McKinleyville
Union School District

Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

The unexpected COVID-19 pandemic closure of schools in March 2020 has adversely impacted the physical, emotional, social, and educational needs of students within the McKinleyville Union School District (MUSD). Our families have struggled to access basic needs such as food and shelter, as well as essential services such as healthcare and affordable internet.

The COVID-19 school closure has led to increased isolation and disconnection due to physical and social separation from peers, the classroom, and school community. While all students are impacted by the disruption of traditional methods of instruction, curriculum pacing, and assessment of student learning, students most adversely affected by separation from targeted supports and services include Students with Disabilities, English Learners, and Foster/Homeless Youth.

Compounding the stressors from the COVID-19 pandemic are the current political and civil unrest experienced across our community and country as a result of persistent

racial injustices. Although MUSD is not in the center of the California wildfires, we are impacted in areas such as air quality, concern for loved ones called upon to battle the blazes, and concern for our neighbors in counties to the north, south, and east.

In this very uncertain time, MUSD has planned for multiple scenarios in the coming year. Based upon the directives of local government and the status of the virus's spread within our county, we will be ready to educate our students whether that happens in a classroom or from a distance.

While school will look different in the 2020-2021 school year, the commitment of the teachers, leaders, and staff of MUSD remains steadfast as we all strive for 100% student success. This requires that we work as a school community to adhere to all the processes put in place to minimize the risk of transmitting COVID-19. For those families who are not ready to return to our school buildings, we have high-quality instructional learning options to meet the needs of our students.

We continue to work hard to ensure student engagement and participation in our instructional programs and have developed a plan for family communication and outreach should a student appear to lack engagement and/or participation. We will continue to offer creative meal distribution opportunities for students wishing to participate in our meal service program.

Further, we have purchased additional supplemental curricula, software, supports and materials to assist students throughout their learning process.

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

Prior to the beginning of this current academic year, MUSD sought feedback from a variety of ways (surveys, face-to-face, during packet pick-ups, phone calls, etc) from families, teachers and staff regarding distance learning insights and general learnings from last year as well as sought suggestions for improving our program delivery beginning fall 2020/21.

On August 08, 2020 our schools hosted a Spanish Immersion Town Hall for our parents of our Spanish Immersion programs to solicit input on how things went last spring as well as their wishes for the fall. We had over 20 individuals participate. Most parents participating in this Town Hall expressed appreciation for all district employees and indicated that they hoped for a more robust distance learning program moving forward with increased time for direct teacher to student interactions.

On August 27, 2020 MUSD hosted a Learning Continuity Plan stakeholder meeting where several parents/guardians and staff members attended. We reviewed aspects of our draft plan and asked for feedback and suggestions. The overall sentiment was that attendees reported feeling as though our draft LCP was thorough and thoughtful. Specific concerns centered on ensuring that students who are food insecure, continue to receive access to free or reduced meals as well as wanting to be sure that students with individualized needs are having their needs met.

Additionally, we have sought input at each of our Board meetings regarding our learning plans as it relates to COVID-19. We have placed responses to stakeholder questions on our mckusd.org website. We have tracked the public comments. Most comments have suggested that families, although they want their children attending in-person instruction, believe that distance learning is the safest option at this time. There have been some public comments from others indicating concern about the lack of offering in-person instruction. We will continue to offer opportunities for public input regarding our instructional platforms over time. Additionally, because we have started our year on a distance learning platform, we recently administered a survey to gather perspectives from our families regarding our program model, the rigor and more.

School Site	Completion Rate	Time in Synchr.	Time in Asychr,	Program Pref.
Dow's Prairie	150 responses 47.5%	Majority indicated, just right	Majority indicated just right	Majority indicated preference for In-Person or undecided
Morris	165 responses 49%	Majority indicated, just right	Majority indicated, just right	Majority indicated preference for In-Person or undecided
MMS	138 responses 31%	Majority indicated, just right	Majority indicated, just right	Majority indicated preference for In-Person or undecided

The collection of results demonstrated that most respondents are pleased with the rigor and volume of work both within our synchronous and asynchronous offerings while in distance learning. When asked about projecting for the future of re-opening, a majority

of respondents indicated either they prefer in-person learning or are not sure yet with a smaller group asking to maintain distance learning as their child's primary mode of instructional delivery.

Recently, a survey was also distributed to our classified and certificated personnel. We received 131 surveys back which were well distributed between certificated and classified. Results from this survey indicate that several teachers and staff suffer from one or more of the Center for Disease Control's list of high risk medical issues. Further, it indicated that. 24 certificated teachers prefer to remain in distance learning 10 prefer to return to a hybrid In-Person model, and 22 are willing to teach in either a distance Learning or Hybrid Learning model. Further, 5 respondents did not answer this question.

Additionally, we have facilitated regular "all staff meetings" where certificated and classified staff have had on-going opportunities to offer concerns and input that has influenced our LCP.

Site Principals have hosted numerous leadership team and grade level team meetings to also obtain feedback and input into our distance learning plan.

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

All of these methods of communication have included either open Google Meets or Zoom opportunities. Our Board meetings have had up to 235 participants attending, more than has been recorded in our district's recent history.

Each of our three school sites, as well as our district office, has remained operational during the summer months and as we have begun distance learning. This also affords our parents/guardians the opportunity to ask questions and share input.

Recently each of our schools hosted both a Welcome Back event and a Back to School event. Teachers, staff and administration were on hand to share information as well as to answer questions and/or concerns.

Additionally, each site administrator, the Superintendent, Director of Student Support Services and our Chief Business Official have been available via phone and email over the course of the summer and the lead into the instructional year.

In addition to the most recent survey, mentioned prior, since March 2020, several family and staff surveys have been administered and interpreted. Such surveys have focused on device needs, food needs, assessing concerns and more.

Our District's administrative team meets at least once a week where we share the feedback, concerns and suggestions that we have gathered.

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

Our stakeholder groups include parents/guardians of enrolled students, certificated employees, classified staff, administration and students. Although we have been available to meet with students outside of instructional time through Office Hours, our Welcome Back and Back to School Nights, we have not formally surveyed our students regarding their preference for distance learning or a blended learning model as we feel that it is inappropriate for students within our age bands to weigh in on such a complex issues.

In general, families expressed appreciation for the efforts of our schools last spring in our response to COVID-19 and have offered the following suggestions for our review:

- Increased synchronous teacher time,
- Recorded classes for accessibility at times that are convenient for working families to access,
- Parents/guardians of students enrolled in our Spanish Immersion Program are concerned about their child's success in that they (parents/guardians) are not fluent in Spanish,
- Expressed desire for district to follow strict physical distancing guidelines once we return to in-person education,
- Concerns about Distance Learning and impacts to students with special needs,
- Assurances that students will continue to receive access to meals during school days whether in-person or hybrid, and;
- Concerns about impact of COVID-19, school closures, illness and death on the mental health and well-being of students and staff;
- Access to technology and reliable internet and/or satellite service,

- Additionally, a few parents have actively expressed a desire for In-Person Learning being the preference for instructional delivery and are disappointed with the district's current decision to begin the year with distance learning.

Teachers and classified staff shared concerns for their students and their safety and advocated for distance learning at this time. Teachers also requested a unified supplemental curriculum to assist them with program delivery.

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

Our MUSD 3.0 Learning Continuity and AttendancePlan (LCP) will serve as guidance for students, staff, and families as distance learning is required. This plan will serve as a model for future full-closures or partial-closures as our local and global communities continue to deal with the implications of this pandemic. Our plan has taken into consideration all stakeholder input. We have synthesized this plan into a COVID-19 Handbook that will serve as a quick reference guide for our stakeholders.

During this pandemic, our district has developed the following goals for our time with our students and families:

- To maintain essential services for students and families outlined by state and federal government,
- To increase the amount of live instruction for students with teachers while in distance learning format,
- To maintain and improve communication and relationships between school staff and students/families,
- To ensure that students progress toward essential standards,
- To provide an appropriate and rigorous academic program with related supports,
- To support students, staff and families to develop a sense of connection with one another and the school,
- To increase the amount of direct instruction all students receive,
- To ensure that all students have access to reliable technical devices and related service, and
- To ensure that upon in-person instruction, clear safety and physical distancing protocols will be in place and adhered to.

Continuity of Learning

MUSD is prepared to assess all students to determine their current ELA and math proficiency. We are currently engaged in that assessment process and are utilizing the Moby Max platform for TK-2nd and IXL for our 3rd-8th grade cohorts. Depending on the results, students will be grouped into small learning groups where the assigned teacher and instructional aide will offer targeted instruction via synchronous and asynchronous options within our distance learning model. MUSD will consider providing on-site instruction for students with specific needs as the team finds appropriate. These services would likely be delivered within a 1:1 setting or very small group setting following appropriate distance learning protocols. This will allow us to appropriately differentiate for all levels of learners. Additionally, we are determining the essential ELA and math standards and will primarily focus on those. We have purchased the Moby Max program for our youngest learners (TK-2nd) and IXL for our older learners (3rd-8th). In addition to the assessments mentioned above, these programs also offer significant supplemental support in the areas of guided practice and assignments. We have developed a comprehensive student engagement/participation protocol and will implement intervention strategies for those who are not participating at an appropriate level. This will include offering specific social/emotional support and family communication.

All students receiving specialized services will continue to receive appropriate support in accordance with their plan.

MUSD is partnering with United Indian Health, the Yurok Education Program, The Priority Care Center, Bridges (Adolescent Mental Health services) and the McKinleyville Family Resource Center to ensure that students and families have appropriate out of school support as appropriate.

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

Description	Total Funds	Contributing
Purchase of required PPE such as face shields, hands free hand sanitizer stations, cleaning supplies, plexi-glass dividers, directional signage, quarantine tents, and cots. In-person instruction. These supports will be in place for students who need intervention and support due to potential learning loss, i.e. students with disabilities, followed by English Learners and foster and homeless students then other students identified by classroom teachers as needing additional interventions in order to make adequate progress.	$75,000	Y
Contract with Presence Learning to assist with IEP related services	$7,000	Y
In order to encourage social distancing and minimize student/teacher proximity to one another, the District shall upgrade the classroom projector Infrastructure.	$40,000	Y
Classroom short-throw projectors and Apple TVs to provide staff and students flexibility to adhere to social distancing requirements.	$43,488	Y
Outdoor classroom structures to provide additional room to meet our physical distancing protocols, and to provide outdoor space for intervention instruction.	$50,000	Y
Outdoor small group instructional stations to support small groups for intervention.	$5,000	Y
Food Services support to facilitate and maintain student access to school breakfast and lunch programs.	$31,000	Y
Director of Student Services to support student participation, engagement and family involvement.	$80,000	Y

Purchase of "Beyond SST" to assist school and district personnel to monitor student progress within or Multi-Tiered Systems of Support.	$5,000	Y
Purchase "Amplify" science kits to support lab-based learning of the California State science standards.	$20,000	Y
Purchase rollable teacher carts for class to class moving of instructional materials (SPD, Intervention teachers, etc)	$3,500	Y

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.]

Distance learning, referred to as distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during instruction. Distance learning models use various technologies and methods to facilitate student-teacher and student-student communication. Commonly, there are four primary characteristics of distance learning.

First, distance learning is by definition, carried out through schools; it is not self-study or nonacademic learning.

Second, physical separation is assumed in distance learning. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

Third, distance learning connects students within a classroom to other students and the teacher. Interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communication systems become better developed and widely available.

Finally, distance learning, like any education, establishes a learning group, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking through our secure learning platforms can promote the idea of social connection. In a distance learning setting, such networking can enable students connections with each other and thereby reduce their sense of isolation.

COVID-19 RESPONSIVE DISTANCE LEARNING

MUSD will offer distance learning for students in 6 week increments until such time as it is deemed safe to return to face-to-face instruction. Those decisions will be guided in part by local information from Humboldt County Department of Public Health, as well as the MUSD Superintendent. Our MUSD Board of Trustees are entrusted with making these decisions.

Please see our MUSD Distance Learning schedule by site below.

We have been working on the development of Blended Learning (In-Person/Distance Learning) protocols as well and will switch to those protocols when the Board of Trustees determines that it is appropriate to do so.

ROLES IN SUPPORTING DISTANCE LEARNING

Students:
- Dedicate part of each day to online learning (A daily schedule has been developed)
- Complete your lessons, assignments and practice
- Older students (4th-8th) know your usernames and passwords
- Identify the best possible spot for your learning (quiet, good lighting, comfortable)
- Engage in online learning to the best of your ability
- Ask for help when you are confused or frustrated

Teachers:
- Develop high quality distance learning lessons for your students
- Provide accommodations and supports to students with individualized needs
- Provide daily synchronous and asynchronous lessons, practice and assignments
- Provide instructional resources and supplies your students need to progress
- Hold regular "office hours" to connect and support your students and families

- Communicate a minimum of one time every three weeks with families regarding student engagement and progress
- Engage in Professional Development (PD) intended to support distance learning
- Attend district and site meetings, monitor district and site communications regarding school closures, distance learning, and continuing support of students

Families:
- Ensure that a mobile device and internet access are available at home. For assistance, contact the District Office at (707) 839-1549
- For concerns about how to navigate the technology, contact troney@mckusd.org
- Visit [THE FAMILY PORTAL](#) on our district website for up-to-date information and support regarding distance learning
- Make sure your child can access their usernames and passwords. For assistance with this, contact your child's classroom teacher
- Participate in communication, every three weeks with your child's teachers or support staff
- Support your child's emotional well-being by providing time for breaks, play, and outdoor time, as reasonably appropriate within the distance learning schedule
- Outreach to your child's teacher should he/she be struggling or frustrated

Distance Learning Schedule by each school site:

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.]

MUSD will track daily attendance and engagement and will outreach to those we have concern with at least one time per week. We will more than adhere to the state's minimum instructional minutes requirements and will continue to evaluate the robustness of our instructional program as we move forward.

 COVID-19 has presented new challenges in regard to attendance and engagement monitoring. As a result of our learnings from this past spring, along with borrowings from the Sacramento City unified School District processes, MUSD will define student engagement as having three components:

Behavioral Engagement (physical actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.

Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

Emotional Engagement (Motivation and Emotional Response) reflects a student's involvement in, and enthusiasm for, school as a whole as well as their emotional connectedness to others on campus The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The following schedules indicate the amount of time that each grade level will recieve of synchronous (live time) and asynchronous (not live time) instruction and practice.

Sample Distance Learning Schedules:

Dow's Prairie Elementary TK-2nd

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:15-8:20	Meal Pick Up		Meal Pick Up		Meal Pick Up
8:30-10:15	Class Meeting, Language Arts Lessons, Small Group Instruction, Differentiated Computer Based Assignments				Packet Pick Up, Drop Off

10:15-10:30	Break	STEAM,
10:30-12:00	Math Lessons, Small Group Instruction, Differentiated Computer Based Assignments	Spanish, Art, Music Activities, Individual Practice Work, Individua-lized Services
12:00-12:30	Lunch	
12:00 -1:15	Practice Work, Enrichment Activities, Read Alouds	
1:15-2:00	Office Hours--for student and family questions	

Morris Elementary 3rd-5th

Monday-Thursday

	Group A (~15 students)	Group B (~15 students)
Food Service	7:15-8:20	7:15-8:20
8:45-9:15 30 min	Whole Class Live Daily Check In & Whole Class Math Instruction Synchronous	Whole Class Live Daily Check In & Whole Class Math Instruction Synchronous
9:15-9:45 30 min	Live Math Instruction with Group A	Independent Math Assignments with Group B

	Synchronous	Asynchronous
9:45-10:15 30 min	Independent Math Assignments with Group A Asynchronous	Live Math Instruction with Group B Synchronous
10:15-10:30	15 Minute Break	15 Minute Break
10:30-11:00 30 min	Live ELA Instruction with Whole Class Synchronous	Live ELA Instruction with Whole Class Synchronous
11:00-11:30 30 min	Live ELA Instruction with Group A Synchronous	Independent ELA Assignments with Group B Asynchronous
11:30-12:00 30 min	Independent ELA Assignments with Group A Asynchronous	Live ELA Instruction with Group B Synchronous
12:00-12:30	Lunch	Lunch
12:30-1:30 1 hour	Live Etc.* Instruction with Whole Class Synchronous	Live Etc.* Instruction with Whole Class Synchronous
1:30-2:30	Office Hours- student contacts, tech support	Office Hours- student contacts, tech support

*Etc.= Science, Social Studies, Art, Second Step, Additional Math/ELA Supports, etc.

Synchronous=180 minutes   Asynchronous=60 minutes

Morris Friday schedule:

Identical to Monday-Thursday however instructional day ends after lunch.

McKinleyville Middle School

8th Grade Cohort A

Time	Monday	Tuesday	Wednesday	Thursday	Time	Friday
8:00-8:30	**Spanish 8** (for those who signed up)		**Spanish 8** (for those who signed up)		8:00-8:30	**Spanish 8** (for those who signed up)
8:30-10:30	<u>**Synchronous**</u> Math/Science- with teacher on Google Meet	<u>**Synchronous**</u> ELA/Social Studies with teacher on Google Meet	<u>**Synchronous**</u> Math/Science- with teacher on Google meet	<u>**Synchronous**</u> ELA/Social Studies with teacher on Google Meet	8:30-9:00	Cohort Check- Google Meet
					9:00-10:00	IXL Personalized Learning
10:30-11:00	Break	Break	Break	Break	10:00-10:30	Break
11:00-11:50	Break	**Art 8** (for those who signed up)	Break	**Art 8** (for those who signed up)	10:30-11:30	Clubs, Activities, and

						Intervention
11:50-12:00		Break		Break	11:30-12:00	Break
12:00-2:00	**On your Own** ⇨ Complete the day's assignments for each class (posted in the google classroom) ⇨ Prep for tomorrow's classes ⇨ IXL				12:00-2:00	**On your Own** PE/ Health Social Emotional Learning
2:00-2:30	**Break**				2:00-2:30	Break
2:30-3:00	**Office Hours** Check in with your teacher for extra help **Beg. Band** (for those who signed up)	**Office Hours** Check in with your teacher for extra help **Orchestra** (for those who signed up)	**Office Hours** Check in with your teacher for extra help **Beg. Band** (for those who signed up)	**Office Hours** Check in with your teacher for extra help **Orchestra** (for those who signed up)	2:30-3:00	Music Appreciation (for those who signed up)

*Elective = Music, Art, Second Step, etc. taught by guest educators and/or recorded

Synchronous=120 minutes   Asynchronous=120 minutes

BLENDED LEARNING INSTRUCTIONAL DELIVERY

Blended Learning: When it is determined that our school district can safely return to in person learning, our Blended Learning model will include learning that occurs on our school campuses within an assigned teachers classroom as well as an asynchronous/synchronous distance learning component. Cohort sizes will be determined by the square footage available in each classroom. Currently, our classrooms will afford up to 12, no more than 14 students per classroom. Six foot distancing protocols will be enforced as outlined by public health and the CDC. Cohorts of students will remain within the same cohort and will commit to following safety protocols including wearing masks, physical distancing, avoiding large gatherings, following directional signage, etc. Although we are unable to guarantee that students will remain with their current Distance Learning assigned teacher and classroom cohort, every effort will be made to minimize disruption associated with schedule changes. Further, we recognize through our survey results that some families will prefer that their student remain in a distance learning format even after the decision is made to offer our blended Learning model and MUSD will make every effort to accommodate these requests.

ROLES IN SUPPORTING BLENDED LEARNING

Students:
- Come to school every day you are scheduled
- Dedicate part of each day to online learning (A daily schedule has been developed)
- Complete your lessons, assignments and practice
- Older students (4th-8th) know your usernames and passwords
- Identify the best possible spot for your learning (quiet, good lighting, comfortable)
- Engage in online learning to the best of your ability
- Ask for help when you are confused or frustrated

Teachers:
- Develop high quality distance learning lessons for your students
- Provide accommodations and supports to students with individualized needs
- Provide daily asynchronous lessons, practice and assignments to support your in-person learning
- Provide instructional resources and supplies your students need to progress
- Hold regular "office hours" to connect and support your students and families

- Communicate regularly with families regarding student engagement and progress
- Engage in Professional Development (PD) intended to support distance learning
- Attend district and site meetings, monitor district and site communications regarding school closures, distance learning, and continuing support of students

Families:
- Ensure your child attends in-person daily as scheduled
- Ensure your child does not attend school if exhibiting any COVID-19 symptoms or if they have been exposed to anyone diagnosed with COVID-19
- Ensure that a mobile device and internet access are available at home. For assistance, contact the District Office at (707) 839-1549
- For concerns about how to navigate the technology, contact troney@mckusd.org
- Visit [THE FAMILY PORTAL](#) on our district website for up-to-date information and support regarding distance learning
- Make sure your child can access their usernames and passwords. For assistance with this, contact your child's classroom teacher
- Participate in weekly communication with your child's teachers or support staff
- Support your child's emotional well-being by providing time for breaks, play, and outdoor time
- Outreach to your child's teacher should he/she be struggling or frustrated

Sample Student Schedule (Draft)

Draft Weekly Schedule

Blended Model (HYBRID) First DRAFT-Monday-Thursday Instructional Schedule

Cohort A (AM)--Those children requiring childcare
Cohort B (PM)--Those children not requiring childcare

Dow's Prairie (sample schedule)

	Monday - Thursday	**Friday**
AM	8:00-10:30 **Cohort A - In class instruction**	**120-240 minutes of morning distance learning (combination of synchronous and**

	Cohort B-Distance Learning from home (online and paper practice, asynchronous)	**asynchronous)**
		Distance Learning for all
Lunch	**10:30-12:00**	Staff planning, communication with families
	Cohort A-picked up by ELP/Classified, lunch, cohort play,	Office Hours
	Cohort B - break at home	Family Support opportunities
	Classroom/Site Cleaning	Professional Learning
		Staff Meetings
PM	**12:00-2:30** **Cohort B - In class instruction**	
	Cohort A-remain with ELP/Classified, Lunch, online/paper practice, asynchronous	
	Cohort B-In class instruction	
After School	**2:30-4:00** Cohort A-remain with ELP/Classified, cohort play, distance enrichment	
	Classroom/Site Cleaning	

*RSP: Receive SAI and related services distantly. Participate in GE in Person Cohort B: at home in the morning, Cohort A: during ELP via Google Meet
*SDC: Receive in person SAI and related services. Participate in GE distantly. Cohort B: at home in the morning Cohort A: at home in the afternoon
*EL: TBD

	__Dow's Prairie__	__Morris School__	__Middle School__
Cohort A	M-TH 8:00-10:30a.m. F DL	M-TH 8:45-11:15a.m F DL	M-TH 8:45-11:15a.m. F DL
Cohort B	M-TH 12:00 -2:30p.m. F DL	M-TH 12:45-3:15pm. F DL	M-TH 12:45-3:15p.m. F DL

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.]

MUSD recently conducted a device and related services needs survey with all families within our district. We have assigned classroom ChromeBooks and I-Pads for all students who indicated they needed a device to participate in distance learning. Device distribution occurred in August 2020, prior to our instructional year beginning. Additional distribution days will be added to the schedule as needed. All teachers contacted each of their students prior to the first day of instruction to also assess what additional technological device and connectivity needs were present. Survey results indicated that many families needed hot spots. In a partnership with Verizon, we have recently obtained enough hot spots to meet the known need. Additionally, the MUSD Superintendent has been advocating with Senator Mike McGuire on the issue of the rural digital divide and access to technology. Through this advocacy, we recently learned that MUSD is set to receive 186 Chromebooks and related licenses via an award by PG&E. This will eventually help us to get closer to our goal of students having a device at home and at school while engaged in the Blended Learning model of instruction. We also acquired 40 hot spots and are configuring them for distribution.

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.]

MUSD is committed to providing all staff with the training and support necessary to be able to deliver a high quality distance learning program for each of our students. This includes training in new software such as Moby Max, IXL, IStation (Spanish Immersion) and more. Additionally, teachers are receiving training in Edlio Engage, a family communication tool that will become our primary method of delivering emails, texts and robo calls. Teachers have also been provided with the opportunity to participate in a five day course centered on effective distance learning engagement strategies. We have offered several live virtual training sessions and will continue to provide related support.

Additionally, we have offered short workshops on how to incorporate some engagement strategies such as bitmoji, Padlet, Jamboard, Answer Garden and more and have included time in staff meetings and/or district led professional development days to practice these skills.

MUSD has a committed group of instructional coaches who support interested teachers with a variety of student centered supports. This has included but is not limited to: technology integration and support, goal development, facilitating empathy interviews, rounding and more.This is in collaboration with support from McKinleyville High School and the Cowell Foundation.

Teachers and staff will receive on-going training and support while we are in the distance learning format. These will include a focus on how to integrate Trauma Informed Practices and Positive Behavioral Intervention Supports into a distance learning framework.

Further, the district will offer professional development to all staff focusing on "Youth Mental Health First Aid '', "Student Study Team" and "Equity and Inclusion" trainings during the 2020-21 school year. Further, we intend to offer PD in support of our school community learning more about our local indiginous history and culture as well as an overview of special education laws and related compliance.

All teachers and staff will have completed the mandated training required by the State of California by September 30, 2020.

Staff Roles and Responsibilities

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

Administration:

- Ensure adherence to all COVID-19 protocols
- Work with local Public Health to develop appropriate in-person COVID-19 protocols
- Monitor quality of distance learning implementation
- Collaborate with neighboring school districts to ensure as much program alignment as possible
- Stay informed regarding COVID-19 updates

Teachers:

- Develop high quality distance learning lessons for your students
- Provide accommodations and supports to students with individualized needs
- Provide daily synchronous and asynchronous lessons, practice and assignments
- Provide instructional resources and supplies your students need to progress
- Hold regular "office hours" to connect and support your students and families
- Communicate a minimum of one time every three weeks with families regarding student engagement and progress
- Engage in Professional Development (PD) intended to support distance learning

- Attend district and site meetings, monitor district and site communications regarding school closures, distance learning, and continuing support of students

Staff:

- Work with site admin to determine the specific nature of your assignment
- Most Instructional Aides will serve as the support for an assigned cohort of students
- Some classified staff will be asked to work outside of their classification per negotiated agreement
- Staff will be expected to participate in all assigned professional development activities

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Case Carriers or 504 Coordinators. Case Carriers and 504 Coordinators will communicate with families periodically to determine needed support for all students to access their education and make progress toward their goals. Case Carriers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum.

Students requiring assessments are receiving these assessments either via on-line, file review and/or in-person scheduled assessment with appropriate safety protocols that have been developed.

On September 22, 2020, the MUSD Board of Trustees gave our district administrative team the approval for working towards a slow and methodical "phased in" approach to offering small group in-person instruction for specifically identified student populations determined to be highest risk as local conditions and families allow. Further, the MUSD Board of Trustees has directed administration to develop a set of data points that will allow our district to make objective determinations for bringing in additional at-risk student cohorts over time in a safe and thoughtful manner. Priority for returning to some form of in-person supports will be as follows:

Priority 1- May include students with IEPS, Foster Youth, Homeless Youth, English Learners, Disengaged students

Priority 2- May include Transition Kindergarten and Kindergarten and students living with someone other than a parent.

Priority 3- May include 1st and 2nd grade, students whose Distance Learning engagement has been identified as concerning and those without adult supervision during instruction.

Priority 4- May include MUSD offers a Blended In-Person/Distance Learning model for any student whose family would like them to return to in-person instruction.

A priority implementation timeline will be developed in accordance with direction from the Board of Trustees. Further, the Board has directed the district to develop a re-opening committee to determine what objective measures will trigger openings beyond the first phase. A request was made by the Board to ensure there is good stakeholder representation.

Students receiving specialized services will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures.

Both Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 impose broad-reaching prohibitions against discrimination on the basis of disability. As to facilities, a key requirement of both the ADA and Section 504 is program accessibility: programs, benefits, services, and activities provided by public entities must be accessible to people with disabilities. This means that a qualified individual with a disability is not to be discriminated against because the entity's facilities are inaccessible. This does not necessarily mean that all facilities must be accessible. While both laws do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities. A program or service can be made accessible by relocating it, providing it in a different manner, or utilizing some other strategy to ensure that people with disabilities have an equal opportunity to benefit from the entity's programs and activities. People with a variety of disabilities can be impacted by inaccessible facilities. Most obviously, a student working via a distance learning format from a location other than school will not fall under these ADA facilities requirements

however, once on-site instruction occurs, MUSD must make appropriate ADA facilities related accommodations if something is identified as a barrier to accessibility.

MUSD has recently assigned one of our administrators the role of Foster Youth/Homeless Liaison. This individual will case manage students with this designation to ensure their unique needs are met.

MUSD has a qualified English Learner Coordinator who will work with classroom teachers to ensure our EL student's needs are being appropriately supported.

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

Description	Total Funds	Contributing
Purchase of web-based instructional programs to support our teachers to deliver essential standards and to assess their proficiency for the purpose of providing appropriate differentiated assistance (Moby Max, IXL, I Station).	$22,680	Y
Purchase of other web-based platforms to support student engagement (Padlet).	$1,500	Y
Acquisition of computer devices to ensure all teachers and students have access to appropriate technology while in the distance learning platform (400 Chromebooks, 130 iPads, and 36 MacBook Airs)	$242,355	Y
Purchase of "Hot Spots" to support students living in remote areas to have improved access to the internet for their distance learning.	$10,000	Y
Additional printing, paper to support supplemental packet distribution.	$5,000	Y
Food service contribution to support staffing associated with maintenance of the "seamless summer" food distribution process.	$31,000	Y

Teacher stipend to support additional costs associated with on-line instructional delivery (unlimited data upgrades, etc)	$23,500	N
Additional targeted student supports by teachers outside the scheduled instructional day.	$27,300	Y
Purchase online learning delivery platform to support teachers to be able to utilize interactive features while delivering instruction (monitored chat, break-out rooms, etc).	$7,500	Y
Classified support aides to support classroom teachers with large and small group instructional delivery, monitoring of chat and breakout rooms and supporting students with individual needs.	$50,000	Y
Professional Development to support teachers to learn and become proficient with a variety of software platforms to be able to successfully implement distance learning, as well as training and support for hybrid instruction.	$10,000	Y
Additional materials and supplies associated with students being afforded the opportunity to participate in project-based learning.	$32,500	Y
District Instructional Supplies to support distance learning (manila envelopes, mailers, postage, paper, etc).	$10,000	Y
Hire Psych. Technician to provide additional supports and services to students in high needs categories such as foster, homeless youth.	$15,000	Y
Purchase of "Beyond SST" to assist school and district personnel to monitor student progress within or Multi-Tiered Systems of Support	Reflected above in In-Person Supports	Y
Positive Behavioral Interventions and Support (PBIS) access to on-line reward tracking system.	$1,500	Y

Student Engagement, Attendance and Participation student incentives (Student tote bags, pencils, school sweatshirts, etc...	$5,000	Y

Pupil Learning Loss

MUSD is prepared to assess all students to determine their current ELA and math proficiency. Depending on the results, students will be grouped into small learning groups where the assigned teacher and instructional aide will offer targeted instruction via synchronous and asynchronous options within our distance learning model. MUSD will consider providing on-site instruction for students with specific needs as the team finds appropriate. These services would likely be delivered within a 1:1 setting or very small group setting following appropriate distance learning protocols. Our priority phase-in plan will also be implemented over time with the ultimate goal of all students returning to in-person education once community variables and families determine it is safe for their child(en) to do so.

Pupil Learning Loss Strategies

Our assessment results will allow us to appropriately group and differentiate for all levels of learners. Additionally, we are determining the essential ELA and math standards for each grade level and will primarily focus on those essential standards. Classroom aides will be assigned to each class to support the teachers with delivery of instruction as well as to support students as needed.

MUSD has purchased the Moby Max program for our youngest learners (TK-2nd) and IXL for our older learners (3rd-8th). These programs will offer significant supplemental supports in the areas of guided practice, assignments and assessments. We will

develop a comprehensive student engagement/participation protocol and will implement intervention strategies for those who are not participating at an appropriate level. This will include offering specific social/emotional support and family communication.

All students receiving specialized services will continue to receive appropriate supports in accordance with their plan. Progress on goals will be regularly assessed and plan modifications will be made accordingly.

Further, when we return to on-site instruction, we will work with our Expanded Learning (after school) Program (ELP), to offer related interventions and support after school hours. Additionally, MUSD is open to considering a modified summer school program in 2021 to support students who continue to experience learning loss.

MUSD is partnering with United Indian Health, the Yurok Education Program, The Priority Care Center, Humboldt County Office of Education Foster/Homeless Division and the McKinleyville Family Resource Center to ensure that students and families have appropriate out of school support as appropriate.

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.]

In partnership with our teachers, MUSD will conduct routine benchmark assessments to determine student proficiency in ELA and mathematics over the course of the year and will modify the instruction appropriately. The results of such benchmark assessments will help us to determine if our instructional methods are effective at addressing learning loss. We will collaborate in grade level teams to further identify learning loss strategies over the course of the year and will modify and differentiate accordingly.

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

Description	Total Funds	Contributing
Teacher stipend to support additional costs associated with on-line instructional delivery (unlimited data upgrades, etc)	Included under	Y

	Distance Learning	
District Psych. Technician to support high-risk student populations with instructional access, access to food services and community based services as needed.	Included Under Distance Learning	Y
Purchase of web-based instructional programs to support our teachers to deliver essential standards and to assess their proficiency for the purpose of providing appropriate differentiated assistance (Moby Max, IXL, I Station).	Included Under Distance Learning	Y
Classified support aides to support classroom teachers with large and small group instructional delivery, monitoring of chat and breakout rooms and supporting students with individual needs.	Included Under Distance Learning	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

MUSD is currently participating in multiple grant opportunities that focus on the Mental Health and Social and Emotional Well-Being for all students in the district, these grants include the Humboldt Bridges to Success Program, Cal-Well grant, and the Wild Rivers STCG. As part of these grants, MUSD plans to engage in the development of a written District-Wide MTSS with a focus on Tier 1 and Tier 2 behavioral and social/emotional interventions to advocate for policy revisions and/or changes related to intra- and inter-agency referral protocols, District-Wide Tier 2 implementation protocols, and procedures related to Universal Screening. The district will offer professional development to all staff focusing on "Youth Mental Health First Aid", "Student Study Team", and "Equity and Inclusion" during the 2020-21 school year. The district will conduct the Student Risk Screening Scale (SRSS) screenings (or a comparable digital tool), with all schools (three) and all grades (TK-8). MUSD will have a District

Leadership and Site Tier 1 Teams and will attend six MTSS Team trainings (facilitated by Placer COE) throughout the school year in order to create a leadership structure which will build and implement the MTSS with fidelity district-wide. The team will meet at least two times during the fall semester and two times during the spring semester to develop an outline for the written protocol.

The district will continue to work with outside agencies (such as the Humboldt Bridges to Success program) to provide and increase SBMH services. We will analyze and refine district-wide mental health referral protocols to track referrals to school- and/or community-based services. MUSD will analyze and refine the post referral process, following up with district personnel as well as outside agencies to ensure students receive mental health or related services after referrals. MUSD will work towards formalizing and/or strengthening partnerships with Two Feathers Native American Family Services, Humboldt COE Office of Interventions and Supports, Placer COE, Humboldt Open Door Clinic, Humboldt/Del Norte SELPA, and Humboldt Bridges to Success Program. The district will analyze and refine the current Threat Assessment Protocol and include the updated protocol in the Comprehensive Safety Plan. MUSD will continue to investigate potential funding opportunities to sustain such 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.]

MUSD strongly believes in the critical importance of consistent attendance and engagement in school.This is true regardless of whether we are in the distance learning or blended learning model. We want our students to be engaged, interacting, thinking and connecting.Our LCP takes into account all of the recommendations and guidance from federal, state and county Public Health and Education Offices. COVID-19 has presented new challenges in regards to attendance and engagement monitoring. As a result of our learnings from this past spring, along with borrowings from the Sacramento City unified School District processes, MUSD will define student engagement as having three components:

Behavioral Engagement (physical actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.

Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

Emotional Engagement (Motivation and Emotional Response) reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

 The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities.

Re-Engagement Protocol and related tracking sheet utilizing a three tiered system of support.

Re-Engagement Protocal

Level 1 (Any unexcused absence)

- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teacher or other MUSD employee will attempt to make contact with the student and parent/guardian.
- Teachers will create, publish, and inform student and parent/guardian of their grading practices.
- Teachers will provide both synchronous and asynchronous learning opportunities while in distance learning or hybrid learning models.

Level 2 (3 Unexcused absences in a week)
- Students that are deemed 60% absent (per E.C. 43504(f)) from any instructional model will be reported to the school site office.
- As part of the re-engagement strategy, the school site office will attempt to reach out and determine the cause for the absence.
  The Team will;
    - Ensure that communication with the parent/guardian is working, i.e. emails, and internet access

- - - Determine if there is a breakdown in communication and make corrections
    - Determine if the lack of participation is due to a lack of access, and the site will take the necessary steps to ensure the issue is resolved
- Provide Positive Behavior Interventions and Supports (PBIS)
- Ensure expectations for engagement are clear
- Parent/guardian will be informed that continued absences will could result in;
    - A conference with an administrator
    - Attendance Plan through a Student Attendance Review team (SART)
    - Review of additional support options through the SART process (additional time, needs, emotional or mental health supports, medical access, greater academic support, and potential referrals to community resources).

Level 3 (Lack of satisfactory improvement)

- If the re-engagement strategies in Levels 1 & 2 fail to improve attendance, then a follow-up SART meeting will be held.
- School Administrators may develop an Attendance Plan that includes;
    - Joint engagement of Student, Teacher, and Parent-Guardian
    - Positive Behavior Interventions and Supports (PBIS)
    - Clear descriptions of expectations
    - Positive reward system for improved attendance
- Review of family circumstances for possible connection with health and social services
- Meeting with District Student Attendance Review Board (SARB) Representative(s)
- Referral to the regional SARB team, which includes representatives from the Sheriff's Department and the District Attorney's Office

All Levels

Students identified by MUSD as having attendance/engagement concerns will have on file an Attendance Re-Engagement Audit form to track the array of offered supports and interventions.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

We will use the 2012 Food Based Menu Planning (FBMP) for breakfast and lunch regardless of the learning model. Each meal will meet the requirements of the NSLP and SBP. From September 8th through the end of the waiver, we will be using the SSO program to provide free meals to all children 18 and under in the community.

- **Distance learning** meals will be served at each of our District's School sites in a grab and go method. Breakfast and lunch meals will be provided on M-W-F of each week. We will provide 2 day meal bags on Monday and Wednesday and a one day meal bag on Friday. If/when we can not continue the SSO waiver, parents or students will provide the student's name to serving staff before receiving meals. Paid, Reduced and Free students will be counted in our POS system (Etrition). Students will not be overtly identified by their eligibility status. Meals will be served cold with heating instructions.
- **In-person instruction** meals will be served in the classrooms. Staff using carts with transport bags will deliver hot and cold meals to each classroom. We will provide grab and go meal pickup for students engaged in distance learning at each of our District's school sites. (Any children 18 & under using SSO)
- **AM/PM blended learning model**- We will provide grab and go meals for the student's engaged in distance learning at each of our District's school sites (Any children 18 & under using SSO). Breakfast will be provided onsite for the AM cohort, while grab and go lunches will be offered to take home. Lunch will be provided for the PM cohort with a grab and go breakfast offered to take home for the following day. This will ensure that all students have access to meals.

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
15.16%	$1,300,300

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,

Several actions are being implemented across MUSD to meet the requirement to increase/improve services to the above mentioned student groups. Some of these actions already exist within the previous Local Control and Accountability Plan (LCAP) whereas some are unique to the school closure/distance learning context. Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district is distributing chromebooks and iPads to any student in need and will attempt to make hotspots available to some students on a case by case basis.

Specific outreach is being facilitated by case carriers, school psychologists, school counselors, teachers and our student support services coordinator. A district Psych. Technician is being hired to support foster youth, homeless youth and their families to ensure they have instructional access, access to our food service program and community-based supports as needed.

Recent coaching and trainings have been focused on a number of areas that are specifically targeted at supporting the needs of unduplicated students. We are working on the roll-out of Universal Design for Learning (UDL) practices. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking.Our instructional coaches are key leaders in this effort and critical support for our teachers in their quest to see student success achieved.

 Students who are historically less likely to self-advocate or have advocates at home, will have increased access to social emotional supports and access to school based supports such as short-term counseling, friendship groups and more.

Teacher Collaboration is a critical component to our distance learning plan. This time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include

Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1:1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.