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: Montecito Union School District
Contact Name and Title: Anthony Ranii, Superintendent
Email and Phone: aranii@montecitou.org, 805-969-3249

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

In March of 2020 Montecito Union School moved to a distance learning program for the remainder of the year with teachers providing live video instruction for a portion of each day and connecting parents to online resources. The 2020-21 school year has also started with distance learning, though much more robust than in the Spring. This was achieved through collaboration with our bargaining unit and engaging stakeholders across our community. Our parent community has been relatively stable, though some families have moved away in order to find schools that could open in person. Many families have also moved into our district to seek stronger distance learning opportunities as well as flee from more densely populated urban areas.

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

All live stakeholder engagement opportunities were conducted via Zoom so that families, staff members (certificated and classified) and community members could participate safely and remotely. Live meetings were summarized and presentations were shared via email so that those who could not attend has access to the materials. All MUS families were given a school device and have internet access. Hotspots have been offered to those with internet challenges and translation in Spanish has been offered and provided. In addition, surveys were sent out via email to engage stakeholders and allow all to have a voice even if they could not attend a live discussion. Pupils were informally engaged through classroom and whole school experiences.

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

At some meetings full remote participation was available. At all meetings community members could make public comments remotely. When meeting in person, social distancing was provided. All local governing board meetings were held simultaneously in person and via Zoom. Community members were invited to submit feedback in writing as well as attend Board Office Hours outside of the regularly scheduled public meetings.
Parents and staff agreed that smaller class sizes on Zoom (and in person) made for more effective teaching. Both stakeholder groups also encouraged small cohorts (individual classes) for in-person instruction. Parents advocated for increasing the number of Zoom minutes while staff asked for more flexibility in what the Zoom “minutes” consisted of (whole group, small group, individual, office hours, etc.). Staff and parents both advocated for COVID testing prior to in-person instruction.

In response to input from stakeholder groups, MUS decreased class size by moving three teachers on special assignment back into the classroom and bring a part-time staff member to full time. Zoom minutes were significantly increased in the new school year reflecting a full day of academic learning and regularly scheduled zooms for 150-200 minutes per day in addition to small group work and individual conferring. In addition, all academic instruction happens with a single classroom rather than multiple, and nearly all specialist areas (art, music, PE, Spanish) occur at the single classroom level as opposed to whole grade levels in the Spring. More flexibility was provided to staff by chunking 50 minute learning sections into direct instruction and small group differentiated instruction. Additionally, staff agreed to an additional 6 -7 hours of afternoon instruction in a differentiated format, primarily working with small groups and connecting directly with families to support distance learning. MUS agreed to test all staff members for COVID-19 prior to returning to in-person instruction and continue to test them every two months. Voluntary COVID-19 tests will be made available to all students.

Continuity of Learning

In-Person Instructional Offerings

To prepare for in-person instruction we have reallocated resources at the school in order to open up more classroom sections. This will allow us to more easily comply with the directive to maintain six feet of social distance, especially when indoors. Moving forward with 26 or more classes allows us to significantly lower-class sizes, and currently all classes are in the 12-16 student range. Additional classrooms will be used and new furniture will allow each student to have their own personal space in the classroom. Students will still participate in PE, music, art, Spanish, and receive lessons from the teacher librarian. Students will continue to receive roughly the same amount of time in these areas throughout the year, but these specialist experiences will be organized differently. We have considered the location, scheduling, use of technology, and organization of these experiences throughout the year to maximize the safety of students and staff. Physical Education classes will take place as normal: twice a week and outside. Music will be taught in one longer lesson each week so that the music rooms can be cleaned between classes. As string classes for second and third graders are taught to half of a class at a time, these lessons will continue as normal (with frequent cleaning). As it is not safe for our one art teacher to interact with all
students, art will be taught via Zoom with instructional assistants providing live support. Spanish will be taught in homerooms in one, longer weekly lesson. The teacher librarian will teach lessons once per week, and will be in person with K-2 and through Zoom with 3-6th grades.

As we welcome students to school, they will participate in a daily health check, which will include a daily temperature check, visual assessment, and a few questions. Handwashing or sanitization will be required before students come into class, before and after recess, before and after lunch, and whenever a student coughs, touches their face, etc. New handwashing stations will come in handy to accomplish this, as well as lots of hand sanitizer throughout the campus. Cloth face coverings will be provided to all students and staff members, though all may also bring these from home and our Board took more restrictive action than required, mandating that all students must wear face masks to attend in-person learning. We will provide cloth face coverings, train students in their use, and encourage their use. Students and staff may also bring their own cloth face coverings.

To further reduce person-to-person contact, we will be eliminating visitors, volunteers, and speakers coming to campus except in the case of emergencies or essential services. Increased cleaning and sanitation protocols have been developed. Additional recess and lunch periods have been added and new practices have been established. Outdoor learning will be encouraged, and windows and doors will be left open to increase air flow. Students are encouraged to dress in layers. Though new shaded areas have been added, students are encouraged to wear a hat with a brim, and bring sunscreen.

MUS is currently serving some special education students in person and is actively pursuing options provided by the small group cohort guidance recently published and will continue to prioritize in-person learning for special education, english learners, and our youngest learners

Our full plan can be seen at http://s3.amazonaws.com/scschoolfiles/1767/final_version_3_mus_covid19.pdf

The social emotional well-being of students is supported through small class sizes and student to adult ratios. Numerous resources have been shared with teachers to support the social emotional well-being of students and in-person instruction will begin each day with a “mustang meeting“ where teachers check in with a morning circle.

Upon return, specific attention will be paid to students most impacted through distance learning (special education and english learners) through the implementation of IEPs and specific 1-on-1 and small group instruction for english learners.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating four additional class sections in order to reduce class size, allowing for 6’ of social distancing in classrooms</td>
<td>$631,080</td>
<td>N</td>
</tr>
<tr>
<td>Purchase of students desks to configure classrooms at 6ft distance</td>
<td>$47,156</td>
<td>N</td>
</tr>
<tr>
<td>Upgrade to outdoor learning spaces including shade</td>
<td>$35,000</td>
<td>N</td>
</tr>
<tr>
<td>Implemented new protocols school-wide per the Santa Barbara County Health Department and the Center of Disease Control regarding physical distance, face coverings, cleaning and disinfecting the building and office areas, including the following:</td>
<td>$146,834</td>
<td>N</td>
</tr>
</tbody>
</table>

Trained all facilities personnel in cleaning and disinfecting areas. Purchased personal protective
equipped/gear for all staff members and face coverings for students.

Purchased electrostatic sprayers and additional PPE for facilities staff

Teste all employees for COVID-19, implemented a daily self-screening process to be completed by each employee prior to coming to campus, including temperate check.

Purchased mobile hand-washing stations to be placed at different locations on campus, as well as foot operated hand-sanitizers.

Prepared an isolation area for staff/students displaying symptoms.

Modified employees’ work areas to include plexiglass barriers and moved staff as needed to assure a minimum of 6ft distance.

Modified staff work room to limit number of staff using the equipment at once, obtained new software to program copy machines for remote printing to avoid in person usage.

Purchased additional instructional materials for students to avoid sharing

### 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.]

Montecito Union School (MUS) students have transitioned to distance learning due to school closures. Students participate in both 1) live learning opportunities and 2) extension activities that students completed independently. Students utilize district-provided technology. Teachers and instructional assistants conduct these experiences from their homes, though they do have access to district technology and materials. Learning continues according to the Common Core State Standards. MUS has worked with the teachers’ union to reach agreement to move our calendared professional inservice day to the day before we re-open for in person learning in order to ensure continuity of instruction between remote learning and in-person learning. Attendance during MUSatHome is mandatory for all MUS students, and daily attendance is taken. The majority of Zoom sessions are conducted within a single class setting. That is, in most lessons, the same classroom teacher that taught a class of students during “in person” instruction teaches that same group of students during Zoom instruction. These Zoom lessons would occur five days a week. Students will continue to benefit from the same curriculum that is used in person (BRIDGES mathematics, reading and writing workshop, etc.). Students also continue to participate in specialist classes (physical education, music, Spanish, library, and art). In some cases, this instruction would occur in larger groups than a full class. For example, a physical education lesson could be taught to two classes of students who have been brought into the same Zoom experience. Instructional assistants
are present in the Zoom lessons as well. This not only can assist in answering student questions and promoting positive engagement, but
can also assist in allowing for “breakout rooms” during which some students are working with the teacher and, just as is the case with “in
person” instruction, some students are working for a time with an instructional assistant. In addition to Zoom lessons, students will be asked
to complete independent assignments. To promote this, teachers have the ability to send home materials once a week (and to collect
student work that has been completed). Students with special needs are served according to their Individualized Education Plan Goals. This
may include regular attendance in the Zoom sessions, alternative Zoom sessions, alternative educational services, in person services, or a
combination of all of these. Each student’s case manager will contact students’ families with plans should MUSatHome be necessary.
English language learning support continues, as does work on Individualized Education Plan goals. Support is given to students by a
reading specialist, math specialist, counselor, and numerous instructional assistants. Grade-wide and school-wide social opportunities are
organized for students through Zoom.

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. ]

All MUS students have been provided with a District device (Laptop for grades 3-6 and iPad for K-2) and charger (families also received
these for the end of the 2019-20 school year). Any families without Internet access have been asked to contact the District for assistance.
We have regularly shared the contact information of our technical support team and they have actively worked with families to resolve any
technical issues as well as our front office staff and administrators. Teachers note when students drop from Zoom sessions and contact
families for support. Families have also been provided with multiple avenues to receive technical support (email, phone, and how-to
resources).

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. ]

All teachers are providing 100-150 minutes of direct instruction each day, followed by small group work and individual instruction. Each
teacher connects via Zoom or phone with each family each week to discuss student progress, engagement and the quality of their
participation. Teachers use a variety of methods to assess student learning including summative and formative online assessments, analysis
of shared writing, and 1-on-1 assessments via Zoom with students including reading inventories. Each teacher requires students to submit
daily assignments and grades assignments based on a rubric to measure participation and time value of student work. Attendance is taken
each day. Participation is measured informally both through attendance and the successful completion of assigned work. Because teachers
meet with families weekly, unsatisfactory participation/attendance is addressed swiftly.

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. ]

Each teacher received four days of professional development prior to the start of the school year as well as an optional additional two days
over the summer. Topics included use of Zoom, teaching remotely, the Google suite, and refining curriculum and pedagogy for remote
learning. In addition, MUS has purchased Teachers’ College reading, writing and phonics virtual resources to support literacy in remote learning. In addition, numerous other technological platforms have been purchased to support learning remotely (virtual math manipulatives, online books, etc.). Staff members benefit from the same robust technical support that our families have, including email, phone calls, how-to resources and a “tech ticket” system where work orders and support requests can be formally submitted.

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

The MUS Board authorized a “Distance Learning, Independent Study, and Home Hospital Care Teacher on Special Assignment.” This credentialed teachers supports families with students for whom Zoom does not work well. The teacher collaborates with families and connects them with resources in order to support a learning at the direction of the family with guidance from an MUS teacher. Students participate in daily live interaction with the credentialed teacher and submit assignments to prove progress towards academic standards.

MUS also transitioned three specialist teachers (MTSS, mathematics and technology) to a typical classroom setting in order to provide smaller student to teacher ratios for both learning and safety. We also transitioned a part-time employee to full-time in order to add another section, and then filled the vacant part-time position. In addition, many other staff members have had small adjustments to their job roles as a result of distance learning. Many staff are assisting with our weekly materials pick-up, prioritizing technology support, and preparing facilities for in-person instruction.

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.]

Learners with unique needs receive a variety of supports during distance learning. Students with IEPs continue to receive services described in their IEPs, though the format may look different. Through collaboration with case managers, teachers, and families, students may receive 1-to-1 or small group instruction whether to support IEP goals or English language learning support. Instructional assistants and teachers use breakout rooms and are dedicated to assist specific students while on zoom. Our reading specialists provides small group and 1-on-1 services to young struggling readers via Zoom. In addition, MUS is currently serving some special education students in person and is actively pursuing options provided by the small group cohort guidance recently published and will continue to prioritize in-person learning for special education, english learners, and our youngest learners. MUS currently does not have any foster care or homeless youth.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</table>

California Department of Education, July 2020
Title I Reading Intervention in small groups and 1-on-1 with the reading specialist, serving language learners and low income students in addition to students struggling to make progress $149,042 Y

English Learner language support provided by two certificated staff members in small group and 1-on1 settings $124,565 Y

Creation of a part-time MTSS staff member to support learners $19,378 N

Purchase of upgraded Zoom licenses for staff that allows for the use of breakout rooms and additional features, $4,018 N

Art materials purchased to be sent for home use during distance learning $10,000 N

Extra folders and bags purchases to assist with our weekly Friday materials pick up $1,353 N

Purchased new student devices to support distance learning $65,191 N

Staff technology upgrades such as document cameras, iPad stands and more to support distance learning $2,500 N

**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.]

MUS has lowered its already low class average with all classrooms having between 12 and 16 students. These small ratios allow teachers to assess learning loss and provided targeted support where needed. MUS uses the Teachers’ College framework for literacy to assess learning, including leveled reading running records and writing rubrics and teachers use this information to form small groups and design interventions. In addition, all students are administered the DIBELS and interventions are provided based on the data. BRIDGES benchmark and unit assessments are administered in mathematics to also identify and address gaps in learning. Our English Learner specialists is using the ELPAC to assess and identify supports for English Learners. Students are assessed informally on a daily basis and regular (every few weeks) assessments are administered in the classrooms.

**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.]

A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, MUS has lowered its already low class average with all classrooms having between 12 and 16 students. These small ratios allow teachers to assess learning loss and provided targeted support where needed. Each teacher also has an assistant so that small group work and individual differentiation can occur through the normal course of learning. In addition our reading specialist, english learner specialists, and MTSS specialist pull students in small groups and individually to provide differentiated instruction.
MUS hired and planned for a summer school program that was shut down by the government just days before opening. Staff was still paid and materials were ordered. Students enrolled in summer school received a summer workbook curriculum.

Low income and English learner students are supported through additional interventions including 1-on-1 and small group sessions with our English learner specialists and reading specialist. Students with IEPs may receive instructional assistant support (when dictated by the IEP) as well as small group and 1-on-1 instruction with their case manager. Students with IEPs continued to receive speech and counseling services.

MUS does not currently have any foster or homeless youth.

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.]

MUS continues to assess and monitor benchmark data such as reading level, DIBELS data and performance on mathematics benchmark assessments. Additionally, intensive intervention students may qualify for an online reading program called Lexia. Qualitatively, a committee called the “Go Team” meets regularly to reflect on current practices and plan for improvement and is constantly analyzing our systems of supports in efforts to better serve students. Our parents and staff are regularly surveyed as well, giving us important information on the perception of the effectiveness of our services.

In addition, MUS continues to purchase Dreambox differentiated math software to support students with learning loss (a self-paced and responsive program that meets students where they are). A full time reading specialist continues to work 1-on-1 and with small groups over zoom for the students struggling most in the primary grades. MUS purchased virtual units of study and resources specifically to support teachers and students in a distance learning model. The District also hired a Modified Distance Learning Program teacher to support individual families who find the Zoom schedule difficult. She meets daily with students and weekly with families, providing them with resources and suggestions to support their learning.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Dreambox for at home differentiated math learning and practice</td>
<td>$7,505</td>
<td>N</td>
</tr>
<tr>
<td>Title I Reading specialist providing targeted reading intervention</td>
<td>$149,042</td>
<td>Y</td>
</tr>
<tr>
<td>Virtual Units of Study purchased to provide independent language arts instruction and practice</td>
<td>$6,128</td>
<td>Y</td>
</tr>
<tr>
<td>Summer workbooks for students enrolled in summer school</td>
<td>$1,563</td>
<td>Y</td>
</tr>
<tr>
<td>Approval and implementation of the modified distance learning program teacher</td>
<td>$184,334</td>
<td>N</td>
</tr>
<tr>
<td>Virtual Learning Without Tears</td>
<td>$2,158</td>
<td>N</td>
</tr>
</tbody>
</table>

Mental Health and Social and Emotional Well-Being
At MUS, we support the social/emotional well-being of students and staff in multiple ways. We have our 'Morning Mustang Meeting' each day, in which we provide tools and skills to help develop the Habits of Mind, lessons from our School-based Counselor around self-care, self-regulation, care for others, breathing strategies and more. Our School-based Counselor will push into classes to teach all students about empathy, mind-body connection, and building relationships. As staff participate in the lessons with students, professional development is embedded into the learning opportunity. We also share articles, videos, and other resources to staff for their professional growth. In addition, individual students receive one-on-one and small group counseling based on staff and parent referrals. For parents, we offer 'Counselor Chat' meetings to discuss the social/emotional well-being of their child and how to provide support. Our School-based Counselor is also available to support staff. In each classroom, our teachers lead Mustang Meetings to build a community of support to one another. These dialogue circles provide Tier I emotional/social support for all students.

Pupil and Family Engagement and Outreach

Classroom teachers take daily attendance in the first morning teaching session and front office staff calls to inquire about the reason for any absences. Any parents sharing a non-typical reason (reasons other than illness, etc) are referred to the classroom teacher and administration to liaise with the family and seek solutions and alternatives, including educating parents on our modified distance learning program and other options to promote attendance. Our school still follows typical protocol for tiered and progressive interventions for unexcused absences including the sending of letters when certain numbers of absences are reached as well as mandatory conferences and meetings with administration. Translation services in Spanish are available when needed.

School Nutrition

Through partnership with the Santa Barbara Unified School District, all families on free and reduced lunch were informed that they may go to any of the sites listed below to pick up a meal for their child/ren as well as provided a link to Santa Barbara Unified’s lunch services website.

Grab & Go breakfast and lunch available at the following sites from 11:30 am to 1:00 pm, Monday-Friday
For in-person instruction, MUS will continue to provide its standard lunch program consisting of a variety of meal choices meeting state and federal guidelines.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time MTSS position</td>
<td>Part of music teacher’s full time equivalency dedicated to MTSS work</td>
<td>$19,378</td>
<td>Y</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.59%</td>
<td>$72,081</td>
</tr>
</tbody>
</table>
### 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.]

As MUS considered various resources available during distance learning, priority was given to English Learners and low-income students. Our English Learner Specialists were directed to support English Learners prior to other job expectations such as MTSS interventions. In addition, as MUS is actively considering new policy around small group cohorts, english learners and low-income students will receive priority consideration for in-person instruction in addition to special education. English learners receive additional small group and 1-on-1 support from our specialists to provide more English modeling and direct instruction targeted at their need based on various assessment data, including the ELPAC. In addition, the District is investigating self-directed language learning software to support at home learning via technology.

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

All Montecito Union School (MUS) students, including English learners and low-income students, have access to high-quality distance learning opportunities as well as breakfast and lunch at no cost to them. Please see the sections below for more information.

English learners continue to receive direct instruction to support their language development. These sessions are conducted by the same highly-experienced and fully credentialed instructors that taught them during normal school operations. These may take place as individual sessions or in small groups. MUS instructors have provided translation services upon request to families who needed support to access both the English language instruction and the high-quality distance learning opportunities.

MUS currently has no identified foster youth. MUS continues to provide supports to students in need, and this is particularly true of low-income students. These services depend on student need, but may include support from a reading specialist, school counselor, small group instruction, or one-on-one instruction.

Students which have an Individualized Education Plan (IEP) are given a range of supports according to their needs. This could include modification of high-quality learning opportunities, targeted instruction through Zoom according to their IEP goals, sessions with a resource teacher, sessions with a speech teacher, support from an adaptive physical education teacher, or support from an instructional assistant. Annual IEP Meetings continue, including transitional IEPs for our 6th grade students. In this way, all students with special needs are well served.