

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.]

Located in the Mark West/Larkfield Area of Santa Rosa, Mark West Union School District is surrounded by hills and quiet neighborhoods creating a wonderful environment for children to learn and grow academically, physically, socially and emotionally. The Mark West Union School District serves students from transitional kindergarten through grade six in its three elementary schools, Mark West, Riebli, and San Miguel. The Mark West Home Study Program serves all grade levels. The student population of 1,338 is comprised of 58.6% White, Not Hispanic, 29% Hispanic, 2.5% Asian, 1.3% American Indian/Native Alaskan, .9% Filipino, .6% Pacific Islander, and .6% African American students. The remaining 6.5% of the student population identifies as two or more non-Hispanic races. Of these students, 467 are low-socioeconomic, 124 are English language learners, 2 are Foster Youth, and 5 are Homeless. The District emphasizes a rigorous and relevant curriculum, outstanding teaching, and personal caring for each child. The standards-based education focuses on defined expectations at each grade level and in each subject area.

In March 2020 during the district's spring break, schools in California closed as a result of the COVID-19 pandemic. They remained closed through the end of the 2019-2020 school year. Due to the closure, the week following spring break we mailed home two weeks worth of work to every student in the district. During this 2-week period, teachers were trained and prepared for Distance Learning. Students began instruction via online distance learning on March 30. Distance learning lasted through the end of the school year. The district formed a Re-opening Committee comprised of parents, teachers, school principals, classified employees, and district administration/staff who met weekly throughout the summer and prepared for three possible return to school models-- a hybrid model, a distance learning model, and a home study model. On July 17, Governor Newsom announced that districts in counties on the "watch list" would need to begin school in Distance learning. We quickly shifted our efforts to create a more robust distance learning model. With the exception of 70 students who opted for the home study model, our students began the school year on the distance learning model. As of August 24, the County is expected to be on distance learning through December 2020.

Stakeholder Engagement

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

In April and May of 2020, parent and teacher survey data was collected for reflective feedback on the distance learning experience, including needs and successes. Administrator feedback was collected via weekly meetings with district administration.

At the end of the 2019-2020 school year, a Re-opening Committee of diverse stakeholders was formed to provide commentary and input into the development of instructional re-opening plans for the 2020-2021 school year. Committee members included: 7 parents (each school was represented), 4 school principals, 3 specialists (special education and reading teachers), 13 teachers, 3 classified personnel, and 4 district staff/administrators. The committee met weekly over the summer for a total of 10 meetings, and subcommittees of this group occasionally met 1-2 additional times weekly to work on sections of the re-opening plan. In June and July 2020, parent and staff surveys were sent out to obtain additional feedback on re-opening plans. Parents who did not respond to the survey received follow-up phone calls by a district staff member to obtain their input and preferred instructional model for their child.

Weekly and bi-weekly FAQs were sent to parents by various means (email, website, social media) in English and Spanish. Weekly, access to bilingual (English and Spanish) Superintendent video messages were provided to parents via website, email, and social media platforms. Additionally, two Spanish parent zoom meetings were held during the summer in order to reach and engage our Spanish speaking community on COVID-19 and the 2020-21 school year. Furthermore, school site-based zoom meetings were held with PTA/PTO parent groups for input.

MOUs were developed with unions that detailed working conditions and safety protocols.

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

Zoom links for video participation and links for audio participation have been provided for all of the remote public board meetings, and our meetings have been well attended.

Also, members of the public have used our google surveys, emails, and phone to express their input.

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

Through the various means described above, stakeholders have provided the following feedback:

Parents - They have expressed an appreciation for the school's instructional efforts during COVID; want a more robust instructional program that includes more live teacher time than what was offered in the spring of 2020; are worried about the students' social-emotional status given their physical absence from school and friends; concerned about the motivation and engagement levels of children during distance

learning; concerned about increased screen time; unsure of how to balance their children's needs online (especially younger children) while parent needs to work from home, as well; how will students who need more help be supported; they would like bi-monthly parent meetings to maintain communication with teacher/school.

Teachers - They expressed concern over lack of grading during the Spring; concerns that distance learning requires much more planning than originally thought; wanted consistency in grade level platforms and related training; concerns about technology (older and some teachers need related training)

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

The key aspects of the plan that were influenced were:

- 1) In order to reduce screen time, the TK-2nd grade teams have provided more paper pencil instruction in their planning and our Project Based Learning specialist has increased the amount of community/neighborhood-based learning activities for student engagement.
- 2) In order to increase live teacher time and robust instruction, Time with live daily interaction of the teacher, the 2020-21 plan has daily class meetings, daily live instruction via zoom, small group instruction using breakout rooms, and office hours for parents and students to check in with their teacher and ask questions.
- 3) In order to address student social-emotional needs, the district hired a second school counselor in order to address to increased need.
- 4) In order to address parent concerns about balancing distance learning with their other responsibilities, the counseling department is developing onthly and bimonthly parent workshops that address parental stressors, coping strategies, and self-care.
- 5) To address grading, teachers will assign grades to student work and report cards this year (unlike last year - "hold harmless")
- 6) To address technology needs, the district is providing technology equipment/support to teachers whose current equipment is malfunctioning or too old to function with current platforms.
- 7) To address grade level instructional consistency, grade levels at each school agreed to grade level collaboration and to provide consistent curriculum and instruction to students in each grade level.

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.]

At this time, Sonoma County is on the watch list and we are expected to be in Distance Learning through December 2020. Sonoma County is not presently considering the approval of instructional waivers. On August 25, California Department of Public Health distributed guidance on providing in-person, targeted, specialized support and services at school. As this guidance was provided only two days ago, the district is will review and consider the viability of this option.

In the event we are allowed to open for in-person instruction, the following describes our Hybrid model:

- In-school socially distanced learning 2 days/week AND distance learning online at home 3 days/week.
- Teacher directed
- Focused primarily in ELA and Math using district adopted and common core aligned textbooks, workbooks, and materials.
- Class size limits will adhere to guidelines set forth by California Department of Public Health. Staggered recess, lunch, and dismissal times
- Health and safety protocols implemented all day

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

Description	Total Funds	Contributing
Math Expression, Wonders, Big Ideas, StudySync curriculum: These programs are needed for both Distance Learning and when a return to campus is possible. The intervention/extension is an adaptable, online program and is particularly effective with English Learners and struggling students, but is also effective for those needing additional challenge. Cost for intervention/extension online program is TBD when needed.	4820	Yes
We have provided no cost child supervision to the children of our district employees who are district students so the employees can devote themselves to their students. This program is used during distance learning and for the distance days in hybrid learning. This action benefits students in the following ways: 1) It allows uninterrupted teaching while their children are appropriately supervised.	21030	Yes

Description	Total Funds	Contributing
2) It frees up child care slots previously used by the children of employees in the onsite ECC and Boys and Girls Club run child care centers.		
We have continued the Illuminate program, which contains assessments and data management. This will be used for inperson, hybrid, distance learning.	3556	Yes
We have purchased air scrubbers and MERV 13 Air Filters for classrooms that do not have one and other work spaces.	52392	No
We have retained the positions of several classified staff members during distance learning so that they can provide push-in 1:1 and small group zoom and phone support for students with special needs. This will be needed during distance learning and during the distance days in the hybrid model.	116777	Yes
Computers: We distributed over 400 computers to families who needed them. They will be needed for both the hybrid (for distance days) and distance learning. While we used classroom computers and those from our shared computer carts, the cost estimate is for replacement value. The amount is noted in the distance learning section.	0	No
PPE: In addition to the PPE provided by the State, we purchased PPE via a group buy. This PPE is for our eventual return to campus.	15026	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.]

Models/Methods of Delivery:

Distance Learning: Due to the 7/17/20 Governor's Order prohibiting schools in counties on the state's Covid 19 Watch List from opening in person, the Mark West Union School District started the 2020-21 school year with the distance learning model. (The County Superintendent and Public Health Officer issued a joint statement on 8/24/20 suggesting that Distance Learning could be required through December 2020). The Reopening Committee designed a comprehensive Distance Learning model for all students which includes daily student contact with the teacher. All teachers were trained on delivery of online lessons as well as how to effectively engage learners at home. Each class will work together as one cohesive group with daily lessons both recorded and in person with the teacher. Instructional time may be live with a teacher or a recorded lesson from the class teacher or a teacher from another class. The grade level curriculum will continue with standards based lessons, social emotional learning activities provided by district counselors, and strong teacher support. During this time students will receive grades and feedback just as if they were in the physical classroom. Students will also continue to receive lessons from specialist teachers and others, such as music and library. We will also offer a variety of supports for students who may struggle with areas of the curriculum. The Distance Learning model is designed also to pivot reasonably easily to our Hybrid model and Full-Return model.

Hybrid Model: Once a return to school is deemed safe by Public Health experts, and while a 6' distancing is required (6' distancing does not allow us to accommodate all students in a classroom at a time) we will return to school with a hybrid model. We will blend in-school learning with distance learning. Students will be separated into groups and approximately half of the class will attend school on campus at a time. There will be a Monday/Tuesday group and a Thursday/Friday group to accommodate deep cleaning between groups. There will also be a distance learning component during which classroom learning will be continued at home with a set schedule and support provided. Students with special needs may be scheduled more than two days per week.

Home Study and Distance Learning Models: Once we return to the on-campus models, parents may elect to keep their children home, particularly those students who have health issues or other reasons their parents are not yet ready to send them back to school, utilizing our Supported Home Study program. In this program students are assigned to a Home Study teacher who plans, supports, and grades their schoolwork on California State Standards using a variety of methods including online platforms and work packets. Students work 100% at home. Parents serve as learning facilitators for their children. Parents must commit to their child(ren) staying in this program for the entire trimester or until the determined transition option time. At the end of each trimester (transition option time), parents can choose to have their child(ren) return to the Hybrid model or remain on Home Study. When schools are cleared for a full reopening, these students may also return if they desire.

The Distance Learning model will continue to be offered and is described in the prior section of this document. Similar to Home study, parents may elect to keep their children home utilizing our Distance Learning program. This program is 100% online. In this program students are assigned to a Distance Learning teacher who plans, delivers, and grades their schoolwork on California State Standards using a

variety of online platforms. Students work 100% at home. Parents must commit to their child(ren) staying in this program for the entire trimester or until the determined transition option time. At the end of each trimester (transition option time), parents can choose to have their child(ren) return to the Hybrid model or remain on Distance Learning. When schools are cleared for a full reopening, these students may also return if they desire.

Grading and Assessments for all Models

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and performance tasks, among other things. Performance tasks may be described as multi-step academic exercises that allow students to demonstrate the application, synthesis, creativity, etc., with content knowledge in a real and/or imagined context. Performance tasks are often accompanied by rubrics that allow for levels of performance and subtle differences in assessment feedback to students. In hybrid and distance learning, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning.

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.]

The district is allowing parents to borrow district computers (approximately 400 were distributed on 8/13 and 8/14) and is providing free wifi hotspots for families who cannot afford it. Technology support is given via zoom by our Tech department to teachers, staff, students, and parents.

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.]

Attendance: Teachers will take attendance daily. In distance learning, Zoom instruction, on line platforms, work production, participation and communication count for attendance.

Engagement: Teachers will log daily student engagement for live-in person/zoom synchronous instruction, phone participation, online asynchronous and work assessment on a weekly engagement form. The instructional schedule will include the required number of academic minutes daily.

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.]

August Training:

Seesaw (Beginner) - Teachers learned how to activate their accounts, add students, find remote learning codes, view and create posts; and explore, create and share activities with colleagues.

Packaging Digital Assignments with G Suite Apps - During these uncertain times, it is important to develop plans that work for distance and in-class learning. This session helped in how to organize content into chunks: units, modules, etc. and to create structure inside these chunks to promote consistency and include all elements of instruction inside a chunk.

Google Classroom - This helped teachers get started with setting up Google Classroom. They learned how to use Classroom to manage coursework, organize assignments, boost collaboration, and foster better communication.

Seesaw (advanced) - This training focused on supporting relationships with routines, augmenting instruction with videos, and support student choice and exploration.

Creating Videos & Holding Virtual Meetings - This session covered the basics of creating screencast videos and audio-only enhancement to digital lessons using Screencastify. Also, the basics of Zoom, including the use of breakout rooms, were covered as well as ways to engage students in video conferences.

Blended Learning - Teachers learned about Blended Learning strategies that can help you with Distance Learning. 3 instructional models were reviewed.

Clever/Wonders/Think Central - This session reviewed the online aspects of Wonders, focused on setting up your class by reading level and assigning online work for your different groups. It addressed some of the challenges encountered using Wonders entirely online in the spring and discussed common mistakes made and ways to avoid such mistakes.

Flipgrid - This class reviewed "What is flipgrid, how to start a Flipgrid, learn the lingo and get some ideas on how to use it in distance learning".

Jupiter 7th/8th - During this session, staff learned about the "TA" Jupiter portal; including how to login to this portion of Jupiter. They worked on creating an assignment, adding items to the calendar and grading Juno pods.

Clever - This session reviewed how to use Clever to access other learning platforms. They reviewed Clever from the teacher's perspective and from the students' perspective. Other video tutorials were provided as well.

Study Sync - In this session, they covered the basics of Study Sync; including navigating through the website, how to access student work, what a lesson would look like, how to grade student work, and how to give feedback. They also had an open discussion on various tasks you may be asked to complete based off the needs of your assigned teacher.

Book Study - Teachers joined a summer book club lead by a principal where the book "Blended Learning" (about digital instructional practices) was read and discussed. Teachers used this to help them develop their classroom distance learning programs.

County Training - Some teachers took the DISRUPT training to learn best practices in Distance Learning in July and August

Social Emotional Learning - Counselors participated in "Effective practices for SEL in Distance Learning"

Covid 19 Training: Required training for all employees on keeping themselves and students safe. This is in addition to the required mandatory trainings (Child abuse Mandated Reporter, Anti Harassment/antibullying/sexual harassment/cyberbullying, Preventing Sexual molestation, Bloodborne Pathogens, Safety in the Workplace, etc.

Staff Roles and Responsibilities

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

The roles of the teachers have not changed much but the working conditions have changed. The teachers need to be able to provide Standards Based Instruction in several learning models using zoom, online platforms and other innovations in addition to their more typical instructional practices in the on campus models. They also need to be vigilant over the presence of symptoms and ensuring mask wearing. The roles of several classified employees are changing during distance learning. Some may need to screen students for Covid 19 on the way into schools, taking temperatures, Yard duties and other personnel in positions that are not needed when students are not at school and those who typically work with students in person have been assigned to a variety of positions including push in support for struggling students, child supervision (Employee's children), monitoring copy machines so they are used by only one person, food distribution, materials distribution, enhanced cleaning.

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.]

The COVID-19 pandemic has highlighted the many ways in which public schools strengthen the fabric of community life and provide a safety net for our most vulnerable students. Each and every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment, in any instructional model, for our students to flourish.

English Learners: According to the California Department of Education's Stronger Together guidebook, English learners will need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. The Mark West Union School District EL Master Plan states that all English learners shall be provided with a minimum of 30 minutes a day of Designated ELD instruction by a staff member. Students at the beginning stages of English will receive additional support via an online language acquisition program.

ELPAC

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency. Two separate tests, the Initial ELPAC and the Summative ELPAC, serve two different purposes. The Initial ELPAC assesses students to determine if they are an English learner. The EL support staff is in the midst of assessing new students who's English learner status is undetermined in order to find out if they qualify for English Learner services. This assessment will be completed within the first thirty (30) days of school in accordance with state law. Examiners are scheduling appointments to individually assess students in person, utilizing all district safety precautions and related PPE equipment. After the first 30 days of school, identified EL students will receive targeted English language development instruction in small groups while online. Integrated ELD will occur online during EL students' regular classtime. EL proficiency level will be monitored during the school year using the district-created FELA form. The information derived from the FELA (completed 3 times a year) will inform the EL provider and teacher of areas needing additional focus.

Special Education

To every extent possible, we will meet the elements of the child's Individualized Educational Plan (IEP). Amendment IEPs are being developed and a meeting will be held virtually with the parents of students in special education to determine the ways to provide IEP designated services to meet student IEP goals remotely. As each scheduled IEP is addressed, an emergency services plan will also be completed detailing support to be provided in the distance model for each special education student. Once in the hybrid model, special education students may be invited to campus more than twice per week so that they may have their special education services also in person.

Foster and Homeless Youth

In addition to our materials bags, computers and instructional materials were provided. They were also informed that the district has additional school supply kits and hygiene kits available upon request. In addition to services provided to low income students (meals), the needs of Foster and Homeless students are addressed by their teachers with follow-up and differentiated instruction, if needed, and in collaboration with the County liaison for specific needs.

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

Description	Total Funds	Contributing
Technology for Teachers for better instructional zooms - laptops, webcams, microphones.	40933	No
Diagnostic assessment: We are implementing baseline assessments (ESGI, DIBELS, Thinkcentral,...) to diagnose learning gaps and fill them. This is needed for both the Distance and in-person options and the cost is included in the inperson section	2233	Yes
We have provided no cost child supervision to the children of our district employees who are district students so the employees can devote themselves to to the students--This program is used during distance learning and for the distance days in hybrid learning (cost was noted in the in person section)	0	No
We have continued Illuminate as a source of online assessments and assessment management system. This will be used for both in person, hybrid, and distance learning (Cost was also noted in the in-person section)	0	No

Description	Total Funds	Contributing
We have purchased air purifiers for classroom and work spaces that did not have them, for work on campus and for when we return to campus. We also purchased Merv 13 filters for all HVAC systems (Cost was also noted in the in-person section)	0	No
Computers: We distributed over 400 computers to families who needed them. They will be needed for both the hybrid and distance learning. We repurposed many of our classroom computers for this purpose but to repurchase them when we return to campus, will cost about \$400 per computer. Additional student computers cost here.	17785	No
Zoom: We purchased the professional version of Zoom. Zoom is needed for both the distance learning and hybrid since teachers will check in with their students on their distance days. The amount was also noted in the in-person section.	0	No
Instructional Supplies: We distributed bags of instructional materials and supplies to each family for Distance Learning	4118	No
Home study option: We hired 3 additional home study teachers to plan, support, and grade the schoolwork of students whose parents selected this option. Instructional delivery is based on California State Standards using a variety of methods including online platforms and work packets. Students work 100% at home. Parents serve as learning facilitators for their children. We also purchased additional teacher editions of curriculum and other materials for this program.	133801	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.]

Teachers from 2019-2020 provided the receiving teachers for 2020-2021 information about the learning gaps and needs of their 2019-20 grade level students. Students will also be assessed at the beginning of the school year to determine learning gaps. The district assessments will be administered three times per year to display student progress and learning gaps. At the school level, teachers also administer formative assessments to inform their instruction and target specific needs. Then, targeted instruction is provided to enable all students to work toward mastery of state standards for their grade level. Support will be given by classroom teachers, intervention team members, special ed team members, and the school counselor. The principal will initiate the tiered reengagement process for students who miss at least 60% of instruction. This process is designed to support students in being fully engaged in their learning. EL students who are stagnating at a proficiency level receive additional ELD support by the staff member and may receive additional support through an online language development program.

District Assessments: Thinkcentral, Wonders, DIBELS, AR, FELA, Writing, ELPAC.
STAR, AR, ESGI, Math Expressions, Big Ideas, Study Sync, Wonders

Site level: DIBELS, DRA, Writing by Design,

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.]

All students: Teachers will incorporate daily small group academic instruction. SeeSaw (grades Tk-2) and Google Classroom (3rd-6th) are used to provide the academic work content to students. Various adaptive online platforms are used including AR, BrainPop, Khan Academy, etc are used to address learning loss. Counselors will be providing zoom community building social/emotional lessons as well as daily academic lessons via zoom.

English Learners: ELD is provided and integrated into the daily lesson. The EL staff members will also provide 30 minutes of designated, targeted ELD daily. In addition to the teachers' daily office hours when students can get 1:1 support from their teachers, EL students may also be supported by our intervention teams in small groups or individually. Counseling is provided as needed, individually or in group setting. Nursing support is provided as needed.

Low-income, Foster, Homeless: Struggling students are invited to the teachers' daily office hours when students can get 1:1 support from their teachers. Students may also be supported by our intervention teams in small groups or individually. Counseling is provided as needed, individually or in group setting. Nursing support is provided as needed. Computers, wifi hotspots, and additional materials provided as needed.

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.]

Formative academic assessment, observation, participation, attendance, engagement, and work production are the main methods to determine the effectiveness of the supports. Supports are modified as needed.

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

Description	Total Funds	Contributing
Benchmark and formative academic assessments to determine students needing intervention, areas to target to intervention, and tools needed for intervention. Future targeted needs costs TBD.	0	No
Intervention Support: Principals and teachers use Co-Op meetings to disaggregate and analyze student assessment data. Students needing support are triaged and assigned general education intervention supports to remediate learning gaps via small group and individual zoom meetings. The support providers may be reading specialists, math intervention teachers, and other specialists available.	50484	Yes
Push in support - Classified instructional assistants will be able to push-in to distance learning to 1:1 and small group zoom and phone support for students with special needs. This will be needed during distance learning and during the distance days in the hybrid model. The amount is noted in the in-person section)	0	No
Counseling support: Our school counselors and trainees will address student social/emotional needs via individual or group zoom meetings. This support addresses the trauma these students experience and help mitigate its effects on student learning.	198870	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.]

In an effort to support our students and families, we have consistent and impactful social-emotional learning (SEL) practices built into the school day. All teachers are trained in Toolbox coping strategies and use them with their class. Teachers have been trained and will continue to be trained on symptomology that may indicate a student is experience stress, mental health issues, or social-emotional challenges. Classes will have the offer of establishing classroom meetings which serve as a check in meeting to address student social emotional issues, build a positive classroom community, and to help teachers determine students in need of more intervention or counseling support.

Professional Development: The district counselors will be providing biweekly video trainings for teachers and classified staff to help them integrate SEL into their distance learning. Each month, the SEL team will follow up with additional implementation support.

Counseling support: Our school counseling team address student social/emotional and mental health needs via individual and group zoom meetings.

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.]

Teachers will take attendance as required by AB 98 and any other state or federal mandates. In addition, teachers will use a weekly engagement form to note all of the ways students are engaged in synchronous and asynchronous learning. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered reengagement process.

Reengagement Process
Tier 1
The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.

Teachers or the attendance clerk will attempt to make contact with the student and parent.
Attendance information will be available for parents through the Student Information Portal.

Tier 2

Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and school principal.

As part of the re-engagement strategy, the school site principal will attempt to reach out and determine the cause for the absence and will:
Ensure that communication with the parent is working, phone dialer, emails, and internet access;
Determine if there is a breakdown in communication and make any corrections; and
Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
The parents will be informed that continued absences from distance learning could include:

A conference with the principal;

Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions

Tier 3

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up Student Attendance Review Board meeting will be held,

The school administrator may develop an Attendance Plan that includes:

Teacher engagement

Both reward and consequences for further attendance;

Review of the family circumstance for outside connection with health and social service

Make a recommendation to transitioning the student to full in-person learning.

Outreach will be conducted in English and Spanish as needed.

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.]

The Mark West Union School District will provide meals for all students who wish to participate, including pupils who are eligible for free or reduced-price meals. Lunches will be offered in accordance with the National School Lunch Program. As the District begins the school year serving all students in a distance learning or home study model, meals will be provided for students to consume at home. Meals will be distributed once per week at each school site in a drive-through or walk-up model, and students will have the opportunity to pick up up to 5 reimbursable meals each week.

If the District moves to a hybrid model, the meal distribution model will also shift to accommodate for meals served to students on campus as well as at home. On the days that students participate in in-person instruction on campus, students will have a regular lunch period in which they can receive a ready-to-eat meal. Prior to leaving campus on their second day of instruction each week, students will be provided with the opportunity to take lunches home for consumption on the days in which they will be participating in distance learning. If the District moves to a full in-person model, lunches will be served daily on campus for consumption during the regular lunch period.

Families have been notified via multiple forms of communication regarding the opportunity to receive meals, as well as the details regarding meal distribution, including location, days and times. Families have also received detailed communication outlining the process to apply for free or reduced-price meals.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	We have engaged stakeholders in the development of our Return to Work plan and this report as noted in the Stakeholder Engagement section of this plan	0	No
Distance Learning Program	We will/have enhanced the technology for teachers who need it to ensure more effective instruction via zoom (microphones, webcams, etc.) We have distributed computers to those who need them. We have trained teachers in distance learning practices We have developed a protocol for keeping staff working on campus safe We have purchased software and online platforms	0	No

Section	Description	Total Funds	Contributing
	We will/have provided 1:1 and small group support for struggling students, EL students, students with disabilities, foster, low income and homeless students. See Distance Learning area for costs.		
Pupil Learning Loss	We have purchased additional online educational programs and trained teachers in their use. We will/have provided 1:1 and small group support for struggling students, EL students, students with disabilities, foster, low income and homeless students. See Pupil Learning Loss for costs.	0	No
Mental Health and Social and Emotional Well-Being	We have trained teachers on integrating SEL into instruction and have Second Step kits for every grade level.. We have two counselors and 4 counselor trainees providing services in small groups and 1:1 via zoom. See Mental Health area for costs.	0	No
Pupil Engagement and Outreach	We have developed a tiered re-engagement process to provide support to students and families who have missed 60% of instruction. See Pupil Re-engagement are for costs.	0	No
School Nutrition	School lunches are provided in all of our models. Annual contribution to support meals program.	65000	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
9.44%	352,014

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.]

ENGLISH LEARNERS The Mark West Union School District EL Master Plan states that all English learners shall be provided with a minimum of 30 minutes a day of Designated ELD instruction by a staff member. This Designated ELD instruction shall be targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English Language Development Standards, focused on communicative purposes, not discrete grammar instruction, address the speaking. Under supervision of district EL Coordinator and site principal, the ELD staff member will support the implementation of the English Language Development program to ensure English learners meet appropriate language acquisition proficiency levels, ensuring academic goals are met as determined by English Language Proficiency Assessment for California (ELPAC) and academic expectations of Mark West district schools. Principals will ensure that the needs of EL students (along with other at-risk student groups) drive scheduling practices and that they receive priority for intervention services. Computer and wifi hotspot priority was given to EL students (along with other at-risk student groups).
ELAC/DELAC The Executive order passed by Governor Newsom allows for English Language Advisory Committee (ELAC) meetings, which are public meetings, to be held virtually, provided the Local Education Area (LEA) follows the requirements specified in the order, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information. The district and school sites will continue to hold these meetings and cover the mandated topics, topics to increase parent engagement in school and with their students, as well as other parent requested topics. Parents will be able to access the meeting via zoom or call-in. Meetings are conducted in Spanish.
LOW INCOME STUDENTS/FOSTER YOUTH/HOMELESS

Low income, foster and homeless youth are the first to receive intervention support at all schools. Low income students will also receive free or reduced priced lunches as eligible Foster and homeless students will also receive free lunches. Principals will ensure that the needs of low income, foster and homeless youth drive scheduling practices and that they receive priority for intervention services. Computer and wifi hotspot priority was given to low income, foster and homeless youth.

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

Services for foster youth, English Learners, and low income students was increased by the required 9.44% percentage via the following actions:

- Zoom push in services to support learning
- Enhanced assessment and remediation of gaps in learning services
- Free Reduced Lunch Distribution
- Additional counseling services
- Assessment and remediation support via small group and individual zoom meetings during distance learning
- Computer distribution and tech support
- Teacher training