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.]

In the 2019-20 school year, Sierra Sands Unified School District transitioned to the Distance Learning Model on March 17, 2020. TK-12th grade instruction was provided via 10 day instructional packets (physically and electronically through websites) for March 23-April 3, 2020. The remainder of the school year, TK-12th grade instructional programs were provided electronically through the Google platform. State preschool instructional programs were provided through Facebook. All SEL programs were provided through the Google platform. All meal services were provided through Grab and Gos at three school sites and remote bus stops.

In the 2020-21 school year, the district delayed the start of the school year from August 11, 2020 to August 17, 2020 to allow additional time for both teacher and stakeholder/parent/guardian/student training in the Canvas Learning Management System and best virtual instructional practices. In addition, more time was needed to develop site Distance Learning schedules to be in compliance with SB 98.

The major impacts of COVID-19 on the district and community include: lack of access to childcare, decrease in student participation in Nutrition Services, the loss of student socialization, feelings of isolation, the need to acquire and distribute instructional technology (Chromebooks and WiFi devices) to students, the loss of in-person instructional support for Students with Disabilities, increase in parent/guardian support to ensure student engagement in the Distance Learning Model and Canvas implementation, increase in teacher and administrator support to ensure daily live instruction, student participation, and student engagement per SB 98, loss of in-person before and after school elementary programs, loss of participation in extracurricular events (school assemblies and ceremonies, dances, field trips), and the delay of the high school fall sports season.

Stakeholder Engagement

Sierra Sands Unified School District maintains a comprehensive stakeholder engagement process to facilitate meaningful input into the Learning Continuity and Attendance Plan. Stakeholder feedback was solicited at the regular board meetings held on April 16, May 21, June 18, July 16, and August 20, 2020. In June, the district formed a District Reopening Committee comprised of faculty, classified staff, bargaining unit representatives, and parents/guardians. The District Reopening Committee met weekly in June and July to review state reopening guidelines and to provide input into a reopening plan.

In addition, the district engaged stakeholders through the administration of two surveys through the district's parent communication tool, ParentSquare. The district's ParentSquare communication tool allows for stakeholders without the internet to provide feedback. ParentSquare also allows the parents/guardians to translate the information into the preferred language. On June 9, 2020, the district administered a Parent/Guardian Fall 2020 Reopening survey and received 2121 responses. Respondents indicated a preference for traditional/in-classroom or a hybrid model for reopening schools. On July 8, 2020, the district administered a Parent/Guardian Fall 2020 Instruction survey and received 2098 responses. Respondents indicated preferences for instructional models by grade levels: High schools (64.1% On Campus, 22.9% On Line), Middle schools (61.7% On Campus, 23% On Line), and Elementary schools (63.5% On Campus, 27.8% On Line).

Input from the Bargaining Units was solicited through the negotiations process. As a result of the input, multiple Memorandums of Understanding (MOUs) were developed regarding work duties, schedules, and support of in-person and distance learning models.

On August 26, 2020, Learning Continuity and Attendance Plan (LCP) Input surveys were administered to district staff, teachers, and administrators through Google Forms. On August 26, 2020, Parent/Guardian LCP Input surveys were administered to parents/guardians through ParentSquare. Information about the survey and a Spanish version of the survey was also posted on the district's website to increase access. On August 28 and 31, 2020, LCP Student Input surveys were administered to students in 5th-12th grades.

On August 28, 2020, a draft of the LCP was presented to and reviewed by the District English Language Advisory Committee and the District Parent Advisory Committee for comments and feedback.

The District communicated the options for feedback to stakeholders in a variety of ways: ParentSquare, posting board meeting notices at the District Office and at City Hall where most board meetings are held, the District's Facebook page, and through the District's website. The district promoted stakeholder engagement and remote participation in public meetings and public hearings through the following options: call-in or via written (email and/or mail) correspondence to superintendent@ssusd.org or SSUSD Superintendent, Attn: Diane Naslund, 113 W. Felspar Avenue, Ridgecrest, CA 93555. Meeting access was also provided through You Tube at https://www.youtube.com/cityofridgecrest/live.

The engagement and feedback provided by stakeholders through surveys and public meetings influenced the development of Learning Continuity and Attendance Plan. A summary of the feedback provided by specific stakeholder groups is as follows:

Pupils: The 1,296 5th-12th Grade Student Input survey responses yielded ideas/trends/inputs about the priority to return to In-Person instruction with safety measures and how to improve the On Line learning model with the challenge of screen time and navigation of the new Learning Management System, Canvas.

Families/Parents/Guardians: The 791 Parent/Guardian Input survey responses yielded ideas/trends/inputs about the priority to return to In-Person instruction with safety measures and the need for peer interaction and socialization of students during Distance Learning.

Educators: The 200 Educator (district staff, teachers, and administrators) Input survey responses yielded ideas/trends/inputs about the priority to return to In-Person instruction with safety measures and how to improve the On Line learning model with the challenge of screen time and navigation for TK students through 12th grade students of the new Learning Management System, Canvas.

Stakeholders Who Do Not Have Internet: This stakeholder group was reached through the district's parent communication tool, ParentSquare. The district's ParentSquare communication tool allows for stakeholders without the internet to provide feedback. Parent/Guardian Input survey responses yielded ideas/trends/inputs about the priority to return to In-Person instruction with safety measures and the need for peer interaction and socialization of students during Distance Learning.

Stakeholders Who Speak Languages other than English: This stakeholder group was reached through the district's parent communication tool, ParentSquare. ParentSquare allows the parents/guardians to translate the information into the preferred language. In addition, the group was reached through District English Language Advisory Committee (DELAC) meetings and translator services. Survey responses and discussions yielded ideas/trends/inputs about how to improve the On Line learning model with the challenge of screen time, the navigation of the new Learning Management System, Canvas, and the need for increased home to school(s) communication.

Based on an analysis of the 1,296 5th-12th Grade Student Input survey responses, ideas/trends/inputs about the priority to return to In-Person instruction with safety measures and how to improve the On Line learning model with the challenge of screen time and navigating Canvas emerged. This influenced the development of the LCP in the areas of Continuity of Learning: In-Person Instructional Offerings with the implementation of safety protocols for students and staff and Distance Learning Program: Continuity of Instruction with the addition of an embedded, daily Distance Learning Support time in the learning schedule.

Based on an analysis of the 791 Parent/Guardian Input survey responses, ideas/trends/inputs about the priority to return to In-Person instruction with safety measures emerged and the need for peer interaction and socialization of students during Distance Learning. This influenced the development of the LCP in areas of Continuity of Learning: In-Person Instructional Offerings with the implementation of safety protocols for students and staff and Distance Learning Program: Continuity of Instruction with the recommendation for opportunities for

socialization in the Distance Learning model (during break times, lunchtimes, Distance Learning Support time, or through online clubs/activities).

Based on an analysis of the 200 Educator (district staff, teachers, and administrators) Input survey responses, ideas/trends/inputs about the priority to return to In-Person instruction with safety measures and how to improve the On Line learning model with the challenge of screen time and implementing Canvas from TK to 12th grade students emerged. This influenced the development of the LCP in the areas of Continuity of Learning: In-Person Instructional Offerings with the implementation of safety protocols for students and staff, Distance Learning Program: Professional Development with the provision of ongoing professional development through on-demand resources, webinars, and local virtual sessions, and Distance Learning Program: Continuity of Instruction with the addition of an embedded, daily Distance Learning Support time in the learning schedule.

Stakeholders who do not have internet were reached through the district's parent communication tool, ParentSquare. The district's ParentSquare communication tool allows for stakeholders without the internet to provide feedback. Based on an analysis of the 791 Parent/Guardian Input survey responses, ideas/trends/inputs about the priority to return to In-Person instruction with safety measures emerged and the need for peer interaction and socialization of students during Distance Learning. This influenced the development of the LCP in areas of Continuity of Learning: In-Person Instructional Offerings with the implementation of safety protocols for students and staff and Distance Learning Program: Continuity of Instruction with the recommendation for opportunities for socialization in the Distance Learning model (during break times, lunchtimes, Distance Learning Support time, or through online clubs/activities).

Stakeholders who speak languages other than English were reached through the district's parent communication tool, ParentSquare. ParentSquare allows the parents/guardians to translate the information into the preferred language. Based on an analysis of the Parent/Guardian Other Than English Input survey responses and District English Language Advisory Committee, ideas/trends/inputs about how to improve the On Line learning model with the challenge of screen time and navigating Canvas emerged. This influenced the development of the LCP in the area of Distance Learning Program: Continuity of Instruction with the addition of an embedded, daily Distance Learning Support time in the learning schedule and increased communication between the home and school site(s) to provide feedback about what is working and what could be improved.

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 permitted to return to In-Person instruction, SSUSD will reopen in a manner consistent with guidance from the California Department of Education (CDE) and the Public Health Department (PHD). Health and safety procedures will include the following: daily screening of students and staff for COVID symptoms and how to address those who display symptoms, social distancing protocols for students and staff to remain 6 feet apart, hand washing procedures and/or hand sanitizers to ensure frequency and thoroughness, the use of personal protection equipment (PPE) including face coverings, disinfecting procedures for hard surfaces and regularly scheduled deep cleaning of classrooms. Sneeze/cough shields have been installed in high traffic office areas. The district will provide PPE for staff and students per classroom with the following supplies: facial tissues, hand sanitizers, disinfectant wipes. Students will be provided with disposable face coverings.

Access to the campus will be limited to students and staff until it is safe to resume large gatherings. Recess outdoors will be suspended but students will be allowed to take breaks in the classroom.

The district will provide bussing for students who require transportation. Bussing will comply with the new restricted bus capacity of no more than 14 students per bus. Staff and students will be required to comply with health and safety measures including the use of PPE such as face coverings and the use of non-alcoholic hand sanitizers. Before and after each bus route, classified staff/custodians will disinfect the interior with foggers.

Two options for student engagement and achievement will be offered: 1) Hybrid of On-Campus and On-Line, and 2) On-Line independent study. The 5 day per week hybrid schedule includes an abbreviated AM (Cohort A) and PM (Cohort B) student schedule which divides the study body in half and then allows for smaller cohorts of students and less exposure. Cleaning and disinfecting procedures of frequently touched surfaces in classrooms, desks, and chairs will be instituted by classified staff/custodians during the following: between Cohort A's departure and Cohort B's arrival on campus, and after Cohort B's departure.

The District will ensure learning and competency development through the continued implementation of common formative assessments and summative assessments, including but not limited to chapter tests, unit tests, Illuminate assessments, Focused Interim Assessment Blocks, and Interim Assessment Blocks. Initial screenings will occur within the first 5-10 school days upon the return to In-Person instruction. At the elementary level, academic intervention and remediation will be provided by teachers before school, within the school day's embedded intervention schedule, or after school. In addition, learning loss support may include Intervention Academies during school recesses (Winter Break, Spring Break, and/or Summer Break). At the secondary level, academic intervention and remediation will be provided in small group learning cohorts led by teachers during the lunch period, before/after school, or during summer school.

Students' social and emotional learning (SEL) and wellbeing will be addressed in a tiered approach based on identified needs. At the elementary level, Panorama will be used as a screening tool to focus whole group lessons and to identify students in need of additional support. Elementary SEL support will be provided in the following tiers: Tier 1-whole group/class SEL Second Step lessons will be provided weekly for each grade level. Tier 2-small group SEL lessons will be provided to identified students in a cohort of 6-8 week cycle. Tier 3-individual SEL support will be provided to identified students. At the secondary level, Pearson 360 will be used as a screening tool to focus whole group lessons and to identify students in need of additional support. Tier 1-whole group/class SEL Second Step (middle schools) and School Connect (high schools) lessons will be provided as needed. Tier 2-small group SEL lessons will be provided to identified students in a cohort of 6-8 week cycles. Tier 3-individual SEL support will be provided to identified students.

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

Description	Total Funds	Contributing
Custodial Lead to oversee non-custodians (staff roles and responsibilities adapted and modified as a result of COVID-19) to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$75,000.00	No
Purchase of Personal Protection Equipment (PPE) to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$75,000.00	No
Purchase of plexiglass and use of Sierra Sands USD maintenance department labor costs associated with manufacturing of sneeze/cough guards to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$50,000.00	No
Purchase of professional development system, Bridge, to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	$22,000.00	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.]

The District will provide continuity of instruction during the school year through a Distance Learning Program comprised of the use of Zoom and the Learning Management System (LMS), Canvas. This approach allows students to access the full curriculum of substantially similar quality through electronic texts integrated into Canvas. For access to curriculum not available in an electronic format, students will receive physical texts during distribution dates determined by the school sites. The District is providing the same state-approved curriculum and state standards within the Distance Learning Program.

To ensure continuity of instruction during the Distance Learning Program, site schedules have been developed to ensure daily live interaction with certificated employees and peers. Synchronous learning will be provided through online lessons delivered through the teacher's classroom Zoom link. Asynchronous assignments will be provided by the teacher(s) through Canvas. Instructional continuity for students, if a transition between In-Person instruction and Distance Learning is necessary, will be ensured through the use of Canvas for both In-Person and Distance Learning models.

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 will ensure access to devices and connectivity for all pupils to support distance learning through a one-to-one Chromebook distribution plan. Chromebooks were distributed to students at each school site and by appointment in August. Mifi devices were purchased and activated in March to ensure connectivity. In July and August, parents/guardians were surveyed regarding internet/connectivity access. MiFis were distributed to family units based on identified needs. To support the connectivity of the Mifi devices, the district supports a monthly subscription cost per Mifi device. To ensure students and families with unique circumstances have access to devices and connectivity, administrators contact parents/guardians by phone, make home visits, and arrange for alternative distribution dates and times to accommodate unique needs. A technology support protocol has been established to ensure instructional technology and devices are supported. Parents/guardians submit requests through techsupport@ssusd.org.

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.]

The district will assess pupil progress through live contacts and synchronous instructional minutes via Zoom and Canvas. Through Canvas teachers will track and monitor student progress. If a student is unable to log into the synchronous class other interactions can represent the student's engagement for their daily learning using Canvas roll call feature, last login date/time/duration, discussions, chat, or other daily submissions. Student participation will be measured through Zoom and Canvas, online activities, completion of regular assignments, and

contact with the teacher and other students. The time value of student work will correspond to the daily live, instructional synchronous minutes indicated in the Distance Learning school site schedules. Student attendance/presence in the virtual learning environment will be monitored through the Aeries Student Information System (SIS) which is utilized to track attendance for both In-Person and Distance Learning.

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 district delayed the start of the school year from August 11, 2020 to August 17, 2020 to allow additional time for both teacher and stakeholder/parent/guardian/student training in the Canvas Learning Management System and best virtual instructional practices. Teachers were provided professional development and resources (on-demand professional development) on Aug. 7, 10, 11, 13, and 14, 2020. Ongoing professional development will be provided through on-demand resources, webinars, and local virtual sessions. Ongoing teacher and administrator professional development will be provided to support the design and implementation of Designated and Integrated ELD including purposeful integration of educational technology. Technological support provided to teachers includes hardware such as web cameras, microphones, and headsets. Technological support provided to teachers includes ongoing professional development in the effective and engaging use of instructional technology to meet the needs of all students. In addition, District Teachers on Special Assignment (TOSAs) are available to provide support on-demand.

Staff Roles and Responsibilities

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

Affected staff members' roles and responsibilities have been adapted and modified as a result of COVID-19. During Distance Learning, teachers may elect to work from their home (with an exemption form) or on-site (for 12 hours per week) based on the bargaining unit's Memorandum of Understanding (MOU). School counselors may elect to work from their home (with an exemption form) or on-site based on the bargaining unit's MOU. In general, all roles and responsibilities of teachers, paraprofessionals, and counselors, for meeting academic and social-emotional needs were adapted from an In-Person delivery of instruction and support to a virtual delivery of instruction and support. Other examples of affected staff members' roles and responsibilities which have been adapted and modified as a result of COVID-19 include but are not limited to the following: School Resource Officers conducting home visits for the purpose
of providing additional academic services for pupils through the distribution of Chromebooks and MiFis; a Sierra Sands Technology Department employee distributing MiFis and providing tech support to parents/guardians for the purpose of providing additional academic services for pupils; and Sierra Sands librarians distributing Chromebooks to students and providing technology support to parents for the purpose of providing additional academic services for pupils. For roles or responsibilities not feasible in a remote environment, such as noon-duties, most custodians, bus drivers, some may elect to work out of their classification to support the Distance Learning Program services. Examples of working out of job classification include paras, noon duties, bus drivers, and/or custodians preparing and distributing meals in Nutrition Services, paras/noon duties/bus drivers substituting as custodial 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.]

Additional supports will be provided during Distance Learning for students with unique needs including English learners, pupils with exceptional needs, pupils in foster care, and pupils experiencing homelessness.

English Learners are provided supplemental English Language Development curriculum, English 3D. In addition, the English Language Learner Coordinator contacts secondary students during Distance Learning Support time embedded into the daily schedule to assist in assignment completion and student engagement. The ELL Coordinator serves as the liaison between the EL students and teachers to coordinate extra time needed or additional learning support.

Pupils with exceptional needs (Students with Disabilities) are provided with additional equipment in the home, learning packets (adapted from the online platform), and/or access to supplemental learning materials such as Orton Gillingham or Accelerated Reader.

Pupils with exceptional needs (Gifted and Talented Education) are provided with enrichment opportunities. In elementary, students engage in teacher-led intervention block or flexible learning afternoon block in reading, writing, math, and/or STEM In addition, elementary students access supplemental web-based programs such as Math, Freckle Math, and Dream Box. In secondary, students engage in differentiated assignments, project-based learning, or extracurricular clubs such as Gateway to Technology or Robotics.

Students in foster care are provided extra monitoring through the Foster Focus (County database) and support in registering for school and acquiring instructional technology.

Students who are experiencing homelessness are provided additional coordination and monitoring of attendance, participation, and engagement from the District's Homeless Youth Liaison. Backpacks and school supplies are also available to students experiencing homelessness.

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

Description	Total Funds	Contributing
Purchase of 1600 Chromebooks to provide additional academic services for pupils and to support Low Income students without access to instructional technology. Funding Source: Learning Loss Mitigation Funds	$450,000.00	Yes
Purchase of MiFis and ongoing, monthly subscription costs to provide internet access to families and to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$60,000.00	No

Description	Total Funds	Contributing
Purchase of additional Distance Learning equipment (web cameras, microphones, headsets, etc.) for educators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$25,500.00	No
Purchase of additional Distance Learning equipment (specialized instructional technology, microphones, headsets, etc.) for special education students to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$130,000.00	No
Purchase of learning management system, Canvas, to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$27,240.00	No
Purchase of Zoom Pro accounts for teachers and administrators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$12,000.00	No
Purchase of supplemental, web-based online programs (Vernier/Pivot Interactive for high school science labs and MakeMusic for secondary music programs) to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	$15,000.00	No
Provide Secondary Support Center Instructors (three) to provide the following: support improved student engagement of unduplicated students, integrated pupil supports through increased monitoring of unduplicated student attendance, participation, and engagement, and professional development for both educators and parents/guardians to address pupil trauma and social-emotional learning. Funding Soure: Local Control Funding Formula/Supplemental or Concentration	$325,000.00	Yes

Pupil Learning Loss

The District will address pupil learning loss by first identifying the student proficiency levels in English Language Arts (ELA), English Language Development (ELD), and Mathematics. Student proficiency levels will be obtained through screenings and assessments to measure learning status. Assessment tools and diagnostic tools include but are not limited to the following:

ELA: district-developed common formative assessments, STAR Reading, STAR Early literacy, chapter tests, unit tests, Illuminate assessments, Focused Interim Assessment Blocks, Interim Assessment Blocks, leveled screeners (elementary)

ELD: Ellevation (screening) and teacher monitoring

Math: district-developed common formative assessments, STAR math, chapter tests, unit tests, Illuminate assessments, Focused Interim Assessment Blocks, and Interim Assessment Blocks

The frequency of assessment is dependent upon the area of pupil learning loss, the student's grade level, and intervention cycles.
*An elementary student may be administered a pre-assessment on isolated ELA or math standards, receive targeted and timely intervention (usually 4-5 school days), and complete a post-assessment to measure growth.
*A middle or high school student may be assessed every 10 school days dependent upon the area of focus and intervention cycle/treatment.

Students will be assessed throughout the school year to ensure that progress towards mitigating learning loss is achieved.

Pupil Learning Loss Strategies

The District will continue to implement best collaboration and intervention practices that provide the foundation of the actions and strategies used to address learning loss and accelerate learning progress. To identify learning loss or areas of learning which may be accelerated, the first strategy is to assess student proficiency in a targeted area of learning standards (i.e. essential standards) with either a diagnostic or common formative assessment. The second strategy is for teams of teachers to collaborate regarding the learning targets, standards, and student assessment results. The third strategy is to develop intervention groups based on the student data for reteaching, remediation, or acceleration. The fourth strategy is to develop a pre-assessment and evidence-based intervention treatment for the student groups. The fifth strategy is to administer the intervention treatment over a period of time (5-10 school days). The sixth strategy is to administer a post-assessment to determine student progress and/or areas of additional need. The seventh strategy is to provide families with frequent and meaningful communication about student progress.

The strategies will differ for the following student groups:

English Learners-focus on acquiring academic vocabulary, vocabulary development through meaningful peer interaction, and increased frequency of interventions (before school, after school, summer school)
Low-Income-provide transportation to participate in interventions outside of the regular school day and increased frequency of interventions (before school, after school, summer school)
Foster Youth-provide transportation to participate in interventions outside of the regular school day and increased frequency of interventions (before school, after school, summer school)
Pupils with Exceptional Needs (Students with Disabilities)-Ensure accommodations are implemented during interventions, provision of supplemental materials (Seeing Stars, Orton Gillingham, other educational supports)
Pupils with Exceptional Needs (Gifted and Talented Education)-Provide differentiated assignments based on student strength(s).
Pupils Experiencing Homelessness-provide transportation to participate in interventions outside of the regular school day and increased frequency of interventions (before school, after school, summer school)

Students will be continuously assessed throughout the school year and provided timely and targeted interventions to address learning loss and accelerate learning progress.

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 District will measure the effectiveness of the services or supports provided to address the learning loss by reviewing the pre and post-assessment data to determine if growth occurred, monitoring common formative assessment data, frequently monitoring student grades (progress reports, quarter/trimester/semester grades), and summative ELA and Math California Assessment of Student Performance and Progress (CAASPP) data. This evaluative process will occur within grade level or content area teacher collaborations for the purpose of sharing best instructional practices and strategies to meet the needs of all students.

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

Description	Total Funds	Contributing
Purchase of Benchmark Booster (English Language Arts 1st-5th grades) to address learning loss or accelerate progress to close learning gaps. Funding Source: Learning Loss Mitigation Funds	$22,000.00	No
Purchase of assessment software to identify service-eligible student needs and address learning loss to close learning gaps. Funding Resource: Learning Loss Mitigation Funds	$20,000.00	No

Description	Total Funds	Contributing
Provide before and/or after school academic interventions to address learning loss or accelerated progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	$50,000.00	Yes
Provide English Learner Coordinator to increase instructional services to English Learners. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	$95,000.00	Yes
Provide Summer School for High School Students to address learning loss or accelerate progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	$45,000.00	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.]

Mental health and social and emotional well-being of students will be monitored and supported by a tiered approach consistent with current practices. At the elementary level, Panorama will be used as a screening tool to focus whole group lessons and to identify students in need of additional support. Elementary SEL support will be provided in the following tiers: Tier 1-whole group/class SEL Second Step lessons will be provided weekly for each grade level. Tier 2-small group SEL lessons will be provided to identified students in a cohort of 6-8 week cycles. Tier 3-individual SEL support will be provided to identified students. At the secondary level, Pearson 360 will be used as a screening tool to focus whole group lessons and to identify students in need of additional support. Tier 1-whole group/class SEL Second Step (middle schools) and School Connect (high schools) lessons will be provided as needed. Tier 2-small group SEL lessons will be provided to identified students in a cohort of 6-8 week cycles. Tier 3-individual SEL support will be provided to identified students.

Student Outreach and Support: At the secondary level, Student Support Teachers on Special Assignment (TOSAs) and/or school counselors will identify students in need of increased social-emotional support and outreach to the student and parent/guardian once per week. At the elementary level, school site counselors will identify students in need of increased social-emotional support and outreach to the student and parent/guardian at least once per week.

Staff Support: Free Trauma Informed Care Training courses are available to teachers through the Trauma Informed Care Training Center including 1) Trauma Toolbox, 2) The Trauma Continuum and Specific Interventions, and 3) Trauma-Informed Care Resources.
In addition, the Employee Assistance Program (EAP) is available to all District staff through the health insurance plan.

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.]

Pupil engagement, outreach procedures, and tiered re-engagement strategies will be implemented to support pupils who are absent from Distance Learning or pupils who are not engaging in instruction and are at risk of learning loss.
Tiered Re-Engagement Strategies: If a student misses more than three school days or 60 percent of the instructional days in a school week, the following tiered strategies will be implemented.

Tier 1- The following strategies:
Verification of current student contact information in Student Information System, Aeries.
Documentation of daily attendance (in Aeries), participation, and engagement (in Canvas).
Automated Daily All Call from ParentSquare notifying Parent/Guardian of absence.

Tier 2- All Tier 1 strategies and the following strategies:
Attendance/absence letter mailed home.
Parent/Student contact through (email, phone call, ParentSquare, other means) by a Student Support Team Member (i.e. Counselor, TOSA, Teacher, Other Support Staff)

Tier 3- All Tier 1 and 2 strategies and the following strategies:
Parent/Student conference.
Resource Officer home visit, if the student is not logging in and parent/student cannot be reached.
Referral to District Coordinator of Student Support Services for additional outreach and resources.

Outreach to Pupils/Parents/Guardians Who Speak Languages Other Than English: The District's communication tool, ParentSquare allows the parents/guardians to translate the information into the preferred language. In addition, District Translators are available to support communication in the preferred language.

School Nutrition

The Nutrition Services Department has acquired packaging materials to individually wrap meals, delivery equipment, and training that allows them to provide nutritious, safe, meals in individual, pre-packaged containers for distribution during Distance Learning or In-Person Instruction.

During In-person Instruction, it is anticipated that staff will deliver packaged meals to strategically located positions across the campus. Each class will maintain social distancing while queuing for meals and will return to their classroom to eat. The department maintains familiarity with communication from the California Department of Education and the U. S. Department of Agriculture (USDA) to ensure that operations are meeting applicable guidelines.

During Distance Learning, staff deploys to selected school sites (Faller Elementary, Inyokern Elementary, Pierce Elementary, and James Monroe Middle School) to provide meals. Each site selected has a computer, refrigerated containers, and heated containers to store pre-packaged grab-and-go meals. From August 7-30, 2020, students, or their parents, were asked to key their identification number into the system to track the meal payment status. On August 31, 2020, the USDA extended the Seemless Summer Option waiver. Beginning August 31, 2020 meal tracking was conducted through the SSO tracking form. From August 7-September 11, 2020 lunches and breakfasts were served daily, Monday-Friday, from approximately 11:00-12:30 at each of the selected school sites. On September 14, 2020, to increase student participation in school nutrition and to reduce the student/parent/guardian travel time and effort to obtain meals, both lunches and breakfasts were distributed on Mondays and Wednesdays from approximately 11:00-12:30 at each of the selected school sites. On Mondays, 2 breakfasts and 2 lunches were distributed for Monday and Tuesday nutrition. On Wednesdays, 3 lunches and 3 breakfasts were distributed for the remainder of the school week, Wednesday, Thursday, and Friday.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of bus drivers/monitors to provide integrated pupil supports to access school food programs. Funding Source: Learning Loss Mitigation Funds	$465,000.00	No
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of two School Resource Officers to conduct home visits for the purpose of providing additional academic services for pupils through the distribution of Chromebooks and MiFis. Identified costs are estimated through December 30, 2020 as the funding source must be expended by this date. Funding Source: Learning Loss Mitigation Funds	$70,000.00	No
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of Sierra Sands Technology Department employee to distribute MiFis and to provide tech support to parents/guardians for the purpose of providing additional academic services for pupils. Identified costs are estimated through December 30, 2020 as the funding source must be expended by this date. Funding Source: Learning Loss Mitigation Funds	$30,000.00	No
Distance Learning Program (Staff Roles and Responsibilities)	Substantially different use of Sierra Sands librarians to distribute Chromebooks to students and to provide technology support to parents for the purpose of providing additional academic services for pupils. Identified costs are estimated through December 30, 2020 as the funding source must be expended by this date. Funding Source: Learning Loss Mitigation Funds	$372,500.00	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Provide elementary and middle school counselors (8 FTE) to address pupil trauma and social-emotional learning as a result of COVID-19. Funding Source: Local Control Funding Formula/Supplemental or Concentration	$819,600.00	Yes
Distance Learning Program (Distance Learning Professional Development)	Provide three certificated professional development days to increase/improve services to unduplicated student groups in the Distance Learning model. Professional development focused on Distance Learning student engagement and instructional practices. Funding Source: Local Control Funding Formula/Supplemental or Concentration	$310,000.00	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
14.11%	$5,476,710.00

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 District primarily considered the needs, conditions, or circumstances of unduplicated pupils as a result of COVID-19 based on parent/guardian, student, and staff survey input and feedback, DELAC input, and PAC input.

Based on the stakeholder input and feedback, the proposed actions are effective in meeting the needs of the unduplicated students: 1) additional support for parents/guardians to address pupil trauma and social-emotional learning, 2) additional support for parents/guardians/students in navigating the new Distance Learning Model learning management system, Canvas, and 3) additional support in addressing learning loss or accelerating progress to close learning gaps through additional academic services.

The impacts of COVID-19 and actions related to addressing the needs of unduplicated pupils are similar to those identified for all students. Therefore, the majority of the planned actions and services will benefit all students. However, the District Leadership Team will disaggregate data to understand the extent to which the unduplicated pupils are improving and compare the data to "all student" data. If the District Leadership Team finds disproportionate growth/improvement, further actions, services, and strategies will be identified and stakeholder input will be solicited to increase or improve services to unduplicated pupils.

[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 are being increased or improved by the percentage required in the following ways:

1) the counselors and Secondary Student Support Teachers on Special Assignment (TOSAs) will prioritize services for unduplicated students and will document outreach, calls, home visits, etc. in the Aeries Intervention section, 2) the English Learner Coordinator will document support, outreach, calls, home visits, etc. through the Aereis Intevention section, 3) parent/guardian engagement, support, and professional development specifically for unduplicated students, and 4) professional development for staff and parents/guardians for the purpose of addressing pupil learning loss and trauma for foster youth, English Learners and low-income students.

The actions are expected to result in required proportional increase/improvement in services for unduplicated pupils in both quality and quantity in the following ways:

Quality (improve): The counselors, Secondary Student Support TOSAs, administrators, and teachers will receive ongoing professional development regarding pupil learning loss and trauma specifically for foster youth, English Learners and low-income students.

Quantity (increase): Unduplicated pupil academic and social-emotional services, support, and outreach will be prioritized and documented through the Aeries Intervention section. The EL Coordinator will increase the amount of time directed at academically supporting English Learners, and parent/guardian engagement, support, and professional development specifically for unduplicated students will increase in frequency to, at a minimum, twice per quarter.