

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Modoc County Office of Education	Misti Norby Deputy Superintendent	mnorby@modoccoe.k12.ca.us (530) 233-7101

General Information

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

The Modoc County Office of Education’s mission statement is: Children are the highest priority of the Modoc County Office of Education. Our professional staff will act to ensure that all children are prepared to learn and all students receive exceptional instruction in a safe and conducive learning environment.

The Modoc County Office of Education serves as an intermediate unit operating between the California Department of Education and the schools within the jurisdiction of the County Superintendent. The county office of education’s role as the regional service and support unit for the schools of the county requires the establishment of effective professional relations with local schools, parents, and community organizations to advance education throughout the county. MCOE provides Special Education services to the three school districts in Modoc County and does not operate any schools. As such, those LCP's contain information about services for their students with disabilities and those plans can be found on the MCOE website at www.modoccoe.k12.ca.us.

The effects COVID-19 has had on our county office have been primarily in the area of professional development, supporting local districts with their needs, shifting staff roles to support these needs and program specific needs (state preschool, Expanded Learning Program, Early Head Start). The needs include:

Professional Development

- distant learning
- selfcare
- trauma informed practices
- grading practices
- social-emotional learning
- learning loss intervention

- data collection

Program Needs

- spacing
- supplies for COVID related needs
- employee time to scale up programs (safety plan, program plan, purchasing, preparation)

Stakeholder Engagement

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

Meetings either in person, zoom or phone calls were set for the following dates: 7/20/2020, 7/23/2020, 7/29/2020, 7/30/30. Stakeholders that were invited include parents, students, Community Advisory Committee, Foster Youth Liaison, SELPA Director, SELPA staff, Certificated and Classified employees.

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

Zoom access was provided for each board meetings held on August 10, 2020 and September 14, 2020.

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

Feedback provided by stakeholders included concerns, initial plans and suggestions which is listed below:

Concerns:

- Social distancing concerns and difficulties, difficult for students with high needs.staff needs, letter sounds, trained and have supplies.
- Students having access.
- Aides needing extra support.
- Precautions for schools.
- Having options for curriculum would be helpful if distance learning happens.
- Learning Loss- it will be hard to play catchup with the lost learning, but the focus will be on the core skills as the priority.
- Distance learning does not work for the high needs kids, and it wasn't personal enough.
- Some time will be lost with temperature checks. (May need more support for this)

- IEP Assessment is going to create extra urgency.
- Expectations for school sites and staff.
- Student risk with COVID.
- Students not comfortable with masks.
- Eligibility for special education vs. regression from learning loss.
- Staff want in-person instruction with students with safety precautions.

Plans:

- Handwashing will be a huge focus.
- Chromebooks will be sent home with students.
- Distant learning plans- they were created, but may need to be updated.
- Assessments- MAPP, will be rolled out immediately. Renaissance Learning and teacher assessments.
- Clinical physics will provide training to SELPA staff in the fall.
- Professional development provided by MCOE.
- Use of CSAW as a platform tool to Nearpod as well as Virtual field trips.
- Goal book, and Unique learning which is a modified curriculum to help with distant learning.

Suggestions:

- Pouches for staff and hand sanitizer.
- SELPA staffing and new staffing support.
- Everyone is willing to wear a mask and set an example.
- Sanitation of chrome books.
- Social Emotional Learning professional development.
- Individualized items for students so they are not sharing.
- Focus on SEL for students.
- Trauma Informed Practices.
- Engage students with home visits.
- List of student names who might be struggling, so outreach can be provided.
- Intervention supports.

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

Even though there were concerns voiced around precautions being implemented for COVID, the overall consensus is that staff want to be working with students in-person. Because of this aspects of the Learning Continuity Plan that were influenced by stakeholder feedback consists of the professional development and coaching that will be provided to districts by the MCOE's Continuous Improvement team. Areas of focus will include data support, intervention and remediation, social emotional learning and trauma unformed practices. To support data driven decision making for social emotional learning, MCOE will contract with Kelvin mental health management platform to collect student

feedback and provide additional support by hiring a behavioral assistant. To ensure students are not cross contaminating supplies, MCOE will purchase individualized supplies for students.

On August 10, 2020, a public hearing was held. There was no public comment.

On September 14, 2020, the board approved the Learning Continuity and Attendance Plan.

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.]

Modoc County Office of Education (MCOE) looks forward to supporting our local school districts as they resume in-person instruction for students. Our instructional plan is guided by our focus on students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 during the 2019-2020 school year. We anticipate our SELPA department starting the 2020-2021 school year with in person instruction with targeted instruction that includes intervention support for students who are at a higher risk of continued learning loss. MCOE is committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we have worked with each LEA in developing plans for reopening schools for in-person instruction, hybrid instruction and distance learning. We will also follow the California Department of Health guidelines. Our SELPA and state preschools will follow what each district plan is implementing. MCOE will provide Continuous Improvement Coaches (instructional specialist) to each district, supporting the work in intervention, data collection, student placement, social emotional learning, positive behavioral interventions and supports.

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

Description	Total Funds	Contributing
Continuous Improvement Coach	63,302.00	Yes
After School safety supplies	5,000.00	Yes

Description	Total Funds	Contributing
PPE Sanitation Supplies	10,000	Yes
Additional Behavioral Assistant	32,348.00	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Utilizing the Continuous Improvement coaches, MCOE will support local districts with on call teacher support with instruction, data, and interventions.

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.]

MCOE has worked with Small School Districts Association and California Department of Education in securing devices needed for each school district and the COE. Devices will be distributed accordingly. In the event that a student needs access to internet the COE will coordinate with the district and their technology department to provide access.

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.]

MCOE has no students. However, Modoc County SELPA will work with teachers on distant learning plans, identifying student needs and services based on IEP's and utilize goal book to support their work. In addition, the Foster Youth Administrative Assistant will work with Local LEA's, school sites and teachers to monitor student success.

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.]

MCOE Continuous Improvement Team will provide county-wide professional development to all certificated and classified employees as needed and as requested by each LEA. Current professional development has been in distant learning, social emotional learning, essential standard alignment, and google classroom.

Staff Roles and Responsibilities

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

Due to COVID-19, areas that have affected the roles of the current Continuous Improvement staff include: learning curve in distance learning, a larger emphasis on social emotional learning, intervention support, self-care, additional data collection, and trauma informed practices. In addition, this has changed the who supported districts with differentiated assistance, and low performing students. Their focus for the coming year will require

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.]

Special education services will be coordinated with each program to provide students their services either in-person, a hybrid platform, or distant learning via Zoom with their respective special education teacher and or paraprofessional. To support special education services Modoc County SELPA, will collaborate and coordinate services with each LEA.

Though English learners (ELs) are a very small portion of the SELPA student population, specially designed academic instruction focusing on a teaching approach intended for teaching various academic content using the English language to students who are still learning the English language. Teachers will provide support for ELs by incorporating both Designated and Integrated English language development (ELD) into their daily instruction.

MCOE is committed to supporting foster youth and homeless students. MCOE Foster Youth Administrative Assistant will collaborate and coordinate services as needed with each LEA school site, Department of Social Services, and Modoc County Behavioral Health. Systems will be in place to communicate with school administration and student teachers on supporting student needs in academics, behavior, and social emotional learning. Targeted supported from the Continuous Improvement Coach will occur as areas of significant discrepancies are determined. Bi-weekly communication through zoom calls will occur with students and families to determine if needs are being met or if there are any concerns that need to be addressed.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Modoc County Office of Education (MCOE) looks forward to supporting our local school districts as they resume in-person instruction for students. Our instructional plan is guided by our focus on students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 during the 2019-2020 school year. We anticipate our SELPA department starting the 2020-2021 school year with in person instruction with targeted instruction that includes intervention support for students who are at a higher risk of continued learning loss. MCOE will provide Continuous Improvement Coaches (instructional specialist) to each district, supporting the work in intervention, data collection, student placement, social emotional learning, positive behavioral interventions and supports. Measuring learning loss will occur at each LEA utilizing MAPP assessments, renaissance learning, and identified teacher assessments.

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.]

Professional development is occurring in developing teacher capacity in essential standards, utilizing Universal Design for Learning and implementing social-emotional learning to combat the trauma that may have occurred during shelter in place orders.

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.]

Measuring learning loss will occur at each LEA utilizing MAPP assessments, renaissance learning, and identified teacher assessments quarterly or tri-annually.

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

Description	Total Funds	Contributing
Kelvin	5,600.00	Yes

Mental Health and Social and Emotional Well-Being

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

Continuous Improvement Coaches will be supporting each LEA in the implementation of social emotional learning. Teams for each school site were created in June to support students and staff for the 2020-2021 school year in the areas of social emotional learning, trauma informed practices and positive behavioral interventions and supports. Three areas of focus include staff self care, empower staff to make SEL a priority, and restorative practices for highest needs students. Anticipated areas for SEL needs for teachers/practitioners in the areas of compassion fatigue, explicitly teaching social skills with passion, and healthy self care. In addition, anticipated the SEL needs for students will be in the areas identifying emotions, managing emotions and healthy coping skills. To support this MCOE will be purchasing Kelvin a social-emotional data base program to help with identified needs to support students and staff.

MCOE has offered 2 SEL webinars for teachers and staff in 2019-2020 school year and is providing additional SEL training for the 2020-2021 school year. Our team will continue is working with each site team throughout this year and we are hoping to have another day in the spring with all the site SEL teams together to share practices, successes, and next steps.

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.]

Our SELPA instructional program is designed to promote, encourage, and engage full participation of our students and their families. Our approach to student engagement through our Distance Learning Program includes the following components:

I. Modoc County Office of Education - 3 Tiered Attendance Plan

Tier 1:

1st-3rd day of absence: Teacher makes a phone call to student's home and documents the contact with the student and family.

4th-5th day of absence: Attendance liaison will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.

Tier 2:

6th-7th day of absence: The program administrator will attempt to reach out to family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action.

Tier 3:

8th-10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the program administrator and attendance liaison. A written communication will be left at the residence requesting that immediate contact be made with the program administrator or other authorized MCOE designee. The visit and parent correspondence letter will be documented.

II. Instructional Engagement

Teachers will provide instruction that engages students and promotes daily participation. The use of small group video lessons taught through Zoom will provide an additional layer of continued outreach to our students. Our weekly teacher/ student meetings will further assist our outreach to our students and assist with identifying the specific areas in the curriculum that our students are in need of support. Our interactive distance learning program will assist with mitigating the number of students who advance from our Tier 1 Attendance level to Tier 2 and beyond.

III. Communication- Students/ Parents

Students - Students will engage with lessons and meetings with their teachers daily/weekly. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments, assessments, and projects.

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.]

Because MCOE does not have any schools, there is no lunch program. However, the foster youth administrative assistant will collaborate and coordinate with local school districts to ensure that foster youth, homeless and students with special needs.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
0%	0

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.]

Foster Youth, homeless youth, expelled youth, English learners and low-income students are considered at risk in the areas of academics, behavior and social-emotional/trauma. The effects COVID-19 have magnified these areas. Because of this, MCOE will primarily focus support in the areas of professional development, supporting local districts with student needs, shifting staff roles to support these needs and program specific needs (state preschool, Expanded Learning Program, Early Head Start). The areas of professional development include:

Professional Development

- distant learning
- selfcare
- trauma informed practices
- grading practices
- social-emotional learning
- learning loss intervention
- data collection
- Universal Design for Learning

During our professional development sessions the CI Team specifically calls out the need for teachers to think about these different sub-groups as a primary focus, with the understanding that the strategies that support these students will also benefit the general population. With support from our Continuous Improvement Coaches, and our Foster Youth Administrative Assistant our goal is to support LEA's with closing these gaps for students and addressing the needs.

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

Due to the high populations of English Learners and low-income students in our districts, our professional development and academic support services are principally directed and effective in supporting in the supports they provide.