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
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General Information

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

The community of Marcum-Illinois Elementary School, like every other in the country has been impacted by the COVID-19 pandemic. A normally static population has seen movement due to job and housing loss. Families have moved out of the district and families have moved into the district to double up in homes with family members. A relatively small homeless population has doubled. Parents are coping with job loss, trying to work while monitoring distance learning, and supporting the social emotional needs of their children.

The pandemic has had a significant impact on the LEA as well. Normally MI has a very low mobility rate among students. Due to job and home losses students are leaving school and students are entering school. Many of these new students have academic and behavioral needs. Financial impacts include an increase in costs to provide technology in the form of Chromebooks and Hotspots to students. Also, the added cost of personal protective equipment (PPE) for staff and students and increased cleaning and supplies to clean. There has been a social emotional toll on staff as well. In addition to the stressors of the pandemic and working from home, staff is feeling the loss of the "home" we have at Marcum.

Stakeholder Engagement

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

Marcum-Illinois began holding stakeholder engagement meetings in the spring of 2020 in person, through surveys, and through phone calls to solicit input into school closure and Learning Continuity Plan. Stakeholders were encouraged to email the school, comment through our website, or use the Facebook page to submit input. We utilized our email system, website, and Facebook page to inform parents about opportunities to give feedback, ask questions, and receive timely information. The following stakeholder groups participated in the review and planning process for the 2020/21 Learning Continuity and Attendance Plan:

Board of Trustees

April 20, 2020 – the Board received updates on the school's response to Coronavirus

May 11, 2020 - the Board received updates on school closure, school cleaning and sanitizing, and preliminary reopening plans

June 8, 2020 - the Board received update on the school's response to Coronavirus and reopening, results of the parent survey

August 10, 2020 - the Board received update on the school's response to Coronavirus and approved the Reopening Plan

<u>Parents/Guardians</u>

Survey - June 2020

Phone calls – July 2020

Survey – August 2020

<u>Staff</u> (Marcum-Illinois does not have a Bargaining Unit)

Survey - June 2020

Individual meetings – July 2020

<u>Students</u>

Survey – August 2020

<u>Parent Advisory</u>

Virtual meeting – September 8, 2020

<u>ELAC</u> (we do not have 21 English learners so do not have an ELAC)

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

Meetings of the Board of Trustees and stakeholder meetings are held in-person as allowed by public health and meeting agendas and notices include the procedure by which the public may observe the meeting and offer public comment. When required by public health, meetings are held virtually.

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

Parents/guardians responded to an online survey asking for input on the spring distance learning experience and fall reopening. Seventy-four percent of parents were either Very Satisfied or Satisfied and 25.9% were Neutral. Families felt that the student workload was Just Right (67%) and that teacher and school communication were also Just Right at 93% and 98% respectively. Several resources and

practices stood out as working well for families: Zoom meetings; the teacher's availability, enthusiasm, and helpfulness; work packets; and communication. Barriers included: parents working from home and not knowing how to work with their child; students not being interested or engaged in Zoom meetings and Zoom meetings for multiple grade levels being scheduled at the same time; having multiple children but one device, having trouble with, or no internet service; and kids not interested and unmotivated. In regard to reopening, 72.2% of parents plan to send their children to school with 11.1% being undecided. A majority (77.8%) of parents want school to open as normal as possible. Slightly over half of the parents surveyed do not want their children to wear masks or be socially distanced from their peers. Parents were surveyed again in August with a focus on technology and reopening. One hundred percent of the 82 families who responded to the survey planned to have their child participate in distance learning and will send their child(ren) to school once schools were permitted to return to in-person instruction. Almost 31% of parents reported insufficient internet to support distance learning and 77% of families needed to borrow a device. Families continued to be concerned about the social-emotional effects of social distancing, mask wearing, and distance learning.

Nine teachers responded to an online survey sent by the Sutter County Superintendent of Schools Office. Of the respondents 67% had no barriers to working from home although 2/9 did not have reliable internet at home. Teachers had the technology they needed to complete their work and felt confident using the technology to support distance learning. Teachers accessed professional development offered by the district (67%) and the county (44%). All of the teachers who responded to the survey felt school leaders had been helpful resolving challenges related to distance learning. Interactions with colleagues were positive and frequent with only 1/9 feeling a lack of connectedness. Resources and practices teachers found helpful during distance learning: Google Classroom, Zoom and being consistent with learning platforms and types of assignments. Only 22% of the respondents felt confident they can help struggling students in a distance learning setting. Additional professional development needs include: how to teach parents to work with their children, effective distance learning instructional strategies, online engagement, additional technology resources. When school reopens teachers think students will need support in: reestablishing routines, anxiety management, and coping skills.

Students

Parent Advisory

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

The Learning Continuity Plan (LCP) was developed based on State requirements and stakeholder input. Specific stakeholder input from Parents/Guardians regarding the success of Zoom meetings during the spring school closure and the need for help for struggling students, resulted in daily virtual lessons, 60 minutes per day of live virtual support sessions with the teacher, and the use of support staff within classes and with individual students as part of the distance learning plan. When we return to classroom-based instruction, care will be offered (72.2% need before school care and 97.2% need after school care). Seventy-six percent need transportation so we have included that in our Reopening Plan. Stakeholders reported technology needs, almost 31% of parents reported insufficient internet to support distance learning and 77% of families needed to borrow a device. These needs were taken into account within the Access to Devices and Connectivity section of the LCP.

When developing the Learning Continuity Plan, MIUSD analyzed stakeholder input and the impacts instructionally and financially on the school and community. Stakeholders expressed concerns about distance learning due to the number of children in the home, parents needing to work outside the home, amount of time required to have students on digital devices for instruction, and student engagement and learning loss during distance learning. As a result, Marcum-Illinois will apply for a waiver to allow for such instruction and created a reopening plan which outlines the processes in place for a safe return to regular classroom-based instruction for all students, every day. Stakeholder concern about the social emotional effects of social distancing and mask wearing, were considered in the In-Person Instructional Offerings section of the LCP.

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.]

Marcum-Illinois and its stakeholders believe classroom-based instruction is best for students. When classroom-based instruction is permitted, class sizes allow for full-time instruction for all students Monday-Friday, while following county health department guidelines for social distancing.

Staff and students will be asked to take temperatures and answer the COVID-19 screening questions at home and then will have temperatures taken before entering school grounds. Adults and students in grades 3-8 are required to wear masks and students in grades TK-2 are encouraged to wear a mask. Arrival/drop off times are staggered and routes for entry and exit will allow for one-way flow and help minimize contact.

Centers for Disease Control & Prevention cleaning and disinfecting guidelines will be followed. The guidelines include: cleaning high touch points (door handles, light switches, bathroom surfaces, etc.) throughout the day.

Staff will teach and reinforce washing hands for 20 seconds with soap, rubbing thoroughly after application, and using paper towels to dry hands thoroughly or using hand sanitizer:

- After coughing, sneezing, or blowing the nose
- After being outside
- Before and after using the restroom
- After having close contact with others
- After using shared surfaces or tools

Students will wash their hands or use hand sanitizer upon entering the classroom. Students will use their own individual supplies and should not share with other students. Shared equipment is limited and regularly disinfected throughout the school day. Classroom drinking fountains are not accessible (water bottle can be filled). Class sizes allow for social distancing in most grade-levels so those students will be

socially distanced with desks separated appropriately. In classes where social distancing is not feasible, students will be distanced with desks separated as much as possible and face shields will be worn. In all classrooms excess furniture will be removed to allow for more distancing of students. All students will remain in their classroom for instruction, the teachers will rotate classrooms to provide instruction if necessary. Additional details can be found in the Marcum-Illinois Reopening Plan, available in the office.

When students return to classroom-based instruction they will be taught grade level content using standards-based, adopted curriculum in all core subjects as well as social emotional learning (ELA: Wonders for K-5 and StudySync for 6-8; math: GO Math! for K-5 and CPM for 6-8; science: we will be piloting programs throughout the year in various grades (Studies Weekly, TCI, IQWST) and social studies: Studies Weekly for TK-5 and National Geographic for 6-8. As teachers find skill gaps, they will deliver just-in-time instruction in those skills.

We follow an assessment cycle of systematic assessments: At the start of the school year, in winter, and again in spring, students in grades 1-8 participate in standardized, grade-level appropriate universal screening in Language Arts, Mathematics using NWEA MAP, SEL using KELVIN; At the start and end of the school year, students in grades 1-8 are given a San Diego Quick assessment to determine reading level; Four times per year (start of school, end Trimester 1, end Trimester 2, end of year), students in grades 1-8 are given Oral Reading Fluency assessments to determine correct words per minute and accuracy. Students in grades K-2 are given a Basic Phonics Skills Test (BPST) and a Sight Word Reading assessment.

Benchmark tests are analyzed for critical grade level standards and students are identified for service. Students scoring at or above grade level (Benchmark) will fully participate in the core curriculum with specific short-term re-teaching interventions and classroom differentiation offered as needed. Students in need of support (Strategic) will receive small group re-teaching interventions in the classroom and students in need of intensive intervention (Intensive) will receive individual or small group intervention.

The vice principal monitors all universal and progress monitoring assessments and works with teachers and support staff to plan and deliver Tier 1 instruction in grade level standards and intervention to fill in the gaps. Students participating in intervention have their learning tracked over time to determine if learning is occurring. Periodic progress monitoring assessments are given and adjustments to intervention are made.

A parent portal gives parents access to their child's attendance and grades as well as sends missing assignment notifications. Parents are strongly encouraged to set up their parent portal and assistance is available for any parent having trouble with the set up.   Teachers monitor parent use of the portal and reach out to parents to support the set-up and use, then send home grade reports for at risk students if their parents are unable to use the portal.

If school closure is mandated by the Local Health Officer, the district will resume distance learning. Parents will be appropriately notified by text, phone call, or email through our messaging system.

Actions Related to In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]
For each action related to in-person instructional offerings, please enter the following information in the table:

- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and

Description	Total Funds	Contributing
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate, MAP)	$6,000	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	$41,510	**Y**

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.]

A cornerstone of the Marcum-Illinois' Distance Learning Plan is the use of the same standards aligned, currently adopted curriculum as used during classroom-based instruction. This alignment supports expedient transition between distance learning and classroom-based instruction.

A Learning Management System (LMS), Google Classroom or SeeSaw, is used in both distance learning and classroom-based instruction. However, in distance learning the LMS becomes the digital classroom where lessons, assignments, messages, and communication happen. Teachers use instructional tools including but not limited to: Zoom, SeeSaw, Google Meet, Google Classroom, Flipgrid, Jamboards, YouTube, as well as print materials to deliver instruction and engage with students.

Following health department guidelines, teachers and parents met one-on-one outside for 15 minutes so teachers could give parents class materials and show them how students log on to the LMS. Virtual Back to School Night video presentations for parents covered class schedules, a review of the curriculum, and discussion of class expectations and routines. Each teacher held a 60 minute evening Zoom session for parents to ask questions prior to the start of distance learning. The connectivity of all students for distance learning was supported by loaning Chromebooks and providing hotspots for students without adequate internet service.

Teachers use Zoom and their LMS to deliver instruction for ELA: Wonders for K-5 and StudySync for 6-8; math: GO Math! for K-5 and CPM for 6-8; science: piloting programs; and social studies: Studies Weekly for TK-5 and National Geographic for 6-8. The use of adopted core curriculum and standards drive instruction and make sure students are growing toward the next grade level's expectations and ensure consistency between classroom-based instruction and distance learning. Distance learning schedules mirror classroom-based schedules (see Table 1 for times). Lesson format and academic expectations for distance learning are consistent with those in classroom-based instruction.

Table 1

Grade Level	ELA	ELD	Math	Science	Social Studies	Social-Emotional	PE	Additional Live Support
TK/K	30	30	30	30		30	30	
1-5	60	20	30	30	30	30	30	60
6-8	60	30	30	30	30	30	30	60

Teachers make short-term and long-term plans using curriculum-based pacing guides. They monitor and support student access to the curriculum through the LMS. Students not engaging in distance learning are referred to the Reengagement Team. Students with IEPs or 504 plans are provided with supports to meet their individual needs and special education staff works in with the classroom teacher to support student learning. English learners receive designated and integrated ELD services.

When classroom-based instruction resumes, parents will be given appropriate notification.

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.]

In March 2020 when schools were ordered to move to distance learning, families were asked to complete a Technology/Internet Access survey to determine optimal learning platforms and needs of students. Based on the results, 74 Chromebooks were loaned to students for use during distance learning. Due to our rural nature and scarcity of internet hotspots, MI opened a Guest Network at school in an effort to provide an internet option to families. If desired/necessary, families could stay in their cars in the parking lot and access internet. Along with an online option, paper packets and materials were available for weekly pickup during the meal pickup time.

August 2020 survey data and information garnered from individual phone calls was used to plan for the technology and connectivity needs of families for distance learning in the fall. As a result of this survey, 159 Chromebooks were loaned to students for use during distance learning and 60 hotspots were provided to families without adequate internet access at home.

GoGuardian was purchased to allow the district technology coordinator to monitor connectivity and the appropriate use of websites visited by students. This program also allows the district to track devices and check if a device is working as well as monitor time spent on task and student engagement. Teachers can filter content, push out websites directly to students, monitor online activity, and communicate with students. The district continues to use the district internet filtering system to monitor websites that students access.

The district regularly monitors technology and connectivity needs of students and provides Chromebooks and hotspots to families as needed. We recognize that a family's ability to access the internet throughout the school year may change and therefore we continue to communicate with parents regarding changes in needs.

As part of the Technology Policy, additions have been made to include distance learning and the digital devices that are loaned to students. Each student and parent must read and acknowledge that they understand and agree to the requirements 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.]

Student attendance is taken and monitored using the student information system, Alma. Teachers use a Student Engagement Record to record live contacts, and if instruction was synchronous (live) or asynchronous (recorded videos/student work) for each day. This log is completed daily, signed at the end of the week, and turned in to the vice principal who works with the teacher and parent to develop supports for at risk students. The attendance clerk maintains these weekly logs for audit purposes.

Using experience and the planning guides in curriculum materials, teachers assign time value to each piece of student work. This time value is included in the title of the assignment in the gradebook. GoGuardian allows teachers to view a student's online activities as well as time spent. Several technology platforms and tools allow teachers to track student attendance at meetings (Zoom) and view who watches a video(Loom) as well as insert questions within a video (Loom) so students can not advance until the question is answered correctly.

Each afternoon teachers or support staff call the parent of any student who did not engage in distance learning for the day. If a student misses three days in a week or 60% the reengagement process starts (see Pupil and Family Engagement and Outreach section).

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.]

Professional development and support have always been a priority and continues to be during this pandemic. Professional development includes blended coaching, county support, and on site collaboration as a means to refine the implementation of the CA standards, frameworks, and materials in ELA/ELD, mathematics, science, and social studies with an emphasis on online learning for all students, including unduplicated pupils and individuals with exceptional needs. As a result of the pandemic, additional professional development in social and emotional health has been added. Staff is continuously surveyed to determine their need for PD and support and is ongoing throughout the year.

Professional development for teachers includes: training in Google Classroom, GoGuardian, and Alma; how to facilitate online learning sessions; and setting up a virtual classroom. Training for all staff includes social emotional topics (see Mental Health and Social and Emotional Well-Being section) and safety protocols.

Staff Roles and Responsibilities

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

As a result of distance learning, roles and responsibilities for some staff have changed. Changes in roles were based on employee strengths and weakness and the needs of the school. The bus driver has shifted to instructional aide and custodial duties and daycare staff has shifted to instructional aide duties. To meet the academic and social-emotional needs of students all instructional aide staff are assigned to classrooms to support students during lessons, work with small groups or individual students, and follow up with students who are not engaged in learning. The vice principal assigns, trains, and monitors instructional support staff.

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.]

All students, including English learners, students with exceptional needs, pupils in foster care, and pupils experiencing homelessness are regularly assessed according to our cycle of systematic assessments (see In-person Instruction section). For any students, but especially for those with unique needs, targeted intervention is given by the classroom teacher with additional support given by an instructional aide.

Daily schedules and the Student Engagement Record are used to document daily designated ELD and integrated ELD for English learners and intervention services for all students experiencing learning loss. Special education logs are used to document interaction with students receiving special education services.

The vice principal monitors the attendance system and Student Engagement Records for attendance and grades of ALL students including English learners and students receiving special education services. She also uses MAP, curriculum embedded assessment data, and grades to determine if English learners, students with exceptional needs, students in foster care, or students experiencing homelessness need additional supports. If additional services are needed she works with the teacher to plan and deliver support to the student.

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

Description	Total Funds	Contributing
Professional development for all staff on evidence based instructional strategies during distance learning, distancing learning instructional tools, utilizing data to make instructional and programmatic decisions, using effective feedback to improve achievement for struggling students including during distance learning.	$1,500	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	See In-person Instruction section	Y
Devices ($7,539) and hotspots ($31,752) to support connectivity for students during distance learning	$46,830	Y
Upgraded 4 teacher laptops so they can provide instruction to students during distance learning.	$3,048	N
Device and internet monitoring system (GoGuardian)	$1,965	N

Description	Total Funds	Contributing
Three additional contract days for teachers/coach to develop virtual learning classrooms and for PD	$13,454	N
Learning Management Systems/Programs to support distance learning (Zingy Learning $340, Kami $1,200, Zoom $1,800, SeeSaw $240)	$3,580	N
Individual supplies for students to have at home while distance learning	$671	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.]

Marcum-Illinois assesses ALL students at the beginning of each school year and throughout the year using a comprehensive assessment system. A cycle of systematic assessments is followed by each grade level. By mid-September students are assessed using NWEA MAP, SEL using Kelvin, San Diego Quick, and oral reading fluency. These assessments are repeated in early February and again in May. Based on results of the data, teachers determine at-risk students in need of intervention. Skill deficiencies across the entire class are taught during whole class live instruction. Teachers monitor and reassess students on an on-going basis to determine if other deficient skills need to be taught during live instruction. Daily live intervention sessions mitigate 2019/20 learning loss and prevent additional learning loss.

Curriculum based assessments on grade level standards are administered to ALL students according to publisher pacing guides and student readiness. Illuminate, a data and assessment system, is used to administer assessments similar to Interim Comprehensive Assessments, Interim Assessment Blocks, and ELD assessments. Results from all assessments are compiled in Illuminate to get a complete picture of each student's progress on grade level standards.

At the end of the 2019/20 school year teachers identified students who were not actively engaged during distance learning and students who struggled during distance learning. During the beginning of the school year professional development meetings, staff reviewed the identified students with the 2020/21 teacher and vice principal. During the first week of distance learning staff reached out to each of these students to make sure they have the technology and connectivity necessary to fully participate in distance learning.

All teachers have office hours every day to ensure any students who miss instruction or are needing assistance have a resource for help. In addition, instructional aides schedule individual and small group meetings with students who need assistance. English learners, students with disabilities, foster youth, and students experiencing homelessness are monitored closely and scheduled for intervention time as soon as they are struggling to master grade level standards.

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.]

The primary means of addressing learning loss and accelerating learning for pupils is through tiered instruction delivered during synchronous (live) instructional time. During regular whole class instruction, all students receive standards-aligned instruction focused on priority standards. This allows for a deeper focus on key skills and concepts that are critical for the next grade level. As teachers assess learning loss and their students' learning needs, they adapt this instruction and also schedule small group sessions. These sessions are provided through synchronous, small-group instruction and are based on student needs. Students who require more intensive support are provided one on one instruction through individual sessions. The small group and individual sessions focus on prerequisite skills students need to successfully master the content. Strategies used during small group sessions to address learning loss and accelerate learning progress include but are not limited to: early intervention, increased peer discussion, spaced practice over time, increased use of visual input, and breaking information into smaller units.

Students receiving special education services receive additional support identified through their Individual Education Plan (IEP) and English learners receive 30 minutes of ELD designated instruction daily. Foster youth and students experiencing homelessness are provided tutoring services through the school, based upon needs identified, as well as services through Sutter County Superintendent of Schools Office.

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.]

Monthly the vice principal meets with each teacher to review every student's progress in grade level standards or filling in skill deficits, the weekly engagement of students, as well as grades. The most at-risk students are identified and scheduled for intervention and support. If the student is currently getting intervention, the fidelity and attendance of that intervention is evaluated. Changes in intervention may result. The LMS and Student Information System (SIS) are used to directly communicate to parents. For students at-risk for two consecutive months, a meeting is scheduled with the parent. These students are also placed on a Student Study Team (SST) watch list.

All data is housed in our SIS system, data and assessment system, or LMS. Weekly engagement logs track frequency of intervention and gradebooks within the SIS track grades. Parents have portal access to the SIS system for grades and attendance.

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

Description	Total Funds	Contributing
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate, MAP)	See In-person Instruction section	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	See In-person Instruction section	Y

Description	Total Funds	Contributing
Academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities) (aides)	$98,930	Y
On-line benchmark and progress monitoring system (FastBridge)	$1,850.00	Y

Mental Health and Social and Emotional Well-Being

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

Marcum-Illinois has invested in Kelvin, an online tool for quickly monitoring dimensions of school climate and social emotional learning for students, staff, and parents. For students, weekly "Pulses" (short, quick to answer questions) pop up on their LMS and for parents and staff they are emailed or sent through text messages. Based on their answers, the system may prompt students to reach out to an adult on campus which can be done right from Kelvin.

Reports to administration include how things are going overall, key insights both positive and otherwise, strengths and biggest opportunities to improve, common topics, and comments provided. Also included are suggested actions to respond to the results and make changes where needed.

Professional development activities are on-going and aligned to ever-changing needs. We offer a menu of PD options for staff that include podcasts, articles, and on-demand webinars.

Tier 1 Supports

Tier 1 supports are universal supports for all students and selected based on the needs of all students.

- Virtual or In-Person Morning Meeting - A scheduled time when students and educators greet each other, check-in, and learn important skills before starting the day. Topics include positive self-talk, mindfulness, staying organized, or showing kindness. Teachers also check-in with individual students throughout the day.
- Weekly instruction on the topics: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is delivered using various materials.
    - Second Step, Steps to Respect, Mindfulness, Character Traits

Tier 2 Supports

Tier 2 supports are targeted supports for some students for whom Tier 1 support are not sufficient.

- Referred by teachers or administration
- Small group

- Led by a Tier 2 Mental Health Provider

Tier 3 Support

Tier 3 supports are intensive supports for a few students for whom Tier 1 and Tier 2 support were not sufficient. Services might include individual or small group with a Tier 2 Mental Health Provider or the school psychologist.

Supports for Staff

Supports for staff include:

- Virtual "get-togethers" – lunch, coffee, birthday celebrations
- Weekly PD activities
- On-Demand Webinar – Yale Center for Emotional Intelligence: *Managing Anxiety Around COVID-19*
- Distance Learning Playbook – Chapter 1 Take Care of Yourself
- On-Demand Webinar – *Mindfulness Strategies for Adult and Student Wellness*

Resources for Parents
Remote Learning SEL Resources: https://apertureed.com/family-resources/
Publication: Low Cost – No Cost Services in Sutter-Yuba Counties

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 is not engaging in instruction and is at risk of learning loss.]

The vice principal monitors all student attendance and weekly engagement logs and along with classroom teachers determines root causes of attendance problems. Each afternoon teachers call the parent of any student who did not engage in distance learning for the day. If a student misses three days in a week or 60% the reengagement process starts. (Table 2)

Table 2

Tier	Definition	Re-engagement Strategies

1	Students attending school regularly	Positive relationships, engaging school climate, clear and consistent communication between school and families
2	Students attend/engage moderately (60%)	Phone calls home, informational postcards, training with technology, provide device for distance learning (as needed), referral to outside agencies, attendance letters 1 and 2
3	Students attend 40% or less	Schedule meeting (SART) to discuss student attendance and/or participation, schedule SST if needed, attendance letter 3
4	Unreachable students; no contact of engagement	Home visits, referral to outside agencies, short term independent studies contract, SARB

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.]

Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion, Meal Preparation, and Cleaning and Sanitation protocols.

Promoting healthy hygiene practices apply to all staff and students and include: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting signs on how to stop the spread of COVID-19.

In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated; employees have been trained on health and safety protocols, including correct application of disinfectants, and maintaining physical distancing.

As part of the updated standard operating procedures gloves, masks, disposable aprons, and other supplies are readily available. Only 1 person works in the cafeteria to prepare and serve meals so social distancing is not an issue.

Classroom-based Instruction

In addition to the previously mentioned safety protocols, other changes have been made to the food service program for classroom-based instruction. Mealtimes are staggered to allow for cleaning between meal services and to serve students in smaller groups. Sneeze guards and partitions have been installed at the food line and point of sale location. School lunch items are packaged to allow for easy selection. Students are served on disposable trays with disposable utensils. Food will be delivered outside the classroom and students will be dismissed a few at a time, maintaining social distance, to pick up their meal. Food will not be shared with other students

Distance Learning

Marcum-Illinois operates a "Grab and Go" pickup at the school campus each Wednesday between 1:30-3:30 and deliveries on Wednesday afternoons to district families who are unable get to the school to pick up meals. Staff, trained in food safety procedures, assemble meals that meet all nutritional guidelines and are equipped with gloves and face coverings when handling food. Parents drive through the parking lot and stay in their vehicle while staff members wearing face coverings and gloves hand out five breakfasts and five lunches per child.

Information regarding meal service was sent to parents through email, posted on the school's webpage and on the school's Facebook page and posted on the window of the school office.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Online system to support student and staff social-emotional wellbeing and development (Kelvin)	$2,500.00	Y

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
9.38%	$135,277

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.]

Several actions contribute to the increased/improved services for foster youth, English learners, and low-income students and their needs were considered first. Some existed in the previous Local Control and Accountability Plan and will continue and some are unique to school closure/distance learning.

Actions specifically related to school closure/distance learning include safety when reopening, connectivity, and social-emotional health. MIUSD secured safety equipment such as Plexiglass sneeze guards, hand sanitizer, gloves, face masks, signs for social

distancing, and posters to remind students to socially distance and frequently wash hands. These safeguards ensure we can safely return to classroom-based instruction when it is deemed safe by the California Department of Health. Foster youth, English learners and low-income students may not have the academic support necessary for distance learning and need to return to in-person learning as soon as possible.

In order to engage all students in distance learning, Marcum-Illinois purchased additional Chromebooks and acquired hotspots for students who lack the bandwidth necessary to learn from home. When returning to classroom-based instruction students will keep the Chromebooks and will use them in both classroom-based and distance learning. This ensures students will not share resources, creating a safer environment of classroom-based instruction. While individual Chromebooks and hotspots benefits all students, it especially benefits Socioeconomically disadvantaged families by providing access to technology that they might not otherwise have, so they can engage in school, even from a distance. This ensures equity for all students.

The purchase of Kelvin, a social-emotional screener, allows administration to quickly access data including how things are going overall, key insights both positive and otherwise, strengths and biggest opportunities to improve, how different groups are performing, common topics, and comments provided. This program benefits all students but will be felt most by our students with unique needs. By frequently and quickly taking the "Pulse" of students, staff, and parents we are able to take quick action when needs arise. Underrepresented students and families now have a confidential easy way to have their voices heard.

Actions from the existing LCAP that are being implemented for all students and increase or improve services for unduplicated students in the 2020/21 school year include:

Data Management/Assessment/Intervention

A comprehensive data management and assessment system supports instructional planning/delivery, ensures continuous improvement, and identifies students in need of intervention to mitigate learning loss and close the achievement gap. Support staff supports students and provides small group and individual intervention to students, including low-income, English learners, foster youth, and students with disabilities.

Coaching/Professional Development

The vice principal acts as professional development coordinator and coach. Her recent work has been focused on coaching teachers as they support the needs of all students with an emphasis on unduplicated students. In addition, the VP engages with teachers in a collaborative review of data, student work, and planning instruction that best meets the need of students who demonstrate learning loss or who have unique needs. This includes English learners, foster youth, students with disabilities, and students experiencing homelessness. This work is aimed at addressing learning loss and accelerating growth for students demonstrating the most need.

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

Services and resources were examined to not only maintain the quality of the school program but to find ways in which the

programs and services could increase and improve for foster youth, English learners, and low-income students. For all students to fully participate in distance learning, the distribution of devices and hotspots was a priority. Providing Chromebooks for students and hotspots for families in need was necessary to eliminate the social economic gap. For many families, this marks the first time technology with internet access is consistently available in the home. Additional programs and services principally directed for these student groups include: intervention services; and additional personnel focused on supporting students and engaging their families.