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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tulare County Office of Education</td>
<td>Scott Pierce Principal</td>
<td><a href="mailto:scott.pierce@tcoe.org">scott.pierce@tcoe.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>559.733.6963</td>
</tr>
</tbody>
</table>

General Information
On March 17, 2020. La Sierra Military Academy (LSMA) closed its campus for instruction and transitioned into emergency distance learning due to Covid-19. LSMA's campus remained closed until the end of the 2019-2020 Academic year, June 4, 2020. During that time, LSMA lost 47 face to face instructional days in the classroom. There are 43 different districts that serve the approximately 102,703 public school students in Tulare County. The unduplicated student count is roughly 80,207. Thirty thousand English Learners attend one of the 27 high schools or 20 middle schools.

Due to COVID-19 pandemic, La Sierra Military Academy will begin distance learning using Zoom and Google Sites effectively for all classes, all teachers, and all students for the 2020-2021 school year. All students have access to their class objectives, lesson plans, homework, and other information needed for student success. 100% of La Sierra Military Academy students will be issued a Chromebook and other required instructional materials. Our students and families were surveyed just before the shut down as to their access to the internet. Majority of students have internet access, however, if necessary will be provided a Mi-Fi device.

Stakeholder Engagement

Our stakeholder engagement process began in June 2020, ending in August 2020. Two stakeholder engagement surveys and a Stakeholder Zoom meeting took place during these three months. These included a survey provided to parents and students and a survey for La Sierra Military Academy staff, as well as a Zoom remote meeting to provide input on how to construct an effective and cohesive distance learning plan. Notification was sent out via Blackboard Connect, which invites stakeholders through email, text, and phone message. In addition, a Remind app notification was sent to all stakeholders. 140 parent/student stakeholders responded to the Parent/Student survey, and 100% of the La Sierra Military Academy's 25 staff members responded to the staff survey.

A notification was sent out via Blackboard Connect reminded parents that the public hearing for the Learning Continuity and Attendance Plan is scheduled for the August 12, 2020 Tulare County Office of Education's Board meeting and for the La Sierra Military Academy's School Site Council Meeting to be held on August 26, 2020. Both the Tulare County Office of Education's Board Meeting and La Sierra Military Academy's School Site Council Meetings are held via Zoom with both audio and video options. Furthermore, both meetings can be accessed via computer, digital device or cell phones.

Stakeholder Feedback:
Four main items/themes emerged from the feedback provided by the various stakeholders:
1. Providing daily instruction
2. Access to technology devices
3. Access to WiFi/Internet (online instructional resources and other platforms)
4. The use of Zoom for daily interactions and instruction between staff and students

We received important and relevant input from our stakeholders, and, through dialogue, we were able to identify areas that indicated shared concerns and priorities. This feedback allowed us to develop a plan that is responsive to our stakeholders' concerns and interests. La Sierra Military Academy staff, students, and families helped us develop goals and services that focus on increasing a robust and rigorous virtual learning environment, an opportunity for daily interaction with staff and teachers, along with a supportive and strategic mental health approach for all of our students. La Sierra Military Academy will utilize universal school-wide interventions such as social-emotional learning, trauma-informed practices, and mindfulness practices to address and support student and staff social and emotional well-being. In regards to foster students, a convening of State and Foster Youth Services County Office of Education representation identified that foster youth have experienced trauma before and during placement in foster care. Due to COVID-19, foster youth have an increased need for mental health supports and trauma-informed approaches. Recommendations included trauma-informed professional development and supports that will address the mental health /social-emotional needs of students.

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

The priorities identified by parents and students, while following all county health and state guidelines, showed that 53% of our families did not feel comfortable considering going back into the classroom for the start of the 2020-21 school year. Ten percent (10%) of our families felt somewhat comfortable returning to school, while the remaining 37% did feel comfortable returning to school. When asked what types of support would be needed if distance learning continued in the fall, families and students identified the need for technology devices, daily interactions with their teachers, check-ins, and daily taught lessons.

Staff concerns include the health and safety of students and staff with in-person teaching at this time. In addition, staff were equally concerned with the protocols and expectations for how our program will keep areas sanitized, students and staff socially distanced, and all staff healthy while providing in-person instruction. Expectations and protocols for checking into and out of site buildings, sanitizing work areas, socially and physically distancing, and the wearing of a mask when in common areas, hallways and stairwells are outlined later within this document.

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.]

La Sierra Military Academy looks forward to the opportunity to resume in-person instruction for our students. Our instructional plan is guided by our focus on our students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 during the 2019-2020 school year. We anticipate starting the 2020-2021 school year with targeted instruction that includes
intervention support for our students who are at a higher risk of continued learning loss with the start of the school year beginning in a virtual learning environment. La Sierra Military Academy is committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we have developed a phased model approach to reopening. The model is as follows:

Phase 0
*Complete closure
*Essential La Sierra Military Academy Staff and Teachers only on campus to provide instruction and oversee day to day operations.
*Instruction provided to all La Sierra Military Academy students via Zoom and Google Classroom.
*La Sierra Military Academy-provided personal protective equipment (PPE) and social distancing practices implemented on campuses.
*All parent/student/staff meetings and individualized education plans (IEPs) via Zoom and utilization of Google Classroom.

Phase 1
*La Sierra Military Academy Students will be placed in two cohorts. Each cohort will attend instruction two days per week on campus and participate in asynchronous instruction the other three days per weeks.
*Few students can come to campus for scheduled appointments with staff 1:1 for the purpose of assessment or service provision.
*Most scheduled meetings with La Sierra Military Academy staff and all IEPs will take place via Zoom. PPE is required for students and staff members. The option to participate with Zoom meetings will be made available.
*Following all of the Governor's mandates regarding closure based on classroom or district outbreak.
*La Sierra Military Academy-provided personal protective equipment (PPE) and social distancing practices implemented on campuses.

Phase 2
*La Sierra Military Academy Staff and students return to campus for instruction. Following all of the Governor's mandates regarding closure based on classroom or district outbreak.
*Following all of the Governor's mandates regarding closure based on classroom or district outbreak.
*La Sierra Military Academy-provided personal protective equipment (PPE) and social distancing practices implemented on campuses.

In order to address the academic needs of our learners it is essential for our teachers to have communication with our students and their parents. Our model ensures that we are providing our students with a robust academic program with built-in supports. Our instructional plan also includes support for the socio-emotional needs of our students. These supports will provide students with a safe place to manage the challenges that may impede their participation with learning. The tools acquired promote healthy responses that students can utilize both inside and outside of the classroom.

La Sierra Military Academy will employ a Student Transition Specialist to provide learning skills through Zoom meetings, Google classroom and telephone conversations. These skills consist of, but not limited to:
*Identify the importance of making an informed career choice
*Identify the importance of having career goals
*Learn the meaning and value of work
*Identify career strengths and abilities
*Learn to present themselves well for greater employment opportunities
*Learn how to complete financial aid and college applications
*Practice positive communication skills
*Know legal rights and responsibilities
*Learn time management and organization skills
*Learn banking options
*Understand how choices affect the ability to live within their means
*Learn how to make healthy leisure choices

In order to address La Sierra Military Academy classroom-based instructional schedule model, the plans and protocols of La Sierra Military Academy to ensure the safety of students and staff, including but not limited to campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles are as follows:

*Signage in all entrances, buildings, classrooms, and common spaces are reminding staff and visitors of their responsibility to self-check for symptoms associated with COVID-19, the importance of social/physical distancing and regular hand washing will be displayed. In addition, should social/physical distancing not be possible, it will be required that all staff and visitors wear a mask.
*Daily expectations and protocols for a healthy and safe work environment will also be shared with all staff members:
*Prior to entering any building, staff members will be asked to perform a self-check for symptoms.
*Physical distancing of six (6) feet to the extent possible.
*Masks are necessary in all hallways, stairwells, and common areas. Interacting without a six (6) foot distance, a mask will also be required.
*Wash hands frequently and often.
*Health and safety stations will be set up throughout the buildings in common areas to provide: gloves, masks, disinfectant, hand sanitizer.
*Clutter free work stations
*All staff will assist in wiping down their workspace and any other area they are using - this includes kitchen areas.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Transition Specialist, who has obtained an PPS credential, will provide multi-tiered level of socio-emotional learning services to include assessments and direct services including foster youth, English learners and low-income students.</td>
<td>X Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
# 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.]

Due to the school building closures related to the COVID-19 pandemic, all students will work with individual Chromebooks at the beginning of the 2020-2021 school year through the Zoom and Google Classroom online platform. Teachers will provide daily instruction, both synchronously and asynchronously. This allows the students full access to the curriculum remotely and in person. La Sierra Military Academy students will be given a log-in for their Google Classroom access in order post completed assignments and assessments. The La Sierra Military Academy Commandant, Counselor, Student Transition Specialist and Truancy Officer, as well as oversight from teachers and support staff, will address the academic and social-emotional needs of students. Daily scheduled virtual lessons provided by the classroom teacher, along with daily scheduled small group instruction, will ensure a robust and rigorous online learning environment. Through these lessons, we will continue to create lesson design consistent for our programs to support access and individualized support. We will continue to ensure that all lessons are Standards-based lessons and aligned with our State mandates.

The Counselor and Student Transition Specialist will continue to meet weekly with students one-on-one remotely as they review student transcripts, individual learning plans, and student progress. Weekly individual meetings with student support specialists, teachers and administrators will be held. Outreach to families will be provided via online platforms or phone. Data collection will be reviewed with the La Sierra Military Academy Principal, Commandant, Counselor, and Student Transition Specialist on a regular basis via online meetings. These online meetings are a modification to in-person meetings.

Attendance monitoring and follow up when/if students are not engaging will be on-going through our Attendance Liaison and Truancy Officer. Our instructional program is designed to promote, encourage, and promote the full participation of our students and their families. Our approach to student engagement through our distance learning program includes a 3 Tiered Attendance Plan which is addressed in the Pupil Engagement and Outreach section of this document.

## 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 have access to a personal device (Chromebook) and a personal WiFi hot spot, if needed. They will also receive support with accessing it in their homes, if necessary. One hundred percent (100%) of all students that attend La Sierra Military Academy will have access to a device, WiFi, and their online learning portals.
### 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.]

In order to effectively monitor student progress, daily participation on each school day will be expected. Student attendance will be closely monitored in order to ensure that students are receiving adequate access to the curriculum. Our plan includes the following measures:

* Daily classroom participation - Online lessons provided by teachers, completion of regular assignments, completion of assessments, and participation with check-in meetings.
* Students in grades 7-12 will be provided with 240 instructional minutes daily.
* Students will engage with live instructional sessions 5 days per week for at least 1 period and two days per week of 7 periods.
* Attendance will be monitored closely. Follow-up calls, emails or text messages will be sent to absent students.
* Outreach to families will be done on a regular basis in order to promote continued relationships with our families.

### 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.]

Professional learning opportunities related to high quality and engaging distance learning strategies and resources will be provided throughout the school year to teachers and staff as the three programs provide instruction to students via distance learning. Zoom, Google Classroom and other digital tools training will be provided to all La Sierra Military Academy teachers at the start of the year as a refresher for seasoned teachers and introduction to newly hired staff. Teachers will also receive training on using Zoom and Google Classroom for instructional purposes.

Tulare County Office of Education’s ERS Department will provide additional training throughout the 2020-2021 school year on how to effectively deliver rigorous and relevant instruction via distance/online instruction.

Professional development will include, but is not limited to: Trauma-Informed Practices, Attachment Informed Practices, Working through a lens of Cultural and Linguistic Appropriate Strategies, Responding to COVID-related Mental Health Needs. Professional development will be offered virtually, and when possible, in person. Opportunities for inclusion in the whole county offered trainings will be made available, as will program specific trainings that focus solely on the La Sierra Military Academy staff.

### Staff Roles and Responsibilities

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

The roles and responsibilities of our staff members have been adjusted in order to promote equitable access to the core curriculum and wellness supports. Teachers have not been able to meet with students in person since March 2020. In order to provide a robust learning environment for our students through distance learning, our staff will follow specific actions. Our staff will engage students with a standards based distance learning program that includes the following modifications:
INSTRUCTION AND RELATIONSHIP BUILDING

A. Teachers - Lessons are designed to engage students and promote continued connections with our students and their families in the absence of in-person instruction.
*Teachers will engage with weekly lessons taught via Zoom. Students will receive instruction that mirrors the same type of in-person teaching that they would receive in a traditional classroom setting. Chromebooks and hot spots will be provided to students and staff members in need of technology.
*Communication between the students and teachers will take place weekly. The primary mode of communication between the students and teachers will be through online interactions (Zoom) and telephone calls when necessary.
*The use of printed materials will be provided if requested by the student but will not serve as the primary mode of our instructional delivery.
*Daily schedules and lesson plans will be provided and updated and needed.
*Teachers will assess student progress through the use of assessments, weekly assignments, projects, and group discussions.
*Teachers will monitor the attendance and participation of all students daily.
*For the 2020-2021 school year, students in grades 7-12 will receive 240 instructional minutes.
*Staff members will participate with professional development training sessions that support the use of our online curriculum materials and lesson planning.

B. La Sierra Military Academy Counselor
*The counselor will engage staff members with weekly check-in meetings virtually in order to discuss student progress and assist with the design and implementation of lessons.
*Instructional minutes will be monitored in order to meet the goal of 240 instructional minutes.
*Communication with students and families will take place via regular mail, phone calls, text messages, Zoom meetings and when needed in-person visits to homes.

C. Student Transition Specialist
*Outreach to families will be provided via online platforms or phone.
*Data collection will be reviewed with the program administrator and director of student services, equity and support on a regular basis via online meetings. These online meetings are a modification to our in-person meetings.

D. Truancy Officer
*Communication with all La Sierra Military Academy families will take place via Zoom or phone.
*All in person meetings with families which include district SARB meetings will take place via Zoom.
*Increased support with community school attendance and engaging those families that are not available online.

E. Office Staff/ Support Staff Members
*All regular duties performed in person will be modified through the use of technology.

PROFESSIONAL LEARNING
All staff members will engage with professional development sessions that are presented via online platforms such as Zoom. Staff members will be provided opportunities to engage with professional development (PD) sessions that are self-paced along with group sessions. Staff members will shift their work to a virtual platform in order to ensure their safety, the safety of our students/parents and our community. The shift to a virtual platform affords our students and staff members to engage in safe learning environments that promote equity and continuity. Our staff members will make adjustments to our procedure as needed. Our protocols and procedures will be carefully monitored and updated as needed.

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.]

Special education services will be coordinated with each program to provide students their services via Zoom with their respective special education teacher. To support special education services at La Sierra Military Academy, the educational specialist will Zoom into each classroom on the scheduled day/time and provide services to students virtually. In addition, the educational specialist will conduct four Study Skills classes. The La Sierra Military Academy is managed by the Tulare County Office of Education's Special Education Department.

Though English learners (ELs) are a small portion of the La Sierra Military Academy’s student population, specially designed academic instruction (SDAIE) focusing on a teaching approach intended for teaching various academic content using the English language to students who are still learning the English language. Teachers will provide support for ELs by incorporating both Designated and Integrated English language development (ELD) into their daily instruction. Three Designated English Language Development Courses have been added to the La Sierra Military Academy's master schedule for 2020/2021 school year.

All enrolled students will receive a behavioral health (BH) screening via a virtual platform at least twice per year. A mental health clinician will review the screening with the student and make appropriate referrals and linkages to the student/family when appropriate. La Sierra Military Academy in partnership with Tulare County Office of Education, will have a licensed clinician (and potentially an intern) assigned to screen for BH issues and to provide individual and group counseling to students on-site.

The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need. Collaboration will occur between the Foster and Homeless Youth Services programs, Tulare County Office of Education and La Sierra Military Academy to identify student needs and address barriers to education.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
La Sierra Military Academy implemented the use of one on one Chromebooks for our students prior to the COVID-19 school closures. In order to mitigate the interruption of instruction during the 2019-2020 school year, these devices were utilized to support instruction and continue the connection between our teachers and students. The following strategies detail the actions taken to support our learners:

2019-2020 School Year
*English Language Arts - Students participated in online instruction and were assessed through teacher created assessments. Student assessment data was also collected and analyzed through completed classroom assignments, projects, and discussions.  
*English Language Development - Our English learners were provided access to SDAIE instructional strategies to support their access to the curriculum. These strategies include: graphic organizers, directed reading, brainstorming, and reflections. Our English learners are also exposed to evidence-based practices and instructional strategies incorporated into all content classes.  
*Mathematics - Students participated in online instruction that supported them with accessing the mathematics curriculum. Teacher created assessments were utilized to assess the mathematics comprehension of our students.  
*T*eachers engaged our students with one on one meetings to check-in with students concerning their academic and socio-emotional needs.  
*Credit Recovery - Students are engaged with the EdGenuity credit recovery program. Students are afforded the opportunity to gain credits in English language arts, mathematics, and other core content areas.  
*Assessments - Teacher created assessments

2020-2021 School Year
English Language Arts - Students will receive daily small group instruction sessions via Zoom. Teachers will teach lessons and engage students with lessons that support their reading comprehension, writing, analytical thinking and speaking skills. Lessons will be standards-based and provide students with access to instructional strategies such as Book Clubs, vocabulary development, journal writing, making meaning, independent reading and group reading. Assessments in English language arts will be conducted throughout the year to monitor the progress of our students. Our assessment tools will include NWEA, EdGenuity, and teacher created assessments.

English Language Development - Our English Language Learners will receive designated ELD instruction during their scheduled ELD class utilizing the Hampton-Brown EDGE curriculum. Our English language learners will receive support with their mathematics instruction through the use of online manipulatives (computer programs with a math focus), mathematical vocabulary banks which gives English learners words and phrases that support them with their mathematical thinking, group instruction with their peers in order to support their English language proficiency.

Mathematics - Students will engage with daily small group instruction sessions via Zoom. Students will receive support with mathematical concepts and one on one support when needed. Assessments will be conducted throughout the school year through the use of NWEA, EdGenuity, and teacher created assessments. Students will participate with data chats to discuss their progress and engage with intervention support when appropriate.
Professional Development
Teachers will engage with professional development sessions that provide targeted support for lesson planning provided by Tulare County Office of Education's ERS department, book studies, and other available professional learning opportunities, English learner support and effective implementation, and analysis of student data. Our student data will assist our teachers with designing lessons that assists students with learning and promotes academic proficiency. Our monthly staff data talks will further support our student data analysis and influence the instructional strategies utilized in our classrooms. These actions will support our efforts to promote equitable classrooms and support students who experienced academic loss.

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.]

Our instructional program includes differentiated instructional strategies that support the diverse academic needs of our students. Our student assessment data serves as the feedback for both teaching and learning. In order to effectively implement and monitor student learning through an equity focused lens, the following strategies will be utilized:

English Language Learners - Teachers will provide lessons for our English language learners that develops the use of and proficiency in all academic subjects. Our teachers will engage students with lessons and resources such as visual aids and manipulatives that assist them in understanding the content being taught. Skills such as higher-order thinking skills, questioning techniques, integrating listening, speaking, and writing across the curriculum will also be utilized. Students will have opportunities to work with teachers in one on one sessions when needed. Our EDGE ELD program includes effective supports that further complement our English language development instruction.

Low-Income Students - Our students are primarily designated as being low income. Access to the core curriculum and additional instructional intervention supports will assist our students in obtaining higher academic proficiency rates. Students will have access to small group instruction sessions as well as one on one check-in meetings with their classroom teachers. Additional support will be provided to our students and their families through the support of our student support specialists. Students and their families will receive support with basic needs such as food and other community resources. Our Student Transition Specialist will also be available to our students to assist them with accessing the curriculum and support them with the necessities needed in their personal lives that affect their ability to participate with school.

Foster/Homeless - Our students who are in foster care or experiencing homelessness will receive the necessary intervention supports to bridge the gap in their learning. one on one instruction, small group instruction, and outreach to our Foster Families and Social Workers will contribute to our goal of providing access to learning. Continued communication with our students and their foster families or social workers will further promote a "wrap-around" support system that focuses on our students' specific needs. Our students will have access to both instruction and resources that promote their academic and socio-emotional needs.
Pupils with Exceptional Needs - Our students with exceptional needs will have access to the core curriculum along with designated accommodations according to their individualized education plan (IEP). Students will engage with small group instruction sessions, one on one meetings with their general education teachers, and receive support from our special education teacher. The general education teacher and the special education teacher will work collaboratively in order to design instructional supports that will assist our students with exceptional needs with access to the core curriculum. Our IEP teams will review the goals for our students and work together to ensure that our students are receiving the appropriate supports to assist them with their learning. Assessment data will be analyzed in order to further analyze and modify lessons as needed.

Classroom teachers will provide intervention support through an after school academic office hours. Teachers will provide up to five hours per week of additional instruction beyond the regular school day for students who in need intensive academic support. Students will receive targeted instruction designed to give them additional support with understanding core content. In addition, a new TAC Homeroom program has been developed for each classroom teacher to foster a deeper relationship with 15-20 students, focusing on the socio-emotional learning of each of those students, providing extra support and guidance as needed to mitigate the loss of learning during the Covid-19 crisis.

**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.]

La Sierra Military Academy staff will analyze weekly data retrieved from attendance records, lesson plans, student assignments, and assessments, specifically referencing student engagement and academic progress. In addition, weekly data collected by individual teachers and staff members through their personal and individual meetings with students will be discussed and considered. The La Sierra Military Academy Principal will meet with staff weekly to discuss strategies for the effectiveness of implemented pupil learning loss strategies. Monthly Tier 2 meetings to discuss students with identifiable learning loss and what the plan will be for these students moving forward. A weekly TAC Homeroom meeting will be held with staff to discuss ways to engage and motivate students with engagement. Monthly ELA and Math assessments will be administered electronically with each student, and the data will be analyzed and formulated to provide small group and one on one instruction with identified students.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff members will participate with professional development sessions presented by Tulare County Office of Education ERS Team. The training sessions will focus on lesson planning, data analysis, support for English learners and intervention support.</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Mental Health and Social and Emotional Well-Being**
La Sierra Military Academy will develop a system to connect with students and families to check in on their social and emotional well-being;

*La Sierra will conduct a weekly TAC Homeroom staff meeting to address system development and on-going monitoring of whole-school and individual student SEL needs.
*La Sierra Military Academy will utilize staff that are experts in social emotional learning support (SEL) and PBIS to provide initial and on-going training to ensure model fidelity

La Sierra Military Academy will ensure to assess, identify and monitor the health and well being of staff and students through the following:

*The TAC Homeroom team, Student Transition Specialist and Counselor will continuously address the needs of students and refer for a behavioral health screening or higher level of service when needed. The assigned Tulare County Office of Education clinician will pick up the referral in a timely manner (no more than 72 hours) and address the highlighted need.
*La Sierra Military Academy is working with Tulare County Office of Education's Student Health Services, Psychological Services and Behavioral Health Services to develop an educational student and staff wellness resource bank.

La Sierra Military Academy will support mental health and social and emotional well-being of pupils and staff during the school year;
*La Sierra Military Academy will refer students and staff to a licensed clinician (and potentially an Intern) assigned to screen for behavioral health issues and to provide individual and group counseling to students on-site. When a higher level of care is necessitated, the clinician will link the student/family to the needed service.
*The Student Transition Specialist and Counselor will provide on-going social emotional learning support via whole classroom instruction, small group, and individual one to one meetings.
*Clinicians will provide mental health and stigma reduction trainings and workshops to students and staff at least quarterly.
*Suicide prevention and awareness information will be disseminated to students and families during September for Suicide Prevention Month and May for Mental Health Awareness Month.
*Staff mental health needs will be addressed by providing professional development on topics related to vicarious trauma and the impact it has on each individual.
*Regular presentations will be presented to the staff.
*La Sierra Military Academy is currently in partnership with Tulare County Office of Education's Student Health Services, Psychological Services and Behavioral Health Services to develop and maintain a wellness platform for teachers and school staff. The resources available on this virtual site will be regularly disseminated to staff.

La Sierra Military Academy will utilize universal school-wide interventions such as social emotional learning, trauma-informed practices, mindfulness practices, etc. to address and support student and staff social and emotional well-being;
*La Sierra Military Academy will continue to develop their PBIS strategies to address the Tier One Universal needs of all students. School-wide expectations will be set, taught, encouraged and rewarded when they are followed by staff and students.
La Sierra Military Academy is currently developing a Counseling Center on campus. In light of Covid-19, strategies to encourage wellness will be created for students to access virtually. Apps, websites, articles and informative videos will be shared as a resource for students and their families.

Staff, clinicians and outside contractors will be utilized to employ SEL, Trauma-Informed, and Mindfulness strategies.

La Sierra Military Academy is currently in partnership with Tulare County Office of Education’s Student Health Services, Psychological Services and Behavioral Health Services to develop and maintain a wellness platform for teachers and school staff. The resources available on this virtual site will be regularly disseminated to staff.

SCOE will engage community based and local government partners in supporting the mental wellness of staff and students.

La Sierra Military Academy is currently intricately connected with County Behavioral Health, County Public Health, Child Welfare, local health care agencies and many community based resources. La Sierra Military Academy will continue to interact with these entities via community partner meetings, committee meetings, and 1:1 engagement strategies. Whenever possible, resources offered by these entities will be leveraged to support the needs of La Sierra Military Academy staff and students.

La Sierra Military Academy will provide professional development to staff;

Professional development will include, but is not limited to: Suicide Prevention and Intervention, Trauma Informed Practices, Resilience, Working Through a Lens of Cultural and Linguistic Appropriate Strategies, Mental Health First Aid, Responding to Covid-related Mental Health Needs. Professional development will be offered virtually, and when possible, in person.

Monthly consultation sessions with the assigned Tulare County Office of Education clinician will occur, aligned with the PBIS Tier 2 needs that are identified.

Resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

All of the above mentioned resources will be utilized. There will be material that can be disseminated, accessed, and consumed according to an individuals/families’ comfort level. Actual mental health resources and interventions will be provided via the student support specialists and clinician to address the impact of COVID-19 on the school population at the community, whole-classroom, and individual student level.

A virtual trauma informed professional development will be offered to La Sierra Military Academy and will include all staff. The professional development will address trauma and the effect of COVID-19 on at risk student populations and provide strategies to support student and staff well being.

La Sierra Military Academy is currently in partnership with Tulare County Office of Education’s Student Health Services, Psychological Services and Behavioral Health Services to develop and maintain a wellness platform for teachers and school staff. Specific topics will include Adapting to Change and Uncertainty, Self Care, and Stress Management.

**Pupil Engagement and Outreach**
Our instructional program is designed to promote, encourage, and engage full participation of our students and their families. Our approach to student engagement through our Distance Learning Program includes the following components:

I. La Sierra Military Academy - 3 Tiered Attendance Plan

Tier 1:
1st-3rd day of absence: Teacher, Student Transition Specialist and/or Truancy Officer makes a phone call to student's home and documents the contact with the student and family.
4th-5th day of absence: Truancy Officer will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.

Tier 2:
6th-7th day of absence: The Principal, Commandant and/or Truancy Officer will attempt to reach out to family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action.

Tier 3:
8th-10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the Principal, Commandant and/or Truancy Officer. A written communication will be left at the residence requesting that immediate contact be made with the Principal or other authorized La Sierra Military Academy designee. The visit and parent correspondence letter will be documented.

II. Instructional Engagement
Teachers will provide instruction that engages students and promotes daily participation. The use of small group video lessons taught through Zoom will provide an additional layer of continued outreach to our students. Our weekly 1:1 teacher/student meetings will further assist our outreach to our students and assist with identifying the specific areas in the curriculum that our students are in need of support. Our interactive distance learning program will assist with mitigating the number of students who advance from our Tier 1 Attendance level to Tier 2 and beyond.

III. Communication- Students/ Parents
Students - Students will engage with lessons and meetings with their teachers daily/weekly. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments, assessments, and projects.
Parents - Parents will receive correspondences for our site on a regular basis through newsletters, phone calls and virtual meetings. Parent correspondences will be translated in order to provide equitable access to our messages. We will also utilize the services of Blackboard Connect and our on-site Spanish Interpreter in order to engage in conversations with our families who speak Spanish.

Our plan will contribute to our goal of ensuring that we are engaging our students and providing outreach to them and their families when they are absent from school. As noted above, we use the Language Line service to engage in conversations with our families who speak languages other than English. The on-site Spanish Interpreter will assist us with communicating with our parents. We have a significant number of our families that are Spanish speaking within our program, we do have Spanish speaking personnel as well, who can support when translation services are needed so we can actively engage with our stakeholders.

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 school year, meals for students are provided for pick-up during two designated meal distribution times and by appointment. La Sierra Military Academy will be actively communicating with our students and families with updates related to child nutrition. La Sierra Military Academy has contracted with Exeter Union School District to provide prepared prepackaged breakfast and lunches to be assembled and distributed to La Sierra Military Academy Students.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

## 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.]

Many foster youth, English learners and low-income students experience an array of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability and significant mental health issues. As a result, La Sierra Military Academy prioritizes the needs for these students. Due to COVID-19, the staff has identified the greater need for these student populations.

English Learners: Monitoring and coordination of the ELD program is critical to the successful implementation of a high quality instructional program designed for EL students. The implementation, monitoring and evaluation of the program will be the responsibility of the La Sierra Military Academy Principal and Counselor. The monitoring is to ensure that each English learner is placed in an appropriate program of instruction and that his/her progress is being monitored and tracked. In addition, on an annual basis, the La Sierra Military Academy Principal and Counselor will conduct an evaluation and audit to ensure that the English learner program is being implemented according to State and Federal mandate[s]. During this process, the Principal and Counselor will ensure effective delivery of the instructional program for English learners by conducting classroom observations, either in person or virtually, and will provide feedback to staff members.

Low-Income Students: La Sierra Military Academy has strong relationships with community partners that support our low-income families and students. La Sierra Military Academy works collaboratively with Tulare County Office of Education's Student Health Services, Psychological Services and Behavioral Health Services on a variety of initiatives that support the mental health of the La Sierra Military Academy community.

Foster Youth: La Sierra Military Academy Staff staff will provide services that support the educational needs of foster youth through collaboration with the Foster Youth Liaison.

Additional professional development and support services will include;
* Provide trainings, professional development, and technical assistance opportunities for La Sierra Military Academy staff. Topics such Restorative Practices, Positive Behavior Interventions and Supports, Online teaching, suicide prevention, mental health stigma reduction, and other content specific trainings (Math, ELA, Science
* Expansion and growth of our school-based wellness programs.
* Focus on cultural competency and stigma reduction.
[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Our services for all unduplicated students will include the following:
*Implementation of telehealth services via Hazel Health
*Screening, assessing and implementation of mental health services
*Additional technology including but not limited to, devices and personal WiFi
*Development of a PBIS tiered system
*Weekly individual student check in meetings
*Increasing the professional development for all staff, including but not limited to, virtual trainings
*Expansion of Counseling Center
*Staff will provide additional learning supports after the school day
*Intervention support will be provided by classroom teachers through an after school academic intervention program

La Sierra Military Academy has worked to implement a Multi-Tiered System (MTSS) framework that encompasses prevention strategies and problem solving action steps that can be implemented to improve the academic, behavioral and social emotional outcomes for students. The services outlined in the MTSS framework will promote increased levels of student achievement and support the emotional well being of our students. La Sierra Military Academy recognizes the importance of implementing a robust and rigorous academic program along with an MTSS of social emotional and mental health support.