

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.]

Sierra Unified School District (SUSD), located in eastern Fresno County, serves 1271 students in grades TK-12. Sierra Unified is a rural school district located approximately 35 miles northeast of Fresno in the eastern Sierra foothills. The District covers a large region, approximately 3,000 square miles. More than half of the residents in the community are older than 55 years of age. While in the past, the community population was very stable, in recent years we have witnessed an increase in mobility rates. There are three American Indian Rancherias located within the District: Table Mountain Rancheria, Big Sandy Rancheria, and Cold Springs Rancheria. There are three distinct school campuses within the District. The District is made up of Foothill Elementary School (grades TK-6); Sierra Junior High School (grades 7-8); Sierra High School (grades 9-12); and an Alternative School of Choice (grades TK-12). The Alternative School of Choice includes: Sandy Bluffs Continuation High School, and Sierra @ Home. Sierra Junior and Senior High Schools share staff and are housed together on the Sierra campus. The following data from state reporting of the District's student enrollment includes: 63% White, 17.8% Hispanic, 14.5% American Indian and 4.8% other student groups. Within Sierra Unified attendance area there are also two Thompson Districts consisting of students from grades TK-8. At grade nine, students from Pine Ridge Elementary and Big Creek Elementary attend Sierra High School. The student population includes 48.31% Socioeconomically Disadvantaged, 13.5% Students With Disabilities, 0.94% English Learners, and 2.36% Homeless and Foster Youth. The vision of Sierra Unified is to be an exemplary, student-focused school district that is highly regarded for the competence and character of our students, the rich connection to our mountain community, and the excellence of our people, programs, and learning environment. The achievement of this vision is facilitated by the District's mission to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.

Stakeholder Engagement

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

Sierra Unified gained feedback from stakeholders in a number of ways, utilizing surveys, Zoom linked community forums at the school-site and district levels, phone calls and email communication, and in-person one-on-one meetings.

The variety of interactions were helpful for our community to connect and provide to the district and school sites their needs and concerns as we were navigating a new path of education. This open line of communication allowed us to continue to build the confidence of our community and continue to work toward improvement in an area of our school culture that needed to be addressed. 73% of our parents that responded to the survey in May 2020 indicated that the school sought parent input on important decisions, and 87% felt that their input was welcomed by the staff.

At the end of school closures in June 2020 families provided the district with a sense of what worked well during distance learning and what needed improvement. The information gained from this input is reflected throughout this plan in the shaping of delivery of instruction for all students. In June, we presented to our community a choice of options to gauge the families' preferences for what a school week was to look like. Options included, a hybrid of on-campus and home learning sessions split over the week, 5-days face-to-face learning and an all virtual learning with teacher support.

In July, we surveyed families again to get specific information around logistics about family choice of learning delivery, what programs their child/children were to participate in, use of school transportation and to gauge their feelings about children coming back to campus. Between June and July of 2020, our Community Forums were held over Zoom, and we actively participated in parent questions and suggestions in these platforms to further develop our plans for the 2020-2021 school year. Individuals with unique or special circumstances were encouraged to reach out to school site administration to work through their concerns. Staff members were also provided opportunities in and outside of their bargaining units to make suggestions, request professional development/materials, and ask questions through Zoom meetings and surveys. Student stakeholders (meeting set for Aug 19)

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

We conducted 4 surveys of parents/community stakeholders, students and staff between March and July 2020, we held 7 Community Forums, 6 school site specific parent forums, 5 staff forums and 6 School Board meetings via Zoom. Community members were also provided with opportunities to reach out directly to the school site administration, district leadership by phone, email and many asked questions through our webpage link to ask questions and provide suggestions. All District Forums and School Board meetings are recorded and available by link on the district website.

For the purpose of input on this document, it is linked to the School Board agenda meeting scheduled for August 24, 2020 as part of the public comment period, the document is available in print at each school site and the district office, and posted to the main page of our district website, a link to the document available via our Parent Communication system in Aeries.

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

Approximately, 65% of our families who responded to our June survey on re-opening options for schools, requested a model of 5-days a week on campus for their children. Employees and district leadership, through planning were able to recognize that the hybrid plan (a few days on/off) was going to be too taxing on food service, transportation and custodial staff to logistically plan and maintain all health/safety protocols in our large rural area. The hybrid model was also complex in that parents requested that all children in their home be on the same

schedule of days on/off which limited the district's flexibility with this option. In July, 75% of parents indicated they were interested in receiving education from our school sites in anticipation of a re-opening of in-person instruction soon. The remaining 25% have indicated interest in our Alternative School of Choice option, Sierra @ Home. Our biggest learning from our June communications with parents was the need to increase our communication with families regarding the expectations of instruction, homework and lessons of their child/children and to be consistent in when class meetings will be held and the products we use to deliver our instruction. We also found much value in forecasting to our stakeholders the plans, learnings and new developments in the fast-paced changes brought on by the responses to COVID-19. This has led district leadership to plan in 6-week increments that incorporate communication with our community and staff, plan for transitions that minimize disruption and allow for adjustment from distance learning to in-person learning and build on routines of consistency.

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

This plan incorporates the stakeholders' input by putting in place the desire to have a 5-day a week in-person instruction model (health and safety precautions followed). This will be achieved by assigning students to a classroom teacher at their school site who is setting up their virtual instruction to mirror what their in-person routine (class schedule) will look like as a way to provide consistency and minimize the need for learning new routines. Teachers on school sites are responsible for the instruction delivery of those students assigned to them and daily weekly communication with a parent/guardian.

Families who chose Sierra @ Home will be served by teachers on special assignment who will work with the family to develop and achieve the goals of an Independent Learning Plan for each enrolled child. These families will also have access to extra curricular activities within the school district that are age-appropriate for the child as worked out with our Athletic and Activities Directors. Parent communication regarding student learning during distance learning sessions incorporates consistency in use of platforms for instructional delivery by all teachers, TK-12, posting an overview of the week's lessons and the development of a technology support page for parents to learn how to use and support their child's 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.]

When the opportunity is available for in-person instruction Sierra Unified will be poised for an easy transition out of distance learning as we have assigned our students through a master schedule to the teacher(s) and classmates they will be joining on campus. It is important to us to allow those relationships and connections to build from the earliest moment in the school year regardless of the instructional delivery. Teachers and district leadership have worked closely with one another to develop instructional schedules in both virtual and in-person

models that mirror one another. This consistency will help all students to develop a sense of anticipation for what is next and work toward building good work habits such as preparedness, confidence and self-monitoring that comes with routine and consistency in expectations. On-campus schedules will be adjusted to reflect periods of instruction and breaks that may be different from the distance learning schedule to allow for the cleaning/disinfecting of high-touch surfaces between instructional periods, passing times between classes and delivery of meals to students in designated areas. Parents and students can expect that the first course listed on a student's schedule in the distance learning model will be the first course their child will be participating in when they arrive on campus for in-person learning. Teachers will utilize the same technology tools and platforms as used in distance learning, again to maintain consistency for students and build self-sufficiency. Teachers are using Google Classroom and the G-Suite tools to develop activities and independent practice. Additional tools have been made available to support student learning in the distance learning model that will likely carry-over into classroom use as well. It is anticipated that the lesson delivery and student engagement in in-person instruction will be the focus of the day. Teachers will have the opportunity to group students for collaboration and small group instruction to assist with the acceleration of learning in response to learning loss as well as monitor progress daily and take action immediately to redirect students' learning. Assignments may still be available to students through the Google Classroom where the work can be completed and returned digitally, and teachers may choose to record their in-person sessions for use by students not in attendance, or for reference when students are reviewing or preparing for class tasks. At the start of the school year, all students will take a district-level diagnostic assessment to measure prior year grade-level standards in English/Language Arts and Math using our Illuminate assessment system. At Foothill Elementary School, this assessment will be paired with in-class current level assessments and running records for reading. Foothill staff will then use this information to assign students to their Response to Extension and Intervention (REI) program. This will address some learning loss issues utilizing small group and 1:1 instruction as well as evaluate student learning progress every 3 weeks. A newly developed partnership with AmeriCorp will provide reading intervention, through paid instructors, to students in K-3 grade. At the Sierra Jr High and Sierra High campuses, teachers will assess students in regular intervals using core-curriculum assessments to monitor student learning and address at the classroom level any learning loss for the whole group. Office hours will be available for more extensive acceleration of learning in students who show large gaps in standards competency. Following the diagnostic assessment at the start of the school year, all students will participate in District Level Assessments (DLAs) 3 times over the course of the school year regardless of the instructional model we are assigned at the time (distance learning or in-person). These assessments will continue to inform instruction and the development of learning loss recovery. Student social-emotional well-being is always a priority, but has become a heightened issue in light of the state shutdown. Staff in Sierra Unified have been trained in Trauma Informed Practices, and the use of Positive Discipline each of which provides training on how to identify signs of distress and how to approach a child exhibiting such signs. Professional Learning opportunities will continue to be made available in this area throughout the school year for staff to refresh their practices of engagement and recognition of their students' emotional state. Practices are in place at each school site for reporting incidents and seeking help or resources beyond what a classroom teacher may be able to provide to assist the student. Advisory and class meetings will continue to be utilized as tools in building community and communication between staff and students and students to peers. Sierra Unified will also utilize the expertise of on-site counselors and an expanded staff availability in partnership with All 4 Youth.

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

Description	Total Funds	Contributing
Provide students with individualized reading support, through the use of AmeriCorps instructors, needed to read at grade level by the fourth grade. AmeriCorp tutors will be		Yes

Description	Total Funds	Contributing
provided as part of our REI program available at Foothill Elementary school throught the REI program to specifically address student learning loss.		
Professional Learning time will be provided to all staff as needed to develop competency in program use, ability to respond to social-emotional needs of students, development of assessments and strategies to address learning loss in students.		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.]

As school begins in a virtual setting in August 2020, our teachers, leadership and staff have engaged in the development of a distance learning plan that utilizes the use of Google Classroom as our Learning Management System (LMS) and GSuite for Education. In the shutdown of schools in March, stakeholders noted that we had some inconsistency in the use of platforms to deliver instruction. In response to those concerns, teachers were delivered some expectations for distance learning; use Google Classroom and support instruction with Google tools available in the GSuite for Education. Additional tools have been purchased to support teacher development of consistent, engaging virtual learning environments. Professional Learning opportunities have been available for teachers to access at during their back-to-school teacher preparation time. A number of staff members have led in-house professional learning using these tools as a way to support one another.

All students have the opportunity to access core adopted curriculum in a blended format of digital and/or printed text. Elementary-level students McGraw-Hill Wonders, Impact Social Studies, Holt Reinhart Winston Go Math CA!, Twig Science. Junior High-level students will utilize the following programs; McGraw-Hill StudySync and Impact Social Studies, TCI Science and CPM (math), at the high school-level use of McGraw-Hill StudySync and Impact Social Studies, CPM (math) and Expository Reading and Writing Course (ERWC). Students and families needing a printed version of the text and materials will work collaboratively with the school site administration and classroom teachers to make the arrangements as necessary.

Teachers will use several delivery methods for instructional practice including daily live interaction over Zoom or Google Meet, 1:1 conferencing via Zoom, telephone or in-person (as needed or defined by IEP) practicing all physical distancing and health department requirements. Teachers will also conduct office hours that will allow families to reach out during a designated time each day to clarify lesson

instructions, get guidance or check on progress. The use of recorded lessons will be part of the teacher's practice to benefit the student who may have missed the live delivery of instruction or to be used during independent work sessions to guide the student practice. Administration will have access to all teacher Zoom sessions and lesson plans as a way to monitor teacher interaction with students over the course of distance learning, just as they would have access to visit a classroom during the school day to check on progress.

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.]

Beginning August 17, 2020 all students enrolled in Sierra Unified will have the opportunity to check out a district Chromebook during student material pick-up days. At the time of pick-up staff will ask if there is a need for connectivity in the home to access the digital curriculum. Based on this information collected in a face-to-face meeting we have resources that will be shared with the family to gain access to an Internet connection. We have purchased and deployed 5 hotspots that utilize universal access and are not carrier specific to support student connection in areas that geographically find it difficult to get a consistent connection or lack access to service. To support the safety and health of our students and their families it was determined that each student would be assigned a Chromebook for their educational use for the entirety of the school year, and when transitioning to in-person instruction, students will be responsible for transporting the devices back and forth between home and school just as if it were any other required classroom material.

To assist with making connectivity available to all students, Ponderosa Telephone will be providing set up and service to families within their service area at no cost to the students or the district. This program is available to any family currently without service or who utilized their service last year from March-June and discontinued service during the summer months. We continue to work on additional services for our families in such remote areas that it is difficult to acquire or sustain connections.

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.]

Sierra Unified in coordination with Sierra Unified Teachers Association and its members came to an agreement of schedule and attendance matters prior to the start of the school year. The work was guided by the Distance Learning Standards for Schools published by California 2020-21 State Budget looking specifically to the daily interaction requirements including instructional times and the taking of student attendance.

To begin, each live contact with a credentialed teacher will result in an attendance mark on a weekly report. When a teacher sees a student in their daily Zoom meeting and the student participates in the noted activity, discussion or task that day it will indicate positive attendance. Students who are absent/missing from the live session as assigned will be contacted by the teacher for the purpose of engagement during their office hours. Again a teacher will note attempted and successful contacts on the site developed attendance record. Following any attendance period, the individual teachers will share their electronic record with the attendance clerk who will adjust any record of absence to indicate if it was excused or unexcused. The attendance clerk will maintain an official record with a teacher signature for verification. Within the agreed upon daily schedules, minimum instructional minutes are met. Students can meet these minute requirements through independent work/homework, small group instruction, 1:1 instruction, assigned tasks during the live class meeting, and participation in daily

Zoom instruction. Kindergarten students will reach a minimum amount of work time of 3 hours each day, grades 1-3 minimum of 3 hours and 50 minutes each day and grades 4-12 a minimum of 4 hours per day. To account for instructional minutes, teachers' plans will include a time/work value to their lessons each day (ie. completion of odd numbers 1-20 in math class grade 3 may be equivalent to 15 minutes of work), live instruction minutes for the day will be counted to match the duration of the meeting. This example would provide a student with 45 minutes toward the 3 hour and 50 minute minimum time of instruction for the day.

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.]

The Professional Learning/Development focus has been set for the upcoming 3 years to include virtual and blended learning, Universal Design for Learning and Social-Emotional Learning and Well-Being as a way to achieve our goal of Excellence and Equity for all students. In that, teachers were provided information for the Tulare County Office of Education's Summer Professional Learning Virtual Academy and Fresno County Superintendent of School's Office Distance Learning Academy and were encouraged to take part in sessions that would provide them with the opportunity to increase their learning in the focus areas or sharpening their technology skills. Product specific professional development with Kami and PearDeck will be provided to teachers by product experts on PLC sessions held on Monday mornings.

A Google Classroom was set up for teachers to access that provides a number of single click resources. Resources include how-to videos for Zoom, G-Suite products, curriculum helps for distance learning. The resource also includes links to a variety of professional development opportunities that are available through a virtual platform. As teachers have provided in-house tutorials with technology, recorded sessions have been added to the Google Classroom for continued access. The resource was made available mid-July so teachers could begin professional learning early.

Staff Roles and Responsibilities

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

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.]

English Learners: Individual contact with students will be made to support students in their classwork and learning. Support staff will consult with the students' teachers to make sure they are making progress and staying connected adding an additional level to check the well-being of the child.

Exceptional needs: Teachers and support staff will be serving students 1:1 in-person on school sites, online with parent support and with physical materials sent home for parents and students. Students that attend programs provided by Fresno County Superintendent of Schools will continue virtually at the start of the school year.

Homeless/Foster Youth: Pupils in foster care are identified and assigned to a staff member for additional connection and support of social-emotional development as well as academic progress monitoring. The staff member acts as a mentor.

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

Description	Total Funds	Contributing
Teachers will be provided with technology and tools that will assist in the delivery of instruction in a virtual setting to aid students in the use of distance learning, and engagement.		Yes
To ensure access and connectivity to all families in the Sierra Unified School District, student devices, hotspots and data plans will be available to those in of connectivity or use of a chromebook.		Yes
To ensure access to continued learning experiences, tools above and beyond the regular classroom use will be distributed to the students.		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.]

The 2020-21 school year will begin virtually with all students taking part in a district-level diagnostic test specifically focused on prior year state standards in the areas of English/Language Arts and Math. This assessment will guide instruction starting points, and placement in

intervention programs for additional support to accelerate learning. Students in Kindergarten and First Grades will come in for 1:1 assessments with the teacher to establish baselines for the instructional year. Classroom teachers are preparing to use curriculum-based assessments at regular intervals for both formative and summative assessments. These will be included in student progress monitoring and placement in the REI structure for intervention or extension learning activities guided by credentialed teachers. At 12-week intervals, all students will be assessed using our District Level Assessments (DLAs) to establish the students' competency of standards at grade-level in English/Language Arts and Math. Teachers have access to Smarter Balanced IABs and are encouraged to utilize these tools as part of their on-going assessment routines. Students placed in the Intervention program will be re-evaluated every 3 weeks of participation to closely monitor the progress of student learning. Regardless of the delivery of instruction, in-person or virtual, assessments will be accessed through Chromebook devices using the Illuminate platform for DLAs, the publisher's platform or Google Classroom for core curriculum assessments and the Smarter Balanced platform for Interim assessments. Our English Learners all take part in integrated instruction.

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.]

To assist in the recovery of missed learning due to school shutdowns in the 2019-2020 school year, Sierra Unified will utilize formative and summative assessments, classroom level observations and the availability of intervention programs and staff to assist in the acceleration and recovery of lost learning. At Foothill Elementary School, the Response to Extension and Intervention (REI) program will provide additional support to all non-IEP students who demonstrate learning loss from mild to severe in a tiered system. Support will be provided in 6-week cycles that include instructional support, loss recovery, assessment and re-evaluation. In addition, students demonstrating mild amounts of learning loss will be attended to by the classroom teacher in 1:1 and/or small group instruction in both virtual and in-person delivery models. Students identified as English Learners, Low-Income, Foster Youth or Homeless will be further supported by instructional aides with the consultation of credentialed staff to connect the student, their learning and the classroom together. The support staff will monitor student progress while supporting. Exceptional needs learners will be supported by their case managers who will be collecting data on the learning progress of the individual student and designing plans to recoup learning loss.

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.]

The effectiveness of our intervention programs will be measured by the academic progress and success demonstrated by our students. Progress-monitoring will be conducted much like the application of strategies mentioned above with the use of classroom observations, use

of support staff, and continued formative and summative assessments. Intervention programs will assess student progress every 3 weeks, or 2 times per 6- week cycle to monitor and respond to the student's academic needs. Additionally, all students will be assessed at the classroom level with publisher and teacher-developed assessments on a regular basis. District Learning Assessments will measure student progress every trimester to monitor on-grade-level performance and respond to students' and their current learning needs.

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

Description	Total Funds	Contributing
Students assigned to REI program will be assessed at 3-week intervals in the area identified as needing improvement as a way to measure the effectiveness of the implemented learning loss strategies.		Yes
All students and student groups will demonstrate 70% achievement, or demonstrate growth of 3% on District Learning Assessments measuring grade-level standards in English/Language Arts and Math. Assessments will be given in October, February and May of the 2020-21 school year.		Yes
Use of the MTSS structure will apply to all students as we monitor student progress throughout the year, and respond to the academic needs of each.		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.]

Teacher schedules include time each day to check in with their students to monitor social and emotional well-being, and to check in on their co-workers. In-progress is a plan to provide for the care and wellness of students and staff members. The plan is to coordinate local experts trained in mindfulness, positive discipline strategies for the classroom and trauma-informed responses. Together these individuals will work to design a

program that can be used daily in classrooms by teachers and students to reduce stress and focus on what is good and healthy in the moment. Once outlined, teachers will be invited to be trained to facilitate teacher groups on their campuses and all will be presenting the information on to the students. This is a new and exciting development that Sierra Unified has been working toward to address the education and well-being of the whole child.

Professional development has been offered to all classified and certificated staff members prior to COVID-19 in the areas of non-verbal de-escalation training, mindfulness and trauma-informed training. Additionally, resources have been made available for reading and implementing that include Collaborative for Academic, Social, & Emotional Learning (CASEL), California Surgeon General's Playbook: Stress Relief for Caregivers and Kids during COVID-19, sessions offered by Fresno County Superintendent of Schools and Tulare County Office of Education in their Distance/Virtual Learning Academies held in August. These opportunities will be ongoing as the district and stakeholders re-evaluate progress of programs at 6-week intervals.

Provided to staff and students are full-time counselors at each school site and support from Fresno County All 4 Youth counseling team members. Our website will soon house parent and student links that will provide access to tips to address stress, trauma or moments of crisis, where to reach out for help beyond the school and its staff.

Pupil 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.]

We remained engaged with our families and community through the summer months in the form of community forums, Aeries Communication notifications, and press releases to our local newspapers. We had great success during the shutdown orders in that we were in contact with 100% of our students before Spring Break. Contact was made through personal contact at meal delivery points, or phone calls with family members. Beginning August 17, all schools will host drive-through material pick-up sessions that will allow initial contact and outreach with our families since we last saw them in person. These sessions will allow us to assess family needs in the form of meals, technology/devices and connectivity, as well as get an initial take on the wellness of the family and students.

Once classes begin session, student attendance/participation will be noted by each teacher the student connects with on a given day. If a student does not check in, the teacher, during office hours, will attempt to make contact with the student or family by phone or email. If a response is received, outreach to engage and encourage the student to be present the next day will take place or the teacher will get information on an issue or need that prevented participation. Information about family need or crisis will be reported by the teacher to their supervisor/principal for follow-up. When a teacher is unable to make contact after 2-days of no attendance, the site administration and attendance clerk will be notified. At this level-the contact is now up to the administration to try to re-engage the family. Should there continue to be a lack of reciprocal engagement a home visit of school personnel will be conducted. After this visit, it will be determined if an alternative plan to distance learning should be put in place for the student and their family to reengage the child in their education.

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.]

Meals will be prepared using the meal plan requirements of the National School Lunch Program and the School Breakfast program. During distance learning, meals will be made available to all school-aged children enrolled in Sierra Unified School District. Families received communication about bus stop/delivery times through Aeries Communication and printed in local area newspapers. Meals will be delivered to children at their bus stops by a driver and attendant equipped with proper PPE and physical distancing, when possible. In order to receive a meal pack, students must be at the bus stop and identify themselves by their full name to the attendant just as they do when in-person at school. When in-person instruction is allowed, students will be served in their grade cohorts at outside tables, allowing for plenty of space between tables.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Development and implementation of a social/emotional well-being program incorporating mindfulness, positive discipline practices into the education of the whole child.		Yes
School Nutrition	All children enrolled in Sierra Unified School District will be provided a breakfast and lunch meal during any period school closure during the 2020-2021 academic year.		Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	The focus of professional development will be in 3 areas for the next 3 school years; virtual/blended learning, Universal Design for Learning and Social-Emotional Wellness. Therefore monies will be allocated to these areas of focus as the opportunities arise.		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
%	

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.]

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

