

# 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

Due to the COVID-19 pandemic, Unity has had to close its campus for on campus instruction and learning. The community in which Unity lies has been hit hard by the pandemic, with a large number of COVID-19 cases in the county. Unity’s student population is made up of students living across Orange County, with the majority of students traveling from Santa Ana and Orange, cities with high COVID-19 numbers. Many of Unity’s parents are essential workers, which has resulted in Unity students staying at home to assist with sibling child care, supporting with home responsibilities, and ensuring they are in charge of their own learning.

## Stakeholder Engagement

Stakeholders have been participating in open Zoom meetings between LEA administrators and families regarding updates, analysis of learning formats, parent surveys, input on communication and learning methods, and distance learning orientation occurring at least twice a month throughout spring and summer 2020.

At this time all public meetings and public hearings have been conducted remotely via ZOOM, Google Meets, and through parent surveys.

Currently, stakeholders are generally grateful for the LEA’s continuous communication, and keeping student, family, and staff health at the top of its priority list educationally and safety wise. Parents also communicated appreciation for the clarity of the distance learning orientation as well as the LEA’s responsiveness through the first weeks of school.

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

Stakeholders validated the need for both policy development and training by professionals. Moreover, parents affirmed the need to purchase new school technology and tools required for online monitoring of student learning.

# Continuity of Learning

## In-Person Instructional Offerings

When it is safe to return to campus, Unity will offer a hybrid model for students to be on-site 1 day a week and gradually increase the amount of days students may return to campus until it is possible to have full capacity on campus. To ensure this is done safely Unity will need to purchase more PPE, hand sanitizer, plexiglass barriers, additional cleaning supplies, labor, and the cost to develop all COVID-19 related policies and training as it relates to safely returning to school.

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

Description	Total Funds	Contributing
Disposable Face Masks (150 mask package * 80 * \$40)	\$ 3,200	Y
Hand Sanitizer Large Bulk (50 * \$35)	\$ 1,750	Y
Plexi Glass Barriers (500)	\$950	Y
Clorox 360 Sanitizing System	\$9,500	Y
Additional Cleaning Supplies Labor (4 * \$620 a month*9 months)	\$22,320	Y
Development of COVID-19 related policies and training (\$250 an hour * 8 hours of attorneys)	\$2,000	Y

## Distance Learning Program

### Continuity of Instruction

At this time, all classes will be delivered virtually through synchronous ZOOM sessions lasting 90 minutes each. Students will be able to continue their class schedules normally, as though they were on campus. Unity will continue to offer block scheduling, with 3 classes occurring each day, Mon - Thurs. Staff are also available for 'student hours' for students Mon - Thurs after school to get additional support and interventions. Additionally, for students who need to complete their schooling asynchronously due to family situations, all lessons will be recorded and provided for all students via Google Classroom. Teachers will make themselves available to support students accessing their learning both synchronous and asynchronously through Zoom.

## **Access to Devices and Connectivity**

All students have been distributed Google Chromebooks to ensure they have access to devices. Should issues arise with devices, Unity will ensure that students are provided with a replacement device. Families have been contacted to ensure that there is connectivity at home for students. This has been verified by 95-100% student engagement the first week of school. If connectivity is lost, Unity will provide resources and hotspots for families in need.

## **Pupil Participation and Progress**

Teachers in the LEA will take attendance during their live synchronous sessions each class period and each day. Teachers will also check for students arriving late through the waiting room feature to ensure accurate attendance is tracked. Teachers will also keep track of pupil progress on asynchronous work to ensure that all pupils are participating either synchronously or asynchronously. In Unity attendance trackers, they are broken down by the day and the method of participation is also denoted for each students, each period, of each day.

## **Distance Learning Professional Development**

During the summer, all staff were provided with 7 full days of professional development in addition to summer planning to prepare for summer learning. Topics included: Development of Unity Distance Learning Signature Practices, pacing guides and curriculum development, student engagement strategies, grading policy updates, Family curriculum, social emotional learning framework, etc. Additionally, professional development continues throughout the year with support specific to distance learning.

## **Staff Roles and Responsibilities**

New duties as they relate to COVID-19 have been taken on by all Unity employees, as there has not been any new hiring since the pandemic started. The administrative assistant has been the essential worker handling business in the office, while keeping visiting families in their cars, distributing devices, collects paperwork, etc. Another classified staff serves lunch once a week to families who drive through the parking lot to pick up the weekly lunch bag.

## **Supports for Pupils with Unique Needs**

Students with unique needs are all being provided with differentiated lesson plans by each content teacher and within the family teacher's class. Students who scored a 1 on the ELPAC have been placed in a specified ELD course to help meet their learning needs. Unity does not have any students in foster care or experiences homelessness. Students with disabilities are provided with push in support by the instructional aid and education specialist in addition to additional services through Zoom.

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

Description	Total Funds	Contributing
Chromebooks (50 chromebooks * \$350)	\$ 17,500	Y
Google Classroom Licenses (50 * \$25)	\$ 1,250	Y
College online licenses instead of shared textbooks (65 students *150 * 2 semesters)	\$19,500	Y
Hotspots if needed for families (\$250 * 47)	\$11,750	Y

**Pupil Learning Loss**

All students at Unity will be provided with benchmark exams in English and math within the first three weeks of school to ensure learning gaps and areas for remediation is identified. Remediation for English, Math and ELD will occur in the academic classes both synchronously and asynchronously. In addition, remediation will occur during “Student Hours” that are offered Mon-Thurs for one hour each day. These hours are offered by all teachers on a rotating schedule to ensure students can get support both in the the content area and also generally with their English, Math and ELD skills. Professional development sessions occur each Friday and

**Pupil Learning Loss Strategies**

Unity has already created Honors and College Prep (non Honors) sections for English and math courses. The school also has a section of ELD provided to students with a level 1 score on ELPAC. Differentiation inside each of these classes and sections will occur on a daily basis. Moreover, teachers will use independent breakout rooms to support and target students’ needs individually while the class is in session and students are completing independent work.

**Effectiveness of Implemented Pupil Learning Loss Strategies**

Effectiveness of the services and supports will be measured by: student benchmark performance in each of the above subjects, student benchmark growth, academic grades, academic growth, engagement rates, ELPAC performance, Smarter Balanced results (if applicable), etc.

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

Description	Total Funds	Contributing
New Common Core Math Curriculum including remediation	\$ 3762	Y
New Common Core English Supplemental Curriculum including remediation	\$4200	Y
New ELD Curriculum	\$ 365	Y
NWEA Benchmark Assessment to target knowledge, remediation, and growth	\$4,800	Y

## Mental Health and Social and Emotional Well-Being

On Friday's, Unity students have a 2 hour block called 'Family' this is where we address and support the mental health of students and social emotional well being of students. This year we have implemented a year-long Social Emotional Curriculum into Family where students will learn about the 5 competencies and strategies to help cope with the the trauma and impacts of COVID-19. Professional development and learning communities will meet on Fridays to plan, refine, discuss and improve this learning experience for students.

## Pupil and Family Engagement and Outreach

Pupil and Family engagement has several tiers. After teachers take live attendance each period of each day continually tracking when students enter their online learning classroom. The administrative assistant makes phone calls home to families on the day the student was absent. Family teachers will also engage with parents weekly using Parent Square to provide academic grade checks and overall check-ins on each student.

## School Nutrition

Unity will be serving lunch 1 day/ week to our families who wish to pick it up. Lunch will be served from 11:30 am-12:30 pm outside of the school. Unity surveys families once a month to ensure accurate numbers of lunch are being ordered and distributed.

## 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
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20%

\$

## 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.]

Each student that is an English learner and/or low income was called personally by administration to assess the technology needs, learning environment and connectivity for the individual students. Additionally new common core and ELD curriculum was purchased to ensure that the ELD curriculum was available and accessible online through distance learning.

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

Through the early identification of students and purchase of aligned online learning tools and hardware, the services of English learners and low income students are being improved to ensure they experience personalized learning through distance learning offered in English, Math, ELD, science, and history.