



SONORA UNION
HIGH SCHOOL DISTRICT

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
Sonora Union High School District	Ed Pelfrey Superintendent	epelfrey@sonorahigh.org 209-533-8510

General Information

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

The COVID-19 pandemic has impacted the Sonora Union High School District and its community in many ways. Since March, families have been confined to their homes due to the pandemic restricting movement, schools closing and forcing many to work from home. Many children have seen more of their parents and siblings than ever before; however, this has come with trying moments and added stressors and pressures to families. Families have had to negotiate new ways of juggling work, overseeing their children's learning and school work, household chores, and just basic changes to their everyday routines. In addition, many families have experienced financial hardship with the loss of jobs or struggling businesses. Families that were already struggling financially have felt greater impacts due to the COVID-19 pandemic. Approximately 42% of Sonora UHSD students are from low-income families, who depend on services provided through the district. The effect of school closure on student learning may reverberate through this next school year, if not longer. The district Learning Continuity and Attendance Plan seeks to address the impacts experienced by Sonora UHSD families and continue to support families until the return to normalcy.

Stakeholder Engagement

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

The Sonora Union High School District provided opportunities for stakeholders to engage in the development of the district's in-person instructional offering and distance learning program for the 2020-21 school year. The District Management team in collaboration with the presidents of the California School Employees Association and American Federation of Teachers Union for Sonora UHSD developed a Reopening Stakeholder Input and Communication Plan on June 17th. Link to plan: https://docs.google.com/document/d/1AbZmBklbLDjQwVmjd_W-xulXG7idAIDFTLWJP4b385A/edit?usp=sharing
Through feedback collected from a district wide parent Thought Exchange survey that provided parents the opportunity to share their concerns and ideas and rank the input of other parents was conducted from June 23rd through June 28th (359 families participated, providing 527 items of written input, generating 17,300 rankings); district staff engaged in outreach to the families of English Language Learners; feedback and questions received from a county wide Town Hall Meeting that was streamed live and televised on local access television on July 9th; a Google Meet with classified staff conducted July 1st, input from certificated staff collected by the leadership of American Federation of Teachers Union for Sonora UHSD at the end of the 19-20 school year and provided to administration on June 19th; and in multiple meetings with the Sonora High School Department Chairs and representatives from the Alternative Education site on July 2nd, 9th, and August 5th the district selected the instructional program model that best fits the needs of children and families of the Sonora UHSD.

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

The district holds public board meetings and hearings via teleconferencing to make meetings accessible to the public. Community members may watch the meeting via a YouTube live streaming link, YouTube provides translation of content into requested languages, that is posted on the district Website. Members of the public are encouraged to submit public comments via email at shssupt@sonorahs.k12.ca.us prior to noon on the day of the board meeting. If members of the public are unable to email a public comment, they may contact Cindy Costello or leave a phone message with question or comment at (209) 533-8510. Public Comments may be read into the record based upon factors like the length of the agenda and the number of comments received. The public may also view the supporting for the documents board meetings by visiting the following website: <http://bit.ly/SonoraUHSDBoardMeetings>. Accommodations are made for community members without access to internet to view the Board meetings at a District site upon request.

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

June Parent Survey. These were the top four concerns from the survey: 1) Updates by ALL teachers in Aeries routinely. For parents to ensure their student is actively participating in their own education. 2) Kids need to return to school, if a parent wants to home school let's make those option readily possible. They need each other and education! We will have a society of children that are our future and will not have the education to thrive. We need education and the kids need their peers. 3) Safe return in August requires good leadership and

communication. Administration needs to clearly communicate to teachers, staff and families. 4) If SHS teachers are teaching hybrid or

"online" classes, they need to be trained in technology and how to engage and creatively involve the student. I believe the 4.0 students will continue to excel; the 1.0 students will continue their trend, but the 2-3.0 students may lose interest or struggle.

Town Hall Meeting: Parents shared concerns regarding the social emotional needs of students during distance learning; the desire for improved distance learning instruction; the need for physical activity and sports for healthy child development; the difficulty of keeping students masked and socially distanced at school; and their desire to have students involved in the arts, extracurricular activities, hands-on courses and labs.

Google Meet with classified staff: Staff shared that they were concerned about procedures for cleaning, availability of PPE, how food service would be provided for students during a Hybrid model, protecting office staff from infection while at their work stations, procedures for isolation and/or quarantine after exposure to a symptomatic student, expectations for classified employees work outside of their typical job duties.

Certificated staff surveys conducted by AFT leadership: Their concerns highlighted the need for improved technology and professional development for effective distance instruction, flexibility for Alternative Ed site to meet the specific needs of their students, accountability for students in distance learning, availability of devices and internet for students, access to independent study type programs as an option for more students, clear expectations and guidelines for distance learning for both teachers and students, improved leadership and communication from administration, and more professional development on Google Classroom, Meets, and Zoom.

Department Chair and Alternative Education Representative Meetings: This group considered hybrid and distance-only instructional day models and sought feedback from the groups they represented, their feedback concerned the needs of hands-on CTE, arts, and science courses; the length of time students would be tied to a screen during the instructional day; the workload of teachers planning for distance learning, maintaining contact with parents and students, and keeping grading and online grade reporting current; providing very basic Google Classroom, Zoom, and Google Meets training for teachers prior to school opening.

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

Stakeholder feedback influenced the Learning Continuity and Attendance Plan in the following ways:

A distance learning plan with clear expectations for students and staff was developed. The plan balanced the desire of parents and staff to have students engaged in meaningful curriculum while not being tied to a screen for eight hours a day. Teachers received professional development in Google Classroom, Zoom, Google Meets, and elements of engaging distance instruction prior to school opening. The distance learning and hybrid learning plans provide teachers one day a week for professional development, planning, collaboration, preparation, and an opportunity to maintain communication with students and parents.

A Multi Tiered System of Support (MTSS) has been developed to provide systematic interventions for students who lose interest or struggle in this learning environment.

The District Management team in collaboration with the presidents of the California School Employees Association and American Federation of Teachers Union for Sonora UHSD developed a Reopening Stakeholder Input and Communication Plan on June 17th. This group is

updating this plan to increase communication on current distance learning and preparing transition to hybrid and all-inclusive learning environment. Link to plan: https://docs.google.com/document/d/1AbZmBklbLDjQwVmjd_W-xuIXG7idAIDFTLWJP4b385A/edit?usp=sharing

The Sonora High School Athletic Director worked in collaboration with the other Tuolumne County high school athletic directors to create a Tuolumne County High School Athletic Conditioning Proposal that was submitted to the Tuolumne County Public Health Official to mitigate risks and provide opportunities for students to engage in conditioning for interscholastic athletics.

Link to plan:

https://drive.google.com/file/d/15weDB1WCChN8g7hXEdhs-hnKmWsU8_F5/view?usp=sharing

Stakeholder concern for students' Social Emotional Health was reflected in the distance learning schedule that allots a 15 minute check in period during first period each day of synchronous instruction; Life Skills teachers moving mental, emotion, physical health curriculum to the first semester to support the pressing needs of freshman students; and counselors reaching out to parents and students through group and individual communication regarding the array of supports and services available through the District and the Tuolumne County Superintendent of Schools, and the Tuolumne County Mental Health Services for students and their families.

Living Works Suicide Prevention Program: In addition, freshman students and their teachers, classified staff that have frequent contact with students, administration, counselors, and Leadership students will participate in the Living Works Suicide Prevention Program. This program will also be offered to all parents.

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.]

Hybrid plan (part in-person instruction/ part distance learning)

In order to create cohorts (small classroom groupings) and to prevent mixing of cohorts, the District will implement an A/B schedule in order to keep classes socially distanced and for the better implementation of safety measures. All five days will have specific scheduled daily instruction with two days a week in person instruction and two days a week at home instruction with distance learning, and one day where all students would be at home on distance learning. Classroom will have all extra furniture, shared/communal items removed. Students will be seated six (6) feet apart. When it is necessary to have closer interaction when there is in-person instruction such as for special education services or assessments, or for counseling sessions. Along with appropriate masking guidelines, clear privacy screens will be used to add

extra protection. Any assignments will be encouraged to be completed and turned in digitally when possible. If notebooks, binders, papers do need to be turned in physically, students will use designated bins, cubbies, shelving to place papers/items.

In a hybrid model, where class sizes are within cohorts without mixing, we understand that outside time is important and necessary. The district will utilize designated outside spaces for classroom instruction, weather permitting. A master schedule and supervision schedule will be developed to maintain safe socially distancing.

Music instruction will be conducted in the cohort classroom, or outside designated space for classroom music. Currently per CDPH band practice is not allowed. When those restrictions are lifted, and we are allowed to have in person, interactive band practice, the program will continue to not allow any sharing of instruments, music stands, or sheet music. Instruments will be checked out to individuals only and music will be provided to each student. Social distancing protocols, as directed by local and state health departments, will be followed for student performers and good instrument hygiene practiced. Social distancing will be maintained between students in both indoor and outdoor spaces and in any small group setting. Students and teachers will use hand sanitizer before and after each instrument fitting and/or demonstration. Large ensembles or performances will be postponed until restrictions are lifted.

The District understands that some families may have a child who is medically fragile, has vulnerable family members, or is uncomfortable in having an in person return to school at this time. Distance learning and independent study options are available for appropriate situations.

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

Description	Total Funds	Contributing
Disposable masks	\$ 17,000	Yes
Protective Barriers, plexiglass shields for separating students and staff during one on one instruction.	\$ 1402.75	Yes
Face Shields	\$ 129.27	Yes
Handheld Thermometers	\$ 75.37	Yes
Social distancing ground markers	\$ 1,579.79	Yes

Description	Total Funds	Contributing
Cafeteria Carts to accommodate appropriate social distancing during food distribution.	\$ 2,183.85	Yes
Extra HVAC filters	\$ 418.29	Yes
Lumber for the construction of plexiglass dividers in offices and classrooms.	\$ 600.00	Yes
Cleaning Equipment	\$ 3,000.00	Yes
Portable Room Dividers	\$ 10,500	Yes
Retractable Crowd Control to assist with social distancing in common areas.	\$ 4,500	Yes
Motorola Radios and ear pieces for Student Wellness Checkpoints	\$ 9,000	Yes
Hero printers, scanners, paper for Student Wellness Checkpoints	\$ 13,459	Yes
13 iPod Touch Devices for Student Wellness Checkpoints	\$ 1,900	Yes
Standing Thermo Screen	\$ 3,186.73	Yes
Face shields for staff	\$ 1,563.58	Yes
PPE Storage Bins	\$ 190.49	Yes

Description	Total Funds	Contributing
Plexi-glass	\$ 2,142.02	Yes
Door Sensor to notify office staff of entry into work areas.	\$ 51.60	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.]

The District will provide a structured rigorous online distance learning plan with clear expectations and schedules. A targeted plan to address learning loss during school closure. Teaching and learning will have accountability with tracking and monitoring daily, record-keeping weekly, and regular communication with parents and guardians on academic progress. A social emotional learning component within instruction and tiered mental health support services.

Students will participate in live virtual classes on Monday, Tuesday, Thursday, and Friday. They will attend each of their classes on these four days. They will have 10-30 minutes of instruction and 10-30 minutes of independent work with teacher support available each period. On Wednesdays students will engage in independent (asynchronous) work. This work will be equivalent to at least 40 minutes of work per class for most students. Student attendance is compulsory. Attendance on Wednesday will be based on completion of assigned work.

The link to the modified schedule for distance learning is below:

<http://sonorahs.k12.ca.us/shs/wp-content/uploads/2020/08/Distance-Learning-Schedule.pdf>

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.]

All students will receive a district assigned Chromebook. Prior to and during the Chromebook distribution in August, families were polled on internet connectivity. District staff contacted families who stated they struggled with connectivity and worked on individualized solutions including information on free/low cost connectivity options through a variety of internet providers, areas with available WiFi including access to the WiFi networks of all Tuolumne County schools, and access to WiFi Hotspots that access cellular networks at no cost to families.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The district will track each student's daily participation during distance learning. Participation includes: Participation in online activities, completion of regular assignments, completion of assessments to monitor student progress and provide feedback, and contacts between the teacher and family. If a student does not participate in distance learning, they are marked absent. The district will also complete a Weekly Engagement Record recording the time each student engages in synchronous, asynchronous instruction and for their completion of assigned work. Teachers will determine the time value given for the completion of assignment by students.

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.]

Sonora Union High School District understands that we need to provide professional development opportunities to our staff in order for them to be prepared to deliver rigorous distance learning program. Training for Blended and Online Lesson Design was provided through the Tuolumne County Superintendent of Schools August 3-7th. The District offered to compensate teachers for the time they devoted attending this training. The District paid the standard hourly rate (\$40.25) for the time teachers attended the courses and an additional hour for each course they attended to integrate what they learned from the courses.

The first 2 days of the work year (August 14 and 17) were scheduled as non-instructional days and reserved for teacher-directed staff planning, preparation of distance learning materials, classroom preparation, optional professional development in distance learning.

The Board approved four stipends for certificated Educational Technology Coaches to help teachers build rigorous engaging lessons.

On Wednesdays teachers are encouraged to participate in professional development and collaboration on curriculum. SUHSD teachers have access to all on demand trainings provided through Passports to Success <https://www.tcsos.us/passport/>. This resource includes training on Engage Learners using Google Tools and Nearpod, Google Apps for Education including Best Practices in Distance Learning with Google Classroom, Building Relationships Virtually, EduProtocols for the Secondary Classroom, Fostering Collaboration Remotely, Cultivating Creative Communication, and Pedagogy of Google Meets and Zoom.

Staff Roles and Responsibilities

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

Staff's roles and responsibilities have changed dramatically and flexibility has been key for all staff. Teachers and our paraprofessional support staff have transitioned to distance learning, which includes the use of Google Classroom and Google Meet or Zoom to assist with the delivery of instruction and videoconferencing. Significant training, practice, and support was provided to all necessary staff in order to be prepared for distance learning. Classroom paraprofessional staff are working collaboratively with their classroom teachers to assist with classroom management support and small group instruction. Teachers have a greater responsibility in making daily contact with students and families through a variety of means. Many support staff have had roles shifted to where our District needs are a priority such as more support in food service, custodial needs, and the implementation of home calls and visits. Counseling and mental health support staff have had to adjust to virtual check-ins and counseling support. All staff have had to increase their awareness and access training in suicide prevention, human trafficking and cyber safety. In addition, there is the added responsibility for all staff to health screen and record daily.

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.]

Sonora Union High School District supports our English learners (EL) during distance learning by providing designated ELD services virtually. Extra tutoring support is available to assist EL students with their academic needs, and there is regular collaboration with classroom teachers who engage in integrated English language development using appropriate strategies and offering multiple modalities of instruction.

Sonora High School District provides support for pupils with exceptional needs through access to both general education and special education classes with added instructional support as determined through the IEP and distance learning plan. The distance learning plan outlines how each student's current IEP will be executed in the distance learning instructional model, which includes the services and the time, frequency, and duration of each, during this remote learning period.

Staff worked with the families of homeless and Foster youths to develop individualized plans for internet connectivity, food service, and academic support.

During distance learning, both case managers and paraprofessionals are reaching out to students via: text, email and phone calls to discuss any current issue and or need of the student and provide added instructional support as needed.

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

Description	Total Funds	Contributing
-------------	-------------	--------------

Laptops for Teachers and Staff	\$ 65,790.60	Yes
WIFI Hot spots	\$ 26,566.86	Yes

Description	Total Funds	Contributing
Screencastify: Tool to improve distance learning presentations.	\$ 2,424.38	Yes
Webcam for Distance Learning	\$ 215.45	Yes
Distance learning books	\$ 67.77	Yes
HERO PBIS Subscription	\$ 6,150	Yes
Distance learning books	\$ 67.77	Yes
Nearpod License: Tool to improve distance learning presentations.	\$ 2,000.00	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.]

Sonora Union High School District recognizes that due to school closure in March of 2020 and the immediate shift to a distance learning model that was not effectively in place, students will have a loss of learning and must be addressed as we enter into the 2020-2021 school year.

Several new digital assessment programs are in the process of being purchased specifically for appropriate grade level and subject matter needs in order to gain baseline achievement data and conduct frequent progress monitoring of student achievement in order to guide teacher

instruction. Teachers have identified the essential grade level state standards and learning targets and will focus on filling learning gaps and developing mastery in those areas. Targeted intervention services in reading and math will continue to be offered and supported. In class assessments and digital assessment tools such as: MAPS, STAR reading and math will be used to gather evidence of learning and skill mastery. Professional development opportunities and teacher collaboration will be provided for teachers to maximize opportunities for student access and mastery of grade level subject matter and to assist in making informed and effective instructional decisions.

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.]

The district will address learning loss and accelerate learning loss for students through a multi-tiered system of support (MTSS):

Tier I: Core Instruction with on-going differentiated supports

- Conduct baseline assessments in reading and math and determine where gaps are in grade level

learning due to school closure in March of last year (what are missed standards and subject matter that are prerequisites to grade level learning)

- Determine essential grade level standards and learning targets for instructional planning for this year. Teachers will incorporate prior grade-level knowledge and skills, when necessary, to support

access to current grade-level content

- Integrate on-going practice and review into the teaching of current grade-level content

Tier II: Core Instruction and Targeted Interventions

- Identify students not meeting grade level expectations
- Provide additional targeted, small group intervention time in reading and math to students
- Provide research-based curriculum/programs and research-based practices
- Frequent progress monitoring of student achievement to drive instruction

Tier III: Core Instruction and Intensive/Strategic Interventions

- Identify students with significant learning loss
- Provide intensive and strategic interventions focusing on foundational skills

- Provide research-based curriculum/programs and research-based practices
- Frequent progress monitoring of student achievement to drive instruction

English Learners: Targeted/Strategic support will focus interventions to ensure students make progress toward English language proficiency and meet grade-level academic achievement; ensure accessibility to curriculum; and provide frequent communication with parents.

Students with exceptional needs: Special education teachers will develop distance learning plans while in both distance learning and hybrid models. The IEP process will customize educational opportunities; identify student needs and determine targeted/strategic supports when necessary; ensure accessibility to curriculum; and provide frequent communication with parents.

Low-income, Foster Youth, Homeless: Our re-engagement team in conjunction with our homeless and foster youth liaison will use targeted/strategic interventions to meet students social-emotional and academic needs; address absenteeism; address any barriers to reengage students in learning; and provide frequent communication with parents.

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.]

Teachers will regularly monitor the success of students based on data from digital programs and services implemented. Discussion with students, parents, grade level team members and grade span teams will help monitor the effectiveness of instruction and supports. The district will continue to implement Student Study Teams (SST) to facilitate the Multi-Tiered Systems of Support (MTSS). A leadership team will meet regularly to discuss the trends in data and address any systemic changes necessary to improve programs and services for students.

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

Description	Total Funds	Contributing
Get More Math	\$ 0	Yes
Renaissance STAR Assessments and STAR 360	\$ 12,000	Yes
MAP Growth K-12 Assessment	\$ 1,031.42	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.]

Sonora Union High School District understands the impacts that school closure and COVID-19 has had on the mental health of our students. Our number one priority in the first weeks of school was to build relationships, connectedness and foster a safe, respectful, learning environment. Staff has been trained in trauma informed practices and those practices (e.g. Class meetings, coping skills, scaling of feelings, check-ins, mindfulness, etc...) may be included within the structure of the day. Clear routines and visual schedules will be used to provide consistency and access to learning to assist our students with exceptional needs. In order to better be prepared for identifying mental health warning signs, staff have been trained on Suicide Prevention, Human Trafficking, and Cyber Safety.

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.]

In order to address student engagement, Sonora High School has implemented a Multi-Tiered System of Support for students who are absent from distance learning (Attendance Intervention), as well as for students who are present for distance learning but not engaging with the work that teachers are providing (Academic Intervention).

Attendance Intervention Process:

Tier 1: staff contact with parents/student

Tier 2: Counselor contact with parents/students

Tier 3: Administration contact with parents/students

Students will be placed in Tier one intervention when they miss 4 or more periods in any 2 day time frame (typically looked at as Monday/Tuesday and Thursday/Friday).

At this point contact is made with parents/students to communicate why the student missed and what support the school can provide. If a student misses an additional 4 periods in any two day time period the student is moved to Tier 2, where the students academic counselor makes contact with the family to give additional support and address student needs as well as discuss academic implications of missing

class. When a student misses an additional time the student is moved to Tier 3, which prompts communication between the administration and the family. This 3rd Tier of communication is much more formal and addresses possible implications of continued absence from school. A parent/student attendance compact is discussed and put into place along with any needed support to have students begin to attend. Every subsequent absence is documented and communication occurs. Additional support at this point could include a referral to the SARB process and contact made by our SRO.

Academic Intervention:

Tier 1: staff contact with parents/student

Tier 2: Counselor contact with parents/students

Tier 3: Administration contact with parents/students

The Academic intervention process is similar to the attendance intervention process and students could very well be identified in both interventions. The academic intervention is targeted at students who are attending their live sessions with their teachers daily, but the time spent is not generating work completion from students. Students will be placed in Tier 1 by several means, either teacher recommendation, or by an Aeries report that would indicate that a student has more than 5 missing assignments across their classes. Staff contact will be initiated with students when identified and efforts to provide support and encourage students to complete their assignments/work. Continued lack of progress in classes after an additional week, would trigger a student to be moved to Tier 2, which would involve contact by the students academic counselor. If after another week, the student is still not making progress towards improved academic success, the student will be referred to Tier 3 which would result in communication from administration with both student and parents.

For both intervention systems, if a student or their families home language is not English, communication would be made in the language that the student and their family speaks.

To provide tangible incentives to students, Learning Loss Mitigation funding to help support Positive Behavioral Intervention Support (PBIS) incentives and will be used to purchase reward gift cards and items for frequent student drawings for regular weekly engagement.

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.]

During the hybrid model cafeteria food service staff will provide breakfast and lunch daily. All meals will meet meal pattern and nutrition guidelines All meals will be provided in a “grab and go” service at multiple locations spread throughout the campus to help maintain social distancing.

Meals will be available for pick up by parents or students. Until December 31, 2020, meals are available at no cost regardless of a student's previous eligibility. As of January 1, 2021 meals for students eligible for free/reduced priced meals and for purchase for \$2.50 for breakfast and \$3.50 per lunch will be available.

Meal pick up will be held on Mondays and Wednesdays. (First week of school pick up will be Tues, August 18 & Wed, August 19)

Monday (2 breakfast & 2 lunches) 11:30-12:30

Wednesday (3 breakfast & 3 lunches) 11:30-12:30

Meal requests and requests for alternate arrangements can be made by emailing gstaggs@sonorahs.k12.ca.us, calling (209) 532-5511 ext 5160, or in person at Sonora High School by 3:00 pm on Friday. Meals will be distributed outside the front of the cafeteria at Sonora High School, 430 N. Washington Street,

In either the distance only or hybrid model, all food service staff will be appropriately COVID trained and will wear appropriate district provided PPE and will maintain social distancing when disbursing meals while parents/students remain in their vehicles or when in person with students. Additionally:

- A COVID-19 health screening checklist will be completed for each employee upon arrival. Symptomatic employees will be sent home, and CDC guidelines will be followed.
- Staff will receive COVID-19 safety training prior to returning to work.
- Staff will practice the recommended 6ft social distancing as much as practical
- Staff will wear masks while in the building, gloves and disposable aprons will be worn while doing food prep.
- Staff will wash hands & change gloves frequently according to CDC guidelines.
- Frequently contacted surfaces will be sanitized frequently according to CDC guidelines.
- Shifts/hours will be staggered as much as practical to maximize social distancing.
- Work stations will be reorganized to provide for the recommended social distancing.
- All meals will be prepackaged by trained staff.
- Parents/students will be required to wear a face covering and maintain the 6ft required for social distancing.
- Markers and signs will be used to remind parents and students of social distancing requirements.
- There will be a clearly marked "Entrance & Exit" at the pickup location.
- Contactless meal pick up will be implemented.
- One trained staff member will enter student identification numbers at the point of service.
- Point of service location will allow for the recommended 6ft social distancing

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
8.23%	\$724,978

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.]

Foster youth, English learners and low-income students make up approximately 43% of our district. Each of these subgroups have a designated support team with roles and responsibilities that are specific to responding to each group's needs. The biggest areas of need for these students were in the provision of food, technology support specific to the provision of devices and connectivity, and mental health support services. The district's food service program provides daily meals to students. Our district needs assessment allowed us to gain specific information so that we had a better understanding of how many devices we needed to distribute, how many hotspots to order, who needed assistance in applying for internet service, and who needed technical support to prepare for successful distance learning. In the meantime, with support from Tuolumne County Superintendent of Schools, parking lots of all Tuolumne County school sites have WiFi

access which allows families to access live instruction and maintain health and safety requirements. In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services. Through teacher referrals, SST meetings and the use of the universal screening tool students are identified in tiered levels of need with the priority on our highest risk subgroups. Our mental health team analyzes referrals, and implements a service plan as well as provides a coordination of services with outside agencies as needed. Staff is trained in trauma informed practices and additional professional development in mental health has been offered.

Sonora Union High School District supports our English learners (EL) during distance learning by providing designated ELD services virtually. Extra tutoring support is available to assist EL students with their academic needs, and there is regular collaboration with classroom teachers who engage in integrated English language development using appropriate strategies and offering multiple modalities of instruction.

The English Learner Paraprofessional support has been increased 85%. The Paraprofessional pushes in to general ed classes to assist EL students and contacts each student and family weekly to provide assistance and ensure that students are meeting their educational goals. She actively engages in community outreach to ensure that all student and family physical and socio-emotional needs are being met.

Foster Youth and students designated as Homeless are provided with a three tiered system of support consisting of assistance provided by classified and certificated staff, our Counseling staff, and Administrative support as well as technological assistance to ensure that these students can access the same curriculum and learning environments as all students. Sonora High works closely with TCSOS and other County agencies to ensure that all physical and socio-emotional needs are being met.

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

Programs for our foster youth, English learner and low income students are improved by increased technology for students through the delivery of Chromebooks, daily use of trauma informed practices such as social emotional check ins, and support for acquiring resources to assist in technology needs. Parent Education tutorials, a district hotline and teacher office hours are available to support families with children participating in Distance Learning.

Programs and Services continued include: counseling, behavior and attendance support assistant, classroom instructional support aides, designated English language development, staff professional learning focused on the needs of unduplicated students, and supplemental materials to support learning of California CCSS in English language arts and mathematics.

