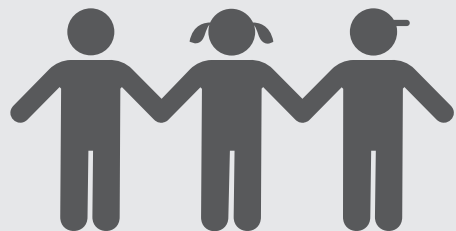


Learning Continuity and Attendance Plan

General Information



3,670 K-12th grade STUDENTS

325 EMPLOYEES



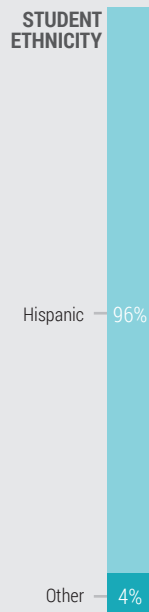
7 SCHOOLS

Elementary: 3	Continuation: 1
Junior High: 1	Day School: 1
High School: 1	

22 STUDENTS PER TEACHER

DISTRICT STORY

STUDENT ETHNICITY



STUDENT GROUPS

99%
Low Income

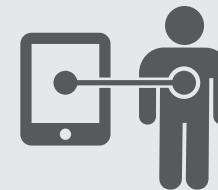
60%
English Learners

<1%
Foster Youth

99%
High Need

1:1 Device Ratio

Improvements in technology areas to ensure access for every student



District Priorities

Safety, academic achievement, student & stakeholder engagement

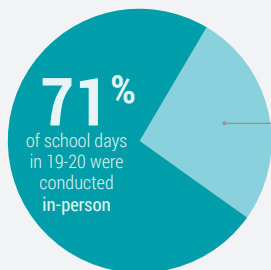
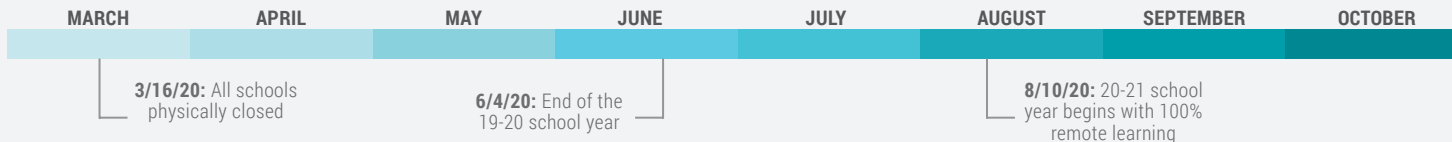
District Mission

We are committed to preparing & empowering our students to be competitive, productive, & compassionate members of society



IMPACT OF COVID-19 IN 2019-20

Despite the widespread impacts of the COVID-19 Pandemic, MUSD, with the help of our stakeholders, is committed to ensuring the continued safety and education of our students.



29% of school days were conducted remotely.



Distance Learning

Due to the COVID-19 closures, classes were conducted remotely through end of the 19-20 school year.



Modified Grading Metric

A modified grading metric was adopted to ensure that this closure period did not harm students' academic records.



Assessments Canceled

Due to school closures, many end-of-year assessments were canceled or postponed.

Stakeholder feedback helped guide the creation of the Learning Continuity Plan & many different groups participated in the development process.



Groups include:
 Parents, Students,
 Teachers, Staff,
 Administrators, Cabinet,
 Trustees, DAC, DELAC,
 MTA, & CSEA



Checklist of Items Shared:

- Learning Continuity Plan draft
- Planned Expenditures
- School Reopening Plans
- District Profile Data



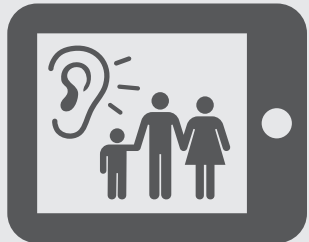
MUSD has informed, consulted, & involved school stakeholders in the process of creating the LCP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, virtual meetings.

Stakeholder Feedback

KEY POINTS



- Parents need help in understanding distance learning tools & technology so that they can effectively support their students
- Training & communication on new safety protocols is needed
- Many teachers suggested that the district develop a hybrid model of instruction that adheres to all safety guidelines



Feedback was then incorporated into the



Learning Continuity & Attendance Plan

SAFETY MEASURES



Safe Campus Environment

All school campuses will be supplied with hand-washing stations, social distancing signage and plexiglass dividers.



Social Distancing

Social distancing will be practiced and large gatherings avoided while on campus.



Frequent Cleaning

Surfaces and facilities in the school will be cleaned and disinfected frequently.



Face Masks

Face coverings are required in settings where social distancing cannot be maintained.

SCHOOL REOPENING PHASES

1

PHASE



100% Distance Learning

Key Points

School Closures

Due to the COVID-19 crisis, schools were closed and all classes were conducted online for the end of the 2019-20 school year.

Remote Start

In accordance with CA state mandate, MUSD has started the year remotely, with all students using a distance learning model.

2

PHASE



Hybrid Model

(A hybrid phase may be used before transitioning to full in-person learning)

Key Points

Reopening Schools

When Health and Government officials deem it safe to do so, MUSD may first move to a Transitional Hybrid Model.

Hybrid Model

A hybrid model would include both in-person instruction & asynchronous distance learning instruction in an effort to reduce class sizes & minimize gatherings at schools

3

PHASE



In-person Learning

Key Points

Safety Protocols

All recommended safety protocols will be followed including frequent sanitizing, daily temperature checks, physical distancing, mask requirements, etc.



Diagnosing Learning Loss

Upon return in-person learning, diagnostic assessments will be administered to students to assess learning loss and areas of need.

EXPECTED 2020-21 ACTIONS & EXPENDITURES FOR IN-PERSON LEARNING

Action / Service	Amount
Safe Classroom Environment - All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trash cans to support healthy hygiene behaviors.	\$350,000
Safe Campus Environment - All school campuses will be supplied with hand-washing stations, social distancing signage, and main offices and other essential places of gathering will be provided with plexiglass dividers to keep all safe.	\$450,000
Clean Environment - To ensure a properly cleaned and disinfected teaching and learning environment, custodians will be trained on how to adequately disinfect the facilities.	\$225,000

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR IN-PERSON LEARNING

 Action / Service	 Amount
Nutrition - A meal distribution plan has been developed for students not in session during Hybrid Learning.	\$120,000
Extended Learning Time - To support students at risk for learning loss, extended learning time will be offered (after-school tutorial, winter and summer sessions).	\$700,000
Chromebooks - Because Chromebooks have been distributed for students during distance learning, additional chromebooks will be purchased for use during in-person instruction.	\$1,000,000
Hands Free Water Dispenser - Hands-free water dispensers will be purchased to allow students and staff to fill water containers without making contact.	\$70,000
Temperature Check Kiosk - Temperature check kiosks will be purchased and placed in all district facilities to help effectively and efficiently expedite the screening process.	\$40,000



HOW DISTANCE LEARNING WORKS



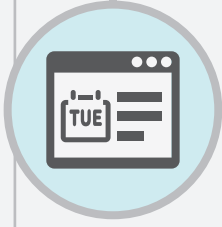
Live Daily Interactions

Depending on grade level, students will receive some amount of live synchronous instruction each day.



Asynchronous Instruction

In addition to daily live interactions, students will receive pre-recorded lessons, guided practice, and independent tasks.



Daily Sign-ins

Students will be required to sign in daily and teachers will be able to physically observe the students and document attendance & participation.



Online Resources

- www.musdaztecs.com
- www.cde.ca.gov/ls/he/hn/coronavirus.asp
- <https://sites.google.com/mendotaschools.org/sel/home>

SUPPORTING LEARNING CONTINUITY

ACCESS & CONNECTIVITY

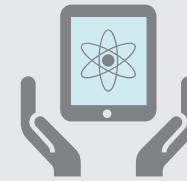


DEVICES PROVIDED FOR
100%
OF STUDENTS



Internet Hotspots

are provided to students that need them to ensure all students have internet access.



Technical Support

is provided as necessary to maximize instruction and access.

PUPIL PARTICIPATION & PROGRESS



Daily Attendance

and contacts during synchronous instruction are tracked by teachers.



Time-value of Assignments

will be documented to ensure that students are receiving sufficient instructional minutes each day.



Support & Intervention

opportunities are available to students each day, in the form of small group and individual supports.

PROFESSIONAL DEVELOPMENT AND STAFF ROLES & RESPONSIBILITIES



Professional Development

is provided to support teachers in effectively utilizing distance learning tools and instructional practices.



Academic Coaches

will provide teachers with training in distance learning tools and methods.



Flexible Staff Roles & Responsibilities

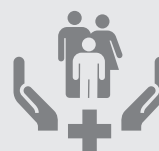
are essential in helping MUSD successfully navigate new & developing challenges.

SUPPORT FOR STUDENTS WITH UNIQUE NEEDS



English Learners

will receive both integrated and designated ELD instruction daily.



District Liaison



will conduct regular check-ins & provide necessary supports for foster youth and students experiencing homelessness.



Individualized Education Programs

will continue to be used for Special Education students.

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

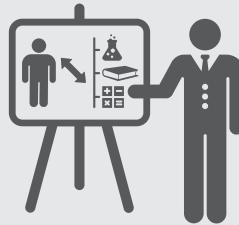
 Action / Service	 Amount
Virtual Tutoring - Provide additional one-on-one or small group academic support via telephone or an online platform.	\$750,000
Additional Academic Support - Contract with AmeriCorps to provide reading intervention tutors for English Learners, homeless students, foster youth, low-income students, and students with disabilities, who are struggling with literacy.	\$25,000
Technology - Purchase additional chromebooks to ensure that all students have access to a quality distance learning program.	\$1,000,000
Professional Development - Provide professional development, materials, and resources to ensure that all staff are properly trained to execute our distance learning program.	\$500,000
Supplemental Instructional Support Programs for Online Structure - Provide teachers with programs that will improve structure for online instruction (Nearpod, Kami, Turn_It_In, SeeSaw).	\$20,000
Technology Support - Contract with "VTech Support" to provide both on-site and phone support to families and staff needing assistance with the District's digital and online instructional tools.	\$80,000
Virtual Classroom Structure -Purchase a backdrop and stand for all teachers to be in front of during online instruction to help provide structure and consistency in what students see daily behind our teaching staff and minimize possible distractions on the teacher side of the forum.	\$40,000





Diagnosing and addressing pupil learning loss will be a primary focus in 2020-21 following school closures in Spring 2020.

LEARNING LOSS STRATEGIES



- Use assessment results to identify missed learning standards and content that are prerequisites to future learning.
- Provide differentiated instruction to ensure that students in-need are able to accelerate their learning.
- Offer daily after-school tutorials.

MEASURING EFFECTIVENESS



- Use frequent formative assessments to monitor pupil progress towards learning goals which are set at beginning of the year.
- Continue to use benchmark assessments to measure progress against normal grade level standards.
- Use assessment data to identify and adopt effective strategies.

ADDRESSING LEARNING LOSS

4
STEP
CYCLE



EXPECTED 2020-21 ACTIONS & EXPENDITURES PUPIL LEARNING LOSS

Action / Service	Amount
Extended Learning Time - Offer extended learning time in the form of after school tutorial and by offering winter and summer sessions to students at risk of learning loss.	N/A
Supplemental Instructional Support Programs - Support unduplicated students who are most at risk of learning loss through additional online programs which provide prescriptive and adaptive curriculum support (ESGI, Imagine Learning, Renaissance, Swun Math, i-Ready).	\$225,000

SOCIAL & EMOTIONAL WELL-BEING



Support & Services

Students and staff have access to established community resources, as well as district provided behaviorists and school psychologists.

Professional Development

Staff receive professional development on Mental Health including training on what signs to look for with struggling students.



Mental Health Resources

Information & resources regarding mental health and social and emotional well-being is available through the district website & via flyers provided during the District's phase-in period.



ENGAGEMENT & OUTREACH

TIERED RE-ENGAGEMENT STRATEGIES

will be used to re-engage disengaged students.

TIER I: PROMOTE PREVENTION



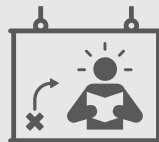
Teachers monitor students' daily attendance & communicate the importance of regular attendance.

TIER II: EARLY INTERVENTION



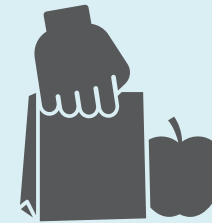
Initiation of the district's SARB process & personalized outreach and home visits by site administration.

TIER III: INTENSIVE INTERVENTION



Attendance plan is developed & intensive case management is provided by the Director of Child Welfare & Attendance.

SCHOOL NUTRITION



Meal Pickup

Breakfast and lunch are available for pickup to students on days that they are not on campus.

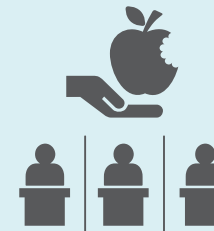
Meal Delivery

Special arrangements are made to deliver meals to families that are unable to pick them up.



On-Campus Meals

On-campus meals will be served in the classroom to avoid large gatherings and commingling of students.



Abbreviations: CSEA (California School Employees Association), DAC (District Advisory Committee), DELAC (District English Learner Advisory Council), ESGI (Educational Software that Guides Instruction), LCP (Learning Continuity Plan), LCAP (Local Control & Accountability Plan), MTA (Mendota Teachers Association), MUSD (Mendota Unified School District), SARB (School Attendance Review Board).



For additional LCAP/LCP resources scan or click the QR code or go to www.goboinfo.com & search for your district.

This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 24 page LCP narrative plan.

