

# 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.]

At McCloud Elementary, the school closure due to COVID-19 started March 19, 2020. The majority of our LEA's student body lives in poverty. The unemployment rate of parents and guardians is high in this community. The LEA is the main connection for families to resources such as medical referrals and food for their children. Nearly 80% of our students receive free and/or reduced breakfast and lunch. When the school closed, academic curriculum and food were still distributed to families. The biggest impact for families has been lack of childcare during the pandemic because of school closure. Many families have elder members who have stepped up to help care for children, but the majority of the community has faced some form of unemployment during the pandemic. As a whole, the community of McCloud suffered lost revenue in the area of food service and bed and breakfasts/hotels. Several businesses saw a boost in business once some restrictions were lifted due to the large influx of tourists coming to the campgrounds, rivers and lake surrounding McCloud. COVID-19 related travel has brought hundreds, if not thousands, of out-of-town visitors to our area for "vacation."

The LEA has mainly been impacted by increased duties to already limited and over-worked staff. Temperature checks and morning safety protocols for COVID increased responsibilities for all staff. The 7/8 teacher is also the superintendent/principal. Generally, 7/8 is a "team" taught with another teacher using a block schedule for math two days a week. The math teacher and her husband are both high risk, so she is teaching from home via Zoom. Typically, the 7/8 teacher/superintendent/principal would use the two math days to work on administrative duties, but now she has to teach 5 days per week and administrative hours are nonexistent. Though the state and federal governments have relieved some stress by eliminating certain documents, they have increased the workload for funding documents (CARES) and this document (LCAP) with a rushed deadline. Having to teach five days a week while trying to maintain the documentation required for COVID has been extremely difficult and greatly resented by the LEA's administrator. Time limits for spending COVID funds is also an increased burden on administrations. How to spend the money allocated before December is a question that hasn't been answered. Much of the funds will likely go back to the government unspent due to time constraints and limited time to devote to purchases related to COVID.

# Stakeholder Engagement

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

Stakeholders (parents, students, staff and the school board) were contacted via email, text, Facetime, social media, phone call and "snail" mail in order to collect information about concerns, needs and challenges regarding the pandemic and school closure. The main concern of parents was that their children were not in school. They feared their children falling behind academically and socially. Parents also expressed frustration at school closure and lack of childcare. Many parents felt they were not equipped to help their children with their distance learning work. When parents were surveyed in the summer, all but ONE family requested that school open back up for in-person instruction. The community has been overwhelmingly supportive of school opening back up with safety protocols in place.

This LCAP will be presented for public hearing at a special board meeting on September 23, 2020 and adopted by the board at a special meeting on September 30, 2020.

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

Due to our very small size and limited involvement of the parents and public in our meetings, we were able to have our board meetings and public hearings in our gymnasium with social distancing and face coverings. When the public attended, they were seated at least six feet apart with face coverings. Historically, the public does not attend board meetings or hearings. In the one instance where the public did attend, it was to express their support for school opening back up to in-person instruction. Had someone wanted to attend via Zoom that would have been arranged and will be arranged at any time. Phone in or Facetime is always available for potential attendees as well.

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

The main feedback from stakeholders was that they did not want school to close in the first place and once it was closed, they expressed their concern about the length of the closure. When surveyed about re-opening school, 99% of families responded that they wanted their children attending school in-person and did not want to participate in distance learning. Some stakeholders expressed concern over the strict guidelines set forth by public health regarding illness during the pandemic. Stakeholders were reminded that the LEA must follow re-opening guidelines that were not created by the LEA, but by government entities that have oversight of our re-opening.

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

The Learning Continuity and Attendance Plan will reflect the return to in-person instruction and a regular master schedule because that is what the community and families want for their children. As of the completion of this document (9/28/2020), the LEA has begun its 6th week of in-person instruction with only three students doing distance learning out of 58 enrolled. Three students are participating in distance learning and each had unique needs that will be met by the distance learning.

# 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.]

The LEA is currently conducting primarily in-person instruction. Of the 58 enrolled students, only 3 are participating in distance learning. Should the LEA close due to illness or exposure to COVID, teachers and staff are poised to send packets home with students that contain current and relevant curriculum. The 3 students who opted for distance learning continue to meet with the teachers via Zoom, calls, text, email or video call. In-person instruction will resume after designated quarantine or school closure. All actions below contribute to student learning and the mitigation of learning loss because we are in session on campus.

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

Description	Total Funds	Contributing
All staff except for one teacher is on school grounds working normally (ie. as before the pandemic and school closure). So as far as the budget is concerned, there are no abnormal or additional charges related to the pandemic other than purchase of PPE and items to support the re-opening of the school. The total funds to the right reflect our usual budget expenditures for staffing.	653,799.56	No
Personal protective equipment (PPE) such as masks, face shields, gloves, Plexiglas and related items were purchased to enable new COVID safety protocols throughout the school. Increased supplies of hand sanitizers, dispensers and soap were also purchased for all classrooms and additional rooms being used during the pandemic. Additionally, a sanitizing station and electrostatic sprayer for sanitizing classrooms was purchased.	5800.00	Yes
Digital thermometers were purchased for every family to provide a reliable way for parents and guardians to pre-screen students before bringing them to school. Two thermometers were purchased for staff and students prior to receiving the thermometers from OES.	485.00	Yes

Description	Total Funds	Contributing
<p>Visual cues like floor decals and signage to remind students and staff to practice social distancing. Decals and signs are placed through out the school in classrooms, hallways, bathrooms and in the SAFE program.</p>	320.00	Yes
<p>Outdoor event tents and tables were purchased to provide an outdoor eating area and alternative learning space to maintain cohorts at breakfast, lunch and recess periods. A speaker system and microphone were purchased to use in the outdoor learning area for ease of instruction outside with students spread apart. A water bottle filling station and a water faucet for an additional classroom was purchased so that students are not sharing drinking fountains and have a place to wash their hands.</p>	7300.00	Yes
<p>Alternative recess and PE equipment and activities were purchased to provide no-contact sports and activities that are low or no touch due to restrictions on most team sports. Examples include disk golf with individual frisbees and outdoor dice, Lego sets for indoor recess and other manipulatives for individual versus group activities.</p>	875.00	Yes
<p>Office supply usage has doubled due to teachers preparing for distance learning and emergency sub plans. Technology and various accessories (microphones, document cameras, projectors, cables, etc.) been purchased to facilitate instruction in classrooms that have been added to maintain cohorts and support Zoom math for 6-7-8.</p>	1400.00	Yes

## 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.]

Of 58 students, only 3 students are participating in distance learning. As a school, it was decided that distance learning would best be delivered via paper work and daily check-in with teachers. The students and parents signed a Distance Learning Contract as approved by the school board and each party understands their responsibility. As outlined in the contract, parents understand their obligation to stay in touch with the teacher, students understand that their work output counts for attendance and grades, and teachers understand that they must offer daily support to these students.

McCloud has a known infrastructure problem in regards to internet access. The limited options for internet providers and the weak signals provided by them are obstacles that prevent most families from being able to consistently log on to internet sites or meeting portals. Students who participate in distance learning DO have the option to complete some assignments online as well as the ability to use our online programs like Read Naturally, Flow 360, Studies Weekly, Discover Science, etc, but they are not REQUIRED to log on to any site. Assignments are offered primarily via paperwork for ease of tracking and offering assistance as needed. Computers are provided upon request. Some families prefer to use their own devices, but most families do not have great internet service in McCloud. Hot-spots were tested by the LEA but failed to boost the internet as updated and modern infrastructure does not exist in McCloud and is not likely to come here anytime soon.

As the LEA is offering in-person instruction and only 3 students selected distance learning, the academic offerings are the same as they would have been prior to the school closure due to the pandemic. Students receive instruction and assignments for all core classes. In the event that the school has to close temporarily, students will be sent home with work that continues from in-person instruction. While home, students and teachers will have a daily check-in and help session to address the curriculum and any questions students or parents might have. As of the completion of this document (9/28/2020), the LEA has begun its 6th week of in-person instruction to serve as a sound base to launch distance learning if necessary.

### 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.]

Students have access to devices at school. Of the students 3 who are doing distance learning, one older student has his own device and internet and the other older student was issued a device from the LEA and has her own internet. The third student is only 6 years old and her curriculum does not require online learning nor does the LEA believe that primary students are proficient enough on computers to successfully navigate online learning.

## **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.]

Ninety-five percent of our student body is at school, so assessments will take place as usual via online sources like STAR reading and math, as well as via Read Naturally and curriculum based assessments. The 3 students who are participating in distance learning also have access to STAR online assessments and curriculum assessments online. Teachers have access to reports based on online assessments for in-person students and the 3 distance learners. Grading will be per normal protocol.

## **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.]

Our instruction is being offered in-person and distance learning is offered via paper work due to weak internet infrastructure in McCloud. With only two students participating in distance learning, we aren't using a school-wide or staff-wide distance learning platform. In the event that students must go home for a certain number of days due to illness or a positive case of COVID-19, students would then participate in distance learning until they returned to in-person learning at school. Additional stress has been placed on the internet infrastructure of McCloud due to more people being at home online and older, high school and college aged students being home and doing on-line learning via their high schools or college platforms.

In the spring when schools first closed, the LEA had great success with paper assignments supplemented with online sources. The LEA will continue to offer paper assignments to serve our families with limited access to internet. Also, since there are only two students participating in distance learning, the need for training is nonexistent. Teachers use designated Collaboration Days to share ideas and alleviate concerns or issues that arise in the classroom or online with the two DL students.

## **Staff Roles and Responsibilities**

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

Only one teacher chose not to return due to her high risk status and the high risk status of her husband. The teacher will be instructing remotely using Zoom and students will log on to her meetings to receive math instruction. This teacher was a part time math teacher prior to the pandemic, so she will be Zooming for her math classes only (6-8 grades) four days per week (Tues. - Fri.). The LEA purchased her a computer and accompanying technology for Zoom math classes.

All other teachers and staff are conducting class as usual with the addition of PPE for students/staff as well as implementation of new safety protocols including: taking temperatures of themselves and students, reminding students to use their face coverings, enforcing hand washing or sanitizing, providing additional cleaning and hygiene to student desks and spaces in between the custodian's cleanings; keeping students social distanced from one another in class and outside; adjusting lunch times for students to stagger the numbers that go through the

cafeteria for meals, and helping students properly enter the building each morning and guiding them to the masks provided by the school IF they are not already wearing one from home.

Those staff members most affected by the new safety measures would be the administrative secretary who has to monitor temperatures of students and staff as well as log that data. The secretary has also been tasked with finding and ordering the additional cleaning supplies and PPE for all students and staff. The custodian/maintenance person has been given the additional duties of setting up and taking down the outdoor eating area and cleaning twice the space as before due to the addition of the outdoor use area. The custodian/maintenance person is also in charge of ordering the hand sanitizer and cleaning supplies as well as using the electrostatic sprayer in every classroom before school starts daily to provide additional disinfection. The cafeteria manager's duties have changed because he is not able to have student helpers to serve food, so he must serve all students by himself. He must also be ready to package and provide meals to the two distance learning students and to any and all students who must be excluded due to illness or quarantine due to COVID (in the event that happens). The principal is also a classroom teacher. Her "team" teacher is the part time teacher who is going to stay home to teach. The part time teacher used to teach Tuesdays and Thursdays; the principal would use those days for administrative duties. Now that the part time math teacher won't be present at school, the administrator must teach five days a week, so administrative time has been eliminated. The principal will have to use more personal time, and time before and after school to conduct administrative duties.

In addition to more teaching time, the administrator must also help with AM screening as students arrive to the building. This involves taking temperatures and screening for symptoms of illness. Volunteers have filled in when possible, but the majority of the temperature taking burden is being handled by the administrative secretary in the morning. Most staff is already maxed out on allowable time, so those that help are simply volunteering their time. There are increased duties for classified personnel as well due to classes having to be distanced and moved to additional rooms. The additional burden of supervision has largely fallen on the classified staff.

### Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

In the event that the LEA must transition to distance learning for short or long term, students with unique needs will continue to be served via Zoom, one-to-one meetings (when done safely), text, email, phone call or Facetime. The LEA currently has no EL students, homeless students or students in foster care. The LEA caseload of students with IEPs is very small and they are served by a resource specialist contracted via the Siskiyou County Office of Education. The RSP will maintain contact and services with IEP/504 students via Zoom or communication method that works for students, parents and the resource specialist.

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

Description	Total Funds	Contributing
The LEA is currently conducting in person instruction for 55 of 58 students. The 3 students who are on Distance Learning are connected to curriculum and help via Zoom call, text, email or other mode preferable to the student and parents. Services are improved or increased	0	Yes

Description	Total Funds	Contributing
<p>simply by being in-person rather than at a distance. Problems can be addressed in real time and quickly as they normally would.</p> <p>In the event that there is a transition to Distance Learning, the LEA already has computers for each student (if requested) and online platforms for STAR testing (Renaissance Learning) and intervention (Read Naturally). These programs were purchased on a multi-year contract two years ago, so there are no current expenditures for them. Additionally, they DO contribute to improving services to students as they focus on assessment and intervention for students that fall behind. Services to students who are low income students are exponentially impacted because they tend to need more support and intervention due to living in poverty.</p> <p>Though our distance learning is primarily on paper, students do have the option to go online for these learning platforms, but it is not required; it is a choice families can make. The majority of families do not appreciate the online formats and prefer paper assignments and assessments. Computers are available by request for distance learners, but no additional expenditures were made because all computers were purchased last year with CSI funds.</p>		
<p>A laptop computer and associated technology (mouse and microphone) were purchased to provide the 6-7-8 math teacher a way to work from home. She teaches math and without the purchase of this equipment, the students would not have access to upper grade level math instruction.</p>	1000.00	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.]

Since the LEA is conducting in-person instruction, we will handle "learning loss" or regression as we would normally. Students will receive intervention in reading and math via Read Naturally and Flow 360 (Renaissance math and reading). Both programs are online platforms;



both are accessible from home if the school should transition to distance learning - short or long term. Assessments given throughout the year will show learning loss (if any) and growth (if any).

Read Naturally is an online reading program that assesses students for a baseline and then assigns them work or "intervention" at their level. The LEA purchased the program last year for multiple years, so there are no new associated costs. Flow 360 is also an online platform that assesses students in reading and math for a baseline and then assigns them practice pages according to their ability. Flow 360 was also purchased by the LEA for multiple years prior the the pandemic, so there are no associated charges this school year.

On either platform, students are constantly being evaluated for growth or lack of progress. Both programs are intuitive and give teachers a lot of information. Both can be used to bolster progress as well as provide intervention lessons for re-teaching of subjects. The difference between the two is that Read Naturally is only for reading, whereas FLOW 360 is reading and math.

## **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.]

Strategies for learning loss will remain the same as when in person:

- \*Evaluation /Assessment will be given to each student
- \*Intervention instruction or GATE will be provided depending on assessments and eligibility
- \*Teachers will pinpoint areas of concern via analysis of data
- \*Teachers will re-teach certain lessons based on student performance
- \*Intervention will be provided to students who are below grade level in reading and math
- \*Teachers will periodically re-evaluate/re-asses students to measure growth or learning loss
- \*Students who qualify for intervention will remain in intervention (Read Naturally & Flow 360) for the entire school year
- \*GATE students must maintain eligibility with high comprehension of assignments, classroom and GATE effort as well as grades. In the past students would be designated, in part, based on CAASPP scores, but state tests were not given last year.
- \*Students with IEPs and 504s will receive services from the resource specialist.
- \*The LEA has no EL, foster or homeless students at this time. Should any arrive, the LEA will provide appropriate accommodations.

## **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.]

When re-assessed or re-evaluated, if students show improvement in the designated core curriculum, they will have re-gained lost skills. Conversely, if there is no improvement when re-evaluated or re-assessed, loss of learning (content and skills) was not regained.

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

Description	Total Funds	Contributing
<p>Read Naturally and Flow 360 for reading and math intervention. Both were purchased last year so there are no costs for this year. As mentioned above, both programs address gains and losses in skill sets for reading and math. Data about each student can be analyzed to show improvement and learning loss.</p>	0	Yes
<p>The 6-7-8 grade math teacher conducts break out sessions with the distance learners who need additional help after whole class instruction. On the weekends, the teacher comes to school to prepare for the following week and to grade/assess students. She gives feedback to the homeroom teacher and teacher's aide about students who need additional practice or intervention.</p>	0	Yes
<p>The enrichment coordinator is conducting Intervention and GATE to students who qualify for either program. After students are initially assessed with one of the above program and their classroom work and curriculum assessments are evaluated, students are organized into either Intervention, GATE or neither (at grade level; not below or above). These programs and the coordinator's management of the program are key to mitigating learning loss and promoting improvement to grade level or beyond.</p>	15,000.00	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.]

Students will be referred to the clinic or Remi-Vista for mental health counseling as the LEA does not have its own in-house counselor. Students will also have the added support of classes with Siskiyou County Domestic Violence (SCDV) bullying prevention, online safety and general safety classes. The DARE program offers students guidance on the topics of :drug counseling, safety, emergency preparedness, anti-bullying and active citizenship. The representative of SCDV and the DARE officer are both available to counsel students individually as well as whole-class.

The school nurse and school psychologist (as provided by SCOE) are also available to counsel students and staff if needed. For example: a student was recently diagnosed with diabetes and was counseled by the school nurse about the disease, but also about his feelings and concern about the disease.

Staff has participated in Keenan Safe Schools training in the areas of safety protocols as well as mental well-being. Strategies for coping with related stress is offered in the Safe Schools program. Professional development is conducted via online videos offered by Keenan. Staff was trained last year in ACEs which enable them to recognize warning signs in themselves and their students.

The staff at the LEA is small, but very close. The staff supports each other and is very flexible in regards to duties and helping one another with additional duties and support.

## **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.]

Currently, the LEA only has 3 students of 58 participating in distance learning. The school and community is very small (under 1,000 in total town population). The LEA has yet to experience any of the 3 students being absent from distance learning. In the event that a student didn't "show" for a distance learning meeting, staff is willing and able to do home visits, call students, schedule meetings or (in extreme cases) ask the sheriff's office or Child Protective Services to do well checks on behalf of the school in the event that zero contact has been made.

The LEA's staff often visits student homes so this is not unusual in the community. The LEA does not have EL students, so translation services have not been needed, but could be easily arranged in the even that we gain EL students in enrollment. Parents/staff are willing to schedule meetings as long as safety measures can be followed. Zoom is also an option for meetings if someone is uncomfortable with face-to-face communication.

# 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.]

Currently, students are receiving breakfast and lunch in-person and students on Distance Learning (3) have the option to come pick up meals as offered. If a student or parent has difficulty picking up the meals, a staff member can/will deliver the meal to the student. So far, none of the DL students have wanted the provided meals.

In the event that the LEA must transition to Distance Learning, the LEA would conduct meal service as it did in the spring when school first closed. Meals would be picked up once a week along with assignment pick up. Five breakfast meals and five lunch meals would be provided per student. Last spring the cafeteria manager prepared meals that had a shelf life and or could be frozen as well. This made the meals easier to provide and transport.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
18.7%	111,670

## 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.]

The actions and services of the LEA are primarily directed at increasing or improving outcomes for unduplicated students. The majority of students at McCloud Elementary are living in poverty. Nearly 80% of the student population qualifies for free or reduced meals. Currently, and historically, the LEA does not have English Learners, foster youth or homeless youth. Simply based on the fact that 8 out of 10 students are low income, the school-wide services are offered first and foremost to those students. There are no programs or services that disproportionately benefit the remaining 20% of the population that is not low income.

Due to declining enrollment and the LEA's desire to maintain staffing (4.5 FTE and 3 aides), we are deficit spending when necessary. In order to maintain a low student to teacher ratio, the district prioritizes staffing at the highest possible level. Necessary Small School (NSS) funding revenue provides the LEA the funding for 3 teachers, so we are using supplemental and concentration funds to support the 1.5 FTE over the funding amount (\$82,895.65). The LEA believes that staff are the most important resource for students. The LEA prioritizes keeping the staff and unique programs that make the school special and enable staff to work with students one-on-one (when needed) for optimum instruction.

### ACTIONS (School-wide):

**Technology :** The LEA has prioritized upgrading technology. There are new desktop computers in every classroom and the library. The LEA maintains one Chromebook per student. Document cameras, projectors, speakers and SMART boards enable the district to offer modern technology to all students as well as the ability to use online platforms effectively. Low Income students are particularly impacted because most do not have access to upgraded technology or good internet in their homes.

**Updated Curriculum:** The LEA has purchased online curriculum in the content areas of science, history and English language arts. Discover Science is a fully online science program. Studies Weekly is a social studies curriculum with an online and hard copy platform. Grammar 101 is an online language program. Junior Scholastic is a reading program with hard copy and online versions. These curriculum platforms benefit all students, but particularly low income students who would not otherwise have access to online curriculum due to their low economic status.

Intervention: Students in 3-8 grade participate in reading intervention via Read Naturally. The program assesses, monitors, provides skills practice and reassesses. Math intervention is provided via Renaissance Learning (Flow 360); students are assessed and then individualized practices are assigned to the students. Teachers can monitor progress and learning loss with both of these programs. Intervention is an academic priority at the LEA which directly targets low income students as they tend to be the student population that does not have great foundational skills or educational support at home. This designated time and programs devoted to intervention impact low income students and promote the growth of their skill sets in reading and math. The staff (2) and time (twice a week for 2 hours) devoted to intervention students benefits all students, but particularly low income students who need significantly more one-on-one time for remediation.

GATE: Students who qualify for GATE participate in hands-on activities. A student's eligibility is based on CAASPP scores, STAR assessments (Flow 360), classroom performance and curriculum assessments. Providing GATE classes enables students in grades 4-8 to access hands-on activities while intervention is taking place. GATE provides enrichment for all students, but it also serves as a way to schedule intervention and use staff in an optimal fashion for both programs.

Special Programs: Lab Science (Jason Singleton), DARE, Bullying Prevention, Tobacco Education, Positive Prevention, art instruction, music and sports. The LEA prioritizes special programs because studies show that non-academic programs that support social and emotional well-being also enable students to devote more time and energy to their academics. When a student is fulfilled on all levels - emotionally and physically - they will perform better on intellectual tasks. Lab science supports the science curriculum, but more importantly, it gives all students (especially low income students) access to expensive equipment and experiments they might not otherwise experience. DARE supports social and emotional well-being by educating students about their health, safety, dangers of drug use, counseling, anti-bullying and good citizenship. Bullying Prevention, as offered by Siskiyou County Domestic Violence, gives the students strategies to prevent bullying for themselves and others. Tobacco Education warns students about the dangers of tobacco use, but it also gives them a platform for educating their peers as educators who team up with SCOE personnel. This empowers students who might otherwise never have the opportunity to speak up about important topics: successful completion of the peer education gives them self-esteem and the courage to present information. Positive Prevention is a sex education program for 7/8 grade students. This program is critical for all students, but especially low income students because parents often do not have the resources or education to communicate with their children on this matter. Art and music are essential for all students' social and emotional health. Both activities activate centers in the brain that make it possible for students to learn most effectively. Non-academic activities are essential for success in academic activities. Finally, sports are very important at McCloud Elementary. The sports program is supported by the SAFE program so low income students benefit from the no-cut policy; any and all students in 4-8 grades can join a team and participate in practice, games and tournaments. Low income students benefit because in a bigger school, or in recreational sports (outside of the school setting), most would be unable to afford the equipment or travel expenses associated with team sports. Currently, due to COVID, sports are suspended, but they remain a priority for the district.

Nursing and Counseling Services: The LEA pays for two additional nursing days. The school nurse is the resource contact for the LEA and she connects students and families to valuable medical resources and mental health resources. These services are particularly important for low income students whose parents often do not have transportation or the ability to get their children to the doctor. The school nurse is particularly responsive to our low income, under-served student population. A healthy body and mind make for a student that is ready and

able to learn because they are healthy rather than plagued by illness and/or hunger, etc. For example, a student was recently diagnosed with diabetes. The school nurse was critical in facilitating communication between the family and the doctor; she was able to connect the student and family with important resources and information they otherwise wouldn't have had access to. The school nurse is also able to talk to students about stress related to the pandemic or trauma related to experiences or health concerns. The nurse and staff are trained in trauma informed (ACEs) practices which disproportionately affect low income students.

SAFE After School Program: This program offers families additional support for childcare after school and for homework help. This is an especially important program during the pandemic because parents are struggling to work and manage child care. By a large margin, the students who primarily use the program are low income students who do not have a safe place to go after school. Students receive a snack, homework time, enrichment activities and a safe environment. The additional food after school is critical for low income students who often receive the majority of their meals at school.

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

The percentage above (18.7%) is the benchmark against which the LEA will measure the plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. McCloud Elementary will easily meet or exceed its proportionality agreement through goals associated with this document. MES plans to provide actions and services on a school-wide (one school district) basis; however, for the most part, the goals are designed to inherently aid and support our largest (ONLY) subgroup - Low income students.

Priority will be given to these actions which specifically address the needs of low income students:

Zoom math provided to students in 6-7-8 grade enables students to access upper grade level math instruction. The teacher will spend additional time with low income students or students who struggle with concepts after the initial Zoom meeting for instruction.

Intervention in reading and math specifically address the needs of low income students; eligibility requirements (learning loss and below grade level status) and economic status are the main considerations for assigning students to intervention. A needs assessment is conducted per student as the roster is made for intervention.

Maintaining staff at 4.5 FTE and aides at 3 enables all students, but especially low income students to receive one-to-one instruction and intervention whenever needed.

Enrichment programs meet the needs of low income students by providing beneficial social and emotional support. These programs include SAFE, DARE, Bullying Prevention, Project Alert (tobacco ED), Positive Prevention, GATE, art, music and sports, all of which would be difficult for low income students to access without the LEA's facilitation.

Additional nursing days provide low income students with medical services and access to mental health resources as well. Access to medical professionals and resources are limited for low income students outside of school.

All of the above programs will continue to focus on the needs of at-risk, low income students as a priority. Through out the school year, the comprehensive needs of low income students will be assessed and fluctuate according to individual students' academic performance and social/emotional well-being.