

# 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.]

On March 13th, all Nevada County schools closed to in person instruction due the COVID-19 pandemic. In order to address school closures caused by the COVID-19 emergency, Clear Creek Elementary School District adopted a Distance Learning plan that began on March 23, 2020. The goal of our Distance Learning plan was to provide continued instruction in ELA, Math, Social Studies, and Science through an integrated approach using paper and pencil learning packets and access to continually updated online resources. The school also conducted an in person survey of each parent to determine their level of connectivity and devices available to them at home. Throughout the spring until the last day of school, the school/district provided weekly packet drop-off and pick-up of a new packet. Completed student work was given feedback and graded based on a Credit/No Credit basis.

Teachers provided instruction, socialization, and support through a variety of delivery methods to ensure all populations were reached. The instructional aides supported teachers and students through copying, sorting, assembling, and distributing learning packets. Our office staff rotated coverage so that phone calls and email inquiries were directed appropriately and responded to in a timely manner. Both our RSP teacher and Speech and Language Pathologist provided support via the phone, email, and Zoom meetings.

The major impact to students and families was the increased instructional support that parent/guardians needed to provide at home while also having to juggle their own jobs. This added responsibility to parents created additional stress and pressure on parents and students. In response, the school sent out regular communications to parents that included weekly packet reminders, tips on creating and maintaining a home/school schedule, mental health resources, and lunch program reminders. We also implemented a weekly spirit theme that created enthusiasm and camaraderie during learning packet distribution and drop-off.

Throughout the the summer, the Superintendent/Principal attended weekly task force meetings with other District Superintendents, the County Superintendent, as well as the Director of our local Health Department. Based on the information provided in these meetings as well as updates from the Governor and State Superintendent of Schools, the District engaged in strategic planning for three possible reopening models: 1. A return to full school, 2. a Hybrid Model 3. A Full Distance Learning Model. Throughout the summer on a bi-weekly basis,

parents, staff and Board members were updated on the status of our state, our county, and the school's ability to reopen based on all factors required.

On July 23, 2020, a questionnaire was distributed to all parents, staff, and Board members. The questionnaire sought to gather input from the community on their desire to return to our school, their model preference, need for childcare, and device and connectivity status. Based on the data collected, 67% of parents wanted to return to a Hybrid model and 33% felt Distance Learning would be their preference. Since Nevada County was not on the State's monitoring list, it was possible to move forward offering a Hybrid model as well as full Distance Learning for those uncomfortable with on campus instruction.

On August 4, 2020, the Board of Trustees approved a Hybrid plan as well as offering full Distance Learning to families making that request. Parents, staff, and Board members were notified and the details of scheduling were distributed to the community. Based on the data collected from the enrollment questionnaire, Clear Creek School was able to offer to Hybrid families, 180 minutes of on campus instruction in grades TK-8 with the additional daily instructional minutes assigned as independent work. The full Distance Learning families receive all daily instructional minutes through virtual instruction and time value assignments.

Certificated staff have participated in Professional Development in online teaching strategies to prepare for the new school year and will continue to hone their skills with additional training. Clear Creek School opened with the Hybrid and Distance Learning option for students on August 17, 2020. The District/School has prepared and distributed to community members a Reopening Plan Protocol based on The California Department of Health and CDC guidelines and a Site Specific School Safety Plan so that all members of our community are aware of the health and safety guidelines in place while on campus. Staff were trained by the school nurse and online training videos on how to protect themselves and others from the COVID-19 virus. The School/District will monitor our county and school status closely and refine health and safety protocol as required in order to ensure a safe learning environment for all students and staff.

## Stakeholder Engagement

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

The School/District has sought stakeholder engagement and input throughout the COVID-19 school closure last spring and reopening process this summer. The school/district provided informational updates throughout the spring and summer. The School/District sought parent and staff input through three surveys/questionnaires: 1 completed through in person contact in March 2020, 1 completed by in person contact, phone contact and email contact in May 2020, and 1 completed by email and phone contact in July 2020. As a small school, our staff knows our families and when we do not hear from them through one mode, we will attempt to solicit input and information by telephone contacts to those unable to come to campus or with limited connectivity as well as by email and phone communications using our School Messenger Notification System.

Staff meetings were conducted in July and August to solicit input on health and safety protocol as well as Hybrid and Learn @ Home schedules and components. A draft of the Learning Continuity and Attendance Plan was sent via email to all staff members to solicit input. A hard copy of the plan was also provided at the September 2, 2020 staff meeting.

A draft of the Learning Continuity and Attendance Plan was sent electronically to the School Site Council which includes our EL and Title I advisory committees for review and input. It was reviewed and discussed at a special August 25th meeting. Input was received and the draft was brought back to the School Site Council in a special September 1st meeting for final approval.

Regular and Special School Board meetings throughout the spring and summer months were available for access by the community via Zoom and in person through live streaming in an adjacent room once the Stay at Home order was lifted. Community members had the ability to email questions prior to the meeting, attend the meeting live on Zoom, or telephone in to the Board meeting for comment on our school reopening process and instructional models. School office personnel and the Superintendent/Principal were available for phone calls, emails, and safely conducted in person communication with parents and staff members throughout June, July and August in order to address questions or concerns.

A draft of the Learning Continuity and Attendance Plan was posted on our school website soliciting input from community members. No input, comments, or questions were received.

The Learning Continuity and Attendance Plan was brought to the September 8, 2020 School Board meeting for a public hearing. The plan was brought to an additional September meeting on September 15, 2020 for final approval.

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

The School/District held their regularly scheduled Board meetings in April, May, June, and August, and September. A special Board meeting was scheduled and held on August 4, 2020 to vote and approved the 2020-2021 school reopening instructional model. All School Board meetings were available for access by the community via Zoom and in person through live streaming in an adjacent room once the Stay at Home order was lifted. Community members had the ability to email questions prior to the meeting, attend the meeting live on Zoom, or telephone in to the Board meeting for comment. While we did have some limited public attendance at the Special Board meeting on August 4, 2020, no comments or questions were submitted by the public or staff. A regularly scheduled Board meeting occurred on September 8, 2020 and the Learning Continuity and Attendance Plan was brought for a Public Hearing. The plan was brought to a second scheduled meeting on September 15, 2020 for final approval.

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

While some parents and staff members expressed concerns about coming back to on campus instruction, based on the data collected from our school surveys and questionnaires, the majority of parents (67%) and staff believed that some form of Hybrid on campus instruction would best support the learning continuity of our students. Parents shared that they struggled with trying to parent, work, and teach their children. While our students, parents and staff did a very good job of staying connected and completing assignments, community members shared that Distance Learning was not ideal for their children.

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

A main aspect of the Learning Continuity and Attendance Plan that was influenced by stakeholders groups was the decision to offer an on campus Hybrid option for families as well as a full Distance Learning option. The majority of input collected stated that parents and students wanted a Hybrid on campus learning option. Having an on campus option enables students to receive 180 minutes of direct instruction from certificated teachers as well as more accurate assessment procedures to determine individual student academic levels. In response to learning loss concerns, the school will also provide additional support through a part-time intervention teacher and instructional aides. Full Distance Learning is available for those families that are uncomfortable with in person instruction or are unable to comply with all of the mandatory health and safety guidelines.

## 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 Model Components: TK - 8 (For all students, including EL and Sped):

TK/K-8th grade Hybrid students will receive 180 minutes of in person instruction on Monday, Tuesday, Thursday, and Friday (8:30-11:30) with their assigned teacher.

Students in grade TK-8 will remain in their assigned cohort at all times.

Teachers will have time each Wednesday for additional needs including, but not limited to:

1. Teacher prep time
2. SSTs/504s/IEPs
3. Online/in person small group intervention/extension

4. Follow-up for students who missed on campus instruction time that week
5. Parent contact as needed
6. Professional Development

Students will receive at least 60 minutes of assigned work to complete at home to supplement their in-person instruction four days a week, and will receive a minimum of four hours of school work for 1st -8th grade and 3 hours for TK/K to complete at home each Wednesday.

All students will be fully accountable for assigned work, regardless if assigned through booklets, online or in person.

Teachers will track, review, and grade all work assigned and maintain grading records.

Regular grades and report cards will be completed each trimester as specified on the Board approved school calendar.

Students will be assessed at the beginning of the school year and at regular intervals throughout and ongoing throughout the year using local assessments as well as STAR 360 Reading and Math.

Students will receive lunch as they leave campus on their assigned instruction day as meals will not be served in classrooms. Lunches are available for pick-up each day to Learn @ Home students as well as all students on Wednesday.

Teachers may take students outside for physical education activity as long as the following occurs: 1. Social distancing must be maintained at all times; 2. No equipment is used 3. Students properly trained in social distancing may take a face covering break while participating in outdoor activities or eating a snack.

Students may be assigned additional physical education activity time to complete at home with a log to be turned into teachers at their on-campus instructional time.

Students will be allowed to use the restroom one at a time and bathrooms will be cleaned daily as well as sprayed and wipe down periodically throughout the morning.

Students will be educated about hand washing, general hygiene, social distancing, and proper use of face coverings.

All staff and students in 3rd -8th grade are required to wear masks while on campus. TK-2nd grade students are strongly recommended to wear masks according to CDPH guidelines. Clear Creek School asks all students to wear masks at drop-off and pick-up and while walking in public areas of the school. TK-2nd grade may take a mask break when in class and properly physically distanced.

All staff and students are recommended, but not required, to be tested for COVID-19 prior to the beginning of the school year, and then recommended for additional testing no less than once every two months thereafter.

## Safety

The District will ensure that all classrooms, joint work areas, and facilities are sanitized regularly. The District will provide training to all staff members on proper sanitizing protocols.

Staff members will use proper sanitizing products to wipe down their work surface and common spaces such as copy machines etc. after use.

Staff and students will complete the designated health screening and temperature check each morning. Staff members will be trained on personal health screening protocols prior to the start of the school year.

Based upon the recommendation of Public Health, the District shall inform the staff members should it learn of a confirmed COVID-19 infection or exposure of district employees, students, or community members utilizing district facilities.

The District will follow the Nevada County Health Department guidelines to notify all necessary parties in the event of a positive COVID-19 test of a student or employee.

Where there is a conflict between various guidelines or orders, the District shall adhere with the most restrictive guideline or order in order to minimize potential health and safety risks.

## PPE

Hand sanitizer will be provided in each classroom for student and staff use.

Social distancing reminders and egress/ingress markings will be clearly displayed and reviewed with staff and students.

The District will provide PPE equipment as required by State/County/District health authorities. Staff members may provide their own so long that it adheres to all State/County/District health guidelines.

Staff members will wear a face covering at all times while on campus and will not congregate without socially distancing from others as much as possible as required by State and local health department guidelines. Face coverings may be removed when working alone in classrooms.

## Safety in Vehicles:

### Drop Off

Staggered by last name: A-L 8:15-8:25 and M-Z 8:20-8:30.

Cars will enter the parking lot and drive up the first ramp to the drop-off area near the front grass.

Parents will be asked not to park and walk students up due to the health department guideline of limiting visitors on campus to essential visitors only.

Staff member will check temperatures and ask about the daily symptom check at the student's vehicle. Supt./Principal and 2 staff members will supervise AM drop-off.

Once a temperature check is completed, the student/s will exit the car and be asked to walk to their classroom to unpack and get settled. Teachers will be in the room for supervision.

All students TK-8 will wear masks while entering and exiting the campus. Staff members will be at the drop off area to assist and direct students.

#### Dismissal

Staggered release: Students with last names that begin with A-L will be released by the teachers at 11:30. Students will walk to pick-up area and line up with physical distance in their grade level line with masks on while waiting for the car. At 11:40, teachers will walk M-Z students out to the pick-up area  
Staff members will assist and supervise during dismissal.

#### Identifying Significant Learning Loss

All students will be assessed at the beginning of the year by the classroom teacher with assistance from the Intervention teacher to identify student's individual academic learning levels. Ongoing formative/summative assessments will drive instruction and help staff identify student learning loss and academic gaps and/or needs. The teachers will provide in class instruction addressing student needs based on their assessment results. Students being identified for targeted support will be referred to the intervention teacher to provide specific academic instruction and support to reduce or eliminate learning gaps. The intervention teacher will provide additional communication with parents and students to identify specific needs.

A regular schedule of assessment will be completed at the mid trimester and end of trimester points throughout the school year. Student support will be adjusted based on regular assessments.

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

Description	Total Funds	Contributing
Add a .50 FTE Certificated Intervention Teacher	32065	Yes
Re purpose Instructional Aide to support additional small group student support as well as additional sanitizing	14949.99	Yes
Increase part-time Kindergarten teacher time to accommodate 180 minutes of in person instruction as well as Learn @ Home online instruction	8635.41	No

**Distance Learning Program**

**Continuity of Instruction**

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

Distance Learning Program Components:

Students have access to a full curriculum that is similar in quality regardless of method of delivery.

Instructional minute and day requirements are still in effect:

180 minutes per day for TK/K

230 minutes per day for 1st-3rd

240 minutes per day for 4th-8th

Instructional minutes based on a combination of live instruction via an online platform and time value of assignments as determined by teacher and tracked in a weekly log. Student assignments and expectations will be the same regardless of the instructional model enabling students to easily transition from DL to in person instruction.

No PE minute requirement, but teachers can and should encourage movement within the student's daily schedule. Movement minutes can be tracked using a PE log.

The teacher will track/monitor a student's daily engagement in distance learning with a weekly record. There must be daily live interaction between students and teachers and peers.

The school has developed procedures for reengaging students who are absent from distance learning for more than 3 school days.

The teacher will conduct a daily morning meeting that includes completing attendance on our SIS.

Google Classroom/Google Suite will be the main online learning management system used by teachers integrated with Zoom, and a student engagement platform SeeSaw for TK-3 and Nearpod for 4-8. Screencastify will be used to record lessons for student and parent access.

Teachers will receive training on Google Classroom and Google Suite through sessions offered by the NCSOS instructional coaching staff. They will participate in three 60 minute training sessions with CUE (Computer Using Educators), and be provided with training videos on implementing Screencastify.

Students will turn in completed work either online in their Google classroom or at their weekly check in with their teacher.

Assignments will be graded and given feedback. Letter grades will be assigned to student work and report cards.

Students will be assessed both formally and informally and these assessments will be used to guide instruction and contribute to an overall grade at the end of each grading period.

Any student needing extra support will be identified and provided additional support with the Intervention teacher or with an instructional aide, but our unduplicated students will receive priority consideration when creating schedules.

Regular communication with students and families will occur via phone, email, Zoom, Remind app, and in person check-ins.

Special Education and Speech and Language teachers will meet with their students for their required number of service minutes either by on campus appointment or via Zoom or Phone conference.

## 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.]

Both the School/District and teachers have conducted at least 3 surveys to determine which students may need to check out a Chromebook or need a Hot Spot. The school collected data during an in person survey in March of 2020. The School/District also distributed a Google Form survey in May and July. Any parents not responding to the Google form online were called and asked survey questions via phone call in order to collect input from all parents. Based on that information, the school has checked out Chromebooks to families requesting them. As we begin our Hybrid and Learn @ Home model, each classroom teacher is contacting each family in their class to determine their technology needs and support. The school has tested T Mobile Hot Spots and will provide Hot Spots to students prioritizing based on economic need. Paper packets and weekly in person meetings will be conducted for those choosing that option.

Last Spring, our school scheduled weekly drive through distribution of paper packets for every student. The teachers prepared the packets weekly, they were distributed each Friday and the completed student work was dropped-off, given feedback and return with next packet with a grade of Credit/No Credit.

## 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 school has created a participation log as well as an assignment time value log. The teachers have access to the logs and have received instruction on their use. The teachers will also log daily attendance at morning meetings through our Student Information System. The school office will follow up on absent students with phone calls, letters, and Administrative contact per our school attendance procedures.

## 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.]

Google Classroom/Google Suite will be the main online learning management system used by teachers integrated with Zoom, and a student engagement platform See Saw for TK-3 and Near Pod for 4-8. Screencastify will be used to record lessons for student and parent access.

Teachers are participating in training on Google Classroom and Google Suite through training sessions offered by the NCSOS office and Instructional coaching staff. Our teachers are also participating in three training sessions with CUE (Computer Using Educators), and will be provided with training videos on implementing Screencastify. The staff meets weekly to collaborate and provide peer support to one another throughout the year. The District continues to seek effective and efficient Professional Development on topics of interest as we proceed through the school year.

## Staff Roles and Responsibilities

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

We have added a .50 FTE Intervention teacher to help support struggling students and provide some additional learning loss mitigation. An Instructional Aide has been reassigned in order to provide more classroom support as well as small group student work for both Hybrid and Learn @ Home students. Most other staff have not experienced role or responsibility changes due to COVID-19 except for the transition for teachers implementing both Hybrid and DL model.

## 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.]

Our one English Learner is participating in 180 minutes of daily on campus instruction and will receive priority for intervention or small group support. Our students with special needs receive their one to one support from the RSP and Speech and Language teacher both on campus and via Zoom or telephone. They will receive their full instructional support minutes based on their Individualized Education Plan. The purpose of these supports is to mitigate learning loss and build academic success. Currently, our school does not have a Foster Youth or Homeless family.

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

Description	Total Funds	Contributing
Ordered 90 additional Chromebooks	24000	Yes
Purchased service contract for Hot Spots	2640	Yes
Purchased 16 additional tablets for primary students	1108	No
Purchased upgraded laptops for 6 teachers	2805.25	No
Purchased upgraded Document Cameras for teachers	1463.16	No
Contracted with CUE Inc to provide teacher training for online instructional strategies	2000	No

Description	Total Funds	Contributing
Purchased 5 streaming video cameras	370	No
Provided registration for 5 teachers to attend online Distance Learning Bootcamp	995	No

## Pupil Learning Loss

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

The School/District will provide both on campus direct instruction for Hybrid students as well as both asynchronous and synchronous instruction for our Learn @ Home families. Students will be assessed at the beginning of the school year using local grade level and school wide assessments such as STAR 360 Reading and Math Assessment and Accelerated Reading program. Upon initial completion of assessments, students will receive whole and small group instruction based on their academic needs. Our on campus class sizes are small due to physical distance requirements. The Learn @ Home students will have access to both live and recorded lessons throughout the morning. In the afternoon, teachers will provide additional support to Learn @ Home Students, but have the ability to include morning hybrid students as well. Assessments will continue on a weekly, mid trimester, and end of trimester schedule. The information will be reviewed by the teachers and instruction will be adjusted accordingly.

In addition to the direct instruction by each grade level certificated teacher, any student, but in particular, our Title I, EL, and Special Needs students will have access to small group or 1-1 intervention support. We have added a .50 FTE Intervention teacher. Classroom teachers will identify students who are presenting with particular challenges and make referrals to the Intervention teacher for additional support using a variety of intervention strategies and programs including the SIPPS reading intervention program. The school has also included daily Instructional Aide time to grade level classes that may have students that need additional support while on campus in the morning. There is also additional Instructional Aide time in the afternoon to support small group work either in person or via Zoom for our Learn @ Home students.

## **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 School/District will provide whole and small group in person and virtual instruction to all students based on ongoing informal and formal assessments and reflective practices. Intervention strategies will be provided to all students in need, but schedules will be developed to provide priority to EL, low income students, special needs, and Homeless and Foster youth. In conjunction with classroom teachers, the Resource and Speech and Language Pathologist will schedule both push in and pull out services for students. The RSP teacher will contact parents to schedule additional 1-1 support to students during AM and PM instructional time. Students identified in need of reading fluency or comprehension support will be referred to participate in The Read Naturally fluency program or SRA reading comprehension program. The District/school has maintained classroom certificated staff to avoid combination classes. The District/school has added a .50 FTE Intervention teacher to ensure all students have equal access to effective instruction required to achieve academic progress.

## **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 be focused on grade level essential standards and will collaborate regularly to fine tune their goals and expectations for student achievement. These goals will be clearly communicated to students in the classroom regularly as well as with parents during parent and student conferences. Based on the essential standards, expectations and regular assessments, teachers will analyze, evaluate, and determine individual student success. Students who are not meeting these standards and expectations will be referred for intervention support with the Intervention teacher or additional support with an Instructional Aide. Through an ongoing assessment and evaluation process, teachers will be able to provide additional support in class as well as recommend students for additional support. Results from informal and formal assessments as well results of state testing if available will determine the progress rate of each student.

Teachers will meet during weekly collaboration time to review assessment data (grade level and across the grade levels) in order to adjust their instructional plans. Because we are a small school, teachers can collaborate across the grade levels to provide insight into various students strengths and weaknesses and which instructional strategy will provide the best outcome for the student.

Teachers have participated in professional development in Universal Design for Learning practices and can offer students a variety of effective strategies to demonstrate their learning progress. Staff members will continue to collaborate and implement effective UDL practices and strategies.

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

Description	Total Funds	Contributing
Participation in Professional Development and collaboration on UDL and Goal Book strategies and interventions.	0	No
Purchase updated Read Naturally materials for reading fluency support.	2000	Yes
Maintained our annual subscription to STAR 360 Reading and Math Assessment Program.	2500	No
Maintained our annual subscription to the Accelerated Reading Program.	2500	No

## Mental Health and Social and Emotional Well-Being

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

Prior to the beginning of the school year, parents received communications via the School Messenger system providing information on health and safety protocols in place at school as well as mental health resources provided by Nevada County. Pupils and staff will be referred to local Nevada County Resource 211 phone line to obtain information on health care providers for both physical and mental well being services.

The school distributed a short welcome video to parents and students showing them what to expect on the first day with all of the new health and safety protocols in place.

The school has scheduled a staggered morning drop-off so that students can filter into class and have some time to reacquaint themselves with classmates and teachers prior to the official school day beginning. This time will be used as a social re connection with staff and peers each morning.

The staff has been instructed to use care, patience, and kindness when providing reminders to students about physical distancing and mask requirements.

Students with appropriate documentation of a valid exemption from wearing a mask will be given a face shield accommodation.

Teachers are encouraged to schedule regular breaks to go outside for fresh air and movement breaks for hybrid students as well as provide ideas, schedules, and activities for Learn @ Home Students.

All teachers in Grades TK-8 have access to and implement the Steps To Respect SEL curriculum.

Staff and students are provided grade level appropriate training in Bullying Prevention and Suicide Prevention.

All staff members participated in a countywide SEL professional development seminar during the 2019-20 school year. The county office of education continues to provide opportunities for staff members to participate in SEL training and workshops online.

The school will be investigating the potential of hiring a part-time school counselor.

School staff have access to a mental health referral system through Children's Behavioral Health and can provide local mental health resources to parents 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.]

### Student Absence Protocol - No Parent Contact

Teacher takes attendance every day for both Hybrid and Learn @ Home students. If Learn @ Home student is not present, the teacher will make a first attempt to contact parent/student before the end of the day.

1 Day Absent/ No contact - The teacher notifies the office to flag the student/ Auto call

2 Days Absent/No Contact – The teacher notifies the office/contacts the student/Auto Call

3 Days Absent/No contact – Teacher notifies the office/Auto Call/Office calls home/1st SARB Letter is mailed

4 Days Absent/ No contact – Sheriff's office is called for a Welfare Check/ 2nd SARB Letter is mailed

5 Days Absent/No contact – Principal calls home

### 6 Days Absent/No contact – 3rd SARB Letter and SARB Board Contact

If there is a break in the absence days the process starts again at the beginning except the SARB letters will be mailed in order of where the first instance left off. For example: If the student had missed 3 days originally and received 1 SARB letter on the next first no contact absence the second SARB letter will be mailed out.

### Student Absence Protocol - With Parent Contact

Teacher takes attendance every day

1 Day Absent/ With contact - The teacher notifies the office/Auto call. Student is marked in SIS as Excused or Unexcused

2 Days Absent/With Contact – The teacher notifies the office/ Auto call. Student is marked in SIS as Excused or Unexcused. If Unexcused office will call home if 2nd absence is a consecutive day.

3 Days Absent/With contact – Teacher notifies the office/Auto call. Student is marked in SIS as Excused or Unexcused - 1st SARB Letter is mailed if unexcused

4 Days Absent/ With contact – Student is marked in SIS as Excused or Unexcused/ 2nd SARB Letter is mailed if Unexcused

5 Days Absent/With contact – Teacher notifies the office/Auto call. Student is marked in SIS as Excused or Unexcused - Principal calls home if Unexcused

6 Days Absent/With contact – Teacher notifies the office/Auto call. Student is marked in SIS as Excused or Unexcused - 3rd SARB Letter and SARB Board Contact if Unexcused

When absences become a problem for Learn @ Home students, the school may require the family to return to on campus daily instruction based on current health and safety considerations. The teacher may also refer the student for additional support by the Intervention teacher to assist with parent communication and student academic success.

At this time, all of students speak English and have at least one parent that can communicate with the school. If that changes, then the school would provide a means for translation.

The School/ District has implemented the Caught you Being Good Program and provides attendance incentives for students making responsible choices as well having perfect attendance. The school also partners with a local business to provide rewards to students with perfect attendance each trimester.

## 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 spring school closure, Clear Creek School provided grab and go lunch and breakfast through Central Kitchen, our typical school lunch provider. We notified families of the daily meal availability through flyers in weekly packets and through email flyers sent out to all of our school community members. Only a few families opted to participate, but we did provide lunch and breakfast for a week at a time upon request with just one phone call.

As we reopen to in person Hybrid instruction as well as Learn @ Home for some, we continue to offer lunch and a breakfast each day for both Hybrid and Learn @ Home students. Grab and Go lunches/breakfasts are available and distributed each day to students regardless of the instructional model they have chosen.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Provide positive attendance and behavior incentives and rewards to both Hybrid and Learn @ Home students.	50.00	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.10%	100,224.00

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the academic performance rate in ELA and Math as shown on the last reported California Dashboard of our low income student group is lower than the performance rate of all students. Since the COVID-19 pandemic closed schools last spring to in person instruction and we were not able to participate in 2019 state testing, we are assuming that this sub group may still be performing at a lower rate than all students. In order to address the condition of our low income students, we are maintaining the number of certificated staff so that we can avoid having larger class sizes and/or combination classes. The current certificated staffing is above our base program and thus provides all students, but in particular our struggling, low income students access to smaller class sizes as well as focused grade level daily instruction. These actions are being provided on a LEA-wide basis and we expect/hope that all students not meeting grade level standards will benefit. By maintaining small, single grade level classroom learning environments, we expect that the performance rate for this sub group will benefit and will have improved academic success.

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

Services are increased by the actions listed above because the current certificated staffing is above our base program and thus provides all students, but in particular our struggling, low income students access to small, whole and small group focused grade level instruction. The goal of our District/school is to ensure our unduplicated students are the top priority for increased and improved services. These students will be considered first for all additional services provided. Academic assessment data will be maintained by both classroom and Intervention teachers and will be used to provide support to all students based on individual needs.