



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
Shoreline Unified School District	Bob Raines Superintendent	bob.raines@shorelineunified.org (707) 878-2225

General Information

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

The LeCAP for SUSD has been informed by the relative isolation and exceptional needs of our community. Serving 500 students, spread across 450 square miles connected by rural roads, the District has always understood that measures employed by less rural districts would not meet the needs of our students and families. Limited access to broadband signals, high percentages of English Learners and families which qualify for the Federal School Lunch Program all combine to present special challenges. A high percentage of the heads of family in SUSD attendance area are relatively low-paid essential workers, creating greater hardships for our families.

With these considerations in mind, the District has developed a plan that incorporates all staff and many in the community to personalize our support for families and to provide support for more than our students' academic needs, but also for basic needs, such as providing meals and access to social emotion support and other social services.

Stakeholder Engagement

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

Given the restrictions appropriately in place to stem the spread of COVID-19, all efforts for stakeholder feedback have been virtual. Certificated and Classified staff have been engaged via regular meetings of the Fall 2020 Planning group, invitations to Board of Trustee presentations, and periodic short surveys. Likewise, parents and family members have been represented that the Fall 2020 Planning group meetings by our Family Advocates, have been part of specific virtual parent meetings, and have been invited to the Board presentations. Families, students, and staff completed periodic surveys to help inform the District's plans.

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

All public meetings and public hearings have been posted on the District Website with Zoom links.

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

The following is a summary of feedback was provided by stakeholder groups;

Certificated Staff;

- A desire for equity to be at the heart of all decision making processes
- Health and safety to be paramount in planning
- Appropriate accommodations be available for staff who need them
- A robust and easily utilized learning platform for distance learning
- Time for collaboration and professional development
- Sufficient essential protective equipment (EPE) available for all staff
- SEL support for students is essential
- Childcare will be an issue for some staff members

Classified Staff;

- A desire for equity to be at the heart of all decision making processes
- Health and safety to be paramount in planning
- Appropriate accommodations be available for staff who need them
- Continuity of pay for staff members whose services may be curtailed due to the pandemic
- Time for training on new procedures and protocols
- Sufficient essential protective equipment (EPE) available for all staff
- Child care will be an issue for some staff members
- Some classified staff do not have devices or sufficient broadband at home

Parents and community members

- Access to robust and consistent broadband for their children
- Health and safety to be paramount in planning
- More than one option for families who may not be willing to return to in-person learning at the same time as other families

- Support for access to social services
- Social emotional support for their children
- Support for parents to ensure their children are able to complete their work at home
- Families understood expectations
- Communication was clear
- Virtual connections supported SEL
- Wanted more direct instruction
- Home instruction was a challenge
- They want kids back on campus
- A significant % of families not sending kids back until vaccine
- Busing will be necessary for at least half of our students
- 70-80% of our heads of family are essential workers

Student input

- Zoom/Google Classroom/Seesaw worked well
- Teachers were available to help and answer questions
- Frequent communication and consistent schedule were helpful
- It was distracting to work at home
- It was difficult to remain motivated at home
- It was harder to understand a new concept learning online
- They want to return to school

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

Two distance learning tracks are offered to families; a track that will remain remote until January 2021 at the earliest and a transitional track that will return to in-person instruction when Public Health lifts the restriction.

Small, discrete cohorts of fifteen or less at all grades, taught by all teachers of the District.

EPE and specialized cleaning equipment stocked and available at all sites.

Restrictions in services (i.e. cafeteria and transportation) to ensure safety for students and staff.

Development of Learning Hubs for students who do not have reliable broadband access

Phased in return to in-person instruction.

Identified options for staff COVID-19 testing every two months (Kaiser, Marin County Public Health)

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.]

Transitional Cohorts returning to site five days a week when possible
 Development and implementation of the School Site Specific Protection Plan procedures for all sites.
 Designation of Public Health Liaisons and alternates for all sites.
 Assessment of all students for learning gaps, prior to return to in-person instruction, through purchased digital instruction platform (Acellus).
 Purchased new student desks to support appropriate physical distancing
 Purchased new hydro-static cleaning equipment for buses and school sites
 Reassignment

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

Description	Total Funds	Contributing
Purchase new, single student desks to promote social distancing in classrooms	\$48,069	No
Purchase hydro-static cleaning equipment to rapidly clean school buses and student/staff restrooms	\$19,734	No
purchase additional EPE to supplement that supplied by Marin County EOS	\$8,546	No
Contracted with 360 Therapies for 5/days week school nursing services	\$98,430	No

Distance Learning Program

Continuity of Instruction

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

All students have been assigned to a discrete cohort, instructed by a certificated teacher. Approximately 20% of our students are in "remote-only" cohorts which will remain in distance learning until January 2021 at the earliest. The remaining 80% of our students are in "transitional" cohorts, which will phase back to in-person instruction when allowed by County Public Health. The curriculum offered in the two tracks is identical. Planning, professional development, instructional minutes, expectations for synchronous and asynchronous instruction, attendance and engagement accountability are all identical for the two tracks.

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 students have been provided a wifi capable device (iPads in TK through 3rd grade, chromebooks in grades 4 through 12). Families have been extensively surveyed, and if they do not have access to broadband in their home, a hot spot acquired from the Marin Free Library has been provided to them. The District is working with the Marin County Office of Education and the Marin Promise Partnership to provide community learning hubs for students needing improved access or adult supervision. The Administration has engaged County of Marin and our local Supervisor to extend robust broadband to underserved areas of the District

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 take attendance at the start of each learning period, and record it in the SIS. Teachers also assess all students regularly for their engagement with instruction, which is also record in the District SIS.

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.]

All certificated staff have been provided professional development in the Acellus online curriculum.

Targeted staff have participated in the professional development for the AVID program.
Asynchronous professional development from Dominican University and the County Office of Education is available to all staff
All staff have access to Common Sense Media for digital citizenship and online safety instruction
Ongoing professional development will be offered to all staff in online curriculum.

Staff Roles and Responsibilities

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

All principals will serve as Public Health Liaisons

All “teachers in charge” will serve as Public Health Liaison Alternates

All certificated staff have been assigned discrete cohorts (either “remote only” or “transitional”), including music, spanish, and PE teachers, as well as Literacy Coaches and the ELD Coordinator.

All staff will be responsible for initial cleaning of their learning areas

Specific classified staff as listed below:

- District Mechanic: Daily clean high touch areas of vehicle(s)/equipment being repaired, and/or working space in shop.
- After School Program Coordinator: May be asked to perform student health surveys on a daily basis. May be asked to enter data relating to daily COVID-19 student surveys and temperature check records to the District Office (District Clerk) as required.
- Administrative Secretary: May be asked to enter data relating to daily COVID-19 student surveys and temperature check records to the District Office (District Clerk) as required.
- Family Advocate: Communicate with parents and/or guardians regarding students who have been placed in isolation rooms during the school day. Communication with parents about the current health of their student(s) who are on campus.
- District Clerk: May be asked to report data relating to daily COVID-19 student surveys and temperature check records to State and/or County agencies as required. May be asked to contact parents regarding the health status of their students, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations. May be asked to work in conjunction with the Family Advocate with regard to the Family Advocate making telephone calls to parents.
- Skilled Maintenance: Installation and maintenance of COVID-19 related fixtures on work sites. May be asked to perform additional maintenance (with proper training) on HVAC system. May be asked to set-up COVID-19 isolation rooms for students who come to school exhibiting symptoms of COVID-19 or who begin to exhibit symptoms of COVID-19 after arrival at school, including maintaining overflow isolation rooms, and all amenities necessary for the wellbeing of students and staff in the isolation rooms, i.e., potable water and an isolation toilet room which will not be utilized by others. (This duty may only be performed without the presence of students/staff exhibiting COVID-19 symptoms).

- Para Educator II Spec Ed: May be asked to take assigned student temperatures, secure completion of in class student health surveys, and/or supervise student hand-washing/hand sanitizer utilization for prevention of COVID-19, provide relief for other Para Educator II Spec Ed. May be asked to help wipe down and disinfect classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Monitor students in isolation rooms. Assist in distribution of meals to students in classrooms. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet).
- Para Educator II (Library, Art, Reading, Computer): Art/Reading - May be asked to help wipe down and disinfect items within the classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet). Library -May be asked to deliver books from library to classrooms; track decontamination cycle and sanitize books/book cart before being sent out, and after being returned to the library. Provide library instruction in classrooms and to remote learning students, including via interactive technology.
- Bus Driver: May be asked to perform new COVID-19 related tasks, including temperature checks (if required by Public Health), surveys, recognition of symptoms, and maintaining social distancing on the bus. May be asked to deliver meals. Bus Drivers may not be asked to transport students who are exhibiting symptoms of COVID-19, including but not limited to transportation to isolation rooms/centers. May be asked to perform additional bus deep cleaning tasks associated with COVID-19 prevention, including but not limited to electrostatic/fogging (provided equipment and instruction are provided).
- Food Service Manager: May be asked to designate delivery instructions for boxed meals being sent to classrooms and/or for delivery via District buses.
- Para Educator I: May be asked to take student temperatures, escort students to the school office/quarantine area, secure completion of student health surveys, and/or supervise student hand-washing/hand sanitizer utilization for prevention of COVID-19. May be asked to help wipe down and disinfect classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Assist in distribution of meals to students in classrooms. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet).

Sub Service: May be asked to add health survey/questionnaire completion for substitutes; May be asked to distribute printed information about COVID-19 protocols to prospective substitutes.

- After School Program Assistant: May be asked to perform temperature checks, and student health surveys on a daily basis, and report the same to the After School Program Coordinator.
- Food Service Lead: May be asked to designate delivery instructions for boxed meals being sent to classrooms and/or for delivery via District buses.
- Maintenance/Custodian: May be asked to perform additional deep cleaning tasks associated with COVID-19 prevention, including but not limited to electrostatic/fogging (provided equipment and instruction are provided). May be asked to clean and disinfect COVID-19 isolation rooms for students who come to school exhibiting symptoms of COVID-19 or who begin to exhibit symptoms of COVID-19 after arrival at school, including maintaining overflow isolation rooms, and all amenities necessary for the wellbeing of students and staff in the isolation rooms, i.e., potable water and an isolation toilet room which will not be utilized by others. (This duty may only be performed without the presence of students/staff exhibiting COVID-19 symptoms).

- Groundskeeper: May be asked to provide cleaning of outdoor tables, playground fixtures, etc. and other high touch areas on the grounds which are outside the Custodian's area of responsibility.
- Food Service Assistant: May be asked to deliver meals to classrooms at their assigned work site.

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.]

Every family has been contacted repeatedly to assess their connection and technology needs. Devices have been provided to all students and hot spots have been provided to those with a need. Community Learning Hubs are being developed.

Students with special needs are provided all IEP mandated services in a number of ways, including personal online and telephone communication, both from Education Specialists and Special Education Paraeducators. The District has purchased licenses for Presence Learning, a dedicated online platform to facilitate online special education assessment and delivery of one-on-one therapeutic services. Distance Learning Plans were created and provided for all families of students with IEP's in the spring, and new DLP's will be distributed this fall.

All communications to families are translated into Spanish.

All curriculum and instruction is delivered utilizing appropriate ELD practices, including scaffolding, pre-teaching, and small group instruction as indicated, with a focus on key academic vocabulary.

The District partnered with Marin County Health and Human Services and the SFMarin Food Bank to provide groceries to identified families, along with school meals, during the summer, and will continue with this partnership into the new school year with the support of the cafeteria and transportation staffs.

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

Description	Total Funds	Contributing
Purchase of Presence Learning Therapy Platform	\$11,950	Yes
Provide and Deliver school meals and food bank groceries in the summer and fall of 2020	\$236,338	Yes
Purchase of Acellus online curriculum	\$23,732	No
Purchase of Apex online curriculum	\$5,528	No

Description	Total Funds	Contributing
Purchase of Discovery Science online curriculum	\$16,612	No
Purchase of Zoom Pro for all staff	\$12,000	No
Purchase of chrome books for students	\$16,480	No
purchase of technology for staff (lap tops, etc.)	\$15,574	No
Purchase document cameras for on-line instruction	\$31,143	No
Purchase SeeSaw platform for TK-3 On line instruction	\$935	No

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.]

Assessments of student achievement relative to the California State Standards in English/Language Art, English Language Development and mathematics will be conducted for all students as a part of the Acellus online curriculum.

The Benchmark ASsessment System of the Fontas and Pinnel program will be utilized as well.

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.]

Results of the assessments cited above will be evaluated by teacher professional learning teams, and specific instructional strategies will be identified that incorporate accelerated instruction to ensure that students will not continue to lag in relation to the CA State Standards. Students who are English learners will be provided specific, targeted instruction to address their language development needs, in particular with their ability to understand and use academic vocabulary, and to comprehend complex text. Results for low income students, students experiencing homelessness and foster youth will be disaggregated and evaluated for trends that may be different than those of other students, and appropriate targeted instructional strategies that emphasize acceleration will be implemented. Assessment results for students with exceptional needs will be evaluated by Special Education staff in addition to their general education teachers. Educational specialists provide recommendations for instructional accommodations as well as curricular modifications in response to these assessments and other assessments related to the students' IEP's.

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.]

Continual formative assessments will be conducted by all teachers. Results of the formative assessments will be discussed in the professional learning teams, where teachers will collaborate in the development of instructional responses, academic interventions and revised curriculum.

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

Description	Total Funds	Contributing
30% of the cost of Acellus, Discovery and Apex dedicated to assessing student learning gaps	\$13,762	No

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.]

The Shoreline Wellness Team (composed of four school counselors, one school psychologist, the site principals and the superintendent) meets monthly to discuss school wide efforts and efforts targeted for specific students or populations. Professional development from a number of sources (Sandy Hook Promise, Marin County Office of Education Wellness Committee, and others) are provided synchronistically to all classroom staff. All classroom staff have implemented “morning meetings” and other social emotional check in strategies for their students.

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.]

Instructional staff (both certificated and classed) reach out to students who have not connected for their daily lessons.

Attendance is taken at the beginning of each lesson period, and recorded in the SIS.

Office staff follows up with students' families when students are not online, often helping trouble shoot internet connections.

Teaching staff report student engagement in the SIS at the start of each learning period.

Data is gathered at the start of each learning period regarding students' attendance and engagement (as defined in SB 98), and collected in the SIS.

Students who are absent or not engaged with academics will be provided a range of support and services in three tiers as appropriate for their individual situation.

Tier One:

- Automated phone call home
- Office staff follow up phone calls

- Weekly engagement report to parent or guardian

Tier Two:

- School Attendance Review Team (SART) meeting
- Referral to counseling services
- Direct outreach to parents/guardians to share the use of the AERIES Parent Portal

Tier Three:

- Student Success Team (SST) Meeting
- Administrator conference with parent
- School Attendance Review Board (SARB) meeting
- Referral to on-site only instruction as allowed by public health

School Nutrition

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

All eligible students received school meals during the summer, which were delivered weekly to their home or bus stop by the cafeteria and transportation staff, along with groceries from the SF Marin Foodbank.

With the resumption of the school year, school meals have been delivered to all eligible students and to students whose families have requested it, on a daily basis. The delivery of groceries from the SF Foodbank has been interrupted due to the County Parks Department's involvement with wildfires in the area. Those deliveries will resume in the near future.

When in-person instruction is again allowed.

When the District resumes in-person instruction, students in the remote-only cohorts will receive a weekly school meal delivery (ten meals). Students who transition to in-person instruction will be provided "take away" lunch and breakfasts, individually packaged, and delivered to their classrooms.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	purchase of Parent Square home-school communication platform (integrated with SIS to provide additional means of home-school communication, including completion of daily health screenings).	\$4,500	No
Distance Learning Program	Postage for families unable to connect to online channels for communication, schoolwork distribution, etc.	\$333	Yes
Distance Learning Program	Zoom business accounts (60)	\$12,000	No
In-Person Instructional Offerings	Rearrangement of office space to create quarantine rooms (dedicated circuits for relocated copiers, etc.)	\$1,000	No

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
16.59%	\$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.]

Throughout the planning process, the Fall 2020 Team has held equity and health and safety at the core of every conversation and decision. The impact of each action on students from low-income families, students who are English learners, and/or foster youth has been considered at each point of the conversation and for each step of the plan. Direct outreach was made to all families, with particular emphasis on communicating with families of English learners and low-income students in their home languages. While all families received an email blast and automated phone calls, families of English learners and low-income students received personalized phone calls. Appointments were made, if necessary, for the family to come to school, with appropriate distancing and other precautions to ensure that they had the necessary devices, access, and information.

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

The District provided school meals throughout the summer and into the fall for the families of low-income students, including for children who were not yet school age. The District partnered with the Marin County Department of Health and Human Services and the SF Marin Food Bank to distribute fresh food and staples to any family that expressed a need throughout the summer and into the fall. The District is developing Community Learning Hubs for selected low-income students and English learners who may not have robust broadband access, parental supervision, or a dedicated space at home for their online learning. Internet Hot Spots are provided for families who do not have home internet plans for sufficient access to broadband. The District maintains very low cohort sizes, from 10-15 students per cohort, to enable cohort teachers to provide direct individualized instruction, especially for English learners, and low-income students.