the lowest levels in the area of English Language Arts. Therefore, the district will contract with AmeriCorps who will provide reading intervention tutors. These reading tutors will support these mentioned subgroups in the area of literacy. Students will receive this service using an online platform in a small group setting or one-on-one. This support will assist students with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in reading and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$25,000	Yes
<p>Technology: Living in a rural area, our unduplicated student population has some of the least access to technology outside of the school environment. Therefore, to ensure that all students have access to a quality distance learning program the district will purchase additional chromebooks to replenish out of service chromebooks. In addition, the district will purchase internet hotspots with internet service for students that are in need. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$1,000,000	No
<p>Professional Development: The district will support professional development that shall focus on the needs of our English learners, homeless students, foster youth, low-income students, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic. So to support all staff in ensuring that they are properly trained to execute our distance learning program, the district will provide professional development, materials, and the resources needed to support the training. This action increases the level of support for our unduplicated student count and result in best instructional practices for them.</p>	\$500,000	Yes

Description	Total Funds	Contributing
<p>Supplemental Instructional Support Programs for Online Structure: To best support our English learners, homeless students, foster youth, low-income students, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic the district will provide teachers with programs that will improve structure for online instruction. The district will provide the following online support programs.</p> <p>Nearpod - online program that allows teachers to synchronize instruction for improved management of lesson. Kami - allows students and teachers to edit PDF's for interaction Turn_It_In (grades 7 - 12) - Allows teachers to monitor student work SeeSaw - digital student portfolio to monitor work</p> <p>This action increases the level of structure needed for our unduplicated student count to be able to close the opportunity and achievement gap.</p>	\$20,000	Yes
<p>Technology Support: To be able to provide fast and effective technology support, the district will look to contract with "VTech Support". This company will be able to provide both onsite and phone support to families and staff needing assistance with the district's digital and online instructional tools. The agreement will be an hourly support agreement which then the district will be invoiced for the number of support hours provided by the company. This action will assist with making the distance learning experience for all much more efficient and user friendly for all involved.</p>	\$80,000	No
<p>Virtual Classroom Structure: In an effort to provide a structured classroom environment while delivering online instruction, the district will purchase a backdrop and stand for all teachers to be in front of during online instruction. This action will provide structure and consistency in what our students will see daily behind our teaching staff and minimize possible distractions on the teacher side of the forum.</p>	\$40,000	No

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’s distance learning plan includes a three-week phase in period. Teachers and staff will use this phase in period to assess reading levels. Elementary schools will use the Fountas and Pinnell literacy assessment and for secondary English Learners the System 44 Reading Inventory test will be given. Once reading levels are attained, staff and teachers will be able to provide appropriate academic support and intervention to mitigate some of the learning loss that may have occurred. Teachers will also be able to use this data to create small groups and provide a more focused intervention during the built-in online support periods of the daily master schedule. Furthermore, teachers will be able to establish learning goals for each student. Academic coaches will then proceed to review with teachers and staff the most essential content and knowledge before allowing teachers to move on to using materials that align to the students’ current grade level expectations. Thereafter, teachers will strategically introduce new material by prioritizing prerequisites. Academic coaches will also be working with teachers to share best teaching practices and differentiation strategies.

To measure learning status in the areas of ELA, ELD, and Math, teachers will closely monitor student progress during the respective subject’s allotted time. All students will have these three subjects in their daily schedule if needed (not all students are required to have ELD). During this time, teachers of these subject areas will continuously formally and informally assess these students using online quizzes and other virtually applicable and appropriate assessment methods and tools that are embedded within the board approved curriculum for these subject areas. In addition, district benchmarks (ELA & Math) and reading level assessments will be administered quarterly; this data will be shared with teachers and then with district administrators. Furthermore, quarterly, attendance reports and progress reports will be provided for parents to ensure “in-home” support. Parent training will be provided to help parents understand their role and to how best support their student. Finally, if allowed, in-person tutoring and programs such as Summer School can and will be provided.

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 first step the district will take to address learning loss will be to assess and evaluate students for current knowledge. Staff will do this by administering assessments that will determine the students current reading level in addition to administering subject specific formative

assessments during the first three weeks of school. For students with language development needs, teachers will utilize the embedded assessments within the adopted ELD curriculum to continuously monitor student progress. These current assessment results together with previous year student data will provide teachers with a foundation upon which to begin. Then with the assistance of site leadership, teachers will work on identifying missed learning standards and content that are prerequisites to future learning. Teachers will then provide differentiated instruction to ensure that students with unique learning needs are able to accelerate their learning. In addition, the distance learning master schedule will have built in time for addressing missed learning standards from the previous school year and introduce the required prerequisites for this current school year. Daily after school tutorials will be made available for those students identified as being most in need; tutorials will be conducted virtually or in person by appointment if allowed and safe to do so.

The strategies mentioned above will be much more focused for students with unique learning needs such as English Learners, low-income students, foster youth, homeless students, and students with disabilities. To support the above mentioned teacher initiatives and these student groups, the district will invest in prescriptive and adaptive online intervention programs such as Imagine Learning, iReady Reading and iReady Math to name a few. During asynchronous instructional time these students will be able to work individually on these programs for recuperation and remediation. In addition, the district's paraprofessionals along with contracted support from Teaching Fellows and Reading Corps will also be used to provide individualized assistance for students based on teacher guidance. For students with special needs, specialized services will be provided as specified in a child's IEP.

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.]

Based on initial assessments and previous school year's data, teachers will set realistic goals for grade levels and students including English Learners, homeless students, foster students and students with disabilities. To measure the effectiveness of the services and supports to address learning loss, the district will use frequent formative assessments to monitor and report pupil progress or lack of based on the goals set. Teachers and staff will also use the results of these formative assessments to modify the supports and services as needed.

District benchmarks will also continue to be administered in an effort to measure pupil progress against grade level standards. The formative assessment data along with the benchmark data will be shared with district personnel quarterly. District officials will then make recommendations to site leadership based on the data shared to assist with effective implementation of the learning loss supports and services.

Student data has always been used to drive district practices; therefore, data will be used to inform the effectiveness of the services being provided. The district already has an established forum for school sites to share progress with district administrators called the "Circle of Inquiry" (COI). For this school year an added focus to the COI presentations will be services and supports to address learning loss. Principals will have to share data that pertains to their respective actions as they relate to recovery of learning loss. As noted above, district officials will then provide guidance if necessary.

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

Description	Total Funds	Contributing
<p>Extended Learning Time (Duplicated Action also in In-Person Instructional Offering): Prior to the closure of schools, dashboard data indicated that our English Learners, homeless students, foster youth, low-income students, and students with disabilities were performing at the lowest levels in the areas of ELA and Math. To best support these subgroups who may be at greater risk of learning loss, the district will offer extended learning time in the form of after school tutorial and by offering winter and summer sessions. Students most in need will be asked to participate in these extended learning time offerings. This action increases the level of support to close the opportunity and achievement gap by providing more focused intervention time for the students of the above mentioned groups.</p>	<p>Duplicated Action</p>	<p>Yes</p>
<p>Supplemental Instructional Support Programs: To best support our unduplicated students who may be at most risk of learning loss due to the COVID-19 pandemic, the district will provide additional online programs for students to use that provide prescriptive and adaptive curriculum support.</p> <p>ESGI - assessment and monitoring program Imagine Learning - reading and math Renaissance - reading and math Swun Math i-Ready - reading and math</p> <p>This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	<p>\$225,000</p>	<p>Yes</p>

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.]

A student's daily schedule will require interaction with a teacher. Therefore, our teaching staff will be able to follow a daily routine that will allow them to quickly assess the social and mental wellbeing of every student. In addition to this, the district will continue to use the following established resources: Fresno County Mental Health, Fresno County Superintendent of Schools All 4 Youth program for mental health support, access to district provided behaviorists and school psychologist. Additional support will be provided by site administration (Principal, Vice Principal, Counselor and Guidance Instructional Specialist) and the local Westside Youth Addiction counselor. Furthermore, student club programs on campus such as the National Alliance for Mental Illness (NAMI) will remain active. Lastly, the district will continue to utilize the services provided by the United Health Centers and the new AMOR center to support families after school hours and during weekends.

Professional Development for staff will include modules provided by the Fresno Suicide Collaborative Group. This training will include information on what signs to look for with struggling students. The district will use research based programs such as CASEL to address Social and Emotional Learning for students and staff. The district's website will also continue to provide resources and information families can access and use as needed.

Students identified as being in need of services will be referred by teachers and staff utilizing the district's established process. A referral form will be filled out and submitted to the site administrator. The site administrator will then assemble a team (teacher, parent, site administrator, counselor, SRO, and psychologist, and any other contributing staff member) to review the case and administer support and intervention as needed. Information regarding mental health and social and emotional well-being will be made available through the district website and via flyers provided during the district's phase-in period. All messaging regarding these services will be provided in both English and Spanish.

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.]

During the phase-in period, teachers will be meeting with every student and a family member individually to discuss procedures and course/class requirements. A student will not be able to proceed without having gone through this meeting with their teacher. If an in person meeting is not feasible, the teacher and family will meet virtually or by phone. If a meeting cannot be established, site administration will work with the district's school resource officers to try and connect with the student and family.

During the phase-in meeting, teachers will have the opportunity to discuss with families the school's Title 1 Home to School Compact which outlines participation requirements for the school, parent, and student. In addition to this, teachers will also be able to explain the daily schedule and the importance of not missing a scheduled session with the teacher. This meeting with the teacher will be the first step taken to ensure that all students and all families have an understanding of how students in Mendota will be educated.

A system of tiered re-engagement strategies will be in place to ensure that students experiencing difficulty with engagement can be properly addressed and supported. The first step in the re-engagement strategies will be to promote prevention. To do this, the school sites will be monitoring attendance daily and teachers will be communicating the importance of regular attendance to both students and parents. The second step will involve early intervention which will include the initiation of the district's SARB process and personalized outreach and home visits by site administration. Furthermore, meetings will be held to develop a plan for overcoming engagement barriers. The third and final step will be intensive intervention; intensive case management will be provided by the district's Director of Child Welfare & Attendance in collaboration with site administration, School Resource Officer, teacher, other staff as needed, and parent. An attendance plan will be developed for students reaching this step. The attendance plan may include the transitioning of the student to full-time in-person instruction if feasible. In summary, attendance will be taken and monitored daily. Students not connecting or following the schedule will receive a phone call the day of the absence in a language the parent understands. The district's SARB policy will continue to be in effect. SARB notices will be sent as required and meetings set up accordingly. The purpose of these meetings will be to understand the issue and to try to provide solutions to overcome the disengagement. Site leadership will also use last year's attendance data to prioritize students who have in the past had attendance or connection issues. These students will be monitored closely and interventions/supports will be set up promptly. All communications and outreach to ensure engagement will be provided in both English and Spanish.

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.]

All meals provided will adhere to the district's wellness policy to ensure that they are nutritionally balanced. All messaging regarding meal distribution will be done using the district's phone messaging system and the district's marquee. The district website will also be used to communicate information regarding school nutrition and meal distribution. All messaging will be in both English and Spanish.

If students are allowed to come on campus for schooling, the cafeteria staff will provide daily meals that will be served in the classroom to avoid large gatherings and commingling of students. All students participating will receive two meals: breakfast and lunch. Since not all students will be on campus, the cafeteria staff will provide a distribution schedule for students not in school on a given day. This will provide students/families an opportunity to pick up a "grab-n-go" meal that will include both breakfast and lunch for the day. Meals will be delivered to students living outside of the city limits if they are not able to participate in the distribution due to lack of transportation.

Meal distribution during distance learning will take place everyday of the school week. Students/families will be given a two hour window of time to pick up a “grab-n-go” meal that will include both breakfast and lunch. Meals will be delivered to students living outside of the city limits if they are not able to participate in the distribution due to lack of transportation.

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
41.49%	\$11,305,092

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 supporting details required in this prompt are unique to each action/service included in this plan. Each “contributing” action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every “contributing” action is designed to support the identified group’s needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as “contributing” were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

The specific contributing actions included in this plan are:

- Extended Learning Time
- Virtual Tutoring
- Additional Academic Support
- Professional Development
- Supplemental Instructional Support Programs for Online Structure
- Supplemental Instructional Support Programs

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

The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Mendota Unified School District balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 41.49% using the dollar amount of \$11,305,092. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$11,305,092 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following is a list of other actions/services that contribute towards meeting the increased or improved services requirement:

- Google Schools - having all teacher trained on the Google platform and ensuring that every student has a Chromebook(one-to-one)
- Instructional Aides
- Guidance Instructional Specialist
- English Learner Program Oversight
- Class Size Reduction Teachers for grades 4th - 12th
- Curriculum and Instruction Oversight
- English Learner Services
- IT - Technology Support
- Social/Emotional Wellness - Support
- Parent Engagement
- Library Media Staff & Technology
- Attendance Engagement Support
- Career Technical Education and Band
- Facility Improvements
- After School Programs
- Professional Development - English Learner Focus
- Academic Coaches

