

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
Upper Lake Unified School District	Giovanni H. Annous, Ed.D	gannous@ulusd.org (707) 275-2655

General Information

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

The COVID-19 Pandemic has shut down services to our students (athletic, co-curricular, extra-curricular, afterschool and academic) which has caused learning loss and social emotional deficit. Many families in our community have been forced to stay home to watch their children, causing them to be unemployed, laid off or furloughed. Families have taken on new roles and responsibilities between siblings and parents, both taking the role of income providers as well as educators for younger children. The LEA has worked hard as a team throughout all departments to plan around the needs that were identified by our community and stakeholders and creatively use everyone’s expertise to meet those needs while keeping all employees paid and employed. The needs include but are not limited to, transportation, meals, wellness, education, flexibility and social emotional support.

Stakeholder Engagement

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

Our teachers made contact with students and families during the initial Shelter in Place caused by COVID-19 beginning on March 16, 2020. Teachers offered various times (before, during and after “regular” school hours) to connect with students and families using both synchronistic and asynchronistic approaches, emails, phone calls, recorded video messages and live virtual meetings. Parents also participated in a survey (in English and Spanish) identifying their desire (88%) to return to school campuses in the fall semester with safety protocols in place. This survey was shared via social media, web pages, phone calls and emails. Families who do not have internet access were also invited to socially distanced meetings to share suggestions, concerns and celebrations. Other items that were addressed in the survey included the continual need for meal service, essential hand washing during the instructional day as well as the families’ ability to provide (or not) a mask for their child.

District stakeholders attended “socially distanced” meetings outlining concerns and solutions to meet the demanding, ever-changing COVID-19 needs of the students and community. The one unified message that was shared by all stakeholders within and outside of the ULUSD was the need to be flexible this school year.

ULUSD sent a follow up survey after our governing board unified with the districts in Lake County in adopting the “Lake County Schools COVID-19 Return to School Continuum Plan (4 stages for reopening schools). The board meeting when this plan was adopted was used as an opportunity for community input and was shared in person as well as via social media. The community requested an increased and improved distance learning opportunity for all students in Stage 1 (Robust Distance Learning) and the opportunity for Stage 3 (Schools reopen with modifications and safety protocols 5-day week instruction) for the families that were ready.

District employees (both classified and certificated) were also surveyed and they reported a majority of staff wanted to be able to serve students on campus, as essential workers, with safety measures in place.

All parent advisory teams (School Site Councils) were provided the Lake County Schools COVID-19 Continuum Plan and given the opportunity to provide input. Meetings are held in person and virtually to accommodate the needs of the committee. The Learning Continuity Plan was created with input and insight from these committees at each school site (9/2 for ULES, 9/1 for ULMS and 9/8for ULHS). Our ULUSD governing board and community reviewed this plan and provided feedback during a public hearing on 9/15.

Site administrators have been meeting with families on an individual basis to ensure that we are able to meet the unique needs of their student and situation as much as possible. This has resulted in the creation of programs, ordering of hotspots, checking out of Chromebooks and home delivery of learning materials.

Students with exceptional needs received personalized contact via phone calls or home visits to determine how they could best have their needs met for schooling in the 2020-2021 year.

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

Public meetings were held via Zoom during spring 2020 for all participation. During the summer and fall, our meeting frequency and location were modified to provide more opportunities for the community to provide feedback in a larger space to allow for safety measures such as social distancing (ULMS Gymnasium). Some of these meetings were on Facebook Live with open messaging/comments to allow input from those who were not in attendance. Following the meetings summary interviews were held to ensure that the community heard their requests and needs being answered and to provide an overview of the next steps following the meeting. All survey results and decisions made regarding the 2020-2021 school year were emailed, phone called and sent to families by site administrators. Our employees also communicated the options and steps the district was making in person while continuing to deliver meals during the spring and summer months. Hard copy materials were delivered via food routes and made available at the ULUSD Wellness Center providing priority services to our families experiencing homelessness.

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

Our families initially reported 88% were ready to attend in person instruction with safety protocols. As the number of COVID-19 cases increased in Lake County, we surveyed our community a second time and 37% of our stakeholders reported a readiness to return to onsite instruction, 41% reported a desire for a robust distance learning option and 22% were willing to be on campus part of the time in a hybrid model. In order to meet the majority of needs we mailed forms to all enrolled families allowing them to select first grading period instruction in Stage 1 or Stage 3. Over 50% of our families selected Stage 3 while the remaining families (and any newly enrolled families) are learning

in Stage 1 to begin the school year. Priority safety measures were made according to the survey results. This resulted in cohorting groups of students district wide, mandatory handwashing and supply of personal protective equipment for staff and students (masks, hand sanitizer and shields for staff).

Our stakeholders reported the irreplaceable value of our teaching staff as their reasoning for their selection (either Stage 1 or Stage 3). Daily contact was essential for the majority of our stakeholders as high quality, robust instruction is needed virtually and in person. Schedules were developed for each site to ensure that students had daily access to their teacher as well as robust learning materials both in hard copy and electronically.

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

The entire Learning Continuity and Attendance Plan was influenced by our stakeholders and their readiness to continue school. ULUSD is working every day to offer Stage 1 and Stage 3 as per the feedback received by our stakeholders. Accommodations are being made to provide contact via the phone at mutually agreeable times as well for families who live in a location where internet is not accessible.

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.]

District wide our students are being served by classroom based instruction. Learning loss is being mitigated at ULUSD by integrating current lessons with the missing prior year information that is crucial to understanding today's curriculum. This allows for a fuller understanding of the material while creating a richer experience.

At ULES, 45% of our students are being served via distancing learning while 55% report to campus in a consistent cohort for in person instruction. Our youngest classrooms have the support of aide time to work with safety protocols as well as recovering information lost during the extended student dismissal at the end of the 2020 School Year. Teachers are providing direct instruction on grade level standards as well as support for this learning loss. Throughout the school day teachers provide social emotional lessons for students. Our students on campus are provided access to an afterschool program with homework support and additional academic recovery lessons (a secure cohort of students are enrolled in this program). Priority registration for this program has been provided to Foster students, English Language Learners, Low income, Homeless and children of essential workers.

ULMS is serving 53% of our students via distance learning while 47% report to campus in a consistent cohort for in person instruction. All school structures, including class structures, have been modified to maintain a consistent cohort of students. In order to support staff and students alike, instruction on campus has been delayed by one hour each day. This has allowed our students riding the bus to school to be

appropriately socially distanced as well as accommodating our cohort of students remaining in the same instructional group throughout the school day. All students are assigned a period daily to check in on health data as well as social emotional needs. This one hour, before the start of school will serve to provide small group or 1:1 support to address any learning loss.

ULHS is serving 55% of our students via distance learning (including a small group on independent study) while 45% report to campus in a consistent cohort for in person instruction. All school structures, including class structures, have been modified to maintain a consistent cohort of students. In order to support staff and students alike, instruction on campus has been delayed by one hour each day. This has allowed our students riding the bus to school to be appropriately socially distanced as well as supporting our cohorting of student groups. This time is used for students to participate in extra and co-curricular activities as well as clubs via distance learning (zoom). All students are assigned a period daily to check in on health data as well as social emotional needs. This one hour will serve to provide small group or 1:-1 support to address any learning loss.

ULHS is offering distance learning to students in the classroom with their peers. These students receive “Zoom support buddies”. The use of Google classroom keeps student engagement and robust education opportunities equal with all students to ensure consistency between programs whether onsite or online. Student schedules have been modified to a 3 course per quarter schedule.

ULMS and ULHS have developed an early release day every Wednesday when on campus learners are sent home to continue their instruction via distance learning. This provides flexibility and systems in the event all students are required to switch to distance learning. During these early release days staff is able to participate in high quality professional development through CSI.

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

Description	Total Funds	Contributing
Staffing Costs to facilitate and coordinate Distance Learning	\$90,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Personal Protective Equipment	\$35,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Additional Assignments for Certificated Staff with regards to Distance Learning	\$90,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Online Learning Management Systems	\$50,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Technology (including computers and hotspots)	\$50,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Technological security systems	\$5,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds

Description	Total Funds	Contributing
Attendance clerks	\$3,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
No-touch diagnostic equipment	\$2,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
School COVID safety fixtures	\$100,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds

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.]

ULUSD has provided Teachers on Special Assignment (TOSA) support to help utilize high quality pedagogy and resources to meet academic needs while students are not in the classroom. These teachers provide technical support to students who are struggling to participate virtually in their education program. These staff members will also prove to be instrumental in the event district wide Stage 1 requiring a shift from on-campus to full distance-learning. In the event of mandatory Distance Learning, we will be able to use our TOSA model to train other certificated staff, using protocols and processes that have proven effective during our multi-phased opening.

At Upper Lake Elementary School our TOSAs have created a master schedule to allow our distance learning teachers to have 1-1.5 hours daily to meet with students individually or in small group to provide remediation or mitigate learning loss. This occurs after the instructional minutes for the day have been met. Our TOSAs are building and vetting an online learning platform (SeeSaw) to ensure ease of access and robust learning for all students and staff. Our TOSA and distance learning teachers are collaborating, at a minimum weekly, to share resources, plan and coordinate curriculum to ensure that the on campus instruction and the distance learning instruction are both robust and providing the same learning opportunities for all students. Distance learning teachers and on campus teachers at the elementary level both follow the same weekly schedule and meet bi-weekly to plan lessons and curriculum to ensure all students have access to a full curriculum substantially similar.

The teachers who are supporting our distance learners have 1-1.5 hours daily (across all three sites) to work with students’ learning loss through distance learning. Student needs can be addressed individually or in small group settings. Students are brought on campus on a rotating schedule for grade level assessments and to access and turn in weekly assignments.

ULMS has cohorted students on campus and supports a rotating schedule of students to ensure that teachers can teach (via Google Classroom and Zoom) the same curriculum to a period on site as they teach to a period distance learning. Weekly the ULMS TOSA provides professional development and support to the full staff to ensure that all teachers and students are succeeding with high quality instructional materials and pedagogy.

ULHS is offering distance learning to students in the classroom with their peers. These students receive “Zoom support buddies”. The use of Google classroom keeps student engagement equal with all students to ensure consistency between programs whether onsite or online. High School TOSAs are available to provide any technical support needed by students between the hours of 8am-11am.

Both ULMS and ULHS have schedules that allow flexibility for students to move from onsite and distance learning instruction based on their needs. This flexibility has supported students who are not feeling well to continue with their instruction rather than being absent.

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.]

Each school site is passing out Chromebooks to students who do not have their own device. Students in need of a “hotspot” to access the internet are going to be provided one free of charge. Families who live “off the grid” or in areas where internet is not accessible will receive hard copies of instructional materials on a weekly basis. These students will also receive a daily phone call to walk them through any instructional challenges and provide direct instruction. Families are encouraged to use the guest Wi-Fi while sitting in the school parking lot, library or tribal education centers to access online instructional opportunities. These engagement plans have been developed on a case by case basis to ensure that students have access to peers and direct instruction as priority 1.

District wide our teachers have agreed on a universal platform for virtual instruction (Zoom). Teachers are streamlining their learning management system and utilizing the same resources/programs school wide to support the family. All distance learning teachers at ULES met with each family 1-1 to review the programs that would be used and bookmark the programs on the device the student would be utilizing. This ensures that students are set up for success. Online resources are used on campus as well as for distance learning to ensure that our students are prepared should the need arise to move to distance learning.

ULMS and ULHS are utilizing Google Classroom to support students. The older students are more competent in setting up their own access than our younger students. TOSAs meet with any student having difficulty with their devices or connectivity.

Staff has received some training to support the role out of new online learning tools for all students whether on campus or via distance learning. Continual training will occur throughout the school year with our TOSAs as well as other means.

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.]

ULUSD staff will take attendance with each daily, live contact made with students and record attendance in our Student Information System (Aeries). This contact may be in the form of a phone call or online “Zoom” session with students. All learning logs/engagement records will be completed to verify instructional minutes and pupil participation. These logs will be signed weekly along with attendance. Our district is working with our auditors to determine the format that will meet our compliance expectations, while being universal within the district, and keeping track of pupil participation and progress, both synchronous and asynchronous. All students, whether distance learning or on campus, will take the same assessments and be provided the same progress reports and report cards to measure their progress toward

standards. Students will be invited on campus or sent assessment tools through their Learning Management System to ensure adequate learning progress is measured and reported.

ULUSD has modified our engagement tracking for grades K-5 and 6-12. All teachers will track their student engagement and the method of contact to provide their robust instructional minutes. Teachers in self contained classrooms will complete a weekly record to be kept in the office. Departmentalized teachers will keep daily logs of live student contact (synchronous and asynchronous instruction) to be compiled at the end of the week and stored in the office. All student engagement records will have work samples available to monitor student progress. As new methods of tracking engagement become available (through Aeries), our administrators and TOSA team will meet to decide the best weekly method possible to support our staff and students. Engagement records will be reviewed weekly by site administration.

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.]

Our TOSAs have been researching and providing tutorials as a means of professional development for distance learning. ULHS spent three days focusing on distance learning. ULES staff received professional development on the online tools that would be used for distance learning and we are currently working on plans for ongoing support. ULMS meets weekly with ongoing professional development for all staff focusing on best instruction on site and online. All distance learning professional development is provided to all staff in the event that we move everyone to Stage 1- distance learning due to increased COVID-19 numbers.

Professional development is provided to staff at minimum bi-weekly to ensure that all staff continues to learn and grow in their comfort and understanding of high quality instruction. Our Middle and High Schools have developed a weekly minimum day to ensure time for all teachers to assess student learning and engage in effective professional development as defined in their CSI plan.

Staff will also receive professional development through the CSI supports focusing on best first instruction. Staff will receive training on social emotional development as well.

Staff Roles and Responsibilities

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

Classified employees, for the most part, have remained in their original positions, whether it be transportation, maintenance and operations, food service, aides, or other ancillary staff. Slight shifts have been made to the instructional support staff in order to better support the students currently participating in Stage 1, and to assist the TOSAs providing support to other teachers. In the classroom, support staff is being utilized by Stage 3 teachers to mitigate learning loss, recover knowledge that may have faded due to the time out of school, and support the overall structure of the on-site program.

Certificated staff have mostly shifted between on-site and distance learning, with individual teachers identified and working toward their particular strengths. The exception to this would be our TOSAs, who have taken on additional duties with regards to distance learning. They provide a strong backbone to the program, and make themselves available to all teachers, serving both unique and more routine requests.

Administration has accepted a heavier load and the largest increase in responsibilities as they manage two stages of instruction simultaneously. Administration, spent much of the summer developing plans for each stage of the reopening. In addition, by implementing a two-pronged approach to learning (Stage 1 and Stage 3), it has resulted in additional programs that need to be monitored, adjusted, evaluated, and maintained.

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.]

ULUSD has increased our licenses for online English Language Development designated instruction. Students will have access to the online curriculum whether onsite or via distance learning. Students with unique needs were also given priority for on-campus instruction prior to classes reaching maximum capacity if they were interested in order to ensure that they had increased exposure to integrated language instruction. Integrated language instruction is explicitly supported through small break out zoom sessions, zoom buddies and engaging instruction on campus as well as virtually.

Pupils with exceptional needs are seeing their needs met through a variety of means, such as on-site and off-site placements (as deemed necessary through the IEP process or other methods of identification), while their individualized plans are being modified to accommodate the systemic changes brought about through the COVID-19 pandemic. These students are receiving priority services in both Stage 1 and Stage 3 models, and staff and parents are working together to mitigate any concerns as they arise.

Pupils in foster care or homeless students have the added benefit of our new Wellness Center. The Center provides many services of which the student is either not accustomed to, or is simply unable to take advantage of. This service allows for the student to spend more time on their studies, creates stronger focus points with regards to classwork and homework, and, in many cases, reduces the stigma of their situation.

All students, whether on campus or in distance learning received their own set of school supplies to ensure that they had tools to be successful without sharing.

Foster students began the year with a transcript review to ensure that they are getting the services, supplies and credits necessary to meet their modified graduation requirement or beyond.

Students with an IEP received personal phone calls from our Student Services department as well as teachers to make sure they are accessing the services we are offering and seek input on meeting their needs. All families will also received written communication outlining our next steps to ensure we can consistently meet the needs of their child whether in person, distance learning or during any potential natural disasters.

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

Description	Total Funds	Contributing
TOSA positions	\$180,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Materials (Supplies, postage, misc. engagement materials, protective signage)	\$10,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Additional Staffing time for assembly and distribution of Distance Learning Packets.	\$10,000.00	CRF, ESSER, LLM, Supplemental and Concentration Funds
Targeted Professional Development	\$160,000.00	Comprehensive Support and Improvement, CRF, ESSER, LLM, and Supplemental and Concentration

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.]

Learning Loss is being addressed in several ways: Integration of lost knowledge within the current classroom environment (both in-class and online), additional “office hours” for teachers, and after-hours tutoring. Students are currently being assessed for their existing skill and knowledge levels, and individualized plans will be developed for those who report scores requiring remediation. These students will have made available to them additional help, strategies, and tools in an effort to bring them up to grade level. Staff are using curriculum embedded assessments, spring report cards, placement tests for enrichment/remediation programs and teacher created, standards aligned assessments.

Students who are not closing any gaps caused by their learning loss will receive priority consideration when our program is re-evaluated at the end of the grading period for transition into Stage 1 or 3 instruction to better meet their academic needs.

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.]

Learning Loss for all students can be quite discouraging for them when faced with new material intended to build on the information that was missed at the conclusion of the 2019-2020 School Year. Inasmuch, strategies need to focus on the whole child, rather than simply addressing the academic student. All teaching staff have, and will continue to, receive professional development on essential standards, social emotional development and providing deep instruction rather than wide instruction.

Teachers and counseling staff understand the concerns and issues facing the different segments of our student population, and are attempting to provide targeted solutions for each:

- **Standard Learning Loss Students:** Students have made available to them extended teacher hours, tutoring, and after-hours tutoring. Much of this ancillary help will focus on the missing information from 2019-2020, and how that information can be used to shore-up the foundations being built in 2020-2021. (Math and ELA)
- **EL Students:** Software licensed for 2019-2020 have been increased and extended into 2020-2021, allowing students to reach-back in addition to reaching-forward in their attempts to gain a full understanding of the English Language. This software has been proven effective in augmenting instruction for EL Students, and will continue to provide support for the current school year. Priority registration for co-curricular and after school program supports.
- **Low Income, Foster Youth, and Homeless:** Because many of our students fall under one of these three categories, we have been strong in our efforts to address their specific needs. With the creation and opening of the District's Wellness Center, many of these needy students will now have additional resources that will help remove stigmas that have hampered their ability to fully integrate into the programs at ULUSD. By providing tutors and additional teacher hours, we believe that these students can and will see substantial growth in their ability to learn, and find a place amongst their peers, allowing their learning to continue at an accelerated rate.
- **Students are provided school supplies needed for learning tasks ranging from pencil boxes to Chromebooks and pending hot spots.** These resources remove the barrier to academic success. Students are connected with their teacher and/or site TOSA for individualized supports to meet their academic needs.
- **Pupils with Exceptional Needs:** Students with greater needs, such as those with IEPs, SSTs, or having been the subject of a SARB, will have additional resources that are unique to their particular programs and the concerns that surround them as individuals. Because no student's problems are ever exactly the same, it is difficult to qualify the services they will receive. However, we have already purchased special online programs that will assist with delivering the necessary curriculums to these students. Many, if not all, will also have access to the additional methods set in place for all other students, such as tutors and added teaching hours. Staff and our School Resource Officer are increasing their home visits to provide supports for students who may not be attending or experiencing success with school.

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.]

Standardized testing will not bring into focus the needs of our students. Because of the individual needs of each student, an individualized solution must be implemented. Without a standardized test and baseline, the next best option is a series of multiple measures designed for each individual grade or series of grades (such as for elementary school). Multiple measures traditionally include earned grades, preassessments, formative assessments, and summative assessments. Each on its own may not provide the necessary information, but taken together can paint a more complete picture of challenges and celebrations. Our teachers are also working in collaborative teams to address the cross curricular needs of our students and addressing their learning loss. The schedule at the ULHS, focusing only on 3 courses per quarter, provides immediate feedback and correction due to the extended time students spend per period. This allows the teacher to track and mediate any learning loss, ensuring it doesn't continue. Both at ULMS and ULHS our teachers are in teams to ensure cross curricular integration and support for learning loss. The teachers at ULES meet at minimum bi-weekly to focus on student learning progress and effective strategies to support our tier 2 students.

Students will be brought on campus for assessments, both state required (ELPAC) and grade/subject specific.

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

Description	Total Funds	Contributing
School Resource Officer	\$51,500.00	Supplemental and Concentration and Title IV

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.]

Our onsite classes have all created a “homeroom” learning block which is focusing on relationships and social emotional well-being for all students. This time is also used for wellness checks. Students at ULES have temperature checks completed prior to beginning each school day. Students at ULMS and ULHS both take temperatures and ask student questionnaires during their Homeroom period. All three sites have posted Site Specific Safety Plans as required by our Public Health officer and have verified this plan has been received by all staff and families. Students on distance learning are being partnered with staff and/or a peer to ensure they have an outlet for social and emotional well-being. ULUSD has a director of student services and school psychologist who are following up with students who are reportedly in need of mental health support as identified during the social and emotional well-being homeroom period. ULUSD has created a student wellness center to provide a myriad of basic essential needs (laundry services, food, showers...etc.) as well as access to community resources including mental health, housing and medical appointments. Ongoing professional development includes social emotional learning of and for our staff and students.

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.]

California maintains a robust system for dealing with students who are either unwilling or unable to live up to the requirements of the state’s compulsory attendance laws. Starting small and growing as the lack of participation grows in scope, the final step is a referral to a School Attendance Review Board (SARB), which can see a student’s parents punished for issues over which they may have no control. ULUSD is taking the approach that the COVID-19 pandemic has negatively affected everyone in our district, and therefore we want to find solutions far-short of a traditional SARB.

Each school in the District will utilize an internally created Weekly Engagement form. These forms:

- Will contain all elements required by the California Department of Education (CDE) as illustrated in their provided template.
- Will be completed in the following manner:
 - The Weekly Engagement portion of the document will be completed weekly by the teacher of record for each class they teach in the school.
 - The student Engagement portion must be filled out daily, and include a record for each student, participating in any portion of distance learning (full or part time).
 - At the conclusion of each week, the logs must be printed and signed by the Certificated Teacher of Record, and include the total number of instructional minutes provided to the students.

When completed, all Student Engagement Forms for the week will be stapled together with the Weekly Engagement page on the front of the packet and will then be turned into the Site Secretary for Administrator review and storage for any future audit.

Students will be counted for positive attendance if they have made live (phone or face to face) contact with the teacher (or LEA personnel) at any time during the period or school day. Teachers use the time they have with their students to maximize instructional engagement.

Tier 1, for students not engaged in instruction- the schools will begin with phone calls, from teaching staff or an automated system based on absences. The goal of these phone calls is to impress the importance of ongoing attendance both online as well as in person. Teachers take attendance daily for all students (distance learning and in person) and track the attendance in Aeries. Students are marked absent if “live” contact is not made daily whether via Zoom or a personal phone call. Attendance reports are finalized and signed by teachers weekly.

Tier 2- students who are absent for 3 consecutive days (or 60%) will move to tier 2 re-engagement support. Tier 2 will include phone calls from the site administrator, director of pupil personnel or front office support. These phone calls will describe the SART (school attendance and review team) process and the importance of regular school attendance. The goal of ULUSD is to reach families to find and remove barriers to regular school attendance.

We fully expect some solutions to be simple to implement (but possibly not one had thought of or mentioned prior to), although some will present challenges both for the family and the District. Given the need for our students to be in school, we fully expect that we can effectively work with each family to overcome the problems keeping them from attending either in the Stage 1 Distance Learning model or Stage 3 On-Campus program.

Tier 3 re-engagement will include a home visit and letter 1 of the SART process. This will bring Healthy Start, our Director of Pupil Personnel Services and our School Resource Officer into the picture to provide targeted supports. During the home visit the team will ensure that the correct contact information is housed at the school site for daily “live” contact. If students do not become engaged (better than 60% attendance) then the SART process will continue (letter 2,3) toward SARB *(School Attendance Review Board). Our goal is to support engagement of all families and students during this time to successfully attend school. We will continually receive feedback and adjust our program to meet the engagement needs (when possible) of our community.

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.]

Our ULUSD food services department provided meals to all students from March through the summer to ensure no child went without. During the 2020-2021 school year, students are fed in the classroom as well as cafeteria and outside. Students are all provided a breakfast meal and a lunch meal. Students on distance learning have the opportunity to come to ULHS once per week to gather five day’s worth of breakfasts and lunches to ensure no child goes hungry. For those unable to come all the way to the school to pick-up meals, meals will be delivered to specific areas along the ULUSD bus routes once per week.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

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
80%	Total S&C allocation \$1,854,735

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.]

Under the current COVID-19 conditions, our already high percentage of Unduplicated Pupil Count (UPC) or low income, foster youth and English Learner students have increased. Everything from our district wellness center, school supplies and home visits are targeted to supporting these students in succeeding with any modifications necessary. All aspects of our instructional program have been created to remove barriers that may exist for our student population prior to those barriers impeding their learning. One example of this is ensuring that all students have access to hard copy learning materials as well as technology to support their onsite and distance learning opportunities.

These services were provided to all students to ensure NO student had to ask or go without. Our cafeteria is working to make sure our students are served grab and go meals throughout the day (breakfast and lunch) to meet nutritional standards, safety standards and hunger needs of all.

Priority registration is provided for Stage 3 (on campus learning) if requested for our UPC as well as priority registration in our co-curricular, extra-curricular and after school programs. This ensures that students are exposed to as many opportunities and services possible despite their situation outside of school. Our students are also provided an opportunity (between 8:00am-9:00am for ULMS and ULHS and 1:00-2:00 for ULES) for small group or targeted instruction. This provides an opportunity for the specific needs of the student to be addressed whether educational or not. Our students are also referred to Healthy Start and our Wellness Center for additional, unique needs along with their families.

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

Our small group instructional opportunities targeting the needs of our UPC who have demonstrated learning loss have increased both in quality and quantity. This is due to modified school schedules and supports with online learning tools targeting specific academic needs. Our Wellness Center opened August 2020 as a direct need for the challenges that many of our UPC students experienced due to the COVID-19 pandemic, including but not limited to homelessness, food insecurities, clothing needs due to unemployment and referrals to social emotional supports.

Due to the nature of COVID-19 and the uncertainty brought by so many changing parts and unknown 'next steps', our district has made a top priority the individual review and support of our UPC toward graduation. We increased our review of transcripts and programs to ensure that students are assigned the essential courses needed to succeed in the school year and beyond K-12 instruction. Our increased review is targeting students with "live beyond COVID-19".

The added requirements for opening in stage 3 have required us to increase our sanitization and supply of personal protective equipment for students on campus who cannot provide their own. This increase includes but is not limited to hand sanitizer, and re-useable as well as disposable masks to be used daily. Our classrooms have also been equipped with air purifiers to address the current air quality as well as germ exposure. Many of our UPC students do not have a place to breathe clean air when the air quality is impaired due to smoke or other contaminants. Our classrooms provide the cleanest, safest location possible for many of our students.