

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)	Contact Name and Title	Email and Phone	Date of Adoption
Sierra Unified School District	Dr. Alan Harris Superintendent	aharris@sierrausd.org (559) 855-3662 107	September 21, 2020

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 1238 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.

This plan was developed understanding there are many barriers that stand between families in our community and the impact of the pandemic. The rural geography of our district is impacted by areas unable to receive clear connections for the use of digital and virtual lessons. Simple communication is difficult to achieve by cell phone from a number of areas within our district boundaries. We continue to work on solutions for our families in getting them connected in order to access their education. Travel to and from school sites on a daily basis is limited to the use of school transportation for many of our students. For this reason, we have delivered meals from our school sites to our students at their bus stops Monday-Friday utilizing our transportation, maintenance and instructional aides for this purpose during distance learning. Providing an Alternative School of Choice for families that are trying to balance work and support of their child's learning has addressed a need for flexibility in the education of children that some families indicated was needed.

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. State and federal funding received as a result of the pandemic will be used to fund AmeriCorps instructors for reading intervention at Foothill Elementary School, provide staff training and professional learning in areas of social-emotional well-being, universal design for learning and blended learning development, provide all instructional staff and students with the technology and digital program needed to achieve distance learning. Funding will contribute to the increased development and monitoring of student progress in both social and emotional well-being and academics by providing further development of the MTSS structure (to include attendance monitoring) and maintenance of assessment reporting programs to build on our current assessment and intervention program in progress monitoring.

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 and parent advocacy committees 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. Seventy-three percent 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 and parent advocacy committees were held over Zoom, where the district 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 on a 1:1 basis. Teachers, site and district administration, instructional aides, maintenance, custodial, food service and transportation work groups were also provided opportunities inside and outside of their bargaining units to make suggestions, request professional development/materials, and ask questions through Zoom meetings and surveys. Student stakeholders were asked what was working well in this distance learning climate and how does it compare to the virtual experience of last Spring through a Zoom meeting.

Site administrators have maintained small PACs throughout the school closure and into the distance learning model of instruction. They have brought forward suggestions and concerns that are able to be addressed site specifically. A district-level PAC is made up of members who were involved in the reading and development of the Operations Written Report in June to maintain consistency in this current journey. Between August 24 and September 9, stakeholders were invited to submit written comments in response to the writing of the LCP. There were no written comments submitted to the superintendent.

[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 community/parent forums, 5 staff forums (including certificated and classified personnel) and 6 School Board meetings via Zoom. Community members were provided with opportunities to reach out directly to the school site administration, district leadership by phone, email and many asked questions through our web page 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 dated 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 was made available via our Parent Communication system in Aeries. Through our surveys we have found that our families have access to a cell phone that is capable of opening documents for reading, making Aeries Communication a viable option to reach families without Internet. The LCP is available for viewing on the school district website, listed under resources. The LCP was linked to the Board Meeting Agenda, dated September 14, 2020 for final approval. The agenda was made available to the public on the website on September 9.

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

Approximately, 65% of families who responded to our June survey on re-opening options for schools, requested a model of 5-days a week on campus, in-person instruction for their children. Transportation, food service and custodial staff and district leadership, through planning were able to recognize that the hybrid plan (a few days on/off) was going to be too taxing to logistically plan and maintain all health/safety protocols in our large rural area. This was specific input from employees of the district in response to a hybrid model being the second choice following in-person instruction from families. 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 about when class meetings will be held and the products we use to deliver our instruction. In response to these learnings, the school site administration and teachers agreed to utilize Google Classrooms as the main delivery platform of all instruction. Sierra Junior and Senior High Schools even adopted a common template for where information regarding assignments, announcements and links would be posted to reduce students from having to adapt to several styles. Zoom and Google Meet are the virtual delivery models of all live instruction and meetings. All teachers agreed to have the week's

lessons posted no later than 8:00 am on Monday. The district leadership, with the input of teachers, parents and the teacher's bargaining unit put together daily schedules for live instruction/meetings and independent work time.

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. The district first takes plans to the teaching and instructional staff, custodial and maintenance for input, and makes adjustments from the feedback. The plan then goes to the community, and back to the larger district staff for finalization. This has become our practice of engagement.

[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 for learning routines as noted in the Distance Learning section of this plan. Teachers on school sites are responsible for the instruction delivery of those students assigned to them and daily weekly communication with a parent/guardian. The bargaining unit of teachers agreed to delivery of distance learning instruction from their classrooms. Each teacher, unless there are compelling circumstances, reports to their assigned campus for the duration of their work hours during distance learning. Those with a compelling circumstance, health, and lack of child care being the most compelling, are allowed to design a personal agreement with their direct supervisor to deliver instruction from their home.

The portion of families that chose a "from home" vs in-person education model in our surveys were offered a new school choice. Sierra @ Home was begun as an alternative school of choice for our families wanting an option that would provide stability in the education delivery during uncertain and possibly changing times, and those that were needing a flexible education setting to assist with the health and wellness needs of their child. Those enrolled are 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 child working toward meeting and addressing grade-level standards. These families were provided 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. Parents, at the end of the first 6-weeks of school, are provided an opportunity to enroll their child in a comprehensive school site or maintain their enrollment at Sierra@Home. This addresses the desire of some families to understand how the pandemic will continue to affect education and be the least disruptive for their family while also allowing them the continued freedom of choice in education within Sierra Unified.

Parent communication regarding student learning during distance learning sessions incorporates consistency in use of platforms for instructional delivery by all teachers, TK-12, as discussed in the section for specific stakeholder feedback.

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 is 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, site and district administration have worked closely with one another to develop instructional schedules in both virtual and in-person models that mirror one another. This addresses stakeholder requests to provide consistency and will help all students to develop a sense of anticipation for what is next while work is done 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 continue to 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 for Education tools to develop activities and independent practice. Additional tools have been made available to support student learning in the distance learning model that are expected to 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 (distance learning or in-person) we are assigned at the time. These assessments will continue to inform

instruction and the development of learning loss recovery.

Student social-emotional well-being continues to be 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.

To ensure the health and safety of our school community, safety plans and protocols were developed to address the areas of campus access, hygiene practices, protective equipment and physical distancing. Additional wash stations and trash containers have been placed throughout the campuses. Drinking fountains have been disabled and replaced with potable water stations. Students, teachers and staff will be made aware of physical distancing and hygiene practices through the use of signage inside and outside of buildings. Classrooms have been measured and set up for maximum physical distance in place as outlined by state and county guidelines. Protective equipment are available for student and staff use as guidance has been provided. Access to our school sites will be limited and monitored by the same visual/verbal health screenings students and staff members are asked to take part in each day. In addition, electronic sign in kiosks were purchased and put in place at each school and district office. These devices perform a temperature check and sign in for each staff member and visitor to assist with the tracking of individuals entering campus providing one more tool to provide for the health and safety of our students. The attached link is the Sierra Unified Plan for Reopening that further outlines the protocols for a safe return to campus including meal service and transportation.

<https://sierrausd.org/wp-content/uploads/2020/07/SUSD-Plan-for-Reopening-Current-070120.pdf>

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

Description	Total Funds	Contributing
To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide supplemental reading instruction to students grades K-3. AmeriCorps trained instructors will be utilized to provide 1:1 instruction for our unduplicated students. AmeriCorp tutors will be provided as part of the REI program available at Foothill Elementary School to assist classroom teacher in recovering missed learning to achieve an increased reading level. First priority of services will be based on local metrics and tiered systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	\$15,000.00	No

Description	Total Funds	Contributing
To respond to social-emotional needs of students, development of assessments and strategies to address learning loss in students, including the unduplicated student population, professional learning time will be provided to all staff as needed to develop competency in program use, and development of best practices in response to crisis, trauma and uncertainty.	\$200,000.00	No
Signage and sanitation stations are provided to meet the compliance standards of maintaining a safe and healthy campus for all students, teachers, staff and visitors. Signage reminds all of physical distancing, mask requirements and hygiene practices as we gather in a more public setting. Electronic sign-in stations were made available at each school site attendance office and at the district office that requires a temperature screening and an electronic log in and log out account of all staff and visitors. Additionally, desks were purchased to achieve indoor physical distancing standards.	\$71,370.00	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.]

As school began in a virtual setting in August 2020, our teachers, administrative leadership and staff engaged in the development of a distance learning plan that utilizes 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. A number of supporting programs were purchased to ease the student and teacher transition from in-person instructional models to a virtual model. These included the use of PearDeck a program making slide deck presentations more interactive for the students and providing a written account of student participation, Kami was added to the Google Tools to provide teachers with the ability to assign articles for reading that students could electronically annotate, or worksheets that students could place answers on directly and submit for grading without taking additional steps to upload a photo or scan. SnagIt!, Zoom and Google Meet provide students and teachers access in real time for instruction, Questions and Answers, peer interaction and breakout groups to enhance the interaction and engagement of live, real time instruction.

Professional Learning opportunities were made available for teachers to access, through a Google Classroom set up with Teacher Resources, during their back-to-school teacher preparation time. A number of staff members led in-house professional learning sessions via Zoom using the tools mentioned earlier as a way to support one another. Opportunities will continue to be provided and made available to teachers throughout the year, focusing on social-emotional and wellness, virtual and blended learning technology competency in both delivery and lesson design and Universal Design for Learning to include the development of cultural competency in learning. More information is provided later in this document.

All students have the opportunity to access core adopted curriculum in a blended format of digital and/or printed text. Elementary-level students use McGraw-Hill Wonders, Impact Social Studies (Grade 6), Holt Reinhart Winston Go Math CA!, Twig Science (K-5) and TCI Science (Grade 6). 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 the 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 conduct office hours that 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. Site administrators have requested access to teachers' Google Classrooms as well to ensure that local expectations for consistency in placement of assignments, communications and calendar items are adhered to.

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 drive-thru, student material pick-up days. Site principals utilized the Aeries Communications system, sent home a written letter and announced the events on school and district websites to ensure all families had access to the schedule of events. At the time of pick-up staff asked if connectivity was needed 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. Students who were unable to pick up materials were contacted by phone from a teacher, counselor or administrator at their site to verify their ability to retrieve the materials. In a few cases, home visits were made to deliver the necessary tools for success.

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 would be responsible for transporting the devices back and forth between home and school just as if it were any other required classroom material or instrument. Support in the use of Chromebooks is provided at several levels; families have been asked to first contact the classroom teacher if they are experiencing difficulties with a device. Teachers, will refer to their site administration if they are unable to assist with a fix. Administrators will either ask to trouble shoot the issue by phone or if a family can come in to the office to troubleshoot, invite them in. If all else fails, district

level employees, the technology specialist, personnel director/Google Administrator, or the Curriculum and Instruction director/Google Administrator will take on the task to resolve the situation. It is planned to provide parents with a technology help page on the district website.

We have deployed 32 hot spots 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 assist with making connectivity available to all students, Ponderosa Telephone provided set up and service to families within their service area at no cost to the students or the district. The Student Connect Program was made available to any family with students enrolled in Sierra Unified and without service prior to August 13, 2020. We continue to work on providing additional services, such as Unwired Broadband, for our families in such remote areas that it is difficult to acquire or sustain connections, or are out of service areas of AT&T and Ponderosa Telephone. Access to connectivity is provided at no cost to our students and their families.

During the school closures between March and June of 2020 all families were provided with access to a school Chromebook. We utilized a Google Form survey, and called all families in our district to collect information about their needs in technology devices and/or connectivity. Approximately, 30 families were without a connection of any kind to support student digital work. Ponderosa Telephone was able to provide the majority of those families with no cost set-up, service and connection from March-June 2020. The district purchased hot spots, but they did not arrive prior to the June, so they were not deployed.

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 marking 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. Beginning September 1, 2020, Sierra Unified began using the California Department of Education's document for marking attendance. This form maintains an account of the assigned activity types and time value of minutes to meet the recommended minimum amount of time for engagement. Sierra Unified teachers will be attaching their weekly class work schedules to the documentation as evidence of activity and time value assigned, in addition to the student record of engagement. At the end of each week, teachers will verify the record with a signature and return it to the site attendance clerk. A assigned team of staff members from each site will follow up with any students who did not engage in their learning and did not verify an excuse for missing their class and/or assignments. This same team will perform home visits to ensure the wellness of the child and offer support in any way they can to encourage student engagement.

Within the agreed upon daily schedules, minimum instructional minutes are met. Students can meet these time 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. **See above discussion of CDE's documentation requirements as it amends this practice, and teachers are providing a copy of their lessons directly attached to the new attendance record.

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, 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, describe earlier in this document, will be provided to teachers by product experts during PLC sessions held on Monday mornings. Feedback from teachers who participated in the summer session virtual academies reported that they had many take aways and were thankful for the opportunities.

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 hosted by County Offices of Education, vendors of products, and professional specialists offering webinars, trainings and virtual conferences with an emphasis on our Professional Learning Development focus. As teachers have provided in-house tutorials with technology, recorded sessions have been added to the Google Classroom for continued access to others. The resource was made available mid-July so teachers could begin professional learning early and will be continually updated as resources become available.

Staff Roles and Responsibilities

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

Many of our support staff members are assigned tasks that are supporting the physical, social and emotional health of our staff and students. Our instructional aide staff, campus aides and nurse have been brought on board this year to assist classroom teachers with student attendance and wellness checks, they act as members of the Multi-Tiered System of Supports (MTSS) team making contact and engaging families when needed. Like many of our maintenance and bus drivers, the instructional aides, campus aides and the nurse are lending support in meal delivery to student bus stops Monday-Friday while schools are assigned distance learning. Utility and maintenance personnel are working as teams of additional support in the disinfecting and sanitizing of campuses when in-person instruction resumes.

The attendance clerks and designated members of our support staff and site administration are tracking student engagement, and participation. They are assigned the task of making phone calls and home visits when needed to locate students who are missing from instruction.

To support instruction of students in Sierra @ Home, teachers have been placed on special assignment for the 2020-2021 school year as enrollment shifts took place from the comprehensive sights to the flexible opportunities offered by the alternative school of choice. Five teachers assigned to Sierra Jr/Sr High School and 2 teachers assigned to Sandy Bluffs Continuation School were assigned student caseloads for Sierra @ Home as 1/7 of an addition to their regular duty day on their assigned campuses.

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. EL students receive instruction in integrated models supported by an EL staff member as part of their rotation in Response to Enrichment and Intervention at the elementary school and in pull-out sessions weekly or bi-weekly as determined for students in grades 7-12. 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. Parents are updated on student progress regularly by members of the English Language team. When needed, translation services are provided by a school site staff member. For our EL students that are also on an IEP extra support will be provided in a 1:1 setting via Zoom or in-person as determined by the team in coordination with the family

Exceptional needs: Teachers and support staff will be serving students 1:1 in-person on school sites and virtually, online with parent support and with physical therapy 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. All students are provided full access to curriculum in academic and elective courses as determined by their IEP.

Homeless/Foster Youth: Pupils in foster care or experiencing homelessness are identified and assigned to a staff member other than their classroom teacher/s for additional connection and support of social-emotional development as well as academic progress monitoring. The staff member acts as a mentor to provide support as needed to assist in the student's education and well-being which may include connecting the student and their family with resources that are needed.

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

Description	Total Funds	Contributing
To provide all students, including the unduplicated populations of students, the district will provide teachers with technology and tools that will assist in the delivery of instruction in a virtual setting to aid students in the distance learning model of instruction. These tools used	\$155,000.00	No

Description	Total Funds	Contributing
for engagement of the students will assist in the recovery of learning loss and the acceleration of learning making real-time instruction more cohesive and accessible.		
To best support our unduplicated students who may be at most risk of learning loss due to COVID-19 pandemic, the district will provide students access to technology devices and connectivity. To achieve this all students will be provided access to technology devices and connectivity. To achieve this, Sierra Unified School District, will make available at no cost, student devices, hot spots, connectivity and data plans for families who indicate a need at anytime during school shutdown. To achieve this, partnerships have been formed with Ponderosa Telephone and Unwired Broadband. This action will ensure that all students, specifically our unduplicated students access to technology during distance learning and is expected to help close the achievement gap.	\$395,000.00	No
To ensure access to continued learning experiences for all students that is an image of in-class experiences tools, such as basic science lab kits, printed DLA assessments for Grades 1 and 2, physical therapy tools, musical instruments, and other such above and beyond the regular classroom use will be distributed to the students in a way similar to the drive-thru materials pick up days.	\$20,000.00	No

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 an instructional starting point, 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. Grades 2-12 will administer the final District Learning

Assessment (DLA) from the previous grade level to the students sitting in their classroom this year (ie; 2nd grade students are taking final DLA assessments for Grade 1).

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 and designated instruction deemed necessary by the English Learner Program director and classroom teacher. EL students will take all assigned classroom assessments as part of their integrated instruction as well as take part in state-level ELPAC assessments. Due to the shutdown and suspension of state assessments in the Spring of 2020, students will be able to take the Summative ELPAC in the Fall 2020 and again in the Spring 2021. We see this as an opportunity to measure and monitor the growth of our students during the 2020-21 school year. Any new students to our district will participate in the Initial ELPAC

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.

Sierra Unified School District offers a Multi-Tiered System of Supports (MTSS) to provide academic and social-emotional support to all students. Tier 1 supports are universal and available for all students including teacher interventions, modifications and accommodations. Tier 2 - moderate small group/1:1 support; this level addresses a specific identified need, like reading fluency or social problem solving. At the K-6 level, Tier 2 support looks like: Literacy intervention provided daily to an individual during virtual learning supported by 2 credentialed teachers, 1 para-professional, and Americorp Members 2 full time, 2 half time. Progress is measured by use of entry and exit assessments every 4 weeks along with the monitoring of attendance. Grades 7-12 offer support through teacher office hours, small group and individual instruction. Teachers will refer to the on campus support team for additional assistance and support as needed. Progress is monitored through attendance, weekly grade monitoring and currently 4 week review for follow up and further intervention as needed. Social-Emotional support at Tier 2 is also assigned to students with a specific identified need. Unduplicated students are provided a support staff member who will contact and monitor the student's well-being. Measurements for growth or success for the student are measured through a

survey administered every 4 weeks to parents, teachers and the student as well as maintenance of contact and service records. Sierra Unified utilizes All 4 Youth counselors, school psychologists and trained para-professionals to provide Tier 2 service and support. Tier 3 serves K-12 grade students needing intensive interventions individually or small group to address a specific identified need. Most students served in Tier 3 are designated needs served by special education services. Students in Tier 3 receive weekly, 1:1 in-person or virtual meetings based on family need, or daily virtual meetings designated by an IEP or other specific plan. For some students, 1:1 virtual direct instruction is provided by therapeutic support on a weekly basis as necessary. Progress monitoring and parent interviews provide measurement of student achievement.

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. Instructional aides will provide support after students attend a learning session in the mainstream classroom. The classroom teacher and instructional aide will communicate observations of learning and learning loss areas as part of the on-going progress monitoring of student achievement, and together determine the best course of action for the student.

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.]

As mentioned above, progress monitoring of academic performance, attendance, behavior and interaction will be used to measure the effectiveness of our MTSS process. Additionally, parents, students and teachers will be surveyed on a 4-week cycle to determine the effectiveness of Tier 2 supports for social and emotional behaviors.

Further, 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.

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
To monitor the effectiveness of both academic and social-emotional learning programs, appropriate support staff, stipends and assessment programs, will be provided. 2 full-time and 2 half-time tutors for AmeriCorps are assigned to Foothill Elementary school for reading intervention. Annual updates to Illuminate and Multiple-Measures Assessment Reports provide assessment data that will assist in the measurement of program effectiveness.	\$13,300.00	No

Description	Total Funds	Contributing
Use of District Learning Assessments is part of our assessment platform to measure student progress and program effectiveness. Tri-annual monitoring of student progress in grade-level standards of English and Math will allow the District to measure growth and plan for interventions as needed.	na	No
Responding to students' academic and social-emotional need will be completed through the use of the established MTSS structure that applies to students, while also providing for the needs of unduplicated pupils in a tiered system. Support is provided by trained personnel, monitoring of academic progress, attendance and social well-being.	na	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In an effort to meet the social and emotional well-being needs of our students, teacher schedules include time each day to check in with their students to have face-to-face interactions with peers and adults, and to check in on their co-workers. This is achieved at the elementary school with the implementation of class meetings, and at the junior/senior high school levels with designated advisory periods. Teachers assigned an advisory period have a caseload averaging 15 students.

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 and school psychologists 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.

As has been our practice with communication, families will be made aware of resources, upcoming events and opportunities through the use of Aeries Communication, local newspaper articles, website postings and community forums. We have found success in reaching our families with these avenues of communication. Additionally, parents are well connected to teachers or counselors or administration on campus and they do not hesitate to reach out and ask for assistance when needed.

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.]

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 hosted drive-through material pick-up sessions that allowed for initial contact and outreach with our families since we last saw them in person. These sessions allowed 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. Families were sent Aeries Communications in their primary language, a letter mailed home and local news articles covered the schedule of events surrounding the materials pick-up.

Once classes began session, student attendance/participation was 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 took place or the teacher delivered information on an issue or need that prevented participation. Information about family need or crisis is 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 and assigned staff to try to re-engage the family. Home visits by school personnel have been conducted with successful re-engagement of families. If successful re-engagement is still unattainable, 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 are prepared using the meal plan requirements of the National School Lunch Program and the School Breakfast program. During distance learning, meals are made available for pick up, at designated bus stops, 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 and posted to the District website.

Approximately 350 meals (breakfast and lunch) are delivered to children at their bus stops, Monday-Friday, by a driver and attendant equipped with proper PPE and physical distancing. In order to receive a meal pack, students, their parent or legal guardian must be at the bus stop to 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 as long as weather permits, allowing for plenty of space between tables. Should the weather be undesirable for outdoor eating, students cohorts will be served pre-packaged meals to their classrooms.

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	District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. To respond to social-emotional needs of students, the development of social-emotional assessments and strategies to address learning loss. In addition, professional development for all staff will be provided to develop the ability to respond to crisis, trauma and uncertainty. This action will increase connectivity and a feeling of belonging so that	refer to Page 6	No

Section	Description	Total Funds	Contributing
	student's basic needs are met and will be successfully behaviorally and academically.		
School Nutrition	Sierra Unified School District will provide all children enrolled in the district access to a breakfast and lunch meal during any period of school closure during the 2020-2021 academic year at no cost to the family. Transportation costs for meal delivery include the use of 12 school vehicles traveling 644 miles per day; fuel costs are determined by 83 travel days between August 17-December 18, 2020	\$6, 644.15	No
Distance Learning Program (Distance Learning Professional Development)	Opportunities will continue to be provided and made available to teachers throughout the year, focusing on social-emotional and wellness, virtual and blended learning technology competency in both delivery and lesson design and Universal Design for Learning to include the development of cultural competency in learning.	Refer to page 11-12	No

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
7.91%	\$970,639.00

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.]

There were no actions in the Learning Continuity Plan marked as contributing to increased or improved services, however, Sierra Unified will continue to implement other increased or improved services that are reflected in the prompt below and in the most current LCAP.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Sierra Unified School District balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 7.91% using the dollar amount of \$ 970,639.00 . By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$ 970,639.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as "contributing", the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement: District has calculated that it will receive \$991,102 in supplemental funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of the 2017-2020 LCAP and include the actions listed below to better serve our at risk population of English Learners, Socio-Economically Disadvantaged students, and Foster Youth. Below are action(s) marked for increased or improved services and how that action is principally directed toward the unduplicated student population.

A Limited English Proficiency Aide provides academic support to English Learner students. (\$22,316, Goal 2-10).

Behavior Intervention Paraprofessionals (\$161,977, Goal 3-6) provide strategies to develop social-emotional skills for students in jeopardy of losing access to instructional time due to difficulty in self-regulating their classroom behavior.

Increased mental health services for low income students who cannot afford outside service providers (\$95,143, Goal 3-5), enables even the most troubled students to learn coping mechanisms and strategies for constructively addressing daily conflicts.

To provide a more individualized academic environment, an additional 0.50 FTE teacher will be added to the Alternative Education program (\$40,378, Goal 1-8). Elementary Intervention Specialist (\$51,313, Goal 2-4) was added to oversee the Rtl program and monitor student

progress within the program.

Increased counseling services (\$242,843, Goal 2-2 and 2-3) work to decrease the individual counseling caseload so that under-performing students, primarily those who are Native American and low income, receive more individualized services leading to an increase in A-G completion and successful enrollment in honors and advanced coursework.

Curriculum Director (\$124,704, Goal 1-5), who supports implementation of common core standards, improves delivery of initial instruction, and provides ongoing professional training.

Additional in-house professional training is through the addition of two contract days, set aside for teacher training needs. (\$64,828, Goal 1-3). Additional funding will be added to build capacity and improve instructional delivery models and services for students with disabilities by providing additional training and release time for teachers who work primarily with students with disabilities.(\$3,600, Goal 1-3).

Licensed therapists and interns will provide therapy for students, groups and individuals, at Tier-2 and Tier-3 of the behavior intervention pyramid. (\$18,000, Goal 3-7 and 3-8, plus additional therapists provided by the Office of the Fresno County Superintendent of Schools). They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. (\$10,000, Goal 3-19).

Provide an extended school day program for students in grades 2-6 during which students will have the opportunity to participate in academic inspired clubs and activities as well as academic support (Goal 1-6; \$60,000) and provide stipends for staffing of after school clubs and activities to increase school engagement and connectedness (\$4,500, Goal 3-13) . The extended day students will be enhanced by adding a late-bus to serve all students participating in extended day activities (\$50,000, Goal 3-20).

Sierra Unified provides staff office hours to provide tutoring and support to secondary students; college entrance (SAT) test preparation opportunities; and support for dual enrollment courses.(\$36,000, Goal 2-12 and \$0 for Goal 2-15) and further training for teachers of AP courses (\$4,000, Goal 2-14).

Students in grades 8, and grade 10 will be provided with opportunities to take the College Board PSAT the results of which will be used to increase awareness of college opportunities and familiarity with this important college entrance assessment (\$1,500, Goal 2-13)

The Sierra Unified team found this to be the most effective use of funds as it focuses on increasing the capacity of our teachers and support staff to meet the unique needs and challenges of our students. It directly targets funds to provide increased services for unduplicated populations of students in a way that works to reduce the achievement gap and provide access to higher level courses at the secondary level showing students a connection between school and a career.

For detailed information of these increased or improved services, please refer to our LCAP located at <https://sierrausd.org/forms/#lcap>.