

**MARCUM-ILLINOIS UNION SCHOOL DISTRICT
LCAP APPROVAL BOARD MEETING**

AGENDA

Monday, September 28, 2020

6:00 pm Open Session

Cafeteria: Social distancing required

2452 El Centro Blvd.

East Nicolaus, CA 95659

Meeting facilities are accessible to persons with disabilities. Anyone who is planning to attend the board meeting and is visually or hearing impaired or has any disability that needs special assistance should call the Superintendent/Principal at the District Office at least 48 hours in advance of the meeting to make arrangements. Public comments submitted by email to the district by Monday, September 25th, at jimmie@sutter.k12.ca.us will be read to the board.

1. CALL TO ORDER, PLEDGE OF ALLEGIANCE

2. ROLL CALL

Alan Menigoz, President
Jennifer Taylor, Clerk
Jill Bramhill
Jeff Moore
Keith Turner

Present

Absent

3. APPROVAL OF THE AGENDA

Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

Motion _____ Second _____ Vote _____

4. WILDCAT COMMUNITY CONTRIBUTOR AWARD: None

5. SOUTH SUTTER CHARTER SCHOOL

5.1 no update

6. SUPERINTENDENT'S REPORT

6.1 No update

7. CONSENT AGENDA

Any item on the Consent Agenda may be considered separately at the request of a board member.

7.1 Approval of Minutes: Sept 14, 2020

Recommendation: Approve Consent Agenda

Motion _____ Second _____ Vote _____

8. ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION

Motion _____ Second _____ Vote _____

9. INFORMATION ITEMS

9.1 District Reopening Waiver Update

10. ACTION ITEMS

10.1 Approval of Inter-district Transfer Students to Marcum-Illinois UESD

Motion _____ Second _____ Vote _____

11. COMMENTS FROM THE PUBLIC

“No action or discussion shall be undertaken on any item not appearing on the posted agenda except the Members of the Board or the Marcum-Illinois Union Elementary School District Staff may briefly respond to statements made or questions posed. As the Board discusses agenda items, audience participation is permitted. The president will recognize those members of the audience who wish to speak. If necessary, each person wishing to speak will be asked to identify himself prior to speaking. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The president shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Generally, the president will ask board members for their remarks prior to recognizing requests to speak from the audience. At the president’s discretion, agenda items may be considered in other than numerical order.” Board Policy (Bylaws) 9323

12. NEXT BOARD MEETING

- **September 28, 2020** **Special Board Meeting for Learning Continuity Plan**
- **October 12, 2020**

13. CLOSED SESSION

- *Government Code Section 54957.6*
Conference with labor negotiator
Name of negotiator: Jimmie Eggers
Unrepresented employees: Certificated Employees/Classified Employees
- *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*

14. REPORT OUT FROM CLOSED SESSION

Motion _____ Second _____ Vote _____

15. ADJOURNMENT

MARCUM-ILLINOIS UNION ELEMENTARY SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES

Monday, September 14, 2020

1. CALL TO ORDER, PLEDGE OF ALLEGIANCE

Board President Alan Menigoz called the meeting to order at 6:05.

2. ROLL CALL

BOARD MEMBERS PRESENT: Alan Menigoz, Jill Bramhill, Jeff Moore, Jennifer Taylor, Keith Turner

BOARD MEMBERS ABSENT:

3. APPROVAL OF THE AGENDA

Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

Alan Menigoz motioned to approve. Jill Bramhill seconded. Roll Call Vote 5-0.

4. WILDCAT COMMUNITY CONTRIBUTOR AWARD

5. SOUTH SUTTER CHARTER SCHOOL

Cynthia Rachel addressed the Board and shared that South Sutter enrollment is higher than ever. They are not adding any students due to funding changes and will be closing enrollment officially in October. As counties are opening back up South Sutter is updating their plan; in person meetings are happening only in counties at allow that to happen. South Sutter has notified vendors of their requirements for families to use their services. Four of their families have lost their homes in the fires. South Sutter's Back to School Professional Development went well; staff liked that it was spread out over several days for fewer hours each day. Their new Reading Coordinator is helping with TK-2 reading strategies. The Engagement Coordinator is focusing on virtual field trips. South Sutter's Learning Continuity Plan will be approved this month. The Learning Center's Ribbon Cutting Ceremony is scheduled for October 12, 2020 at 5:30pm. P&GE said they should have power this week. They moved the fence and are fixing the sprinklers so that the grass will flow. South Sutter also approved payment of \$2,000 to Marcum to move the gazebo for the reading garden. South Sutter just needs an invoice for this amount. The stream table has been installed. They also have Covid screening protocols set for use of the building.

6. SUPERINTENDENT'S REPORT

6.1 Superintendent Update- *Mr. Eggers updated the Board that our E-Rate consultation has been going well. We have a new line going from the county that will cost less and is a newer, faster line. He shared that preschool is back on campus and has been going well. We are also continuing with our Houses and would like to include the Board Members on a House. Board members selected Houses: Alan Menigoz-Gold, Jill Bramhill-Silver, Jennifer Taylor- Blue, Jeff Moore- Silver, Keith Turner- Black.*

6.2 Staff Update- *Paula shared that we are fixing the irrigation on the field with a new box so that it will work consistently. We've also purchased a diesel tank to have on site from Ramos Oil.*

7. CONSENT AGENDA

Any item on the Consent Agenda may be considered separately at the request of a board member.

7.1 Approval of Minutes: August 10, 2020

7.2 Approval of Monthly Warrants: 2550, 2551, 2588, 2624, 2671, 2701, 2734

7.3 Williams Act: 0 Complaints

7.4 Enrollment Report:

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
6	21	20	22	21	21	17	17	17	20	182

**As of 9-8*

Preschool: 20 Total Students

8 Part Time

12 All Day

Alan Menigoz motioned to approve. Jennifer Taylor seconded. Roll Call Vote 5-0.

8. ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION

None

9. INFORMATION ITEMS

9.1 District Reopening Waiver Update- *Mr. Eggers submitted the waiver application on 9/11, hoping to hear back from the Public Health Officer by Friday. Application had a requested start date of 9/28. Depending on how quickly it gets approved, the date may need to be adjusted.*

**9.2 Instructional Materials Public Hearing Requirements for Fiscal Year 2020-2021
October 12, 2020**

Education Code (EC) Section 60119 requires that the governing board of a school district hold an annual Instructional Materials Public Hearing to determine whether the district has sufficient standards-aligned textbooks and instructional materials.

Governing boards are also required to certify compliance with all regulations regarding Instructional Materials per EC section 60421(a) and the California Code of Regulations Title 5, Section 9531(a)

9.3 Presentation of the District's Financials from the 19-20 school year

9.4 Public Hearing for the 20-21 Learning Continuity and Attendance Plan

9.5 Marcum Spirit/House Wear- *Mr. Eggers informed the board that the district intends to spend the equivalent of approximately 1 ADA, about \$10,000 on Spirt Wear and House Wear for staff and students. The Board is supportive of these purchases to encourage school community and enhance school climate/culture.*

9.6 Preschool Closure 9/10, 9/11- *Preschool was closed on 9/10 and 9/11 due to the smoke.*

10. ACTION ITEMS

10.1 Approval of Inter-district Transfer Students to Marcum-Illinois UESD

Alan Menigoz motioned to approve the inter-district transfer of 112 students to Marcum-Illinois. Keith Turner seconded. Roll Call Vote 5-0.

10.2 Approval BR 2020-2021-1 GANN LIMIT

The Board is asked to approve the 2020-2021 Appropriations Limit Calculation (GANN Limit) prepared by Sutter County Superintendent of Schools.

Alan Menigoz motioned to approve. Jill Bramhill seconded. Roll Call Vote 5-0.

10.3 Approval BR 2020-2021-2 Education Protection Account Spending

Alan Menigoz motioned to approve. Jennifer Taylor seconded. Roll Call Vote 5-0.

10.4 BR 2020-2021-3 UNAUDITED ACTUALS CERTIFICATION 2019-2020

The Board is asked to approve the certification for the Unaudited Actuals for the 2019-2020 School year

Jeff Moore motioned to approve. Keith Turner seconded. Roll Call Vote 5-0.

11. PUBLIC COMMENTS AND CONCERNS

“No action or discussion shall be undertaken on any item not appearing on the posted agenda except the Members of the Board or the Marcum-Illinois Union Elementary School District Staff may briefly respond to statements made or questions posed. As the Board discusses agenda items, audience participation is permitted. The president will recognize those members of the audience who wish to speak. If necessary, each person wishing to speak will be asked to identify himself prior to speaking. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The president shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Generally, the president will ask board members for their remarks prior to recognizing requests to speak from the audience. At the president’s discretion, agenda items may be considered in other than numerical order.” Board Policy (Bylaws) 9323.

Paula Villarreal addressed the Board and thanked them for questioning things and not being yes people. She likes that they are going deeper to be sure they understand what is happening at the district. She’s attended 25 years of Board meetings and likes a Board that questions things.

Maggie Irby addressed the Board and wanted to acknowledge the hard work of the teachers at Marcum. She shared that everyday the teachers are working hard, with early mornings and late nights. They’re figuring out technology, adjusting and creating curriculum, giving feedback. Mrs. Irby shared that the teachers are contacting her everyday to ask if they can use a new tool or try a new strategy or something else to help the students. They are working so much to do whatever they can to help the kids. Mrs. Irby wanted the Board to know that with all the media reports of teachers and teachers unions refusing to go back to school, that our Marcum teachers do not fall into that category. On the contrary they are working harder than ever and nearly all of them are pushing to come back with the students because they know that it is better for the students

if we were on campus. Mrs. Irby shared that we are lucky to have the teachers and staff that we do who are always willing to do what's best for the kids.

12. NEXT BOARD MEETING

- **September 28, 2020** **Special Board Meeting for Learning Continuity Plan**

13. CLOSED SESSION

- *Government Code Section 54957.6*
Conference with labor negotiator
Name of negotiator: Alan Menigoz
Unrepresented employees: Superintendent
- *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*

14. REPORT OUT FROM CLOSED SESSION

- Nothing to report.

15. ADJOURNMENT

The meeting was adjourned at 8:55pm

Jimmie Eggers

Superintendent/Principal

September 11, 2020

Sutter County Health Department,

Marcum-Illinois Union Elementary School is requesting a waiver to reopen school for grades TK through 5th grade. We are a small school located in East Nicolaus. Our overall enrollment is 182 with our enrollment for the grade levels requested currently at 128 total students. Each grade level is self-contained in its own classroom.

Our Marcum-Illinois Board, Administration, Staff and Parents feel that we can meet or exceed state guidelines for reopening. With our small school setting, we can cohort with minimal interaction between grade levels. We have received training from the County Health Department and will enact all guidelines set forth by the County and the State of California.

I, Jimmie R. Eggers, attest that we can meet the criteria set forth by the state and county to bring students back on campus following all criteria.

Please feel free to reach me by email, jimmie@sutter.k12.ca.us, or by cell phone so that I may answer or clarify any questions you may have regarding reopening. My number is (530)777-8016.

Sincerely,

Jimmie Eggers
Superintendent/Principal
(530)656-2407
(530)777-8016
jimmie@sutter.k12.ca.us





Waiver Application Cover Form

Background Information

Name of Applicant: Marcum-Illinois Union Elementary School District

If this is a School District Consolidated Application: No

School Type: Traditional Public-School TK-8th Grade

Number of Schools: 1, Marcum-Illinois Union Elementary School

Enrollment: 182 total (128 TK-5th grade)

Superintendent Name: Jimmie Eggers

Address: 2452 El Centro Blvd.
East Nicolaus, CA 95659

Grades/Number of Students to be reopened:

TK-6 K-21 1st-20 2nd-22 3rd-21 4th-21 5th-17

(All classes can meet social distancing requirements at 22 students or less)

Date of Proposed Reopening: 09/28/2020 (subject to change by Sutter County Health Officer)

Name of Person Completing Application: Jimmie Eggers

Phone Number: (530)656-2407, (530)777-8016

Email: jimmiee@sutter.k12.ca.us

Signature _____ 9/11/20

Marcum-Illinois UESD does not have a labor union for classified or certificated personnel. There are attached letters showing that both groups of employees have been consulted

Certificated Date: July 23rd

Classified Date: July 28th

Parent and Community members have been consulted through surveys, emails, personal phone calls, Facebook and the school website.

Marcum Parents Club: July 27th

Please see the attached letter from the teachers, classified staff, and our parent organization:



Cleaning and Disinfection

- Marcum's custodial staff will clean and disinfect frequently touched surfaces within school daily, and throughout the day as practicable
- The custodial staff will, as feasible, use cleaning products approved for use against COVID-19 on the Environmental Protection Agency (EPA) approved list "N" and follow product instructions.
- Each classroom will be cleaned and disinfected daily.
- 2 foggers have been purchased for disinfecting and will be used daily
- The office and staff areas will be cleaned and disinfected daily.
Each bathroom will be cleaned and disinfected daily. High touch areas in all bathrooms and classrooms will be disinfected regularly throughout the day.

Cohorting:

- All classes will be in grade level pods following the most current guidelines
- Pods will not co-mingle
- Class sizes are not expected to exceed 22 students in order to meet distancing requirements. There will be an average of 19 students in each class.
- While in the classroom, students will be socially distanced with desks separated appropriately to meet distancing requirements.
- Students will wash their hands or use hand sanitizer upon entering the classroom, before and after eating, and before and after recess.
- All classrooms and buildings have hand sanitizer dispensers installed.
- Students will use their own individual supplies, as provided by the district, (i.e.: pens, paper, markers) and should not share with other students.
- Excess furniture will be removed from classrooms to allow for greater distancing of students.
- Shared equipment will be limited and will be disinfected after each use.
- Classroom drinking fountains will not be accessible (water bottles can be filled).

Entrance, Egress, and Movement within the School:

- Students are not allowed on campus until 8:10.
- Students will enter the campus and will be separated at least 6 feet apart and wearing masks.
- Students will have their temperature checked at the front of the school, and/or at the staff parking lot entrance. There will be spaces marked for students to wait to be checked in order to maintain social distancing. If they have a fever of 100.4 F or higher, they will not be allowed to attend school that day. If their parent is not on campus, the student will go to the isolation area and parent/guardian will be contacted for immediate pick up.
- Students will go to their classrooms for the time period between 8:10-8:30.
- Students will have recess outdoors (weather permitting) with their cohort peers. Students will be supervised and reminded to maintain social distancing.
- Playground equipment (balls, ropes, etc.) will be sanitized after each recess.
- Playground structures will be sanitized after each recess.



Jimmie Eggers

Superintendent/Principal

- Students will use hand sanitizer or wash their hands immediately before and after recess.
- Drinking fountains will not be accessible (water bottles can be filled).
- Dismissal will be staggered between 2:45-3:00 to allow students to social distance as they leave the classroom and go to the bus, or the dismissal area in the front of the school.
- Campus access will be limited to staff, students, and parents/guardians on official business ONLY. (No volunteers and visitors on campus.)

Face Coverings and Other Essential Protective Gear:

- Per the Governor's July 17th mandate, face coverings are required for staff and students in 3rd-5th grade and recommended for students in TK-2nd grade. Face coverings are available for staff and students.
- Gloves will be available upon request for staff.
- PPE has been purchased and is on site.
- For students, staff or visitors refusing to wear face coverings they will be sent home or asked to leave the premises.

Health Screenings for Students and Staff

- All employees will be asked to self-screen before leaving for work to ensure temperatures below 100 degrees Fahrenheit and stay home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19. Employees may return when they meet CDC guidance: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html
- Staff will be trained to recognize possible COVID-19 symptoms and refer students that are displaying symptoms to the office.
- Mr. Eggers and Mrs. Irby are the staff liaisons responsible for responding to COVID-19 concerns. Employees should contact them if they have concerns about COVID-19.
- Students will have their temperature checked at the front of the school, and/or at the staff parking lot entrance. There will be spaces marked for students to wait to be checked in order to maintain social distancing. If they have a fever of 100.4 F or higher, they will not be allowed to attend school that day. If their parent is not on campus, the student will go to the isolation area and parent/guardian will be contacted for immediate pick up.
- The Principal, Student Services Coordinator and Office Secretary attending a COVID training with Dr. Rice on August 12, 2020. Dr. Rice shared the procedures on what to do if a student or staff member becomes ill. This information was shared at a staff meeting on August 25, 2020. The protocols shared at the August 12, 2020 training will be the ones put in place by Marcum-Illinois Union Elementary School.

Health Hygiene Practices:



Jimmie Eggers

Superintendent/Principal

- Healthy Hygiene Practices will be taught to all students. The routine of washing hands for 20 seconds, not touching your face, etc. will be reinforced daily at all grade levels.
- Hand sanitizer will be located at every entrance to classrooms and the office

Identification and Tracing of Contacts:

- The Principal, Student Services Coordinator and Office Secretary attending a COVID training with Dr. Rice on August 12, 2020. Dr. Rice shared the procedures on what to do if a student or staff member becomes ill. This information was shared at a staff meeting on August 25, 2020. The protocols shared at the August 12, 2020 training will be the ones put in place by Marcum-Illinois Union Elementary School.
- Any student or staff member who has a fever of 100.4 or higher will be advised to isolate at home for 24 hours from the onset of symptoms, or if student produces a negative test, can return to school after no longer having a fever for 24 hours without use of medication.
- The school will contact the Sutter County Public Health Department if we are notified that a student or staff member has a positive COVID-19 test. Sutter County Public Health will work with Marcum on a case by case basis to determine the extent of exposure to other students and staff members and consider if classroom, office, or school closure is warranted, and the length of time based on the need to mitigate the spread of COVID-19 and allow for additional cleaning. Marcum will follow the Governor's guidance on school closure. A classroom will close if there is 1 confirmed case of COVID-19. The school will close if at least 5% of the student body and/or staff have confirmed cases of COVID-19 within 14 days. Classroom or school closure will result in using distance learning to ensure continuity of learning until the classroom or school can reopen.
- The school will communicate with staff/families in the case of a student or staff member with a positive test for COVID-19, in accordance with the privacy requirements of FERPA/HIPPA and the communication guidance as required from County Public Health.
- Families who are not comfortable sending their children back to school are encouraged to enroll their children in South Sutter Charter School for an independent study option. Marcum-Illinois will hold their child's spot for one year as they explore this option with South Sutter Charter School for their family due to Covid-19 concerns.
- Students and staff who express symptoms related to Covid-19 are expected to stay home. Students will not be penalized for poor attendance due to health-related absences. Please do not give your child fever reducing medicine and then send them to school. If they have symptoms, they should stay home...for their health and the health of others.

Physical Distancing:

- While in the classroom, students will be socially distanced with desks separated appropriately. (6 feet for all classrooms with 22 or less students including playground, hallway, gathering areas)



Staff Training and Family Education:

- The Principal, Student Services Coordinator and Office Secretary attending a COVID training with Dr. Rice on August 12, 2020. Dr. Rice shared the procedures on what to do if a student or staff member becomes ill. This information was shared at a staff meeting on August 25, 2020. The protocols shared at the August 12, 2020 training will be the ones put in place by Marcum-Illinois Union Elementary School.
- Our school newsletter and website will share information on how to keep students safe and healthy.

Testing of Students and Staff:

- Marcum-Illinois Union Elementary School students or staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested, even if the individual is asymptomatic.
- The individual in question will be sent home immediately if not already quarantined
- Individual will be directed to undergo testing through:
 - Their health care provider, or
 - <https://www.suttercounty.org/assets/pdf/coronavirus/COVID-19%20Testing%20LHI.pdf>
 - <https://www.placer.ca.gov/coronavirus>
 - https://www.saccounty.net/COVID-19/Pages/Symptom-Screening_MobileTestingSite.aspx

Triggers for Switching to Distance Learning:

- The Local Health Officer may determine that school closure is warranted due to multiple cases in multiple cohorts at a school or when at least 5% of the total number of teachers/students/staff are cases within a 14-day period. The Local Health Officer may determine that school closure is warranted due to local epidemiological data. If school closure is deemed necessary, staff and students will switch back to Distance Learning. Parents will be immediately notified.

Communications Plan:

- Marcum-Illinois Union Elementary School will maintain communication systems that allow staff and families to self-report COVID-19 symptoms and receive immediate notifications of exposures and closures. Communication will maintain confidentiality as required by FERPA and state law related to privacy of educational records and other privacy laws. The March 2020 Student Privacy Policy FERPA & Coronavirus Disease 2019 (COVID-19) FAQs (Department of Education) will provide the staff with additional guidance on how to provide effective communication. Local Health Departments will notify the school administration if a case and contact investigation reveal exposure at the school site.
- The administration and teachers will communicate clearly, consistently, and often with stakeholder groups (students, parents/guardians, staff and community) with the most up to date information available.



Jimmie Eggers

Superintendent/Principal

- The administration and teachers will communicate with families/staff/community through a variety of platforms (i.e. email, website posts, social media, newsletter, text messages, phone calls).

School Website URL

<https://www.marcum-illinois.org>

Additional Resources:

CDPH and Cal/OSHA Guidance for Schools and School-Based Programs

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

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
Marcum-Illinois Union Elementary School District	Jimmie Eggers Superintendent/Principal	JimmieE@sutter.k12.ca.us 530-656-2407

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 plan was available on the district webpage for public comment prior to final board approval. 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

Parents/Guardians

Survey - June 2020

Phone calls – July 2020

Survey – August 2020

Staff (Marcum-Illinois does not have a Bargaining Unit)

Survey - June 2020

Individual meetings – July 2020

Students

Survey – August 2020

Parent Advisory

Virtual meeting – September 10, 2020

ELAC (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 in grades 3-8 were surveyed and report that they have what they need to participate in distance learning, they know how to access Zoom classes and where to find assignments. Ninety percent of the students know how to contact their teacher for help and 75% of students are able to access Zoom sessions and schoolwork independently. Eighty-seven percent of the students surveyed want to return to school for in-person instruction.

Two Zoom meetings were held to solicit input from the parent advisory group. Parents supported the draft plan and overwhelmingly, want their children in the classroom for in-person instruction as soon as possible. Parents also expressed a need for before and after-school care.

[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. After-school care will be available following safety guidelines with students staying in their cohorts. Before-school care will be offered when it can be done according to safety guidelines. 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
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

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 74 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

Description	Total Funds	Contributing
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
Three additional contract days for teachers/coach to develop virtual learning classrooms and for PD	\$13,454	Y
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

Description	Total Funds	Contributing
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
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	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	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 professional development activities and added training days to support distance learning, connectivity, and social-emotional health. MIUSD contracted with certificated staff for three additional workdays for professional learning activities related to distance learning as well as curriculum development. The benefits of these professional development opportunities will be felt by all students but were targeted to the learning needs of our population of students with unique needs who require additional support to mitigate learning loss.

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.