



**Sequoia Union Board of Trustees Special Board Meeting
September 17, 2020 at 6:00 p.m.**

A special meeting of the Board of the Sequoia Union Elementary School will be held at 23958 Avenue 324, Lemon Cove, CA. ***Please note those in attendance will need to follow physical distancing and wear a mask.***

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the school office at (559) 564-2106 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District office located at 23958 Ave. 324, Lemon Cove, California during normal business hours and on the website at <https://www.sequoiaunion.org/>

1. **CALL TO ORDER**
2. **FLAG SALUTE**
3. **APPROVAL OF AGENDA**
4. **COMMENTS FROM THE PUBLIC**

Board Policy #9323 allows each individual speaker three minutes for public comment. The public may choose to address the board on any non agenda item at this time, or on an agendized item at this time or at the time of the items discussion. Before making a comment, please gain recognition from the Chair and direct your comments through the Chair. Due to COVID-19, if you wish to submit a comment virtually you may do so online at <https://bit.ly/SUpubliccomment>. Comments must be submitted one hour prior to the scheduled meeting opening to ensure they will be read. The same requirements relating to the three minute limit apply to written comments also. Comments submitted after the opening of the meeting, but before adjournment will be recorded in the minutes.

5. **Public Hearing:** Learning Continuity Plan of the [Sequoia Union Elementary Charter School](#) and of the [Sequoia Union Elementary School District](#)
6. **[Business Report](#)**



7. ACTION ITEMS

- 7.1. [Approval of the Board Meeting Minutes from August 20, 2020](#)
- 7.2. [Approve Central Valley Learning Network](#) (Presentation by TCOE's Dr. Wayne Lacy)
- 7.3. [Approve Interdistrict transfer](#)
- 7.4. Resend Classified Layoffs
- 7.5. Approve Waiver Application

8. ORGANIZATIONAL BUSINESS

- 8.1. Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

9. CLOSED SESSION

- 9.1. CONFERENCE WITH LABOR NEGOTIATOR AGENCY DESIGNATED REPRESENTATIVE SUPERINTENDENT/PRINCIPAL
- 9.2. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION
Significant Exposure to Litigation Pursuant to Gov. Code, 54956.9, subd. (d)(2)-Two matters

10. ADJOURNMENT



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: September 17, 2020
TOPIC: 5.1: Public Hearing: Review and Receive Feedback on the Learning Continuity Plan for Sequoia Union Elementary Charter School and Review and Receive Feedback on the Learning Continuity Plan for Sequoia Union Elementary School District

Small School, Big Heart

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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/lmgcmtntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary Charter School	Ken Horn Superintendent-Principal	kenhorn@sequoiaunion.org (559) 564-2106

General Information

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

The Learning Continuity and Attendance Plan represents the two school programs operated by the Sequoia Union Elementary School District (SUESD): Sequoia Union Elementary School, and Sequoia Union Elementary Charter School. Collectively, these two schools serve approximately 360 students at one campus. When Sequoia Union closed its schools to in-person attendance in March 2020 in response to COVID-19 precautions, all instruction transitioned to a distance learning model. For most students who were accustomed to attending class each day, this new style of accessing learning was a significant shift.

Sequoia Union responded to this change by providing all students and staff who needed a device with a device and/or hotspot to allow for distance learning. Through the use of video conferencing (like Zoom and Google Hangout), teachers and instructional aides are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, an independent study (paper/pencil packet; with textbooks, and other hardbound curriculum) contract is provided. In addition, advanced professional development opportunities are being offered to teachers to enhance their instructional techniques, specific to creating effective distance learning environments for students, mitigating learning loss, and accelerating academic achievement.

Sequoia Union knows that supporting the mental health needs of students is also of paramount importance. Through a Mental Wellness Grant provided through Tulare County Office of Education, a TCOE Licenses Marriage and Family Therapist takes referrals from teachers

and meets confidentially with students virtually to support their mental health needs. This outreach to students is part of the LMFT's caseload and the therapist continues to accept referrals from all staff on behalf of any student in need of support. The Sequoia Union Administration and Support Staff also do house visits to check on the wellbeing of students and families when students have not been attending school virtually, turning in their assignments, and the families have not been in contact via phone and email outreach. These home visits provide students and families with the opportunities to get reengaged in distance learning and other services can be provided for students and families at that time as needed.

Stakeholder Engagement

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

Sequoia Union engaged our students, our staff, and our family partners over the summer months with electronic surveys that asked about the reopening of our schools. During the gathering of information phase of the Learning Continuity Plan (LCP), the Administration held a meeting to solicit feedback from the Parents via a Zoom presentation; solicited the feedback of our School Site Council members; met with the parents of our English Language learner students via Zoom and solicited their feedback; met with and solicited the feedback of certificated staff; and met with and solicited the feedback of classified staff. Feedback was provided to the Administration on the needs of students during distance learning; the services being provided to students; the ideas to improve the distance learning program; and positive feedback was shared for educators who are going above and beyond to assist students.

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

All public meetings to solicit feedback for the Learning Continuity Plan were held via Zoom and the public hearing was held via GotoMeeting. Emails were used to send out information. The phone Schoolmessenger system was used to solicit feedback. The LCP was available in the District Office to read and has been posted on the District website.

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

A common theme among certificated and classified staff and the administration is the importance of maintaining consistency in the virtual school day to the extent possible. Once routines and schedules have been established by grade levels, the routines and schedules need to try and be maintained for the students and families to be able to consistently depend on what has been established. The thought that parents can help students prepare for their "school day" at home, just like they do when they are coming to campus by creating routines, a place to "do" school while at home, and a schedule that includes breaks and some kind of outside activity to break up their day, to the extent possible. The establishment of daily routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they normally build over time through daily in-person interactions. Distance learning is also providing some teachers with a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services as needed.

Teachers have asked the administration for additional information on support services that they can refer students to. Teachers shared that the addition of the Mental Health Grant through TCOE and the addition of the LMFT to the Sequoia Union staff for one day a week is helping to provide needed services for students. In regards to instructional strategies, teachers appreciated the professional development trainings that were frontloaded at the beginning of the school year and are being provided ongoing on Wednesday's during PLC time. Teachers shared that all of this new information and training is appreciated, but sometimes can feel overwhelming. Technology is challenging and the staff have turned to each other for help and additional assistance. Outreach to families was extensive and also revealed the need for additional technology support to accompany the distribution of devices to students. Some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. Other parents shared frustration that the rigor of distance learning wasn't consistent from grade level to grade level. Some parents shared their frustration that they are unable to help their student because the content of what they are learning is not in the language that the parent speaks.

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

The need to provide families with answers to their questions of how they can help their students succeed during distance learning was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process.

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.]

Sequoia Union will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person instruction as health conditions in Tulare County permit us to return to in-person instruction in the 2020-21 school year. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person return to campus with small cohorts of students, will enable the administration, instructional aides and additional staff to provide more targeted and individualized academic and mental health support. When possible, some services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Other cohorts are 14 students to two adults. A waiver to return TK-6th grade students safely to campus for in-person instruction is being considered by the Tulare County Department of Public Health.

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

Description	Total Funds	Contributing
<p>Due to the effects of the pandemic, Sequoia Union has partnered with the Tulare County Office of Education in a Mental Health Grant, which will supply a Licensed Family Marriage Therapist at Sequoia Union one day a week for increased tele therapy services. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.</p>	GRANT	Yes
<p>Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.</p>	\$31,000	Yes
<p>The effects of learning loss will show up in the new iReady diagnostic pilot by Curriculum and Associates. The iReady diagnostic shows the current reading level of all students who take the diagnostic. It then automatically assigns lessons at the student's level and then raises the rigor and the difficulty level gradually and closes the gaps in learning loss. iReady does the same thing in the math diagnostic by finding out the math level of the student and then gradually raising the rigor of the lessons automatically until the student is on grade level in math.</p>	Pilot	Yes
<p>Sequoia Union's plan to reopen schools calls for the addition of a temporary custodial staff member to work a 4 hour shift to help sanitize classrooms, bathrooms, play areas, and other areas on campus. This important addition to our staff will help allow students to return to campus and in-person instructional offerings to decrease learning loss.</p>	\$2872.80	Yes
<p>Sequoia Union's plan to reopen schools calls for the addition of outside hand washing and sanitizing stations be added to the play area on campus. This important addition to the campus will help allow students to safely return to campus and in-person instructional offerings to decrease learning loss.</p>	\$4,673.68	Yes

Distance Learning Program

Continuity of Instruction

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

Sequoia Union is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, parents and families, staff, and community partners has informed the development of our plan for a rigorous distance learning program, and a strong commitment to return to on-campus learning as soon as safely possible. Sequoia Union understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. Sequoia Union purchased new laptops for teachers to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, digital Wonders; digital Studysync; TCOE online library; Discovery Education; iReady Reading and Math; STAR Reading; Inspire Science; ALEKS Math; digital My Math; Nearpod; and many others. To support the use of these programs, instructional professional development continues to be provided. Outside coaching is being provided by consultants and Tulare County Office of Education.

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.]

In March 2020, when nationwide concerns for public health made it necessary to transition to a distance learning model, Sequoia Union administration and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family has indicated that the student will be using a personal device and home internet account and would not need to have a device or a hotspot checked out from the District. However, the majority of our families have now expressed a need to have a device and some have a need of a hotspot Wi-Fi device as well for connectivity needs of students. Therefore, additional devices and hotspots have been purchased over the summer for students. The District provided a rollout day on August 6th where parents came and picked up a device and checked out a hotspot as needed. Additionally, Parents who have noticed connectivity issues have returned to the school to checkout a hotspot as needed.

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.]

Sequoia Union has established a Google Sheets shared attendance process that all teachers will use to document student daily attendance. This shared system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using platforms like Zoom, Google hangouts, video conferencing tools, and other Google applications. Teachers will also use the Remind app and other forms of virtual communication. Student attendance and participation will also

be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course pacing guides.

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.]

Sequoia Union is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of Google Classroom, and other Google applications continues to be provided. Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Google apps offer a user-friendly content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Sequoia Union is also piloting NEARPOD and providing teachers with professional development on the use of the complete NEARPOD system. NEARPOD is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lessons. The District also purchased Screencastify. Screencastify is a free Chrome extension that "lives" in your browser. Screencastify makes it easy to record, edit, and share videos of your computer screen. Recordings can easily be shared via email, embedding code, YouTube, Google Classroom, and more. These tools and others will continue to be provided to teachers to enhance the digital learning experience of students and to ensure a rigorous digital learning platform is provided for teachers to use to provide rigorous lessons for our students.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the Sequoia Union instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administration office. Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of alternative methods of meeting with students such as Google Classroom and video conferencing tools, and training on the use of these systems. Instructional support staff are spending more time reaching out to students to engage them in distance learning and making themselves available in break-out rooms during video conferencing to assist students. Both teachers and instructional support staff are spending time reaching out to students outside of their professional day to help students stay engaged in learning and to answer student questions. Teachers, instructional support staff, and the administration have assumed responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction through small group cohorts has started on campus recently. Instructional Support Staff are supervising these Cohorts of students of the greatest need doing distance learning while on campus.

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.]

Sequoia Union is committed to supporting English learners (EL) during distance learning by providing EL support through the District EL Coordinator during live video conferencing and through break-out rooms via video conferencing. The teachers and the EL Coordinator utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to this help, designated ELD curriculum is offered to assist students with their academic needs through Google apps. To ensure EL students are showing growth in the area of reading, regularly scheduled iReady assessments allow teachers to remotely monitor student progress and identify areas for in student progress and identify areas for improvement and further support. The ability to view iReady results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Lexia reading is also offered for English Learner students for online growth in their reading level mastery. Recently, an English Learner Cohort of students returned to school to do distance learning in the classroom. They are supervised by two instructional support staff.

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

Description	Total Funds	Contributing
Cost for Professional Development for teachers to learn new digital curriculum platforms to be used in digital learning delivery such as Google Classroom; screencastify; NEARPOD; iReady; digital Reading Wonders, and other platforms.	\$4,500	Yes
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	\$2,000	Yes
Cost for Nearpod K-12 California State Standards digital lesson delivery system	\$3,500	Yes
Cost for iReady Pilot diagnostic and learning loss mitigation lesson curriculum for reading and math with Professional Development training	\$8,500	Yes
Cost for Brainpop K-12 digital curriculum system	\$3,500	Yes

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$40,000	Yes
Purchase of laptops for teachers to use during distance learning	\$17,500	Yes

Pupil Learning Loss

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

Sequoia Union recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, Sequoia Union is committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The plan to address learning loss will include the iReady program, which we are piloting this year. The iReady program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, iReady is accessible whether students are receiving in-person, distance learning, or blended instruction. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. iReady provides detailed reports for both teachers and administrators who can use the reports to help shape the shared goal of student achievement. Through the use of the iReady reports, teachers are able to pinpoint student's strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement. The iReady diagnostic data results will be entered into the new CORE Data Collaborative that has been developed by Tulare County Office of Education. The reports from CORE will offer teachers and administration even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do

Distance Learning from the school site, and receive IEP services while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. While on campus, and during Distance Learning prior to their return to campus, students' progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of Distance Learning. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, the Sequoia Union E.L. D. Coordinator and her team has met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms. At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do Distance Learning from the school site, and receive IEP services while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular

basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, Sequoia Union is committed to the following protocol and process:

1. Assessment windows: standardized-three assessment windows during which time students are administered the iReady and STAR assessments (CAASPP Interim assessment as culminating assessment).
2. Increased teacher and administrator accessibility to student results via the CORE data reporting platform, which will provide both individual and collective outcome data reports.
3. Professional time set aside to review, assess, and plan, using the iReady and STAR data available from CORE Data reporting platform.
4. Comparison of student levels and growth in STAR based upon data from previous years (for returning students). Comparison of student levels and growth in iReady based upon data from Diagnostic 1 to Diagnostic 2. Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

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

Description	Total Funds	Contributing
Professional Development on the CAASPP Interim Assessment	\$500.00	Yes
Staff time to score the individual hand scoring section of the CAASPP Interim Assessment	\$2,000.00	Yes
	\$1,767.52	Yes
Additional Professional Development purchased to train Certificated staff on iReady Reports and how to push out lessons based on student need, connected to the iReady report data.	\$2,000.00	Yes
Additional Professional Development purchased to train Certificated staff on STAR Reports and how to use the data from the reports	\$500.00	Yes

Description	Total Funds	Contributing

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.]

Sequoia Union, through our Mental Health and Wellness Grant through TCOE, will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We want to help our students: develop a growth mindset; learn how to identify their emotions and let their emotions express in a safe way; learn how to control impulses; learn how to manage stress; and learn how to set goals; learn how to show other empathy; learn how to appreciate our differences and diversity; learn how to communicate; learn how to cooperate; learn how to resolve conflict; and learn how to think about the consequences of personal behavior. Our TCOE School Based Mental Health Clinician has immediately began providing Telehealth services and one day a week on campus services, to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions. Sequoia Union, through our partnership with TCOE Mental Health Services Team, will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs.

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.]

The Sequoia Union learning community has worked hard to ensure that students continue to receive educational experiences during Distance Learning. Devices and hotspots were provided to all students that didn't have devices or internet connectivity at home, and communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, the Sequoia Union Facebook page, and through a multitude of tools to keep students and families connected with the school. However, despite these

engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To ensure student engagement, the Administration does home visits when a teacher notifies the Administration that a student has failed to attend three Zoom meetings, and the family has not responded to phone calls, text messages, or emails. This strategy of doing home visits has helped students get reengaged in learning and has helped the staff triage a family's needs of technology, or other issues that they need help with to ensure their students success during Distance Learning. If the home visit by the administration is not successful in getting the student to reengage in Distance Learning, or if contact is not made during the home visit, the Truancy Program will be engaged (as outlined in the Student-Parent Handbook). When a language other than English is used, the E.L.D. Coordinator will do the phone calls, texts, or emails to help to reengage the student. The E.L.D. Coordinator will accompany the Administration on home visits when a language other than English is spoken by the parent.

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.]

At Sequoia Union, for students attending in-person instruction, meals are provided to the students via the Summer-Seamless meal program. However, Sequoia Union has been providing lunch to families who qualify for free or reduced-price meals through a drive through pick-up system in front of the school. Other families also purchase meals and use the drive-up process to receive their meals. However, now that the federal government has mandated that the Summer-Seamless food distribution system be put in place, all families can come to the school and use the drive-up process to receive one free meal for a day per student.

Cleaning and Sanitation

Update standard operating procedures for sanitation of school kitchen and cafeteria.

Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

Remove or suspend use of share tables..

Consider having staff wear masks and gloves while using point of service (POS) touch pads and have hand sanitizer available.

Install physical barriers, such as sneeze guards and partitions, at point of service and other areas where maintaining physical distance of 6 feet is difficult.

Ensure cleaning of every table between groups of students or meal service times.

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

Section	Description	Total Funds	Contributing
School Nutrition	Purchase and install plexiglass sneeze guards to protect point of service areas for students and staff	\$3,000.00	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.45%	218,670.00

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.]

Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. To address learning loss for our English learner students, the Sequoia Union E.L. D. Coordinator and her team have met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus. Students who are low-income may have less familiarity with the use of technology outside of the

classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms. At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student. Low-income students sometimes struggle with technology issues, so teachers provided extra orientations as needed for parents who requested additional time in one-to-one meetings with teachers to get a good handle on technology platforms and distance learning. Extra hot-spots have been delivered to the homes of some students where parents were unable to provide transportation to come to the campus to retrieve the technology.

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

Transitioning to distance learning has provided a unique opportunity for Sequoia Union to evaluate current services, resources, and instructional practices. Specific attention has been aimed at the needs to improve services for foster youth, English learners, and low-income students. Internet connectivity, WiFi, and access to computers has been a priority for our District and we have ensure that students have had the opportunity to improve services for all students by addressing connectivity issues and making technology available for students. The use of learning platforms like GotoMeeting, for Board Meetings, ELAC meetings, and other district meetings offer families of foster youth, low-income, and English learners improved access to information and participation in district events. Parents are able to attend meetings remotely to provide feedback and learn about how to help students.



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/lmgcmtntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sequoia Union Elementary School District	Ken Horn Superintendent/Principal	kenhorn@sequoiaunion.org (559) 564-2106

General Information

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

The Learning Continuity and Attendance Plan represents the two school programs operated by the Sequoia Union Elementary School District (SUESD): Sequoia Union Elementary School, and Sequoia Union Elementary Charter School. Collectively, these two schools serve approximately 360 students at one campus. When Sequoia Union closed its schools to in-person attendance in March 2020 in response to COVID-19 precautions, all instruction transitioned to a distance learning model. For most students who were accustomed to attending class each day, this new style of accessing learning was a significant shift.

Sequoia Union responded to this change by providing all students and staff who needed a device with a device and/or hotspot to allow for distance learning. Through the use of video conferencing (like Zoom and Google Hangout), teachers and instructional aides are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, an independent study (paper/pencil packet; with textbooks, and other hardbound curriculum) contract is provided. In addition, advanced professional development opportunities are being offered to teachers to enhance their instructional techniques, specific to creating effective distance learning environments for students, mitigating learning loss, and accelerating academic achievement.

Sequoia Union knows that supporting the mental health needs of students is also of paramount importance. Through a Mental Wellness Grant provided through Tulare County Office of Education, a TCOE Licenses Marriage and Family Therapist takes referrals from teachers

and meets confidentially with students virtually to support their mental health needs. This outreach to students is part of the LMFT's caseload and the therapist continues to accept referrals from all staff on behalf of any student in need of support. The Sequoia Union Administration and Support Staff also do house visits to check on the wellbeing of students and families when students have not been attending school virtually, turning in their assignments, and the families have not been in contact via phone and email outreach. These home visits provide students and families with the opportunities to get reengaged in distance learning and other services can be provided for students and families at that time as needed.

Stakeholder Engagement

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

Sequoia Union engaged our students, our staff, and our family partners over the summer months with electronic surveys that asked about the reopening of our schools. During the gathering of information phase of the Learning Continuity Plan (LCP), the Administration held a meeting to solicit feedback from the Parents via a Zoom presentation; solicited the feedback of our School Site Council members; met with the parents of our English Language learner students via Zoom and solicited their feedback; met with and solicited the feedback of certificated staff; and met with and solicited the feedback of classified staff. Feedback was provided to the Administration on the needs of students during distance learning; the services being provided to students; the ideas to improve the distance learning program; and positive feedback was shared for educators who are going above and beyond to assist students.

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

All public meetings to solicit feedback for the Learning Continuity Plan were held via Zoom and the public hearing was held via GotoMeeting. Emails were used to send out information. The phone Schoolmessenger system was used to solicit feedback. The LCP was available in the District Office to read and has been posted on the District website.

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

A common theme among certificated and classified staff and the administration is the importance of maintaining consistency in the virtual school day to the extent possible. Once routines and schedules have been established by grade levels, the routines and schedules need to try and be maintained for the students and families to be able to consistently depend on what has been established. The thought that parents can help students prepare for their "school day" at home, just like they do when they are coming to campus by creating routines, a place to "do" school while at home, and a schedule that includes breaks and some kind of outside activity to break up their day, to the extent possible. The establishment of daily routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they normally build over time through daily in-person interactions. Distance learning is also providing some teachers with a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services as needed.

Teachers have asked the administration for additional information on support services that they can refer students to. Teachers shared that the addition of the Mental Health Grant through TCOE and the addition of the LMFT to the Sequoia Union staff for one day a week is helping to provide needed services for students. In regards to instructional strategies, teachers appreciated the professional development trainings that were frontloaded at the beginning of the school year and are being provided ongoing on Wednesday's during PLC time. Teachers shared that all of this new information and training is appreciated, but sometimes can feel overwhelming. Technology is challenging and the staff have turned to each other for help and additional assistance. Outreach to families was extensive and also revealed the need for additional technology support to accompany the distribution of devices to students. Some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. Other parents shared frustration that the rigor of distance learning wasn't consistent from grade level to grade level. Some parents shared their frustration that they are unable to help their student because the content of what they are learning is not in the language that the parent speaks.

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

The need to provide families with answers to their questions of how they can help their students succeed during distance learning was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process.

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.]

Sequoia Union will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person instruction as health conditions in Tulare County permit us to return to in-person instruction in the 2020-21 school year. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person return to campus with small cohorts of students, will enable the administration, instructional aides and additional staff to provide more targeted and individualized academic and mental health support. When possible, some services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Other cohorts are 14 students to two adults. A waiver to return TK-6th grade students safely to campus for in-person instruction is being considered by the Tulare County Department of Public Health.

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

Description	Total Funds	Contributing
<p>Due to the effects of the pandemic, Sequoia Union has partnered with the Tulare County Office of Education in a Mental Health Grant, which will supply a Licensed Family Marriage Therapist at Sequoia Union one day a week for increased tele therapy services. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.</p>	<p>GRANT</p>	<p>Yes</p>
<p>Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.</p>	<p>\$3,410.00</p>	<p>Yes</p>
<p>The effects of learning loss will show up in the new iReady diagnostic pilot by Curriculum and Associates. The iReady diagnostic shows the current reading level of all students who take the diagnostic. It then automatically assigns lessons at the student's level and then raises the rigor and the difficulty level gradually and closes the gaps in learning loss. iReady does the same thing in the math diagnostic by finding out the math level of the student and then gradually raising the rigor of the lessons automatically until the student is on grade level in math.</p>	<p>Pilot</p>	<p>Yes</p>
<p>Sequoia Union's plan to reopen schools calls for the addition of a temporary custodial staff member to work a 4 hour shift to help sanitize classrooms, bathrooms, play areas, and other areas on campus. This important addition to our staff will help allow students to return to campus and in-person instructional offerings to decrease learning loss.</p>	<p>\$316.08</p>	<p>Yes</p>
<p>Sequoia Union's plan to reopen schools calls for the addition of outside hand washing and sanitizing stations be added to the play area on campus. This important addition to the campus will help allow students to safely return to campus and in-person instructional offerings to decrease learning loss.</p>	<p>\$514.10</p>	<p>Yes</p>

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.]

Sequoia Union is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, parents and families, staff, and community partners has informed the development of our plan for a rigorous distance learning program, and a strong commitment to return to on-campus learning as soon as safely possible. Sequoia Union understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. Sequoia Union purchased new laptops for teachers to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, digital Wonders; digital Studysync; TCOE online library; Discovery Education; iReady Reading and Math; STAR Reading; TCI social studies; Inspire Science; ALEKS Math; digital My Math; Nearpod; and many others. To support the use of these programs, instructional professional development continues to be provided. Outside coaching is being provided by consultants and Tulare County Office of Education.

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.]

In March 2020, when nationwide concerns for public health made it necessary to transition to a distance learning model, Sequoia Union administration and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family has indicated that the student will be using a personal device and home internet account and would not need to have a device or a hotspot checked out from the District. However, the majority of our families have now expressed a need to have a device and some have a need of a hotspot Wi-Fi device as well for connectivity needs of students. Therefore, additional devices and hotspots have been purchased over the summer for students. The District provided a rollout day on August 6th where parents came and picked up a device and checked out a hotspot as needed. Additionally, Parents who have noticed connectivity issues have returned to the school to checkout a hotspot as needed.

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.]

Sequoia Union has established a Google Sheets shared attendance process that all teachers will use to document student daily attendance. This shared system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using platforms like Zoom, Google hangouts, video conferencing tools, and other Google applications. Teachers will also use the Remind app and other forms of virtual communication. Student attendance and participation will also

be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course pacing guides.

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.]

Sequoia Union is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of Google Classroom, and other Google applications continues to be provided. Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Google apps offer a user-friendly content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Sequoia Union is also piloting NEARPOD and providing teachers with professional development on the use of the complete NEARPOD system. NEARPOD is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lessons. The District also purchased Screencastify. Screencastify is a free Chrome extension that "lives" in your browser. Screencastify. makes it easy to record, edit, and share videos of your computer screen. Recordings can easily be shared via email, embedding code, YouTube, Google Classroom, and more. These tools and others will continue to be provided to teachers to enhance the digital learning experience of students and to ensure a rigorous digital learning platform is provided for teachers to use to provide rigorous lessons for our students.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the Sequoia Union instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administration office. Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of alternative methods of meeting with students such as Google Classroom and video conferencing tools, and training on the use of these systems. Instructional support staff are spending more time reaching out to students to engage them in distance learning and making themselves available in break-out rooms during video conferencing to assist students. Both teachers and instructional support staff are spending time reaching out to students outside of their professional day to help students stay engaged in learning and to answer student questions. Teachers, instructional support staff, and the administration have assumed responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction through small group cohorts has started on campus recently. Instructional Support Staff are supervising these Cohorts of students of the greatest need doing distance learning while on campus.

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.]

Sequoia Union is committed to supporting English learners (EL) during distance learning by providing EL support through the District EL Coordinator during live video conferencing and through break-out rooms via video conferencing. The teachers and the EL Coordinator utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to this help, designated ELD curriculum is offered to assist students with their academic needs through Google apps. To ensure EL students are showing growth in the area of reading, regularly scheduled iReady assessments allow teachers to remotely monitor student progress and identify areas for in student progress and identify areas for improvement and further support. The ability to view iReady results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Lexia reading is also offered for English Learner students for online growth in their reading level mastery. Recently, an English Learner Cohort of students returned to school to do distance learning in the classroom. They are supervised by two instructional support staff.

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

Description	Total Funds	Contributing
Cost for Professional Development for teachers to learn new digital curriculum platforms to be used in digital learning delivery such as Google Classroom; screencastify; NEARPOD; iReady; digital Reading Wonders, and other platforms.	\$495	Yes
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	\$220	Yes
Cost for Nearpod K-12 California State Standards digital lesson delivery system	\$385	Yes
Cost for iReady Pilot diagnostic and learning loss mitigation lesson curriculum for reading and math with Professional Development training	\$935	Yes
Cost for Brainpop K-12 digital curriculum system	\$385	Yes

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$4400	Yes
Purchase of laptops for teachers to use during distance learning	\$1925	Yes

Pupil Learning Loss

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

Sequoia Union recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, Sequoia Union is committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The plan to address learning loss will include the iReady program, which we are piloting this year. The iReady program is an adaptive comprehensive assessment and intervention program that provides data which empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, iReady is accessible whether students are receiving in-person, distance learning, or blended instruction. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. iReady provides detailed reports for both teachers and administrators who can use the reports to help shape the shared goal of student achievement. Through the use of the iReady reports, teachers are able to pinpoint student's strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement. The iReady diagnostic data results will be entered into the new CORE Data Collaborative that has been developed by Tulare County Office of Education. The reports from CORE will offer teachers and administration even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do

Distance Learning from the school site, and receive IEP series while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. While on campus, and during Distance Learning prior to their return to campus, students' progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of Distance Learning. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, the Sequoia Union E.L. D. Coordinator and her team has met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms. At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Teachers contracted from TCOE to Sequoia Union for Special Education Services participate in data planning meetings with Sequoia Union teachers to review and discuss data related to a student progress in academics, behavior, mental and physical health. In an effort to provide support to students on an IEP, Sequoia Union brought students back in cohorts based on the students on IEP's with the greatest need. Students with an IEP with the greatest need were brought back in COHORT #1. These students work directly with support staff and do Distance Learning from the school site, and receive IEP services while on campus. Next, Sequoia Union brought back all other students with an IEP and placed them in COHORT #2. These students have two site supervisors, do Distance Learning while on campus and receive IEP services while on campus. In an effort to mitigate learning loss, the Special Education Services team members review data, progress, goals/objectives and services on a regular

basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, Sequoia Union is committed to the following protocol and process:

1. Assessment windows: standardized-three assessment windows during which time students are administered the iReady and STAR assessments (CAASPP Interim assessment as culminating assessment).
2. Increased teacher and administrator accessibility to student results via the CORE data reporting platform, which will provide both individual and collective outcome data reports.
3. Professional time set aside to review, assess, and plan, using the iReady and STAR data available from CORE Data reporting platform.
4. Comparison of student levels and growth in STAR based upon data from previous years (for returning students). Comparison of student levels and growth in iReady based upon data from Diagnostic 1 to Diagnostic 2. Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

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

Description	Total Funds	Contributing
Professional Development on the CAASPP Interim Assessment	\$55	Yes
Staff time to score the individual hand scoring section of the CAASPP Interim Assessment	\$220	Yes
Professional Development time for Certificated Staff to learn how to use the CORE reporting system	\$194.43	Yes
Additional Professional Development purchased to train Certificated staff on iReady Reports and how to push out lessons based on student need, connected to the iReady report data.	\$220	Yes

Description	Total Funds	Contributing
Additional Professional Development purchased to train Certificated staff on STAR Reports and how to use the data from the reports	\$55	Yes

Mental Health and Social and Emotional Well-Being

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

Sequoia Union, through our Mental Health and Wellness Grant through TCOE, will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We want to help our students: develop a growth mindset; learn how to identify their emotions and let their emotions express in a safe way; learn how to control impulses; learn how to manage stress; and learn how to set goals; learn how to show other empathy; learn how to appreciate our differences and diversity; learn how to communicate; learn how to cooperate; learn how to resolve conflict; and learn how to think about the consequences of personal behavior. Our TCOE School Based Mental Health Clinician has immediately began providing Telehealth services and one day a week on campus services, to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions. Sequoia Union, through our partnership with TCOE Mental Health Services Team, will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs.

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.]

The Sequoia Union learning community has worked hard to ensure that students continue to receive educational experiences during Distance Learning. Devices and hotspots were provided to all students that didn't have devices or internet connectivity at home, and

communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, the Sequoia Union Facebook page, and through a multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To ensure student engagement, the Administration does home visits when a teacher notifies the Administration that a student has failed to attend three Zoom meetings, and the family has not responded to phone calls, text messages, or emails. This strategy of doing home visits has helped students get reengaged in learning and has helped the staff triage a family's needs of technology, or other issues that they need help with to ensure their students success during Distance Learning. If the home visit by the administration is not successful in getting the student to reengage in Distance Learning, or if contact is not made during the home visit, the Truancy Program will be engaged (as outlined in the Student-Parent Handbook). When a language other than English is used, the E.L.D. Coordinator will do the phone calls, texts, or emails to help to reengage the student. The E.L.D. Coordinator will accompany the Administration on home visits when a language other than English is spoken by the parent.

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.]

At Sequoia Union, for students attending in-person instruction, meals are provided to the students via the Summer-Seamless meal program. However, Sequoia Union has been providing lunch to families who qualify for free or reduced-price meals through a drive through pick-up system in front of the school. Other families also purchase meals and use the drive-up process to receive their meals. However, now that the federal government has mandated that the Summer-Seamless food distribution system be put in place, all families can come to the school and use the drive-up process to receive one free meal for a day per student.

Cleaning and Sanitation

Update standard operating procedures for sanitation of school kitchen and cafeteria.

Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Remove or suspend use of share tables..

Consider having staff wear masks and gloves while using point of service (POS) touch pads and have hand sanitizer available.

Install physical barriers, such as sneeze guards and partitions, at point of service and other areas where maintaining physical distance of 6 feet is difficult.

Ensure cleaning of every table between groups of students or meal service times.

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

Section	Description	Total Funds	Contributing
School Nutrition	Purchase and install plexiglass sneeze guards to protect point of service areas for students and staff	\$330	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.75%	35,712

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.]

Actions that are contributing to the increased or improved services requirement for foster youth, English learners, and low-income students that are being implemented across the district serve to establish equity among students. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. To address learning loss for our English learner students, the Sequoia Union E.L. D. Coordinator and her team have met virtually with EL students in breakout Zoom meetings and addressed academic and attendance goals, and the English Language development needs of students. In an effort to provide support to students who are ELPAC 2 or lower, Sequoia Union brought students back in a cohort of 14 students to two Supervisors. These students continue to participate in Zoom meetings with their peers, and receive all other Distance Learning instruction, but are provided the services of the E.L.D. Coordinator and her team directly while on campus. Students who are low-income may have less familiarity with the use of technology outside of the

classroom. To address this need, staff creates video tutorials and lessons for students and makes them available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Teachers from K-5 also met with a parent and a student for orientation on campus to help students with Google Classrooms and the other Distance Learning expectations and platforms. At Sequoia Union, we currently have one Foster Student and the Administration supports the student by doing weekly house visits and to provide curriculum and support services to this student and the Foster family taking care of the student. Low-income students sometimes struggle with technology issues, so teachers provided extra orientations as needed for parents who requested additional time in one-to-one meetings with teachers to get a good handle on technology platforms and distance learning. Extra hot-spots have been delivered to the homes of some students where parents were unable to provide transportation to come to the campus to retrieve the technology.

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

Transitioning to distance learning has provided a unique opportunity for Sequoia Union to evaluate current services, resources, and instructional practices. Specific attention has been aimed at the needs to improve services for foster youth, English learners, and low-income students. Internet connectivity, WiFi, and access to computers has been a priority for our District and we have ensure that students have had the opportunity to improve services for all students by addressing connectivity issues and making technology available for students. The use of learning platforms like GotoMeeting, for Board Meetings, ELAC meetings, and other district meetings offer families of foster youth, low-income, and English learners improved access to information and participation in district events. Parents are able to attend meetings remotely to provide feedback and learn about how to help students.



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: September 17, 2020
TOPIC: 6.1: Business Report: Update on LCFF Funds

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

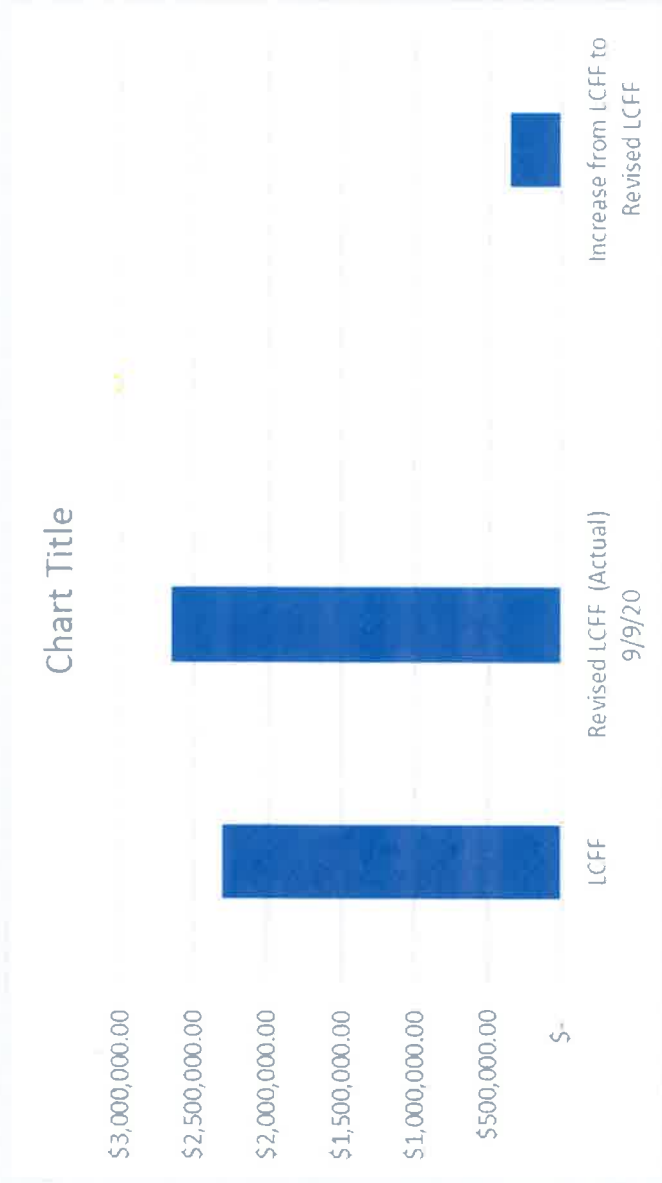
PHONE: 559-564-2106



BUSINESS DEPARTMENT

Diana Hernandez
September 17, 2020

LCFF Revenues 20/21



LCFF	\$ 2,309,257.00
Revised LCFF (Actual) 9/9/20	\$ 2,659,746.00
Increase from LCFF to Revised LCFF	\$ 350,489.00

Expenditures

Chart Title



	Hourly	Daily	188 Days
Office Clerk (4 hr/day)	\$ 18.18	\$ 72.72	\$13,671.36
Afterschool Director (4hr/day)	\$ 14.50	\$ 58.00	\$10,904.00
Instructional Aide (6.5 hr/day)	\$14.31	\$93.02	\$17,486.82
Total			\$42,062.18

Questions





SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: September 17, 2020
TOPIC: 7.1: Review and Approve the Minutes from the August 20, 2020 Board Meeting

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



Board of Trustees Regular Meeting Minutes August 20, 2020

The Board of Trustees of the Sequoia Union School District held a virtual meeting on July 15, 2020. The meeting was accessible to the public online (<https://global/gotomeeting.com/join/935398941>) and also available by phone ((872) 240-3412. Access Code: 935-398-941.

Members Present

Anna Eynaud, James McNulty (Caller 01) , Nicole Ray,

Members Absent

Lane Anderson and Bradley Ward

Visitors Present

Diana Hernandez, Ken Horn, Nick Keller

1. Call to Order

President of the Board, Nicole Ray called the meeting to order at 6:00 p.m.

2. Flag Salute

President of the Board, Nicole Ray led in the flag salute

3. Agenda Approval

On the motion of Anna Eynaud, seconded by James McNulty the Board voted to approve the agenda as written.

4. Comments from the Public

No comments were submitted in the Board Link. Will allow public comments during the meeting allowing a 3-minute window per comment.

5. Other Action Items

5.1 State of California State Water Resources Board Invoice Request for Reimbursement (Well Project)

- Nick Keller, presents current status of the well project with an anticipated projected completion of mid-September and fully functional well by end of September
- Nick Keller request that Board President, Nicole Ray authorize Claim #8 (Old Claim #11)

On the motion of James McNulty, seconded by Ana Eynaud the Board moves to approve Claim #8 (Old Claim #11) authorizing Board President Nicole Ray to execute the order.

5.2 Well Project Contract Change Order No. 1

- Nick Keller presents information to well project contract change order No. 1 and advises that there was not board approval required

5.3 Well Project Contract Change Order No. 2

- Nick Keller presents Well Project Changes to Orders No. 2 and No. 3 and requests Board approval to change order No. 2 and No. 3 as written authorizing Board President Nicole Ray to execute the order.

On the motion of James McNulty, seconded by Anna Eynaud the Board moves to approve contract change order No. 2 and No. 3 as written authorizing Board President, Nicole ray to execute order.

5.4 Well Project Contract Change Order No. 3

- Nick Keller presented item 5.4 with 5.3 and orders were



SEQUOIA UNION | ELEMENTARY SCHOOL

made

5.5 Class Set (25) New Student Chromebooks for Distance Learning

- Superintendent Horn advises the need to purchase chrome books for the 3rd grade. The current device hinges are in bad condition and would like to be proactive by replacing the devices for the 3rd grade. Mr. Horn advises the Board that the Learning Loss Mitigation funds will be used to cover the costs and is an acceptable expenditure

On the motion of Anna Eynaud, seconded by James McNulty the Board moves to approve the chrome book purchase for the 3rd grade class using the Learning Loss Mitigation funds.

6. Organizational Business

6.1 Consideration of Agenda Items the Board Wishes to Discuss in Future Meetings

- None

7. Adjournment

7.1 On the motion of Anna Eynaud, seconded by James McNulty the Board moves to adjourn Special Board Meeting at 6:17 p.m.

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SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: September 17, 2020
TOPIC: 7.2: Review and Approve the Central Valley Learning Network proposal

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

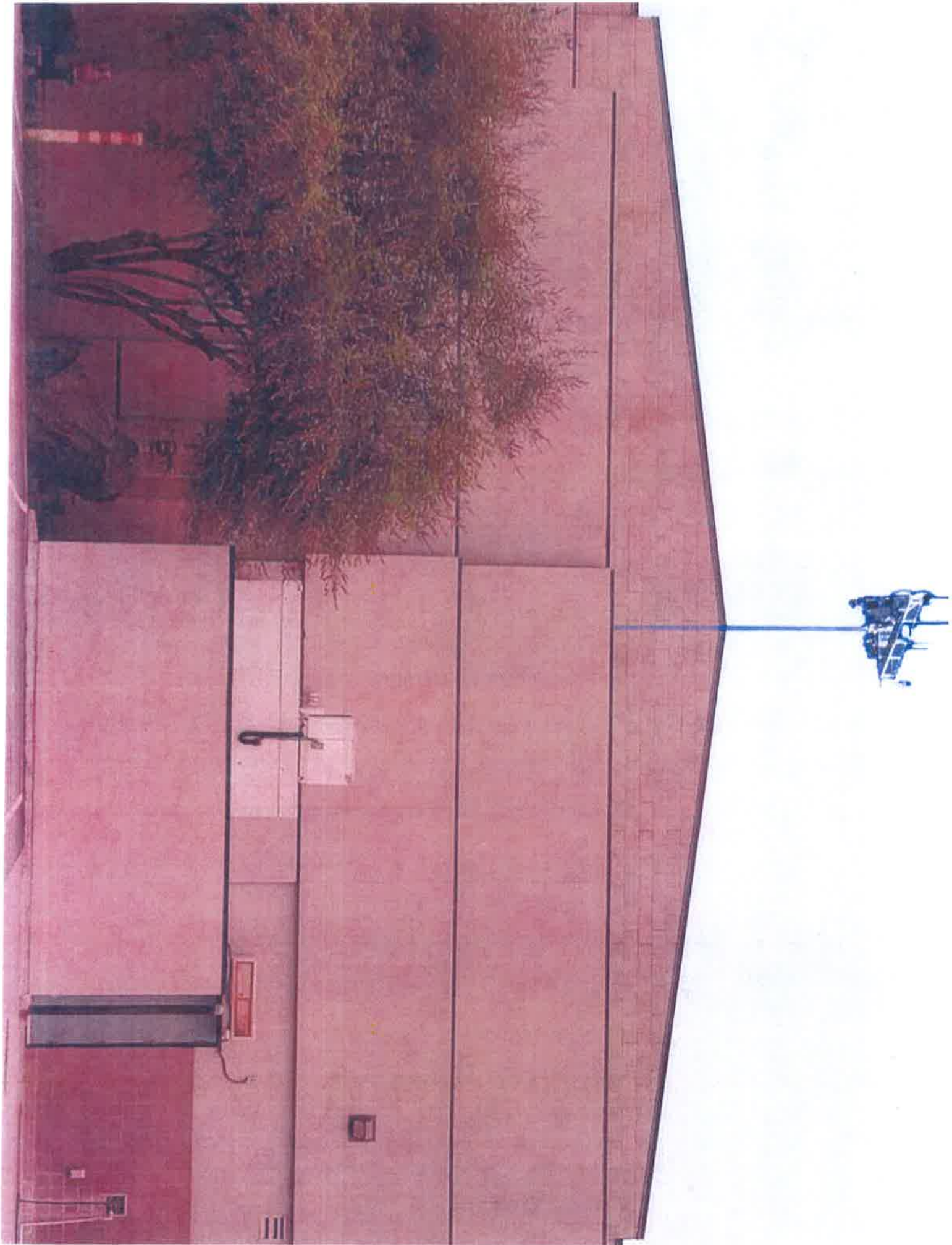


Mr. Ken Horn
Superintendent/Principal

Tulare County Office of Education presents the Central California Learning Network (CCLN)

1. **Project narrative:** The purpose of the Central California Learning Network (CCLN) is to provide low to no cost internet access for the students of Tulare County. Sequoia Union, along with two other districts, are the identified pilot sites for CCLN. The purpose for the selection of SUESD as a pilot site is because of the terrain challenges. The other districts were selected for specific purposes as well. The SUESD project is comprised of the installation of a 30' mast (tower) on the west end of the MPR (10' connected to the building and 20' above the roofline), installation of up to four LTE antennas and supporting radio equipment, connectivity between the radios and TCOE via SUESD's direct fiber connection to TCOE, configuration of the radio and antenna equipment, and SIM cards for SUESD hotspots.
2. **Timeframe:** eHomes will be installing the tower and antenna/radio equipment. The current estimate for the tower is within the next couple of weeks. Depending on lead time, the antennas and radios may take longer. As soon as they are in, eHomes will perform the installation.
3. **Cost to SUESD:** There is no cost to SUESD for the tower, antennas, radios, connectivity, installation, or SIM cards. We will have to discuss the hotspots currently provided to your students. If they are owned by SUESD, our SIM card can be placed in them. If they are leased, we will have to explore the options.
4. **Monetary benefit to SUESD:** There is no direct monetary benefit to SUESD. TCOE is paying the costs of the tower, antennas, radios, connectivity, installation, and SIM cards. So, the indirect benefit to SUESD is approximately \$55,000 that TCOE is incurring on behalf of your students.
5. **Community internet access:** As stated in #1, the purpose of CCLN is to provide internet access to the students of Tulare County. After speaking with an E-Rate consultant, it is my understanding that we are within E-Rate rules at this point and do not have to cost-allocate for the use of the circuit between SUESD and TCOE. If we were to include non-student households, we would definitely be in violation of E-Rate rules and have to reduce your E-Rate funding level. We may, however, explore community/first responder involvement in the future. However, that will likely not be part of the conversation until we have completed the majority of the county-wide implementation for students.

Small School, Big Heart







SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: September 17, 2020
TOPIC: 7.3: Review and Approve the Interdistrict Transfer Request for September

Small School, Big Heart

23958 AVE 324/P.O. BOX 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106

Interdistrict OUT
For Board Approval
2020-2021 School Year

Month: September

Home District Sequoia Union

Student Name	Grade	District of Choice	Continuing/New
Kaylie Tolbert	K	Liberty Elementary	NEW: Parent works at Liberty Elementary



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: September 17, 2020
TOPIC: 7.4: Review and Resend the Classified Layoffs

Small School, Big Heart

23958 AVE 324/P.O. BOX 44260
LEMON COVE, CA 93244-4260

PHONE: 559-564-2106



SEQUOIA UNION | ELEMENTARY SCHOOL

Mr. Ken Horn
Superintendent/Principal

TO: Board of Trustees
FROM: Ken Horn, Superintendent-Principal
DATE: September 17, 2020
TOPIC: 7.5: Review and Approve the School Waiver Application

Small School, Big Heart

23958 AVE 324/P.O. Box 44260
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PHONE: 559-564-2106