

Learning Continuity and Attendance Plan (2020–21)

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The school closure of March 19th 2020, has seriously impacted our students and staff. Students who were in rhythm with the school schedule, quickly lost interest on remote learning. They need direct in-person instruction in order to obtain support from their teachers, however distance learning made it difficult for them to do so. In the other hands, teachers had to quickly switch to distance learning instruction which none of them were trained. Moreover, the closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

To reiterate, the unprecedented COVID-19 pandemic has affected the entire Sonora Elementary School District community and drastically altered the lives of our students, families, and staff.

Stakeholder Engagement

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

Sonora Elementary School stakeholders include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators in the school programs and platforms.

Video conferences, during August professional development, between educators and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services.

To meaningfully engage our students and family partners, electronic and telephonic surveys were conducted. A telephone survey was conducted over a 5-day period with 3 callers, to 715 SES families to discuss instruction modes for the reopening of the school. Other surveys, helped the school to determine areas of need, and the services needed to be provided to students. The community shared some invaluable ideas for improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. The Learning Continuity and Attendance Plan

will be shared with our Parent Advisory Committee (PAC) and our English Learner (PAC) to gather their input regarding the quality of the school program and supports and services necessary to help their children be academically successful.

Feedback received from the community and staff in connection with the Public Hearing where SEDD’s Learning Continuity and Attendance Plan is presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at the main office.

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

Stakeholders had options to participate remotely at multiple public meetings including the district’s public hearing. Beginning with the July 22th 2020, board meetings included the opportunity for members to provide public comments live. Board meetings were recorded and posted on the Sonora Elementary webpage for public access. More specifically, as an option presented by the Board President in discussion, the public were able to share ideas, inputs, concerns, on the reopening of the school, safety, distance learning platforms, and staffing. The public also had the option to share their comments on the Zoom Q&A box, and when appropriate it was read aloud by the Board President to acknowledge the public comment and to answer the comment, if possible. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment.

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

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district’s return to distance learning and in-person instruction.

Listed below are the key ideas that emerged across most or all of the stakeholder groups. It is important to note that strong correlation exists between many of these items and the district’s expectations for distance learning:

- Our current situation is an opportunity to do things differently and disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- Distance learning in the Spring was not effective and needs to be much better in the fall. Critical aspects include live instruction, access to recorded lessons (if available), access to teachers and staff, and communication of clear expectations on a regular basis.
- We need to focus on our most vulnerable students in our planning and implementation.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from full distance learning, virtual independent study, in-person instruction opportunities to engage in two-way dialogue regarding district planning and their own student’s learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. Specific training for distance learning was needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- When in-person instruction was resumed, students would have the option to select a virtual independent study which is embedded in the distance learning program according to CDE.

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

To address the common frustration expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning, the SES Information Technology (IT) department will create a troubleshooting document addressing common technology issues and expand tech support call-in options for parents. The troubleshooting document will be mailed to families and posted on the SES website. IT will follow up by exploring the possibility of creating a series of brief how-to videos for the websites demonstrating solutions to frequently asked technology questions. Similarly, the educational resources website was designed following comments by teachers regarding the volume of information being emailed to them. To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, the site principal will be working with teachers and paraeducators on setting daily schedules for students.

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.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. On August 4th, 2020, the district, based on the requirement of the Tuolumne Department of Public Health, announced that the 2020-21 school year would begin with full distance learning. The August 3rd Governor’s guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

The information in this section is the district’s current plan. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district’s own monitoring of community conditions and needs. Modes of Instruction: When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, a virtual independent study learning model until the end of school year.

The district is preparing for the possibility of additional shifts in instructional model after in-person instruction has resumed. It is possible that, as determined by public health conditions or student need, a full return to distance learning may occur.

At the beginning of the school year when all students who were engaged in the distance model for the first three weeks, teachers provided key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group, and individual support for students.

Cohorting, to the best of our ability, is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and quarantine, and/or isolation of a single cohort in the event of a positive case:

- *To effectively coordinate with Tuolumne County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, “as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff”.*
- *Arrival/departure plans and lunch plans will be developed at each school to maximize cohorts.*
- *Where possible, teachers will move classrooms rather than students.*
- *Cohorts of students participating in in-person instruction will be on the school site at designated times.*
- *Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.*
- *Cohort sizes will maintain necessary physical distancing, keeping “maximum” spacing between students within classrooms.*
- *The district surveyed employees to assess the need for accommodations only during the term of full distance learning. Those employees indicating a need were contacted to schedule a meeting with the Superintendent.*

Additional Student Services and Supports

- *Special education related service providers are able to provide services in a virtual setting; many contracted providers through Tuolumne County SELPA have been providing services online when feasible. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.*
- *Where possible, students with additional needs may be considered for additional in-person instruction such as after-school program. This would include students with disabilities, English Learner newcomers, homeless youth, foster students, and students who regressed.*

The district’s planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures in accordance to CDHP guidelines.

→ In accordance to CDHP guidelines and to the Reopening of School Plan, key measures include:

- *Physical distancing: Everyone must practice physical distancing. This includes arrangement of desks within classrooms. Teacher will maximize space between seating. Teacher desks will be distance 6 feet from students’ desk and 6 feet from other staff desks, if any. Physical distance among students will be maximize. Students to staff, staff to staff will keep a physical distance of 6 feet.*

- *Face Coverings: Wearing a cloth face covering is required for all SES staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual according to CDHP. Face shields with a cloth drape may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction.*
- *Ventilation and Air Flow: SES will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year.*

Entrances and Exits:

Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times:

- *Designated ‘Quarantine Room’: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.*
- *Classrooms: Good hygiene will be modeled and reinforced by the teacher. Materials/supplies sharing will be limited and activities that bring students close together will be modified.*
- *Common Areas: Signage, cones, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.*
- *Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts.*
- *Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.*

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day, as needed. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to have the District order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff will be encouraged and provided instructions to self-screen for symptoms at home. Response Team, consisting of SES staff, will work with Tuolumne County Public Health to collect and track all illness-related information, and support contact tracing.

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

Description	Total Funds	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school’s site and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap, handwashing stations, and hand sanitizer that is greater than 60% alcohol.	\$10,000	
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	\$5,000	
COVID-19 safety signs	\$1,500	

Description	Total Funds	Contributing
Fund additional temporary two custodians (salary/benefits) to assist with daily cleaning of classrooms using COVID approve chemicals	\$64,000	
Fund an after-school program for students who regressed during the 2019-2020 school closure (Math and ELA)	\$30,000	
Implement ALEKS as a math remedial program for students in 7 th and 8 th in order to catch up in mathematics and to be ready for high school	\$5,000	
Installed plexiglass divider in special education classrooms, Title 1 classrooms, and teachers' desk, focus room in order to minimize the spread of the virus when close instruction is taking place	\$25,000	
Fund 30ft X 30ft Truss system structure shade material roof in order to provide shade during lunch time and to maximize the spread of students	\$5600	
Fund paraprofessionals for in-person instructional support in the title 1 and special education classes	\$245,000	
Fund focus room paraprofessional to handle discipline	\$23,000	
Fund technology staff support	\$50,000	
Salary and benefits of a 1.0FTE Band Teacher	\$79,000	
Salary and benefits of .80FTE Art Teacher	\$96,000	
District funds a 0.20 FTE position to support EL program	\$16,632	
6-8 th Grade ELA Teachers will have two release days to grade student essays and/or benchmarks	\$600	
Fund to provide incentives for student positive behavior	\$425	

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.]

SES is committed to providing continuity of instruction to students during the 2020-2021 school year, whether via an *in-person and virtual independent study program*. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a two school programs happening for the 2020-2021 school year.

Home-school Communication One of the district's key expectations for the duration of this pandemic is that invaluable information is communicated to families every Friday by the School Site Principal mainly in conjunction with the District Superintendent. Solid communication is intended to help parents/guardians gain deeper understanding of their student's learning process and how to effectively collaborate in their education. This has always been a

need at SES and has increased urgency now, with parents/guardians and family members taking on a much more prominent role in the daily education of their students within the distance learning context.

In the first two to three weeks of school, synchronous and asynchronous instruction distance learning included a combination of synchronous and asynchronous learning. SES fully acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model to be flexible and included breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support. The SES community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, SES offered consistent, daily, live instruction for every student. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports provided synchronously. These instructional components are discussed further within the 'Support for Pupils with Unique Needs' section.

For full distance learning which took place in the first two weeks, and Virtual Independent Study, SES teachers and paraprofessionals are provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, Edgenuity, Seesaw, NearPOD, STAR Math and STAR Reading, Freckle, and Fast for Word. To support teachers, use of these online programs, the District offered to send teachers to the TCSOS Distance Learning training given a stipend.

Instructional models that address distance learning during the first three weeks, for students with an IEP, individual distance learning plans were developed for each student participating in distance learning as it was done back in Spring time. These plans are reviewed during a conference meeting, and adjustments are made based on the student's individual needs. In an effort to provide a continuity of learning across all instructional models, educators have established Google Classroom as one of the primary learning management system.

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.]

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, SES administrators and IT Coordinator immediately began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, a good handful of our families did express a need. Families were contacted to arrange safe-practice pick-up procedures at locations convenient to them. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed. To follow up on the initial device, families were asked during a survey in July if their child had the technology necessary to participate effectively in distance learning. If parents indicated their child was not initially issued a device, or if the personal equipment they were using became unavailable, this information was passed to the IT Coordinator to arrange for a device to be assigned.

In early August, we were forced to go to distance learning as we entered the monitoring state list. At that instant time, the district took all opportunities that we had when we communicated with parents to ask if there were any technology needs via a survey. Good communication was sent to parents about deploying Chromebook over the course of two days in August.

As of today, the IT department deployed close to 500 Chromebooks for the distance learning program that occurred at the beginning of the school year.

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.]

SES has established an online electronic attendance process (AERIES) that all teachers will use to document student daily attendance, participation, synchronous and asynchronous interaction. This electronic system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will establish daily interaction contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, as well as synchronous meetings, video conferencing tools, Zoom and Google applications, and other forms of virtual communication. Student attendance and participation will also be monitored using a weekly engagement form for the duration of virtual independent study program.

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.]

From the beginning of the school year, SES was committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning program and Virtual Independent Study program for students. Prior to the start to school, the majority of teachers attended a five-day distance learning course taught by the Tuolumne County Office of Education. This course enhanced teachers’ skills, in-depth training in the use of technology, instruction models via the internet, including other online applications. As an option provided by the District, teachers collaborated with their grade level colleagues on distance learning instruction and curriculum over the course of two consecutive days. In August professional development, teachers shared best practices on distance learning instruction to staff. The School Site Principal also presented ideas using Edgenuity as a platform to teachers.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model followed by independent study once school back in session, have significantly impacted the roles and responsibilities of staff.

Following are some of the key changes to roles and responsibilities of staff, organized by area:

- *Teacher on Special Assignment (TOSA) will be supporting the school counselor reaching out to students by checking on their well-being for the duration of distance learning.*

- *Focus room personnel will also provide support reaching out to upper grade students by checking their well-being.*
- *School librarian is reaching out to Hispanic families who need translation.*
- *The school counselor is the Foster and Youth Liaison for SES.*
- *Yard Duty Aides is supporting with meal delivery to various location in Sonora*
- *Bus drivers is also supporting with meal delivery*
- *Custodians are responsible for disinfecting classrooms, offices, and buildings daily*

Attendance and Engagement

Within distance learning which took place in the first two to three weeks of school, teachers were responsible for monitoring attendance and engagement using multiple measures. While in-person, a student’s attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers monitored student submission of assignments, attendance at live synchronous instruction, and asynchronous instruction. They were also responsible for maintaining a weekly record documenting a student’s synchronous and/or asynchronous engagement each day. Administrators followed-up with teachers who are not documenting attendance/engagement, support any new attendance entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff was to contact families regarding absences.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from the SES’s Return to School Plan. This plan was developed using recommendations from the Tuolumne County Office of Education (TCSOS), California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- *Response Team to be responsible for responding to COVID-19 concerns.*
 - *Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.*
 - *Collect and track illness-related information*
 - *Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.*
 - *Immediately contact Tuolumne Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.*
- Operations/Custodial Staff: Maintain a stock of personal protective equipment to ensure readiness – order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.*
- *Food Service Staff: Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials.*
 - *Teachers: Reinforce and follow all required health precautions with students including physical distancing, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.*
 - *Bus Drivers/Transportation Staff: Ensure adequate space for physical distancing at the school loading and unloading zones. For active screening, the driver must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.*

School Site Administrators

- *Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning in the first three weeks of school (school resumed back on September 8th for special education and first grade to third grade, on September 14th for TK-k, 4th to 8th grade).*
- *Monitor teaching and learning virtually, including virtual independent study, to provide feedback and support to teachers to improve student learning. Support teachers and other instructional staff to implement district programs.*
- *Engage in collaborative time with teachers virtually and the Site Principal will facilitate regular virtual staff meetings.*

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.]

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- *Individualized Education Program (IEP)*
Distance Learning Plan: DLPs on file for students outline the services to be provided during distance learning. These will remain in effect until school resumes in-person instruction.
- *Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.*

Homeless Youth Liaison Distance Learning supports specific to Homeless Youth will include:

- *Coordination & communication with shelters and homeless agencies.*
- *Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.*
- *Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services*
- *Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.*
- *Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate local community agencies when educational, health, or welfare needs are identified.*

Foster Youth Liaison Distance Learning supports specific to Foster Youth will include:

- *Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.*
- *Monitoring of attendance/engagement and communication with teachers and administrators when needed.*

English Learners English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning.

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

Description	Total Funds	Contributing
Computers made available for all students who need a device to access distance learning at home.	\$5,000	
Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.	\$2,000	
Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations	\$2,000	
Distance Learning Professional Development Three (3) additional days of professional learning to help prepare teachers to implement distance learning.	\$23,000	
Fund online educational platforms such as Edgenuity, Seesaw, Freckle, and STAR Math and STAR Reading	\$40,000	
Fund communication system for online instruction such as Zoom and Screencastify	\$5,000	
Purchase of additional devices and technology (i.e., Chromebooks, HP, MacBook Air, chargers, printers) for students and staff to use during distance learning.	\$10,000	
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	\$2,000	

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.]

SES recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, SES’s school is committed to offering enhanced assessments and interventions such as Title 1 in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.

Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student. The plan to address learning loss will include assessments through STAR Math and STAR Reading program. The STAR Math and STAR Reading program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student’s needs in the area

of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As an educational tool, STAR Math and STAR Reading is accessible whether students are receiving in-person, virtual independent study, and distance learning. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. Through the use of the STAR Math and STAR Reading reports, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

The 2020-21 school year's expansion of STAR Math and STAR Reading will include a standardized assessment time frame, thus increasing the percentage of students who are administered STAR Math and STAR Reading and provided interventions per their results. Teachers and staff in the Special Education Services will participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services monthly at the Site Principals' staff meeting, or during PLC/grade level meetings. Should he be needed, IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs, if needed.

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.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, an EL committee consisting of teachers will meet to develop virtual independent study support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students.

The EL committee will monitor students' academic progress or communicating with the teacher to ensure the students are successful at school. The EL committee will also support with the development of an after-school virtual or in-person program to support and enhance language development skills. The club will provide a safe, social online environment for EL students to interact with teachers and peers and practice their academic English skills.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, online tutorial will be made available to guide students through the distance learning or virtual independent study process, and offer virtual presentations on how to use various learning platforms. An Outreach to Families Committee will also provide an opportunity to assess the needs of the family to determine appropriate resources, and will be working closely with the school counselor. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county.

The Foster Youth Liaison will continue to track and support teams in order to ensure that foster youth complete STAR Math and STAR Reading assessments. Additionally, the Liaison and the countywide Foster Youth Manager will work collaboratively with the SES Title I service to help identify and connect foster youth students.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education team will work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, teachers will identify, reach out to, and support any students who are not attending remote learning sessions (distance learning or virtual independent study), logging into their STAR Math and STAR Reading accounts, or other educational platforms, or submitting assignments regularly.

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 implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, SES is committed to the following protocol and process:

1. A newly established plan, setting standardized three assessment windows during which time students are administered the STAR Math and STAR Reading assessment
2. Portion of the staff meeting and/or PLC/grade level meetings will be set aside to review, assess, and plan, using the STAR Math and STAR Reading data

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the subtler aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection. Student supports can include help from the after-school program, school psychologist, the school counselor, health coordinator, or administrators.

Supports will be individualized to meet the needs of the student. Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to

address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

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

Description	Total Funds	Contributing
Cost for professional development workshops and trainings for teachers in the use of assessment software	\$2,000	[Y/N]

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.]

SES will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- *Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset*
- *Self-management - managing emotions, controlling impulses, and setting goals*
- *Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity*
- *Relationship skills - communication, cooperation, and conflict resolution*

Our School Counselor will provide training and support to all general education and specialized teaching and support staff on how to integrate social and emotional learning, and mental health into daily lessons.

The School Counselor will also create a website with resources and tools available for students to access.

Mental Health and Addressing Trauma

The district will be developing guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. Since schools have closed, children have lost the safety net provided by caring teachers, support staff, counselor, and other personnel.

The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students.

Key responsibilities of educators to monitor/support mental health and address trauma include:

- *Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.*
- *Providing routines and structure: Creating weekly routines that help students self-regulate.*
- *Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.*
- *Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.*

- *Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.*

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.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff are returning this fall.

SES does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting.’ The district takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. Using the framework from SES Reopening to School Plan, the district has created a plan to monitor student attendance and engagement and provide support to students and families when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closure, the district identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change has been the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging-in to a software platform, being present at a virtual meeting, phone calls, or sending an e-mail.

Moving forward, the meaning of student engagement by SES will be defined as having three components:

Behavioral engagement (Physical Actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching. Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task. Emotional Engagement (Motivation and Emotional Response) Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

Monitoring Engagement

The three components of engagement will be monitored and assessed through regular completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions with the teacher, percentage of assignments completed, and number of days logged in. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

- *Students and families: Attend/engage daily with their teacher and report absences for ANY school day.*
- *Teachers: Document attendance/engagement (synchronous and asynchronous) every school day for each scheduled class period, regardless of the instructional model.*
- *Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.*
- *Site Administrator: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions according to Rti, when necessary.*

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.]

For students attending in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as is our traditional practice. However, SES recognizes the effect the current economy and loss of jobs has on our families, and the school will be contacting or doing a survey to families to reevaluate students’ eligibility for free or reduced-priced meals to ensure all qualifying students are being served. In the other hand, for students staying on virtual learning, the school will be delivered food to assign locations in Sonora.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, and mileage.	\$60,000	[Y/N]
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL). The district’s SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID and school closures. Professional learning will be provided to address trauma.	\$10,000	[Y/N]
Pupil and Family Engagement and Outreach	The District will develop a Parent Resource Center Family and Community Engagement that will work closely with the Attendance clerk	\$10,000	

	to conduct home visits and other outreach to contact 'unreachable ' students. Workshops will be made available to parents to academically and mentally support their child(ren).		
SES community support for Child Care	The District will fund a portion of the PM club daily childcare rate, which is an onsite child care organization, in order to relieve the community with the burden of excessive daycare rate.	\$40,000	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.55%	\$538,202

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.]

SES exists to serve some of vulnerable populations in Tuolumne County, foster youth, homeless, and students with the most significant disabilities. When evaluating the entirety of its school programs, SES must first consider these and other significant student groups in order to ensure the schools build models that support academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. In March 2020 when schools shifted to distance learning, SES immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Understanding that economic conditions can fluctuate, follow up survey to families were made in July to verify students still had the devices and connectivity necessary for distance learning and assign devices to students whose circumstances had changed since the first equipment rollout.

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

For SES, the transition to distance learning provided a unique and unexpected opportunity to reexamine resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students. In order to operate a fully-functional distance learning program the beginning of the school year, the distribution of devices was of paramount importance, implementation of online platforms, and teacher distance learning

training were vital. As of September 8th, and 14th, Virtual Independent Study (embedded in distance learning) was initiated replacing the full distance learning instructional mode to service all students including foster youth, English learners, and low-income students.