

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 Marysville Charter Academy for the Arts (MCAA) is a seventh through twelfth-grade site-based school, currently in its twenty-first year of operation. MCAA's primary Mission (Achieving Excellence through Collaboration and the Arts) is to integrate the creative arts throughout the core curriculum. The Academy accomplishes this mission by providing students with a college-preparatory curriculum that is infused with artistic themes and activities. In addition, students are offered specialized performing and visual arts classes in music, dance, drama, painting, drawing, writing, and multimedia. The school's charter is sanctioned and regulated by the Marysville Joint Unified School District (MJUSD). The Academy enjoys a close relationship with MJUSD, functioning for all intents and purposes as a school within the district. The Board of Trustees for the MJUSD act as the governing board for the MCAA.

The Marysville Charter Academy for the Arts (MCAA) is located in downtown Marysville, a rural, northern California borough, with a population of just over 10,000 inhabitants. The Academy's classrooms are located primarily on a landscaped campus built-in 2008 as a temporary facility for MCAA near Marysville High School and the central offices for the Marysville Joint Unified School District. MCAA also uses one classroom on the Marysville High campus and two more at the nearby Marysville Youth and Community Center. The Academy serves students living in Marysville, Yuba City, and throughout Yuba, Sutter, and Colusa counties. In its first twenty years of existence, the Academy has established a strong record of high academic standards, distinction in college-preparatory education, and excellence in artistic performance.

During COVID-19, the local economy has struggled, especially concerning school closures. Many local workers have jobs that do not support work-at-home environments, which has led to difficulty in providing at-home educational structures. Even with these obstacles, districtwide surveys reveal a shift from the original 20% preference for distance learning to four weeks later, approximately 60% prefer distance learning, most likely attributed to the increase in COVID-19 case numbers in the Yuba-Sutter area.

Since Yuba County is currently on the state's COVID-19 "Watch List", in accordance with Governor Gavin Newsom's July 17th Order, all Marysville Charter Academy for the Arts (MCAA) students began school on Wednesday, August 12th, through Distance Learning and will not

reopen for in-person learning until at least 14 days after Yuba County is removed from the state's "Watch List". Based on Yuba Sutter Health Orders, schools in the Yuba Sutter area are considered high-risk businesses that should remain closed until further notice.

MCAA teachers have worked diligently since March to pivot educational practices and utilize all staff effectively to provide education during these difficult times. In the 2020-21 school year, MCAA has identified the following areas of focus to ensure learning continuity and student attendance during the current COVID-19 pandemic:

1. Student Internet Connectivity
2. Student Curriculum and Online Resources
3. Technology needs
4. Training and Professional Development
5. Health and Safety of students and staff
6. SEL Curriculum
7. School Communities of Learning and Service
8. Community Connection
9. Strengthening EL systems of support

Stakeholder Engagement

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

Regularly scheduled meetings with the MCAA School Site Council and MCAA Leadership Team through March provided analysis and input on progress towards meeting the LCAP goals. Beginning in April, MCAA began Zoom meetings with the Leadership Team and MCAA staff. MCAA administration also began utilizing stakeholder data gathered by MJUSD, which included MCAA parents and staff members. More than 500 Marysville Joint Unified School District (MJUSD) parent survey and written responses were collected and analyzed. These surveys were used to garner not just perceptions on distance learning, but on multiple areas related to the COVID-19 pandemic and how MCAA will offer services. Also, input from all MCAA and MJUSD teachers via surveys, meetings, and written responses was gathered. Multiple sessions with other MJUSD principals and directors provided planning information. Two MJUSD School Board presentations in Zoom format were utilized to plan and provide public input. The MCAA principal conducted a Zoom meeting with the School Site Council to review and approve this plan and its goals.

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

Information is provided on each MJUSD board meeting agenda that allows anyone to participate via teleconference by phone and Zoom meeting format. The meetings are also live streamed on YouTube for anyone wanting to simply view the meeting. The YouTube live stream address is posted on each meeting Agenda.

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

Parents, Students, and Staff Members:

Provide in-person instruction to the extent possible while keeping students and staff safe following federal, state, and local guidelines. Our goal is to provide parents and students with a range of instructional program options that will equitably and appropriately meet the needs of all families during this unprecedented pandemic. Students need to be connected to the school and their teachers no matter what instructional models are currently implemented. Bring students back five days a week as soon as possible, while respecting current COVID-19 health and safety guidelines.

Three phases of instruction are needed from the lowest risk to higher risk models. Distance Learning (lowest risk): Virtual learning with limited designated time on campus. Blended Learning (more risk): Some time on campus and shortened days. Full Time in School (highest risk): five full days on campus. The phases are designed to work in conjunction with each other in a seamless fashion.

Staff Members: Allow teachers to work on campus, at home, or a combination during the Distance Learning Phase.

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

Parents: Regardless of the instructional model any of our schools are in at a given point in time, parents will, to the extent allowed by law, have the opportunity to select distance learning for their child. Based on the May 2020 parent surveys, we anticipate that up to 20% of families may choose distance learning during the 2020-2021 school year, even when in-person instruction resumes. Upon request, parents will have the ability to transition their students back into the in-person instruction from distance learning.

Staff Members: Allow teachers to work on campus or at home or a combination during the Distance Learning Phase.

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.]

As soon as at least 14 days after Yuba County is removed from the state’s COVID-19 “Watch List,” MCAA will reopen for in-person learning. Each student (not engaged in distance learning) will be assigned a learning cohort and attend physical school 2 days a week. The Blended Learning Model will include the following elements:

- -school will be on a shortened day schedule while maintaining minimum daily instructional minutes.
- -Social-Emotional Check-in for students will be available (SEL Check-in)
- -Teachers will be available on Mondays for appointments to provide intervention to meet specific needs of students and specific student populations (i.e., students who have experienced significant learning loss, Special Education, and English Learners).
- -Teachers will work with distance learning students on Mondays and every afternoon after students leave for the day.

In addition, any student participating in distance learning only, subject to state laws and regulations, will be accountable for attendance, grades, and academic progress. This will be required to promote participation and will need us to keep a strong focus on equity, and intervention for our special populations. In this model, students and teachers may interact in a variety of ways.

- -Teachers may record and broadcast lessons.
- -Teachers may call in small groups of students to work with, as needed, during the Monday appointment time.
- -Parents may come in with students to get help support their students.
- -Students will generally be paced together, allowing for an easier transition back to the classroom for full-time school.
- -The school will accentuate program elements that draw students to school (CTE, Music, Arts).
- -The school will provide possible supervision locations for study centers for the most vulnerable students.

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

Description	Total Funds	Contributing
MCAA needs to maintain a 1:1 ratio for Chromebooks for students. New Chromebooks need to be purchased to replace older models.	9,100	Yes
Replace outdated computers and software in Graphic Arts classes.	21,000	No
Fund musical instrument repair, maintenance, tuning, and purchase.	5,000	Yes

Description	Total Funds	Contributing
Continue to support the implementation of the science curriculum by purchasing adopted materials and online support.	63,069	No
Maintain a portion of the full time mathematics teacher hired to reduce class sizes and serve socio-economically disadvantaged students.	16,000	Yes
Purchase replacement classroom desktop computers and printers.	8,700	No

Distance Learning Program

Continuity of Instruction

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

Any student participating in distance learning only, subject to state laws and regulations, will be accountable for attendance, grades, and academic progress. This accountability will be required to promote participation and will need us to keep a strong focus on equity, and intervention for our special populations. In this model, students and teachers may interact in a variety of ways.

- -Teachers may record and broadcast lessons.
- -Teachers may call in small groups to work with students as needed during the Monday appointment time.
- -Parents may come in with students to get help to support their students.
- -Students will generally be paced together, allowing for an easier transition back to the classroom for a full-time school.
- -The school will accentuate program elements that draw students to school (CTE, Music, Arts).
- -The school will provide possible supervision locations for study centers for the most vulnerable students.

Reopening Plans:

- -Students will be assigned to fixed learning cohorts (same groups of students) to create smaller classes.
- -school will be on a shortened day schedule, while maintaining minimum daily instructional minutes.

- -Teachers will be available on Mondays by appointment to provide intervention to meet specific needs of students and specific student populations (e.g., English Learners, Homeless, and Foster).
- -Teachers will work with Distance Learning students on Mondays and every afternoon after students leave for the day.

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.]

MCAA has a 1:1 ratio of Chromebooks to students. However, internet connectivity or access may be a challenge in some locations, in particularly in the hill communities. Currently, we have 30 active hotspots for distribution to help cover our anticipated needs. We will continue to work with our internet and data providers to find ways to bridge the gaps that may still exist. As we move forward, students will be offered both digital and print options.

For the core subjects English Language Arts, Mathematics, 3-Course Model Science, and History-Social Science, MCAA has online access, as well as print materials for all students. These programs will be available on an accessible platform for students to navigate. Our technology team will be available to help support the needs of families with Chromebooks and accessibility to the programs. MCAA uses Single Sign On (SSO) to negate the need for multiple passwords for students.

Each classroom has a Google page/website where all assignments and lessons reside. This serves as a launch point for the online curriculum programs as well. Parents are able to engage, monitor, and support their student(s). Utilizing Google classroom and Aeries communication, parents and teachers are in regular contact. No matter what phase of the instructional model we are in, this platform is used to promote a seamless transition between instructional models in the event, it becomes necessary.

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.]

Pupil Progress

Each core curriculum contains a digital component to support the teacher evaluation of standards-aligned progress and time spent on each task. District Chromebooks are supported by Go-Guardian software that allows staff to measure the academic time engagement for each course. This also allows teachers to evaluate the student's needs and assists with intervention. The assessment and progress of each student will enable the school to maintain a solid partnership with the families and students to ensure engagement and understanding of the academic program. To further connect student engagement, the school is using a single user sign-on system, Clever, for all academic curriculum and a unified parent portal grading system, Aeries. This allows parents to monitor student progress in real time. The school also adopted a single user platform, Google sites/Classrooms, to create a uniform system that is simple for parents with students at multiple district school sites to understand. Hybrid and Distance learning schedules are the same. This assures the minimum synchronous academic minutes for students are sustained. Additional enrichment and intervention times are available so teachers and other school staff can assist students, or support family members to ensure academic progress.

Pupil Participation

During Distance Learning, students at MCAA, grades 7-12 will have 240 minutes of instructional time with teachers each day with an additional 60 minutes of optional teacher directed intervention and support. Students will need to complete the equivalent of 240 minutes of pupil work and participation in instructional time to earn daily attendance.

The school recognizes the need to diversify the metrics associated with measuring student attendance and academic progress. This measurement will include time equivalents for production of work, attendance in live synchronous activities, and monitoring supplemental support time. For measurement of time participation, teachers will look at assigned workload, and visible time on work completed for the digital curriculums provided through Go-Guardian or other platforms that are offered to assure a proper deliverance of paced standards. Daily attendance of each class and live synchronous check-in will be implemented. Each week work related attendance and task completion will be updated by the teacher to reflect accurate attendance and participation. This will ensure the weekly role of the teacher reviewing and assuring the students have met the required minutes of assigned work. Percentages of student participation will assist the intervention and support process managed by the school to ensure all students thrive and succeed. Continuing Professional Learning Communities (PLCs) will support the essential standards of the core curriculum and will allow the delivery of educating our students.

Unless California Department of Education directs otherwise, all state assessments will be administered this school year. MJUSD will work on administering the assessments while following all applicable health and safety guidelines.

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.]

Staff Training:

MJUSD offers a robust training program for MCAA teachers. At the conclusion of the 2019-20 school year, the district provided two professional development days for teachers (12 hours) based around the conversion to unified platforms and provided assistance in the creation and adaptation of teaching to the Google platform. Training for the district adopted curriculum's digital components provided baseline training for staff. To address the varied levels of skills, MJUSD Educational Services and Technology departments sifted through the wealth of resources to determine trainings provided by CTA and other external agencies providing training that would support the district's teacher needs. The district offered nine more full professional development opportunities in August to provide a window for teachers to complete an additional 12 hours of training. Training included all topics offered in June, as well as added curriculum training based on the newly adopted digital materials requested from our teachers through the local teachers' association.

- -All MJUSD professional development training and staff meetings will be conducted virtually or social distancing will be maintained.
- -Each staff member is required to complete the COVID-19 Safety Training available through Keenan Safe Schools. The two courses required are How to Protect Yourself and Others and How to Clean and Disinfect Your School.

Teacher Resources:

- - Linked documents

CDE - NEW COVID-19 Guidance for K-12 Schools

Google - A temporary hub of information and tools to help teachers during the coronavirus (COVID-19) crisis.

Google - Explore distance Learning resources for schools affected by Covid-19

- -How to Videos

Google Voice

Finding Student Resources on School Website (also under the "Parents" pull down menu under "Parent Resources")

Sharing Google Docs outside the MJUSD domain

Logging into Google Classroom

Student login to Google Classroom from home

Getting Started with Google Classroom

Add students and guardians to Google Classroom

Join a Zoom Meeting (Click Join from your browser link if the app won't open)

Host a Zoom Meeting

Host a Google Meet (If you do not like Zoom or Zoom is not working)

- -Helpful Links

Retrieving Student Google Account Information from Aeries Portal

Learn From Home Resources

20 Steps Getting Started in Google Classroom

Parents' Guide to Google Classroom (also under the "Parents" pull down menu under "Parent Resources")

Tips for Enabling Distance Learning through G Suite & Chrome

Distance Teaching - Online Google Classes

Everything you need to get started on Google Sites

Technical Support is available from the MJUSD Technology Department Monday-Friday.

Staff Roles and Responsibilities

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

Administration and office staff will be responsible for implementing safe arrival and departure of students, staff, and parents at the school site. School custodial staff will be responsible for additional cleaning and disinfection of school grounds. Teachers will be responsible for correct social distancing, mask wearing, and proper hygiene by students in classroom settings.

Students may choose to stay with the distance learning model regardless of the phase in which the school is operating. In all cases, the student will remain with the teacher and cohort of peers in which they began the school year. This requires a shift in delivery for teachers. Paraeducator roles will be similar in distance learning. They will now digitally support learning. Site administrative roles will shift during distance learning from focusing on student behavior to student attendance.

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.]

MCAA will ensure students with disabilities, and other special populations, are fully integrated into every aspect of preparation and participation in the District's 2020-2021 Pandemic Plan. The needs of all students will be addressed and the decisions made by the IEP and 504 teams will benefit all students, staff, and families. Specifically, regarding planning for students who are medically fragile and/or immune-compromised, MCAA will build in flexibility to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. MCAA will ensure the ability to quickly pivot to virtual class attendance in order to retain some regular connection to teachers and parents in the event a student is unable to physically attend school. In order to ensure a Free and Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act, MCAA will work with each family and student to determine how to meet each student's individual educational needs within the context of any instructional model required by the COVID-19 emergency. MCAA will use the IEP process to plan for the traditional school year and will include an emergency circumstances plan to address the potential for immediate or future school site closures.

English Learners

MCAA continues its goal that English Language Learners (ELL) acquire fluent English proficiency as rapidly and effectively as possible. Our ELL students will need to be monitored closely to ensure that they are making growth and achieving the same grade-level academic standards that are expected of all students. With that in mind, the following resources are available to all English Language Learners during all instructional models:

- -Students in grades 7-12 will access iLit digitally for designated ELD time.
- -Full translation services are available at the school site.

MJUSD also has a district level ELD Teacher on Special Assignment who will also be available to

support MCAA teachers in monitoring the progress of our ELL students during all phases of instructional models. This will include activities such as the following:

- -Reviewing English Language Proficiency Assessments for California data.
- -Reviewing grades and progress towards standards.
- -Provide professional development to teachers in supporting the needs of EL students.

MCAA will strive to continue to ensure meaningful communication with parents of English Language Learners in a language they understand and to adequately notify parents of the same information about any program, service, or activity that is shared with all parents.

Initial/Summative ELPAC will be administered to each student requiring an assessment. Initial ELPAC is administered throughout the school year and Summative ELPAC is administered between February 1st to May 31st. Arrangements will be made for in-person testing as required.

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

Description	Total Funds	Contributing
Purchase document scanners so that teachers can enhance distance learning presentations.	1,275	Yes
Purchase laptop computers for teachers.	6,290	Yes
Provide extra tutoring help for struggling students in math including foster youth, EL learners, Redesignated Fully English Proficient, and low income students.	4,000	Yes
MCAA needs to maintain a 1:1 ratio for Chromebooks for students. New Chromebooks need to be purchased to replace older models.	9,100	Yes

Description	Total Funds	Contributing
Spanish 3 and 4 online license.	1,181	Yes
AP Environmental Science online license.	3,348	Yes

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.]

Program offerings have begun online for the 2020-2021 school year, with the understanding that this year will have distancing measures and distance learning incorporated into returning our students to classrooms as much as possible given public health requirements. This goal is challenging for MCAA in several ways. First high levels of poverty and our rural foothills make internet connectivity an issue. Knowing that the challenges associated with poverty have already created learning loss that we as school combat, we are concerned this will further deepen the rift. Our teachers build relationships to leverage resistant learners into growth. Distance learning requires this relationship but amplifies the difficulty of creating it at a distance. This is also true for Foster, EL, and Special Education students. To combat this, MCAA, with the district's help, has made and continues to make the following changes, regardless of what model of learning we can provide this year.

1. Added hot spots and covered unlimited internet on these devices to offset populations in need.
2. Checked out over 250 Chromebooks to begin the school year.
3. Have moved chromebooks to a 1:1 ratio so all 390 MCAA students can have a school-issued Chromebook this year and have started acquiring more to create school sets for check out when devices are forgotten.
4. Maintained counseling and mental health workers for students and set up virtual sessions and availability.
5. Supporting programs that connect students to school and finding scheduling ways to have students on campus to assure essential workforce skills (2021-2022: CTE, Arts, Music, PE)
6. Individualized distance learning plans were created for all of our special education students.
7. Translations and frequent surveys of our staff and student/family populations.
8. Completed paper-based and online digital platforms for families and students. Continued construction of online academic programs and streamlining the process through Google suite for the 2020-2021 school year.

9. English/Language Arts, Mathematics, and ELD teachers will use initial assessments to measure 2019-20 learning loss and continue with regular formative and summative assessments to measure the progress of instruction and intervention actions.
10. All MCAA teachers will do regular formal and informal formative and summative assessments to measure the progress of instruction and intervention actions.
11. All MCAA teachers will utilize their subject area Professional Learning Communities (PLCs), to analyze assessment data and develop appropriate instruction and intervention actions.

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.]

Specific allotted time for intervention and remediation of learning loss is built into the schedule. On top of providing the minimum academic minutes, MCAA has allotted an hour in the afternoon for teachers to work with students they have identified through district integrated assessment tools. Teachers will group students based on varied needs, such as EL and SPED, as well as students with less than ideal home academic environments.

Distance learning in MCAA has had to take a different approach than much of the state. While the difficulties of online instruction are great for students in low SES households for a myriad of social and technology reasons, the inability to reach all of our foothill homes with internet services poses a different set of problems. To this end we are mirroring our digital systems with a paper based solution as well. In specific on the digital front MCAA:

1. Checked out over 250 Chromebooks to begin school year in 2020-2021
2. All 390 MCAA students can have a Chromebook in 2020-2021. This allows for better tracking and intervention through our addition of Go Guardian time and device management system.
3. For 2020-2021 moved to a single user platform of Google sites and Google classroom in order to simplify the process for families and students and create an easier support platform for our technology department.
4. Activated and streamlined our Clever login system in order to make a one stop shop for all school curriculums that will be linked to each teachers site.
5. Utilized beginning of year professional development time to develop the teacher sites and skill in distance education issues pertaining to: technology, pedagogy, best practices for different special populations, articulation to plan for learning loss entering 2020-2021.
6. Developed full distance learning resource sites for parents and staff.
7. The district implemented Qualtrics survey platform in order to continually get response and feedback from our stakeholders.
8. Assured all school curriculums have viable online components and that staff was trained.
9. Added some digital components to existing curriculum, as well as adopting science curriculum K-12 with a digital component for teachers to utilize.

The difficulties in transitioning these services to English Learners, foster youth, low-income, pupils with exceptional needs, and pupils experiencing homelessness are at the top of the priority list for MCAA. The difficulty of offering these services with limited contact time is a challenge. To meet this equity challenge MCAA will take these additional actions:

English Learners

1. Will be using the added services of a district ELD program specialist who will be coordinating student services as well as teacher training and adherence to ELD program standards.
2. Added ILit program 5 resource and diagnostics for our ELD students and will be taking advantage of the district's new training regime to train all ELD teachers.
3. For the 2020-2021 school year, substitutes will be used to pull out and train all teachers that serve EL students in the school, facilitated by a new district EL program specialist.

Foster Students and Pupils experiencing homelessness

1. Priority transportation and class placement to assure maximized on site contact time for foster and homeless students.
2. Continue all current foster and homeless services through the district.
3. Addition of Mental Health grants and staffing to meet social emotional needs.

Low-income Students

1. Addition of technology devices and hot spots.
2. Site training and opportunities for families to become more involved in learning how to work with their students through created family resources.
3. Increased family outreach through Student Welfare and Attendance office for 2020-2021 school year.
5. Internal trainings through Welfare and Attendance to address issues of race, gender and inclusion.

Pupils with exceptional needs

In order to ensure a Free and Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act, MCAA will work with each family and student to determine how to meet each student's individual educational needs within the context of any instructional model required by the COVID-19 emergency. MJUSD will use the IEP process to plan for the traditional school year and will include an emergency circumstances plan to address the potential for immediate or future school site closures.

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.]

All initial and on going formal and informal formative and summative assessment data will be disaggregated and analyzed by MCAA teachers in their subject area Professional Learning Communities. This disaggregation and analysis will continue in the PLCs to measure the effectiveness of instructional and intervention actions throughout the 2020-21 school year.

By using longitudinal data from the newly added assessment tools, MCAA students will be monitored for academic progress. Internal assessments through Illuminate and standards based curriculum assessment will be monitored for progress. Anticipating overlap between students not making progress and those not engaging, district and site level interventions that are outlined in our re-engagement practices address working with students and families to assure the level of rigor required for independent learners to advance.

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

Description	Total Funds	Contributing
Provide professional development for teachers in order to deepen educator knowledge of effective instructional strategies and PLC training.	3,500	Yes
Continue to support the implementation of Common Core instruction through materials and equipment	10,000	Yes
Master Schedule with dedicated learning loss intervention time each afternoon.	0	Yes
ILIT(Internet based Literacy program) to improve ELD intervention	1,000	Yes
Illuminate for grouping students for intervention and support.	0	Yes
Provide additional musical instruments for home use and arts supplies.	20,000	Yes
Purchase more cameras and associated equipment for student use at home.	12,000	Yes
Provide extra tutoring help for students in math for EL, foster youth, and low income students.	4,000	Yes

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.]

MCAA and MJUSD will use a wide variety of actions to monitor and support mental health and social and emotional well-being of pupils and staff during the school year including but not limited to:

- -Social-Emotional check-in and learning is embedded in the daily schedule for all students for all class meetings.
- -Teachers may call in small groups to work with students as needed during each afternoon and the Monday appointment time.
- -Students will be grouped together allowing for an easier transition back to the classroom for a full-time school.
- -The school will accentuate program elements that draw students to school (CTE, Music, Arts).
- -Weekly lessons on coping, resiliency, time management, study skills, and self-regulation have been developed and will be provided to classes weekly.
- -Teachers and the counselor can play videos from the "Toolbox" for students to offer more tools for coping and problem-solving.
- -School staff will do welfare checks, phone calls or physical visits, for students who are absent from class meetings.
- -The school counselor has created virtual office times for student engagement and the opportunity for in-person checking and posting of information and resources.
- -All MJUSD professional development training and MCAA staff meetings will be conducted virtually or social distancing will be maintained.
- -Professional development will include social-emotional curriculum training, suicide prevention training, as well as trauma training for teachers.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

MCAA teachers will document daily participation for each student on each school day, in whole or part, for which distance learning is provided. Daily participation may include but is not limited to, evidence of the involvement in online activities, completion of regular

assignments, completion of assessments, and contacts between employees of the school and students or parents/guardians. A student who does not participate in distance learning on a school day shall be documented as absent in Aeries for that school day.

A student who does not participate in distance learning shall be deemed absent by the school. The school shall use documentation of the absence for purposes of reporting chronic absenteeism rates in its local control and accountability plan. MCAA will follow the tiered re-engagement strategies for all MJUSD pupils who are absent from distance learning more than three (3) school days or 60% of the instructional days in a school week. These procedures will require school site administrators or classified staff to contact the pupil's parents or guardians according to the requirements of Education Code Sections 43504(f).

Tiered Re-engagement Strategies:

- -Teachers will take attendance for every period. Teachers will mark only ONE code: A=Distance learning not engaged. The other codes would come from the attendance secretary, who is verifying the absence with the parent and teacher. Excused absences will NOT generate a SARB letter.
- -School Messenger call to parents regarding the absence
- -Phone call home from the school staff
- -Attendance secretary will give a list of absent students to support staff in order to call. Documentation in Aeries regarding contact.
- -Attendance secretary ONLY will change absent code in Aeries
- -Attendance codes used in Aeries will allow us to separate the reasons why a student was not engaged, i.e., technical issues, illness. The attendance codes will help us in determining which support staff will reach out to the family to get the student involved. Outreach may include the school nurse, technology department, special education teacher, foster youth liaison, etc.
- -Attendance secretary will generate a list of students who can't be reached by phone, etc. due to wrong information in Aeries. All contacts on the list will receive a call first. If there is no contact, a home visit will be requested.
- -A request for a home visit comes from the office staff. The list will include; child name, parent name, address, and the number of days missed. School administrators, School Resource Officers, and District Attendance Office will make home visits.
- -SARB letters regarding Distance Learning are mailed to the parent home after three unexcused absences. After six unexcused absences, a parent conference is held at the school site with a school administrator. A school site attendance contract will be signed at that time.
- -After three more unexcused absences, the family is referred to SARB intervention.

ATTENDANCE CODE USED BY TEACHERS:

- -A=DLUNV-Distance Learning Not Engaged (Unsure why the student is not engaged, Unexcused)
- -D=TARDY OVER 30 MINUTES UNEXCUSED

ATTENDANCE CODES USED BY OFFICE STAFF ONLY TO CLEAR ABSENCES:

- -G=DLEXC--Distance Learning Non-Engaged - Excused (student may be ill, technical issues, etc.) The attendance secretary would find out why and mark the appropriate code.
- -C=DLCUT -- Student refusing to engage in Distance Learning (Unexcused absence)
- -Q=DLTECH--Technical issues (Excused absence). After 10% of missed days in technical matters, students may have to use paper/pencil or a hotspot; otherwise, it turns to unexcused

- -Y=DLSICK--Student is too ill to log on (Excused absence). Will require a doctor's note after 10% of the total days missed
- -N=NOTE from Doctor that the student is too ill to engage in Distance Learning
- -T=Unexcused Tardy under 29 minutes
- -X=Excused Tardy under 29 minutes

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.]

MJUSD will continue to provide breakfast, lunch, and supper at no cost under the Community Eligibility Provision to all MCAA students. Meal applications will not be required. Meals will be served on modified schedules to meet conditions of the current Yuba County Health Order and CDE guidelines, including the packing of menu items. Foodservice operations have robust cleaning and sanitizing procedures already in place. These procedures have been revised to address the protocol for the increased frequency of sanitizing food contact surfaces.

Safety Measures & Staff Protocol:

- -Plexiglass shields for serving areas will be installed.
- -Staff will wear a face shield in addition to a facial covering where table-top protection is not possible.
- -Employees will wear a face covering or face shield at all times.
- -Employees are trained and must follow FDA Food Code and Department Standard Operating Procedure for handwashing.
- -Employees must wear disposable gloves when handling food during preparation and serving tasks.
- -Foodservice employees must follow the district's safety protocol for checking into the site upon arrival. Also, food service employees will be excluded from work if experiencing vomiting and diarrhea.
- -Start and break times will be staggered to prevent close contact.
- -Menu:
- -Wrapped/packaged items: housemade items will be placed in a container at serving time. Fruits and vegetables will be a mix of wrapped in house and purchased pre-portioned.
- -Offer vs. Serve: students will have an opportunity to select items for their meal (i.e., milk may be declined; choice of fruit and vegetable).
- -In a hybrid instructional delivery schedule, meals for the non-attendance days will be served at dismissal.
- -Parents will need to pre-order meals via online Google Forms available on the MJUSD website for students who are enrolled in distance learning. There will be designated schools open for the parent to select which location to pick up meals.
- -Pick up locations: Edgewater Elementary, Kynoch Elementary, Lindhurst High, Foothill Intermediate, and Yuba Feather Elementary
- -Implement USDA waiver for parent (or designee) pick up without student in attendance.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Provide PPE in the form of masks, face shields, plexiglass partitions, isolation/health room, thermometers, posters	500	No
In-Person Instructional Offerings	Sanitization chemicals, staffing, and materials	0	No
Distance Learning Program (Continuity of Instruction)	Professional Development for teachers related to distance learning (teachers)	11,261	No
Distance Learning Program	Ongoing Professional Development Series for teachers and paraeducators.	0	No
Pupil Learning Loss	Counselor will provide social emotional support, academic, and mentoring services for foster youth, low income, and English learners.	10,000	Yes

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
13.79%	200,001

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.]

Being a school with over 60% of our students identified as socio-economically disadvantaged and 5% as English Language Learners, all of our strategies are based on best practice.

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

The MJUSD foster liaison, director of Student Services and Attendance, and the homelessness liaison work diligently to assure that all MCAA students in these categories receive services. Being a school approaching 60% of low-income students, the school's entire program is tailored to these interventions and supports. English Learners have been a focus this past year with the addition of two English Learner Development Support teachers, a district English Learner Program Specialist, and a new adaptive program curriculum (ILIT). The school has outreach staff to facilitate EL, Foster Youth, and Homeless programs to assure that not just educational needs, but Social-Emotional, life and physical needs are being addressed adequately. When deficiencies are detected, the SST process allows all stakeholders to involve themselves in creating wrap-around services to support the learners.