

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

COVID-19 had a horrendous impact not only on Sierra Plumas Joint Unified School District & our Sierra County Office of Education, but to our community as well.

Timeline of Covid-19 & how it affected us:

- March 16th- School District Closed In person instruction
- School District shifted to online & supplemental instruction provided for students
- Inconsistent internet availability to students in our rural area makes it difficult for all students to complete online work
- Dispersing supplemental instruction and Chromebooks to students weekly
- Students in the school district were held harmless for grades for the rest of the school year
- All remaining activities for the school year were cancelled, including athletics, extracurricular activities, prom, field trips, etc...
- Some activities were modified to complete they year including graduation from high schools in the district and 6th grade promotion
- Negotiations with union working conditions began to address concerns of changed working conditions during this time
- Return to school plans and options looked at from May to the end of August
- Parent surveys sent out in regards to school re-opening plans
- June-August worked with health department on re-opening plans to open back up safely including facilities, supplies needed such as PPEs, physical distancing, course offerings, reporting health protocols, communication, screening & testing, and transportation.

After several meetings from June to the beginning of August it was decided that SPJUSD would be coming back to school in person. The district site administrators worked with their committees and the health department to create the safety plans to open. Once approved by the health department, the following communication was shared with families from all three school sites in the district:

Loyalton Elementary School:

Good Morning and happy Friday, this is Ms. Ceresola with a quick update for our families. Today we will be posting our opening plans on our district's website. The website is sierracountyofficeofeducation.org.

Our site worked closely with the Sierra County Health Dept. to come up with a plan to protect students' and teachers' health and safety. Please remember that there are things that we had to include in our plan because it is mandated by the state. Also keep in mind that each of our school sites are unique in its student size, facilities, staff, and resources, so each campus plan will look different.

The one plan that will be on the website is an overall view of our plan of opening that we did with the health dept., there is also a parent version with more detail for our site. I will also have copies available of this one at the school, I will be in the office on Monday if you would like to come by and get a copy. I will also have them at Sierra Kids. I can also email you a copy if you contact me Monday.

We are excited and feel very fortunate to be able to open our school site and have our students back in the classroom with teachers, not a lot of schools in the state are able to do this. If you have questions or concerns please feel free to contact me through email at awhite@spjUSD.org or by phone 530-993-4482 ext. 210. I will be in the office on Monday.

Have a great weekend and we will see you all soon.

Loyalton High School:

Hello Loyalton High School Parents and Students, This is Mr. Jones with information for the upcoming school year.

As you know, COVID-19 still affects us. Millions of students throughout the state will start their school year in a distance learning model.

Here in Sierra County we are very fortunate to be able to plan for school in person. We are definitely in the minority around the state and again we are fortunate!

Obviously, it will not be business as usual. District leadership in conjunctions with the Sierra County Health Department, our local teachers union, and input from a survey of our parents, Loyalton High School has created a plan to reopen in person.

The plan has been approved by our health department and is centered on four main pillars:

1. Daily screening for symptoms
2. Physical distancing
3. Face coverings
4. Proper sanitization of hands and work areas

There will be many changes to our daily operation that parents and students will need to know prior to coming to school. Please visit loyaltonhighschool.org and take the time to read the LHS Reopening Plan. The plan will also be posted on the district facebook page. Plans for Loyaltan Elementary and Downieville schools will also be posted. The plan contains all of the changes that you need to be aware of for the upcoming year.

This plan is a living document and will be amended as conditions warrant in conjunction with our health department.

After reading the document, if you have any concerns or need clarification, please contact me. I can be reached via email at tjones@spjUSD.org or you can call my office at 993-4454 x310.

There will be many more communications as we get closer to school's start. Also, thank you for your patience as we were forming our plans. I know many of you are eager to know how the school year will look and I thank you for your patience as we proceeded through the process. I hope you are enjoying your summer and I can't wait to see everyone at the end of the month.

Downieville School:

Good Afternoon Downieville families,

This is James Berardi with a message about our plan to re-open school on the 26th. As you all know, we have not been in school since mid-March when we moved into a distance learning model. This was a state mandate at that time and much has transpired since then. The governor has now placed individual counties on a "watchlist" if their positive COVID cases has reached a point of serious concern. If your county is currently on a watchlist you will not be allowed to open school for face-to-face instruction, but open your schools back into a distance learning model.

Currently, approximately 38 California counties are now on the watchlist. However, Sierra County is fortunate not to have experienced dramatic increases in COVID cases. This allows us to open our doors to instruction, but with mandated safety practices in place. As last year wound down, we began planning what this school year could look like.

A district-wide team was formed to develop a plan for all of the district schools. It quickly became evident that a district-wide approach would not work and local or individual plans would be needed for each site. Downieville School formed a team of admin, elementary and high school teachers along with office, facilities personnel and our local public health department to create our re-opening plan. This plan was written and submitted to the health department for input. A site visit took place to walk through the plan. Suggestions and updates happened as we dialed in the plan.

The number one priority was to create the safest possible plan for both students and staff. The plan went through multiple revisions and was finally approved by the health department. This plan was then shared with the staff as a whole prior to being submitted to the public and families of Downieville. You may now view this completed plan on our new school website: www.downievilleschools.org or the district site: www.sierracountyofficeofeducation.org

Please know that it is our highest priority to keep your child safe as possible during these times. We feel fortunate that Sierra County is not on the state's COVID watchlist and schools will be open for the fall. We will continue to work with our local Public Health Department on a regular basis to make adjustments as needed. This plan is a fluid document and will be changed as mandates and local conditions change. The teachers and the rest of the staff are looking forward to seeing all the kids again without the aid of technology.

More impact from COVID-19 hit our school district on August 14th when we were told we would have to resort back to full distance learning because of transportation guidelines by the state and Sierra County was on the state's monitoring list.

On August 18th a special board meeting was held to push back the start date of school from August 26th to September 8th. In the midst of all of this we had a horrific fire sweep through our community and fire camp was set up at Loyalton Elementary and Loyalton High School for about two weeks.

During the week of the 18th it was decided that Downieville Elementary and Loyalton Elementary would apply for the state waivers to have in person instruction for their students. On August 27th we applied for the waivers and were granted them on August 28th.

Communication was done with stakeholders, parents, and board members by three different community meeting nights so that each site could update specifics on their re-opening plans.

First day of school September 8th, Downieville Elementary and Loyalton Elementary began in person instruction at their sites. Downieville and Loyalton High School began distance learning, with opportunities for students to come to school in small groups to use internet and receive help. In addition, the district offered an independent study option for those who did not want to have their student(s) in school or preferred this to distance learning.

We are committed to keeping communication with our parents, stakeholders, and students on information as it comes to us in regards to in person learning, distance learning, and guidelines we are following from the state through all calls, district website, district facebook page and newsletters.

Stakeholder Engagement

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

Discussions for returning to school considerations began in April 2020 with an agreement to create two committees to began organizing reopening plans.

The first committee included the superintendent, site administrators, county health department, one teacher representative from each site. The meetings for the first committee took place every week in May. These meetings included discussion on:

- Parent Survey Questions
- Return to School Plans
- Health and Safety Plans

The second committee met in June and created re-opening plans for each site. These committees included site administrator, member from teacher union, teachers, school secretary, and maintenance and custodial staff.

Once plans were created, they met with the health department to have plans approved, which included a walk through of each school site. The committee followed guiding principles to return to school considerations, quality instruction, committing to equity, partner with students, families, community, and labor groups and learn and improve from our shut down of schools in the spring.

Guiding Principles that we created to follow for the opening of our school was as follows:

1. Quality Instruction- If we are in distance learning or in person, we want to provide quality instruction for our students. We want to slowly move into the curriculum giving students time to learn the distance learning plans from our Google Classroom, and in person we want to provide students support when they return to school because they have been out for so long. It is important to provide the social/emotional support to students.
2. Commit to Equity- All students will be given opportunities to achieve academic success that are accessible, personalized, and responsive. The district must meet the needs of all students, including students from low income families, students with disabilities, students experiencing homelessness, foster youth, and English learners.
3. Learn & Improve- The district will have continuous improvement practices and use evidence to guide decision making while aiming to enhance the quality of student learning opportunities. Data can be used from intervention services, parent surveys, and meetings with stakeholders.

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

Remote participation was available via Zoom, or call in, for all public meetings and public hearings,

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

Feedback was received in the following ways:

- Board meetings, public comment
- Union negotiations throughout spring & summer
- Bi weekly meetings with health dept in May & June partners in interpreting guidance
- Parent surveys-reopening guidelines-Beginning of August 2020

- Site based surveys- August 2020
- Parent surveys-transportation-End of August 2020
- All Call information- site reutrn to school enrollment- distance learning/in class or ISP
- Staff survery done by teacher's association on distnace learning and safety-May 2020

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

Feedback that we received from stakeholder on the different learning options, in person, distance learning, or independent study. We felt it was important to provide other options for families that did not feel comfortable for returning to in person learning because of health and safety reasons. From our parent survey it showed that 75% wanted in person learning, and 25% distance learning/ISP.

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.]

Our decision made was from our parent surveys, and by each specific site from staff and site administrators for each school. Each plan for individual school sites included:

The health & safety of our students staff, and families is of utmost importance to our school district. Sierra Plumas Joint Unified School District and Sierra County Office of Education, along with Sierra County Public Health Department, are fully committed to working together to prepare for the reopening of schools. All agencies share this common set of best practices to guide our return to instruction on school sites as safely and effectively as possible, with as much normalcy as possible.

In May, Governor Newsom shared California's May Budget Revision for 2020-2021. Schools have never faced this level of funding cuts. These significant funding cuts for schools will impact the reopening of school campuses that will be faced with increased costs to address safety measures connected to the pandemic. While these funding cuts have been restored and CARES funds are available, funding is an important factor in reopening plans.

Our schools are returning with distance and on campus instruction. Below are the health & safety guidelines that we are implementing with county health officers.

Screening at Home:

- Families are recommended to take temperatures daily before sending students to school. Anyone with a fever of 100.4 F or higher should stay home.
- Students that are experiencing respiratory symptoms such as cough and shortness of breath prior to coming o school each should stay home.
- Teachers will do self screenings at home, and have temps checked upon arriving at school in the office.
- Each bus will have an aide that will get off at each stop and do a temp check on each student before they are able to board the bus. All students riding the bus must wear a mask and sit in every other seat.

Arriving at School:

- Staff and students in grades 3rd-12th will be wearing face coverings.
- Screening for temperature and respiratory symptoms will take place at designated doors at each site.
- Parents and visitors have limited access to the school campus.

General Safety Precautions while we are at school:

Schools will follow disinfection guidelines developed by California Department of Public Health for school campuses including classrooms, workspaces, outdoor spaces, and playgrounds.

- High touch points such as door handles, light switches, bathroom surfaces etc will be wiped down throughout the day
- Routines will be established with teachers and students to regularly wash their hands and additional sanitation stations will be available throughout the school
- There will be a limit of sharing supplies between students, each student will have their own supply box
- Disinfect between uses of sharing of items if it is unavoidable

Physical distancing at school sites:

- Schedules have been modified
- Limited visitors on campus
- Modified flow of traffic, created by pathways in & out of the building
- Desks are spaced further apart
- No assemblies, dances, etc
- Stagger lunches, recesses, and other transition times
- Have a designated sick room for students

Distance Learning:

- Virtual instruction will take place in the morning & independent practice in the afternoon using Google Classroom.
- Small cohorts will be able to come to school site and work with staff for a limited amount of time which will allow social interaction & support in accessing distance learning and help with work

Independent Study Program

- This will be offered to any families that do not feel comfortable with the plans in place for on campus or distance learning
- Students conference once a week/every other week
- Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English learners will be made as needed

Each school's site in person Health & Safety Plan is a fluid document and will change as needed as we move through the guidelines as they may possibly change,

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

Description	Total Funds	Contributing
Classified staff for hubs for in person learning	\$75,000	No
Personal Protective Equipment - face coverings (masks, face shields) to insure that students, staff and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol, as recommended by the health department.	\$100,000	No
Disinfecting materials - additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles and masks.	\$35,000	No
Hand washing stations - additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6 month period	\$24,709	No
1:1 devices will be used for instruction on campus in addition to distance learning. This provides continuity and consistency, as well as reduces the opportunities for transmission.	\$210,000	Yes
Hot water in all sink areas to allow effective hand washing, water heaters and new sink faucets.	\$75,000	Yes

Description	Total Funds	Contributing
Conversion of classroom to quarantine room in the event students or staff become ill while on campus. Cots, dividers and additional PPE as needed to quarantine any person to reduce the possibility of transference.	\$85,000	Yes
Water bottle filling stations, purchase water bottles for every student to have their own water bottle and fill at designated locations at all campus sites.	\$65,000	Yes
Additional staff assignments to be added to bus routes to allow for health checks of students loading on the bus, tracking and documentation of testing each student. Additional PPE and sanitizing equipment for buses.	\$95,000	Yes
Certificated staff additional contract days for preparation of in-person learning hubs.	\$55,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

To ensure that pupils have access to full curriculum it was decided in June of 2020 that if students were distance learning in the school district that the platform would be Google Classroom throughout the district. This will allow consistency for students in accessing learning content and instruction. Teacher will also provide daily live interaction for students TK-12. 7th-12th grade students will attend three synchronous classes per day via Google Classroom, with three classes per day done asynchronously. If in distance learning TK-6th grade students will attend live Google Classroom sessions daily in the morning based on site schedules with asynchronously learning in the afternoon, Monday-Friday.

For students that have chosen independent study, teachers work with families to create an independent learning plan with a master agreement.

Instructional Expectations:

- * Provide daily live instruction via Google Classroom based on site schedule
- * Utilize semi-synchronous instructional model
- * Provide asynchronous student work for PM
- * Record synchronous and asynchronous attendance daily in Powerschool
- * Teachers will attend weekly collaboration and staff meetings

IEP/SST/504 meetings-

- * Communicate with students and parents to meet students' needs
- * Hold meetings in person if able or via Zoom

Special Education Instructional Expectations

- * Use Google Classroom for course information and instruction as appropriate
- * Moderate/Severe students will be in person
- * Provide primary distance learning curriculum , activities and lessons as appropriate
- * Provide pull-out support via Google Classroom or Zoom to work on goals; provide supplemental lessons
- * Collaborate with general education teachers on adaptation/modification of student work

Set Google Classroom Norms

- * Establish & support virtual classroom etiquette expectations
- * Be on time
- * Keep video turned on
- * Keep mute on unless speaking to group
- * Use virtual hand raise
- * Respect everyone on Google Classroom
- * Actively participate

Monitoring attendance & work completion

- * Follow attendance and reporting protocols
- * Utilize site Multi-Tiered System of Support

Office Hours

- * Check and respond to emails daily
- * Set up times for students to check in with you if needed
- * Communicate with students/parents via email if needed
- * Plan & communicate assignments

*Provide assignment feedback

All core curriculum will be used that has been adopted by the school district such as Mymath, Wonders, Our World, Mirrors & Windows, CPM, Mystery Science, and McGraw Hill Science for high school. Supplemental materials can be accessed by students Khan Academy, MobyMax, Star AR, Spelling City and Starfall.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district is providing devices for those students who have identified need. Because of Wi-Fi and cell service gaps in our rural area, TMobile hotspots were purchased and issued. The district is also providing Wi-Fi access at the school in small numbers.

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.]

For distance learning, minimum instructional day
*180 instructional minutes for transitional kindergarten and kindergarten
*230 instructional minutes for grades one through three
*240 instructional minutes for all other grade levels

Each LEA shall ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments (EC Section 43504 (e)). Google Classroom engagement logs will be used for the weekly engagement record. Students must log into Google Classroom daily to demonstrate engagement.

Each LEA shall document daily participation for each student on each instructional day. A student who does not participate in distance learning for at least part of an instructional day shall be documented as absent for that instructional day. Daily participation may include, but is not limited to evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and students or parents or guardians.

Teachers must continue to track attendance as they have in previous years. Daily attendance will be taken and recorded in PowerSchool.

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.]

District wide staff received professional development training on Google which is the district's platform for distance learning and in class work. Staff also received Social-Emotional Learning Training to focus on instruction to equip and empower teachers with practical, hands-on training on the SEL Pillars: climate & culture, academic integration of SEL, explicit instruction, and family and school partnerships. Additional time was provided at sites for site meeting days to review safety plans and distance learning plans.

August 3rd & 4th Google Training
September 3rd & 4th Site Meetings
September 16th Google Training
September 19th Social-Emotional Learning Training
October 14th Google Training

On going professional development will be done throughout the year on early release Wednesdays, teachers will meet to for rotating topics such as Google, MTSS, and grade level and subject collaboration.

Staff Roles and Responsibilities

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

Classified staff are shifting roles by being flexible with screening, cleaning, and assisting in small cohort groups.

Certificated staff are teaching and learning Google classroom/Zoom for distance learning and in class learning.

Site Administrators are designing schedules for traditional and distance learning models. Site administrators are also working on small cohort groups/hubs for additional support for students. Site administrators need to stay informed of the health and safety guidelines in our county, as well as making sure safety plans at each site are carried out thoroughly to ensure safety for staff and students.

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.]

These groups will be assisted with distance learning by prioritizing internet access, whether by bringing cohorts on campus or by providing equipment to improve or provide internet access in their homes. Students that are identified, and proper assessments are given foster youth and low income students are supported by priority access to Title 1 and other intervention services such as after school tutoring and/or counseling via zoom or brought on campus in small cohorts as well. English learners have access to counseling if identified as a need and receive proper services from the district's full time EL aide using designated and integrated ELD instruction, and are also given priority access to Title 1 and other intervention services, such as after school tutoring. Students with exceptional needs across the continuum of placements will be supported in distance learning by special education teaching staff collaborating with general education staff on accommodations and modifications to the curriculum, including providing push in support during remote class meetings. When safely possible pupils with exceptional needs will be brought on campus to supplement distance learning, and to provide a venue of the provision of related services.

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

Description	Total Funds	Contributing
Distance learning supplies for staff (monitors, headsets, etc.)	\$20,000	No
Distance Learning Professional Development. Additional professional development to be provided to staff for distance learning.	\$55,000	No
Zoom licenses and peripheral equipment for staff to improve live remote instruction	\$35,000	No
Instructional Coaches to support distance learning	\$150,000	No
Device leases, TK-6 Chromebooks, 7-12 laptops	\$225,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

SPJUSD hired a full time intervention teacher for the 2020-2021 school year to serve at all three sites during the school year. The learning loss will be addressed through a multi tiered system of support, Our intervention teacher will manage the assessments and assist teachers with the tiers of support.

Universal Assessments: 3 x a year : STAR (3-12) & easyCBM (1-8)

Fall: Second week of school

Winter: Week before Christmas Break

Spring: 12 - 14 weeks after Christmas Break

Data Analysis and making of groups

Tier 1, Tier 1 Watch, Tier 2

Phone call and letter to parents of Tier 2 students

Begin intervention 5th or 6th week of school

*4-9 week cycle

*Student groupings and frequency depends on level and need

*Regular progress monitoring

*Analyze data and determine either exit or continue

*Student exit with parent phone call and letter

*SST meeting as needed, or parent contact for students progressing and continuing in intervention (using the Intervention Action Plan)

*SST parent invite letter/phone call either by classroom teacher or intervention teacher

*Cont. SST meetings as needed (at 3rd mtg Sp Ed attend)

Intervention Forms:

*Student Entrance Letter

*Progress Parent Notification Letter

*Student Exit Letter

*SST Parent Notification Letter

* SST Gen. Ed Teacher Form

* SST Intervention Teacher Form

* SST Intervention Action Plan

*List of Tier 1 Intervention Accommodation Ideas for classroom

General Ed Teacher Responsibilities:

- * Provide Tier I interventions in class
- * Bring student concerns to Intervention Team
- * Come prepared to SST Meetings with proper documentation

The district is also looking at continuing tutoring services provided by credentialed teachers twice a week at each site after school.

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.]

This would include our Tier 2 and Tier 3 Supports:

Tier 2 Instruction

What is Tier 2 instruction?

Students who fail to attain important benchmarks despite adequate curricula, instruction, and differentiation of instruction receive Tier 2 interventions. Tier 2 interventions are short term (e.g., eight – 20 weeks) and remain part of the general education system with supports from specialists. Interventions must be research-based as much as possible, be reasonably feasible for educators to use, and accurately target the student’s area(s) of difficulty. These interventions are supplemental to the core academic instruction that is delivered in the classroom by the classroom teacher or other specialists. These interventions do not replace core instruction.

Accurate pinpointing of individual student’s needs and selection of appropriate interventions are critical to the success of Tier 2 interventions. Tier 2 is typically implemented with groups of three to six students who have similar skill needs. Tier 2 successful small-group interventions use modeling, active participation, corrective feedback, self-monitoring, practice to mastery, and efficient time on task. Teacher support/intervention teams should monitor the progress of Tier II interventions to document the effectiveness of interventions and help ensure fidelity of implementation of interventions.

How do we address Tier 2 at a distance?

Tier 2 intervention while engaging in remote learning can be difficult. However, it is important that schools attend to the needs of struggling learners. Suggestions for implementing instruction at the Tier 2 level include (but are not limited to):

- * Ensuring ongoing communication with teachers, academic interventionists, special education teachers, and behavioral support specialists so that the needs of all students are understood;
- * Maintaining the use of current intervention programs as much as possible or make needed modifications to those programs to work in a remote learning environment;
- * Utilizing the “breakout” room feature on digital platforms by having non-instructional staff assist in monitoring so that small group instruction can occur (see FERPA guidelines);
- * Providing “packaged” video content for pre-teaching and the building of foundational skills;
- * Collaborating with interventionists and special educators to identify evidence based strategies that can be implemented;

- * Scheduling distance learning to ensure that students who receive support from an interventionist continue to do so;
- * Monitoring the progress of students through formative assessment practices; Connecting with families regularly by phone, text and/or e-mail to answer questions; and Exploring and making use of resources that are at a student's ability level and related to the current topics.

Tier 3 Instruction

What is Tier 3 instruction?

For students making inadequate progress with Tier 2 interventions, intensification of intervention should be considered. Educators also may consider different, more specialized interventions. The primary difference between Tier 2 and Tier 3 interventions involves the intensity and/or individualization of the intervention. Greater intensity of intervention can be achieved with a smaller teacher-student ratio, a longer duration of instruction, and more frequent progress monitoring.

Tier 3 interventions should be provided by specialists or other trained educators. Tier 3 interventions are designed to address significant problems for which students are in need of intensive interventions. As a result, Tier 3 interventions require careful planning.

How do we address Tier 3 at a distance?

Tier 3 intervention during school closures presents unique challenges. However, the following suggestions may assist districts as they plan for addressing this need:

- * Maintaining the use of current intervention programs as much as possible or make needed modifications to those programs to work in a remote learning environment;
- * Structuring distance learning so that the time spent on intervention is proportional to the grade level content instruction that occurred prior to remote learning; Holding one-on-one virtual meetings with students to provide targeted support;
- * Collecting data by using various platforms (e.g., Kahoot, Google Forms, Interim Assessments, etc.);
- * Adjusting the interventions based upon data analysis so that the intervention is effective; and Connecting with families regularly by phone, text and/or e-mail to answer questions.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by ongoing assessments of student progress. 1st-12th will include math, reading, and writing assessments administered three times a year; September, December, and April. The results of the assessments for students will be able to assess the impact of the small group and individual support being provided through intervention services, tutoring and STT/RTI meetings for students.

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

Description	Total Funds	Contributing
Classified staff for hub supervision	\$300,000	Yes
Interventions provided by certificated and classified staff	\$125,000	Yes

Description	Total Funds	Contributing
Additional Independent Study options	\$30,000	Yes
Additional counselors and mental health staff to assist students with tools to deal with psychological impacts.	\$165,000	Yes

Mental Health and Social and Emotional Well-Being

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

Training was provided to staff on Social-Emotional Learning that focused on climate and culture, academic integration of SEL, explicit instruction, and family & school partnerships. This is a one of our top priorities as we return back to school with our students. Support will be offered in the classroom from teachers using SEL. Students will have access to counseling on campus once a week. Referrals can be made for more support for students through our SST meetings with our teams that include Principal, Intervention Specialist, Behavioral Specialist and/or counselor, classroom teacher, and parents. The district is currently looking at hiring another counselor to provide additional support for students. Our school district also has Student Parent Navigator that we work with from Sierra County ~ Behavioral Health, they are able to communicate with families and provide additional needed support.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

At the elementary level:

Students that are absent that we do not hear from their parents, school secretary calls and follows up with family to check on absence.

At the high school level:

Absences are checked at every period, families are called if there is an absence from class

If there are three or more absences, a parent meeting is requested, can be done via phone or in person

If there are five or more absences each site can work with the Student Parent Navigator from

Sierra County ~ Behavioral Health. She is able to reach out to families and provide services/support that they may need to help them.

If there continues to be concerns and high rates of absences we will follow our SARB process to help get students & parents back on track.

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.]

Loyalton Elementary and Downieville Elementary are back on campus full time with all students. Free and reduced meal services are available to students that qualify. Each site provides breakfast and lunch for all students. Free and reduced meal services are available to students that qualify upon request that attend Loyalton High School and Downieville High School.

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	Through staff and contracted services school services coordinators and behavioral health specialist will provide direct services to students for mental health, social and emotional wellness	\$85,000	Yes
N/A	Additional costs for PPE and sanitizing equipment for all staff and visitors to all campus locations.	\$145,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.55%	\$331,867

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.]

Firstly, it is important to identify students that have needs because they are foster youth, English learners, and or low income students. Secretaries and the district office manager make sure that proper enrollment coding for these groups happen in Powerschool. Secretaries then let site administrators know so that these students are immediately connected with appropriate services or educational needs at the site level.

Secondly, once students are identified and proper assessments are given foster youth and low income students are supported by priority access to Title 1 and other intervention services such as after school tutoring and/or counseling. English learners have access to

counseling if identified as a need and receive proper services from the district's full time EL aide using designated and integrated ELD instruction, and are also given priority access to Title 1 and other intervention services, such as after school tutoring. Community outreach in the form of DLAC and ELAC committees, in addition to public input for the LCAP, is also promoted by the District.

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

The support for Foster Youth has been ongoing and robust. Foster parents partner with the school district and social services to ensure their needs are met, and all agencies have open and on-going communications to ensure all parties support the students as needed. District needs to maintain and increase funding for county office foster/homeless youth liaison. The liaison works with other agencies to ensure a continuum of care for foster youth, as well as working with local public as well as non-profit, non-public agencies to ensure access to services.

For English learners, it is important for the District to continue to fund the EL district aide, that has specific background and training in providing high levels of support for both English learners and the teachers that serve them.