

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

Sundale School is a single school district in a rural area of Tulare County. Currently Sundale has 762 students ranging in grades TK-8th, with more than half of the students coming from outside the District boundaries. We have declining enrollment with the COVID-19 Pandemic. We have lost almost 55 students.

Currently Sundale's enrollment consists of 12% English Learners, 45% Socioeconomically Disadvantaged, 3% Students with Disabilities, 1% Foster, .4% Homeless and 3% GATE. The Race/Ethnic breakdown of Sundale is: 49% Hispanic, .61% American Indian, .73% Asian, .24% Black/African American, and 48% White.

COVID-19 has had a tremendous impact on our District. Our students are struggling with the lack of social interaction, mental health affected, inconsistencies in their daily routine, extra curricular activities being taken from them, struggles within the home environment, lack of childcare, parents losing their jobs and the academic support from home being difficult. The Staff have been affected as well with the amount of work that they have had to endure with these challenges to ensure that our student's are being taken care (social-emotional well being, academics, health, over all stability). Additional responsibilities have been given to staff members in order to cover additional tasks on campus. The District is working to support families with no internet connectivity in their home as well as technology devices being checked out. During stake holder meetings we have learned from a number of our parents and community members that this has impacted all of them as well. Having to quit their jobs to care for their children, loss of jobs, lack of child care, family health concerns, family dynamics changing, and struggling to support their child(ren) academically.

## Stakeholder Engagement

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

Sundale School met with School Site Council / DELAC on April 15th and the PTO group on May 19th to evaluate Distance Learning and discuss changes to consider if there were to continue in the Fall. On March 6th the Principal met with a group of Spanish speaking parents to inform them and gather their input. All Sundale parents were invited to attend and to participate in these meeting (including parents of our SED, homeless, foster, special education, and ELL populations). The District counselors, special education coordinator and school parent liaison reached out to families to gather input and answer questions. The Sundale Administration has posted information continuously during this process on Facebook to keep our community informed but also specific questions were posed for the parents to respond to in English and Spanish. A survey along with a letter (English/Spanish) were mailed out to all families with a stamped postcard to return. Questions were asked regarding the return to school and parent's input on what plan (Distance Learning, Hybrid, Full time on Campus) they would be most comfortable with as well if they needed busing. Staff team meetings were held weekly as information sessions throughout the Spring and Summer. After starting the school year on August 10th, the staff met again on August 13th and 20th, the plan was shared with CTA on 8/20, as well as with School Site Council/DELAC (August 19th) and PTO (August 18th) to ensure the District was continuing to make informed decisions with a good understanding of the needs of the staff and community. Parents were in attendance at the School Board meetings on 7/14 and 7/28. Administration held a Question/Answer session on July 29th via zoom. Over 100 parents attended. Information is continuously posted on the front page of the School Website as well as all calls messages, remind text messages, and postings on all the District's social media. Parents have been encouraged to email or call Administration with any questions, concerns and to provide input. Administration responded to all of these forms of communication. The District's parent liaison has been making phone contacts with our Spanish parents to ensure their understanding and to receive their input as well.

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

School Board meetings held on 7/14 and 7/28 were offered in person and remotely. School Site Council and PTO meetings were also held remotely.

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

School Site Council / DELAC - Parents encouraged the District to have students back in school full time. Parents shared they feel comfortable with Sundale working hard to keep students and staff safe. It was shared that there is a great appreciation for the communication that teachers are providing to their students as well as the level of education during Distance Learning.

PTO - Parents wanted clarification on the return to school and safety precautions which will be taken. Parents indicated for the social aspect of students, it is important to get students back in school. There is concern with children not being properly supervised due to parents working and lack of child care. Parents indicated that the distribution of chrome books, headphones and hot spots to students in need, greatly assisted families, especially with those with multiple children.

Facebook, emails, social media posts, text messages and phone call communications the District received indicated - Parents concerns have been the safety precaution of bringing all students back, the plan for social distancing, the process taken if a student or staff member becomes affected by the virus, child care after school or on non school days for their child(ren). Concern with the number of platforms utilized by teachers and the difficulties for families with multiple children.

Survey mailed home - These are continuing to be returned. There have been a few responses of parents considering Home Schooling their children due to having more flexibility with the family schedule. If school were to resume in session there will be a great need for busing.

Staff team meetings - There are a few staff members anxious about having a full class of students, a majority of staff believe that having the students back on campus is the student's best interest, not only academically but socially and emotionally. Staff have been asked to continue to be a part of the planning process. Staff members shared the appreciation of the opportunities to share their thoughts and provide input.

School Board Meeting - Parents are encouraging the school to offer child care for their children. CTA and CSEA members received the draft plan in August for their review and input.

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

Sundale has currently distributed about 569 chrome books, headphones and 92 hot spots to students and staff to ensure all have equal access and the opportunities to deliver quality education. If and when the students are back on campus, great emphasis and time will be dedicated to sanitizing recess equipment, bathrooms, common surface areas and classrooms throughout the day. Staff will be trained on how to sanitize as well as educating their students on social distancing, hand washing, face masks used, procedures for coughing / sneezing. Hand sanitizing stations will be set up throughout campus. Assigned bathrooms for grade levels, separation of recess and lunch times to allow for minimum students in areas as well as to allow sufficient time to sanitize areas. Parents and Staff will continue to be communicated with to ensure their input and understanding, as parents and staff have greatly appreciated this. Teachers will have Office Hours set for parents and/or students to have the opportunity to talk with the teacher. Educational platforms will be streamlined by teachers only utilizing, Zoom, Google Classroom and Flip Grid. Opportunities for parents to be trained on the platforms will be made available prior to the start of school. School Counselors, Social Worker and Family Support Service worker, will be available to families, students and staff as needed to ensure the social and emotional stability of our students. Sundale is hosting a day camp on campus as well as at the Foundation's Community Center. The service on campus is provided to our Sundale Staff students/grandchildren five days a week for the full day. At the Community Center we have five students with Special Needs being serviced daily for four hours per day. The staff of the camp will ensure that students are attending to their zoom meetings, working on their assignments, provided enrichment activities, given snacks and lunch (following their own lunch program status), as well as participating in physical fitness activities.

## 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.]

Sundale will offer In-Person instruction when the Health Department and the Governor deems it to be safe to do so. When this opportunity arises, Sundale will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in

all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, and limited outdoor play time. A designated quarantine area has been assigned for students with symptoms and waiting for parents to pick them up. This area is away from traffic areas of staff and students.

Sundale will be starting with Distance Learning. Teachers will have a live interaction daily with their students as well as with their peers. Teachers, classified staff, administration, social worker, Family Service Worker, school psychologist, intervention teacher/team and the special education coordinator will be working together to ensure students needs (both academically and social emotionally) are being addressed. This will be accomplished through zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction and personal phone calls made.

Students will be assessed at the start of school and continued ever two weeks to ensure the students learning and areas of needs are being addressed and supported. Students who are new to Sundale and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given virtually. Extra support will be provided to students by the teacher as well as the Instructional Response to Intervention (RTI) aides assigned to the class. In addition to the staff support, Sundale utilizes a few programs in the areas of English Language Arts and Math (Dreambox, Aleks, Core 5, Power UP), which all remediate for student's academic needs. Parents and students will be communicated with regularly through phone calls by staff and small group break out sessions for personalized instruction and support. Instructional lessons will also be recorded for students to review at a later time.

Sundale hopes to transfer to a Hybrid Learning Model offering in classroom-based instruction for all students two days a week with a third day being for students to attend who have experienced learning loss or at a greater risk academically. Teachers as well as instructional staff support will work with students in person, one one one or small groups to support the students academic needs. Most importantly communication will be frequent between staff members to ensure all needs are being met for our students.

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

Description	Total Funds	Contributing
Counselors supporting students and families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	137,911	Yes
Family Service Worker, supports for families especially those who are Foster, Homeless, Socio-economically disadvantaged and/or English Learners.	15,000	Yes
Intervention Teacher working with students who have experienced learning loss.	36,000	Yes
Response to Intervention Aides working with students who have experienced learning loss.	96,258	Yes

Description	Total Funds	Contributing
Parent Liaison to support families who speak Spanish and to work with students whose primary language is Spanish.	30,237	Yes
Certificated teachers	1,228,985	Yes
Reading Intervention Teacher to provide support to students who are struggling readers.	10,000	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.]

- Zoom used to deliver daily lessons live to students with their peers as well as to have a social interaction between teaching staff and students and students with their peers.
- Grade Level Standards covered with emphasis on Essential Standards to ensure a deeper level of learning.
- Zoom meetings recorded and video lesson by the teacher uploaded to Google Classroom for later access.
- Google Classroom utilized for lesson assignments and student work submission.
- DreamBox Math Program used in grades TK-5th for intervention and acceleration of learning.
- ALEKS Math Program used in grades 6-8th for intervention and acceleration of learning.
- Core 5 Reading Program used in grades TK-5th for intervention and acceleration of learning.
- PowerUp Reading Program used in grades 6-8th for intervention.
- District Assessments Administered: STAR Reading / Math; Gates MacGinitie; Math Benchmarks; English Language Arts Unit tests.
- Checking for understanding and progress assessments administered frequently.
- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- Flipgrid platform used for student and/or teacher created videos or photos of work submitted.
- Chromebooks, headphones and hot spots will be distributed to students in order to participate in the educational program.
- Integrated and Designated supports for English Learners.

- Special Education accommodations and supports for students with IEPs.
- Translation support to families will be provided through our Spanish speaking staff for communication to our parents.

## 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.]

Families will be assigned a day/time to come on campus to pick up a chrome book, headphones and hot spot for their student(s). Staff have access to the check out devices for themselves as well to support their teaching from home. Technicians will be available via phone or email to assist with any trouble shooting throughout the school year their emails are being shared with families and accessible through our website. Parent technology training's will be held virtually monthly (as needed) to address concerns and questions of parents. Staff will continue to inform the office of additional families in need of technology.

## 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.]

Google Classroom will be utilized to post assessments for students as well as the online STAR assessment Program utilized by the District. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades this fall. Teachers will be keep a log, in a District created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the required instructional minutes per week: TK-K 180 minutes; 1st - 3rd 230 minutes; 4th - 8th 240 minutes.

## 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.]

Staff will be trained prior to the start of school of all the safety precautions for themselves and students. Training of all teachers on Google Classroom, Flip grid, Screen Castify and Zoom are scheduled prior to school starting. Counselors will be sharing with the Staff, signs to be aware of for their students regarding their well being as well as self care for themselves. All staff will have availability to all the Professional Offerings that the Tulare County Office of Education offers as well as the California Callaborative for Education Excellence.

Training's will continue for all staff throughout the year. Certificated teachers will have at a minimum one Monday per month for professional development.

## **Staff Roles and Responsibilities**

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

Instructional Aides will be trained in technology tools and platforms that they will be supporting students with. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Bus drivers will be taking temperatures as well as certificated and classified staff. Administration have become health screeners. Administrators and Counselor will be used to teach students if needed to replace the teachers live interaction. A new full time position has been filled to allow for an extra teacher on campus to be available to sub when needed and provide intervention support to our students. It is more crucial now then before for all staff to be have non-academic check-ins with students, from the cafeteria staff to the office staff.

## **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.]

Students with unique needs will be supported by their teacher as well as through the District's Classified Staff, Resource staff, Intervention teacher, County Social Worker, Family Service Worker, and District Counselors to ensure they are receiving additional supports in all areas, academically and social/emotionally. Sundale held orientations prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, preview technology platforms, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students and for teachers to be available for parents to call in. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their student and celebrating accomplishments. Our Social Worker, Family Service Worker and Counselors will work to provide guidance to families/students of outside resource supports as well as being a resource and support for them. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by the counselors, liaisons and Social Worker to ensure their academic and emotional stability. Sundale has also partnered with the Tulare County Office of Education on a Triage Grant to provide additional support for Sundale with a Social Worker. Resources will continue to be updated on the School Website's homepage as well as parent training's and question/answer sessions as needed throughout the year. A tab will also be added "Social-Emotional Support" which will take students/parents directly to referral forms for the Counselors and/or the Social Worker.

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

Description	Total Funds	Contributing
School Psychologist on campus to support our students and parents.	88,000	Yes
Additional chromebooks, hot spots, lumens, headphones purchased to allow for educational access to all students.	202,435	Yes
Virtual platforms purchased to support Distance Learning and learning of all students.	6,000	Yes
Staff training to better serve all populations of our school.	3,000	Yes
County Nurse to provide support and services for students with medical needs.	15,186	Yes
Tulare County Office of Education Triage Grant- Social Worker	0	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.]

Grade level teachers have collaborated to work towards teaching with greater emphasis of the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students will be assessed with the District Assessments at the start of the school year to develop a plan to meet the needs of each individual student. Teachers will create Individual Learning Plans for those students who may need additional accommodations to their instruction. Teachers as well as Instructional Staff will work with individual or small groups of students to regain the student's loss of learning and support the English Learners.



## 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.]

In addition to teacher support, the students will be utilizing software programs (ALEKS, Dreambox, Core5, Power Up) to accelerate and remediate their learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantage) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. The certificated reading intervention support will monitor student growth regularly. The intervention teacher will work in small groups with students to accelerate their learning and recoup learning loss.

## 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.]

Students will be assessed on a regular basis as well as daily connections and check-ins on their progress. Communication between all staff supporting these students will be frequent and regular.

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

Description	Total Funds	Contributing
Classified Staff supporting students with exceptional needs, English Learners, Foster Youth, Homeless and socio-economically disadvantaged students.	82,058	Yes
Special Education Coordinator monitoring IEP's and working with students to meet their goals.	66,775	Yes
Speech Pathologist to meet the needs of students on an IEP for speech.	55,000	Yes
Reading support teacher for intensive reading intervention.	10,000	Yes
Intervention teacher working toward recouping learning loss in the area of ELA and Math.	32,000	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.]

Sundale has purchased Panamora Education which provides a way for our counselors to survey students whether they are on campus or off campus. This platform allows staff to monitor and check student's social and emotional stability and intervene with the students as needed. In addition to Panamora Education, our staff will meet weekly as well as having access to each other through email or by phone daily to discuss and share concerns regarding students. Students also have access to the Say Something Anonymous Reporting System on the Sundale School Website that can be utilized to report a concern for themselves, family or peer. This system generates an email and text directly to the Administration Team to act quickly and accordingly. Staff will continue to be trained on both of these systems at the start of school as well as trained by our Counselors for other signs to look for in students as well as encouraging our staff to care for themselves during this time. Trauma informed practices will be shared with the staff and procedures to follow for our students and parents. Staff will also be trained on how they can be aware of their own well being and mental stability. A group of staff members will participate in a Suicide Prevention Training as well as a Mandated Reporter trained (geared towards looking for signs during Distance Learning). Administration will ensure to continue staff relations and supports during this time. Sundale partnered with the Tulare County Office of Education in a Mental Wellness Triage Grant program. Sundale will benefit with a Social Worker on campus one day per week. The Social Worker will implement Mindful Schools which is a K-12 Curriculum related to Mental Wellness. Sundale will continue to celebrate students successes in the area of Character and Academics. There will be opportunities for students to participate in a few virtual group sessions related to a variety of topics (art, support groups, Gents Club, Leadership, Music, Band, Yearbook, etc.). Administrators and Counselors will also be a part of the live interactions with the students, but not to replace the teacher.

## Pupil 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 District shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work

to communicate through email, Remind, Dojo or by phone to parents whose students are not in attendance on a daily basis. For students who teachers are not able to connect with, those names will be shared with the Principal to follow up with the parents as well after two absences. The County Social Worker, Family Service Worker and school counselors will also support this by making home visits with the Principal as needed. The District's parent liaison will assist in communicating with parents who speak Spanish. In District families, may be at risk of being SARB'ed and interdistrict families may have their interdistrict contracts revoked. Teachers will also be tracking student's tardies to their virtual meetings and communicating those with parents and the Principal as well. (See the Attached Plan)

## 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.]

The cafeteria staff will provide meals for students on a daily basis if parents choose to participate. Grab and Go curbside meals will be available at the same designated time daily in front of the Multipurpose Room from 11:00-1:00 during Distance Learning and for students on their Synchronous Learning Days. Paid students and will also be welcome to purchase a lunch. Sundale is averaging 15-25 lunches dispersed daily. A majority of the students are low socio-economic disadvantaged. Once the School moves towards in person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will be 6 feet distanced.

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

Section	Description	Total Funds	Contributing
School Nutrition	School Nurse to communicate any nutritional needs with our families with students who are diabetic or food allergies.	15,186	Yes
School Nutrition	Cafeteria Staff preparing, packaging and serving lunches.	79,902	Yes

Section	Description	Total Funds	Contributing

## 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
9.07%	545,096

### 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.]

The District has hired an additional teacher to support student needs across the School in the area of English Language Arts and Math Intervention. This teacher will not be assigned to one classroom but instead be assigned to students who are foster youth, homeless, English Learners, and/or socio-economically disadvantaged students as a priority to support these students in meeting their academic goals in Math and/or English Language Arts.

Instructional Staff will support these students as a priority during the Response to Intervention (RTI) time with the teachers.

Counselors will be checking in with these students as a priority to ensure they're social-emotionally stable and attending to their virtual class lessons.

Additional days contracted from Tulare County Office of Education for the County Psychologist to be on campus to support students and families.

County Social Worker will contact families to address their needs and provide resources as needed to help provide stability for families.

Counselors and Special Friends staff will create engagement sessions with students as well as teacher checking-ins to ensure the needs of these students are being met.

Extra Curricular Opportunities such as Art, Ag, Music, Band, Sports, Social Groups, Gents Club, Leadership, Yearbook will be offered virtually with these students in mind first in order to provide them with an outlet and positive opportunity outside of the academic rigor.

Instructional Aides utilized to meet with the students who have experienced learning loss in Math and/or English Language Arts.  
Triage Grant through the Tulare County Office of Education for a Social Worker on Campus.  
Reading Support Teacher to work with students who struggle with reading.

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

Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time given to students from the Classified Staff through Response to Intervention Support to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support with a Social Worker and Family Service Worker on campus as well as contracted additional days with the County Psychologist to support students and families who may be experiencing difficulty. Intervention teacher hired full time as well as a Reading Support Teacher to work with these students addressing their learning loss.

## **Sundale School Re-Engagement Plan**

Distance Learning attendance requirements in the 2020-2021 academic year from the State indicate documentation be made of daily student participation and engagement with a teacher, if either of these are missing for each day, the student is indicated as being absent. Sundale will track this information daily using a premade Google Form that will be shared with Administration. It is required that Districts have a tiered re-engagement strategy set up for any student who is not engaging with the teacher or participating with their daily learning.

The following procedures are in place to reconnect with chronically absent student that are learning remotely. Those students will be determined by having three or more absences during a five day period.

- After one absence, the home room teacher will attempt to make contact with parent/guardian/student via phone, email, remind, dojo.
- On the second day the Teacher will make contact with the parent and share the information with Administration.
- If no contact is made by the teacher or Administration, Emergency numbers will be contacted.
- On the third day of absenteeism, Administration along with Social Worker and/or counselor will contact the family and possibly make a home visit at the home address.
- If there is no contact able to be made, Administration will consult with the Sheriff's Department and possibly Child Protective Services.
- Students may be referred to the Student Attendance Review Board (SARB). Students who are inter-district students, their inter-district may be revoked.

### **Re-Engagement Strategies:**

- The student will be monitored by the Response to Intervention Team and Administration for consistency with Attendance and to evaluate academic needs.
- The student will be monitored by the school counselor and the family supported by the Social Worker to address any concern there may be in the home or with mental/emotional health.
- Depending on learning loss the student may be supported by Response to Intervention support staff and/or the Intervention Teacher.

### **The Re-Engagement Team consists of:**

Superintendent, Principal, Counselors, Social Worker, Intervention Teacher, Special Services Coordinator, Psychologist, Curriculum Leads