

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>.

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General Information

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

BACKGROUND OF DISTRICT

The Sunnyside Union School District is a rural single school district located in the agricultural belt of southeastern Tulare County. It is approximately one mile west of Highway 65 outside the town of Strathmore. The geographic range of the district ranges from 6 miles (east to west) and 4.5 miles (north to south).

A majority of the students who attend Sunnyside reside in the unincorporated community of Plainview, which is located roughly 2.6 miles west of the single school district campus. According to the Tulare County Resource Management Agency ...the population of Plainview was 1,016 (Data from 2017). The community has an unemployment rate of **31%** (**three times higher** than the county average) and a median income of \$21,691 (**less than ½** the county average).

Sunnyside Elementary provides the following levels of comprehensive education. It serves approximately 368 students (as of May 2020) in Transitional Kindergarten through Eighth Grade. In addition to the general population of Kindergarten – Eighth Grade students, the district houses a State Preschool Program (two ½ day sessions) of 40+ students. The school district is also involved with the Save the Children Early Steps program which services roughly twenty families with a focus on our future students, ages zero to three.

Data from the new 2020-2021 school year is currently being calculated. Below is a SNAPSHOT of numbers based on the conclusion of the 2019-2020 abbreviated year.

STUDENT DEMOGRAPHICS

- Total Number of Students:	368	Elementary Class Size (TK-5):	Average Class Size = 21.6 Students
- Hispanic:	326 (88.59%)	Junior High (6-8):	Average Class Size = 21.8 Students
- Asian:	2 (0.54%)		
- White:	40 (10.87%)		

The Enrollment impact of the Pandemic for the 2020-2021 School year has yet to be measured, but early indicators are that enrollment is down school wide.

DISTRICT LEADERSHIP

The district consists of a five member Governing Board of Trustees. The district is broken into Trustee areas to ensure a better balanced board based upon enrollment and demographics. Administration consists of a Superintendent-Principal and a Vice Principal/Categorical Manager.

IMPACT ON STAFF

At the conclusion of the 2019-2020 school year, the District had both its Art and Music teachers retire from the district. Due to the pandemic and looming fiscal concerns the district has **suspended** its search for replacements to these two positions. The district did hire a new teacher into a current English Language Arts/English Language Development position. All certificated positions other than the two mentioned and all classified positions were maintained. Due to the State ordered closure of schools, and the requirement that schools in Tulare County open in a Distance Learning environment, the district has had at this time **one classified employee** resign for Child Care reasons.

The district has also been impacted by the non-aligned messages from the State of California and California Department of Education (i.e. Essential Worker Label). The **mixed messages** between Classified/Certificated and District to District policy has **maligned** our small single school staff.

IMPACT ON LEARNERS

The impact on Learners is immeasurable. Those students (junior high) who participated (by choice) in our extended Summer Long Enrichment program expressed severe thoughts and feelings about the isolation and lack of socialization that this Pandemic has created. In addition, learners with special needs, including but not limited; (a) Physical; (b) Social Emotional; (c) Language; and, (d) Behavioral have suffered tremendous harm from the lack of face-to-face instruction. In addition, Learners who would normally be open and sharing about needs/problems **no longer have the outlet** that the school provided.

THE COVID – 19 IMPACT COMMUNITY

In August of 2020 the district conducted a survey asking for stories or short summaries of how the COVID -19 Pandemic has impacted them. Here are some of the “highlight” responses (not word for word):

- Finding Childcare while working
- Juggling between school and work
- Adjusting to Online Learning and finding Childcare while working
- Screen Time for younger students and lack of interaction with teachers
- Dealing with logins to different accounts
- Distance Learning being a challenge for working parents
- Health concerns and isolation of family
- Not being able to work, living on one income
- Crazy work hours; finding childcare with someone who knows how to do ZOOMs
- Working and trying hard to bring it (virus) home
- Kids not being around friends; depression

- Emotional impact about not being able to be around our very social family
- Major impact on sleeping schedule and sleeping habits
- Having multiple children at home at the same time trying to distance learn
- Lack of Family Time with children on computer and parents working all day
- All Economic aspects, bills, and rural living
- Worry about bills, food, stress, lost nights of sleep, worrying
- Getting kids on zoom, going to school myself
- Bad signals, no Internet
- Lack of Social Interaction
- Multiple trips to store, while having to have someone for childcare
- Students missing school, lack of interaction with peers
- Health Concerns and Isolation
- Distractions during distance learning and not being able to be there because of work.

As clearly outlined in the responses the Pandemic impact can be summarized as **impacting children's education and emotional growth**. The lack of social interactions is having a significant impact. Parents are being both emotionally and financially challenged. Many in the community are spending more time with their families, but the focus is not always on the family. Worries about the everyday challenges dominate the day. Simple tasks like having to go to the grocery store have been changed due to the Pandemic. Trips like these now require multiple trips, or finding child care or both. Many community members feel they are fortunate to work, but at the same time are suffering hardship due to having to secure children care or alternative settings for their children.

Stakeholder Engagement

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

REACHOUT TO COMMUNITY (HOW)

As the 2019-20 school year drew to a conclusion, the district utilized a variety of methods to include Stakeholder Feedback and Input. Surveys were sent out via our District Wide communication system in the following formats; text (with direct links), Facebook, Live Feeds, and Twitter. All formats were available in English and Spanish. On other occasions hard copy letters were sent directly to the Stakeholders mailing address. This occurred when the district desired direct feedback, with names. The district also utilized the Save the Children program that has numerous direct contacts with community members.

The district used its voice communication system. As with any type of message, these messages were available in both English and Spanish. The district also solicited and interacted with parents and community during both pick-up and return of school materials and work. During the Pandemic, the district established an Email account comments@sunnysideunion.com. We were extremely pleased that stakeholders have been using the email to communicate comments, questions, and inquiries in both the English and Spanish language. The simple establishment of this account has allowed for greater and timelier feedback. The line is checked throughout the day by the District Administration Team and the email is included on ALL correspondences that are sent out to the community. The district most recently added a DROP BOX in the school parking lot to allow the school community to drop off printed surveys, forms and other school related materials in a convenient and safe manner.

SURVEY TOPICS

Areas that were surveyed included; Internet Connectivity, Internet Strength, Pandemic Impact on Family, School Safety needs upon reopening, preference of learning environments (Traditional/Hybrid/Distance), Specific Health Needs (Vision, Dental, Psychological, Etc.). Student surveys will focus around how to improve the distance learning format and areas they have concerns about during the Pandemic.

CONTRIBUTING GROUPS TO THE LEARNING CONTINUITY ATTENDANCE PLAN

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|--|------------------------------------|
| - Parents and Guardians | Throughout the Pandemic |
| - Students | Survey the week of August 24, 2020 |
| - English Learner Acquisition Committee (ELAC) | Meeting August 27, 2020 |
| - School Site Council (SSC) | Meeting September 1, 2020 |
| - Staff | Throughout the Pandemic |
| - Governing Board | Agenda Item at Each Public Meeting |

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

When the COVID-19 Pandemic first occurred, the district held approximately two board meetings **virtually** before incurring serious problems with “uninvited” or non-well intentioned guests who inappropriately shared. While conducting virtual meetings each board member was in a different room or not on the campus itself. When necessary, the Governing Board would socially distance during closed sessions to have discussions within the group or when talking to invited stakeholders. All virtual board meetings allowed the public to submit questions and comments up to the date of the meeting.

Meetings were converted back to in person with social distancing and other safety practices implemented. Since the conversion back we have had stakeholders from different groups (parents/students, staff, etc.) participating in meetings. . Seating was assigned and/or changed out to ensure that no individual was in contact with previously “used” seating. No stakeholders were turned away from meetings.

The district is currently in the planning stages of developing virtual parent involvement activities (Back to School Night, Parent Conferences and Guest Speakers). In the event that it is requested or deemed necessary the district will provide a hybrid meeting and/or event. Currently our School Site Council and the English Language Acquisition Committee will conduct meetings in the Hybrid Format.

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

INTERNET SURVEY JULY 2020 SPANISH RESULTS

- 50 Responses Spanish/97 Responses English
- **How many families have a sibling that attends Porterville Unified School District (High School Internet Connection)?**

Spanish	Yes (22 or 44.9%)	No (27 or 55.1%)	English	Yes (32 or 33%)	No (65 or 67%)
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- **How many of you have Internet Connectivity?**

Spanish	Yes (33 or 66%)	No (17 or 34%)	English	Yes (82 or 84.5%)	No (15 or 15.5%)
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- **What is the quality of your Internet Connection?**

Spanish	Strong (4 or 8%)	Adequate (22 or 44%)	Weak (10 or 20%)	No Access (14 or 28%)
English	Strong (34 or 35.1%)	Adequate (38 or 39.2%)	Weak (10 or 10.3%)	No Access (15 or 15.5%)

LEARNING ENVIRONMENT SURVEYS – (MAY 28, 2020)

	English Responses		Spanish Responses	
Option I – Return to School with Precautions	48 Respondents	62.3%	4 Respondents	57.1%
Option II – Return to School in a Hybrid Situation	12 Respondents	15.6%	1 Respondent	14.3%
Option III – Continue to Distance Learn	17 Respondents	22.1%	2 Respondents	28.6%
Connectivity	English Responses		Spanish Responses	
Have Internet Connectivity	59 Respondents	(76.6%)	4 Respondents	(57.1%)
Have Marginal Connectivity	14 Respondents	(18.2%)	1 Respondent	(14.3%)
No Connectivity	4 Respondents	(5.2%)	2 Respondents	(28.6%)
Mask/Face Coverings	English Responses		Spanish Responses	
Must Wear while on Campus	29 Respondents	(37.7%)	4 Respondents	(57.1%)
No – We do not agree	11 Respondents	(14.3%)	1 Respondent	(14.3%)
Optional	37 Respondents	(48.1%)	2 Respondents	(28.6%)
Transportation	English Responses		Spanish Responses	
We will provide our own transportation:	53 Respondents	(68.8%)	1 Respondent	(14.3%)
We will use the School Transportation System:	24 Respondents	(31.2%)	6 Respondents	(85.7%)
Temperature Checks	English Responses		Spanish Responses	
We are okay with temperature checking:	68 Respondents	(88.3%)	6 Respondents	(85.7%)
We are NOT okay with temperature checks:	9 Respondents	(11.7%)	1 Respondent	(14.3%)

LEARNING CONTINUITY SURVEY – August 2020

INSTRUCTIONAL NEEDS AND CONCERNS

- Accommodating parent work schedules
- More One-on-One Instruction
- Connectivity Speeds
- Touchscreen Computers or Stylus
- Videotaped Lessons
- Desks for Students
- Additional People Support for Students with Disabilities
- Special Needs Apps
- Apps or English Language Learners
- Fewer Computers
- Tutoring

Supplemental Services

Mental
Vision
Health

English

18 (40.9%)
2 (4.5%)
6 (13.6%)

Spanish

4 (36%)
2 (18.2%)
3 (27.3%)

SUGGESTED EXTRACURRICULAR IDEAS AND ACTIVITIES

- Art, Dance, Sports, Music, Choir, Teaching Another Language, Exercise and Drama

Summary: Parents are seeking more support for students with disabilities or specific learning needs. The district is being asked to provide more learning support, tutoring, and time availability. An overwhelming majority of responses regarding supplemental welfare supports were focused around mental health issues and the lack of socialization by students. Parents are also looking for extracurricular activities to help supplement the loss of socialization that is occurring. Some areas that were suggested more than once are Art, Dance, Music and Choir.

PROGRAM SELECTION JULY 15, 2020

The district reached out to parents with an online survey and by individual phone calls and received the following responses

Number of Students willing to return with safety guidelines in place: 101 59%

Number of Students requesting Distance Learning: 70 41%

Summary the number of families requesting the Traditional Setting fell slightly between the May 28, 2020 and July 15, 2020 survey. This was most likely the result of the spike in COVID – 19 cases countywide.

SITE COUNCIL FEEDBACK (PENDING SEPTEMBER 1)

On September 1, 2020, the School Site Council met to review and make recommendations. The following is a short summary of the discussion. Mr. Tsuboi reviewed the Learning Continuity Plan with the council. He shared the contents and the group was good with what was

presented. Mr. Tsuboi shared the surveys of different stakeholder groups, spending plan ideas (lots of technology) and the social emotional impact on students (as indicated in many of the surveys) as key components that need to be addressed. Mrs. Mata stated the community was supportive and after lots of initial technology issues, most have been resolved. The community believes that the school is addressing issues.

ENGLISH LEARNER ACQUISITION FEEDBACK, August 27, 2020

The Parent Advisory committee discussed pros of distance learning. Parents like the idea of students getting to try new apps, getting updates on Google Classroom. They feel as though they are still learning interesting and fun things. A student shared she still likes to see her friends, even though it is via zoom. In the Spanish group, they discussed how they enjoyed being able to spend more time with their family and felt they knew more about what was going on in school.

The Parent Advisory group then discussed ways to improve Distance Learning. Parents discussed the necessity to monitor screens (parents and teachers). Parents shared the concern of not always being able to log on, Zoom apps not always working. Parent shared that she feels if she isn't sitting with her son, he isn't able to do the work. Another parent said that with 5 people in the home all on the computer, she has trouble logging in. I did state that some of the asynchronous time can be done in the afternoon or evening to help with connectivity issues. In the Spanish group, they discussed that they didn't know if their child was actually completing the assignments the way they were supposed to. It was suggested that they call the office in the afternoon at about 3 p.m. so they could get a translator or to use the school emails to contact teachers and they can get a translator to message back.

The Parent Group suggested that when we return, we could have students wear gloves, increase sanitizer stations, both in and out of the classroom, have students wear both shields and masks. One student did mention that he would like EA sports to be included for students.

One parent suggested that we refrain from returning and that everything remain as is in distant learning until everyone is vaccinated, several were in agreement with that parent. They said that when we return, it will be impossible to keep the students away from each other and to keep masks on, they see how the smaller children play with their masks. It is impossible to keep their children from either getting sick or getting someone else sick and they were very concerned about keeping distance learning an option. One parent suggested that if we did have to come back maybe making the school bigger and classrooms bigger because the classrooms are too small. Another parent suggested that each student have a desk with a chair and a place to store their materials.

STUDENT FEEDBACK (25 Responses)

After approximately ten (10) days of school the district sent out a survey to its junior high school students. Below is a summary of the survey. Results are currently based on 25 responses.

#1 - How would you rate what you LEARNED from the packets and online work at the end of last year.

Poor= 12% Good= 72% Great=16%

#2 Which of the following do you think you would like the best?

Being at school full-time	60%
Being at school part-time and distance learning part-time	32%
Distance Learning All the Time	8%

#3 If you could have one item that would help you in your distance learning, what would it be?

Better Chromebook or Tech Device	20%
Headset	24%
Desk or Chair	12%
Supplemental Materials (Paper, Pencil, Notebook...)	12%
Other	32%

#4 What is the most difficult part of Distance Learning?

Bad Internet Connections - Cannot connect all the time	10
Dealing with Brothers/Sisters and Household Noise	5
Scheduling	4
Technology	3
Other	3

#5 What do you miss the most about not being on campus?

Friends, Teachers and Socialization	20
Not being able to learn properly	1
I Don't Know	1
School Setting	1
Nothing	1
Sports	1

#6 How would you rate your distance learning experience so far this year?

Poor	16%
Good	72%
Great	12%

#7 What one recommendation do you have for us that would help you out the most?

Summary of comments include:

No Testing	Start (Open School)	One-on-One Time with Teacher
Tutor (2)	More time to get to class	Better Internet
Go Easy on Homework	Easier Schedule to Read	Smaller Classes
Make it Fun	Explain Work More	More Support (2)
Fidget Device	Headset	Better Technology (2)
Fix Thrively		
Teachers need to listen to students/Understand Students Having Hard Times - Don't just throw work at them		

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

Parent-Guardian Influence: Based upon initial feedback from the Learning Continuity and Attendance Plan the district has already adjusted numerous grade level schedules to help better serve the students and when possible help parents, especially those with multiple students attempting to get online at the same time. The district has utilized the services of the Computer Technician and Office Support Staff to help students log-in, get online and become engaged in the class. The number of phone call supports has dropped significantly since the school year has started. The district also supplemented its investment to 20 additional Hot Spots to insure that all students could connect via the Internet. All students who require additional support (adult supervision, language, etc.) have also been accommodated. The district is also planning out support programs, such as; (a) support learning at night, (b) support learning on the weekend, (c) extracurricular activities (art, choir, etc.), and (d) utilization of Thrively Program that includes but is not limited Social Emotional Support. The district is also utilizing its support staff to provide online activities during regular breaks, brain breaks, and lunch time.

Staff Input: Teacher input prior to the school year included, but is not limited to the following; (a) Teacher Video Lessons from Lucy Caulkin's Unit of Studies; (b) Subscriptions to programs such as SEESAW, Edcreations and RazPlus; (c) Additional Support Technology such as Laptops that have reliable video/sound capabilities, document cameras that can record lessons, etc., and (d) support materials to be distributed along with Chromebook technology. Technology was pushed down into the State Preschool allowing those school aged children to participate, to the best extent possible, in educational programs. Support staff have been issued devices and provided accounts to fully participate in lessons.

With all programs in place and with the potential to expand this list the district is looking into purchasing additional hardware (Chromebooks – all grade levels, touch screens (lower grade students and students with special needs), iPads – for both staff and student use, MacBook's – for older students who are capable of utilizing the long list of Apple Based Applications – i.e. iMovie).

The District – The district continues to look at ways to promote a healthy learning environment through its Food Services program. No students are within walking distance of the school. Student food services provide a **drive-thru pickup** and **community delivery** three times per week. Almost all students in the district would not receive meals without the delivery, which for a majority of them exceeds two miles. The district has put into the plan the possibility of purchasing a box truck/refrigerator truck to not only provide meals to the district, but the ability to provide “hot meals” on occasion, rather than regular “cold lunches and breakfast.”

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.]

Throughout the summer the district was working on bringing back students to campus who felt comfortable coming back. By mid-July the district had surveyed parents and felt approximately sixty (60) percent of the students would return and **practice all guidelines** as outlined by the State of California and the California Department of Education. Students who did not return for on campus instruction were going to receive daily instruction in the afternoon. On campus instruction would cease between 1:00 and 1:30 PM allowing certificated staff to address the needs of ALL students (onsite and off campus). The district felt comfortable and was ready to announce this plan on July 16, when rumors started that the big announcement to Distance Learning was coming. Based on the July 17th Press Conference, the district had no other choice but to open with a Distance Learning model.

The district turned its complete focus to the online delivery platform. Certificated staff had the opportunity throughout July to work an additional 5 workdays to prepare. We were fortunate enough that this process began early prior to the Press Conference. The staff was preparing instruction for the forty (40) percent or so students who the district anticipated would not be returning. The focus of those working the week of July 13 quickly pivoted into a full blown Distance Learning program.

Although not the focus the district continued to look back to early summer draft plans of different return to campus programs. The district focused on the following (A) TRADITIONAL RETURN WITH BEST PRACTICES; (B) HYBRID RETURN – MONDAY/WEDNESDAY AND TUESDAY/THURSDAY COHORTS; and (C) CONTINUED DISTANCE LEARNING format. The district focused mainly on the Traditional Return based on the survey results of the Hybrid plan been disliked by parents the most and that due to the size (population) of the school/district we could have opened up in the Traditional Format anyway, if it was allowed.

No matter the format the district will maintain its focus to provide a SAFE and HEALTHY return.

MODES OF INSTRUCTION:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a **100% distance learning** model and a **Traditional Learning** model which in-person instruction will occur five days a week but with modified days.
- The district is preparing for potential shifts in instructional models as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model. (Source: Sacramento City School District)
- [To the extent that legally], lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction. (Source: Sacramento City School District)
- ... teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues. (Source: Sacramento City School District)

COHORTS

- All elementary age students will stay in a self-contained classroom with one teacher and classified support help.
- All junior high age students will stay move from class to class to the minimal amount possible. This may include the teacher also rotating to maintain cohort continuity, for safety purposes.
- All staff and students will be provided scannable Identification Cards to allow for contact tracing to the extent possible. Where this is not possible all district, state and county guidelines will be followed to best ensure the safety and health of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50-60% of students on campus for in-person instruction at any one time. Cohort Material Extracted From Sacramento City School District and blended.

Middle School Scheduling

- Junior High students will continue to schedule students into six courses and utilize a traditional 6 period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days.

Small Group Cohorts During Distance Learning: *Students who have experienced significant learning loss or who are at greater risk*

- Small groups of students identified as “high risk” for instructional loss will be identified. This may include, but is not limited to Students with IEPs, English Language Learners, and students who are at high risk for overall instructional loss.
- Small group cohorts will be under the supervision of Classified Support Aide(s) and will be provided with distance learning support while on campus. The cohorts will abide to the following:
 1. Groups will not exceed fourteen (14) students per cohort.
 2. Groups will be isolated to one (1) classroom, wear masks, social distance of six (6) feet when possible.
 4. Groups will be assigned one restroom.
 5. Students will be provided with breakfast and lunch to be consumed (a) in the classroom or (b) at home
 6. Cohorts will begin on a Monday-Wednesday-Friday Schedule from 8:15 - 11:00. The number of days and hours will be expanded as the program solidifies all protocols.
 7. Cohorts will be assigned a bus with social distancing. Temperatures will be taken prior to entering the bus.
- Cohorts will be established in the following order (multiple groups may be established within each group):
 1. Students in Special Education
 2. Students suffering from loss due to language (English Language Learners)
 3. Other Students identified as potential high risk loss; including but not limited to students with low connectivity.
- Students and guardians will be required to sign a **release of liability** and **received district disclosure**.

Staffing

- Classroom teachers (on-site) will work a modified schedule to accommodate both the needs of students onsite and distance learning.
- Classified Support Staff (on-site) will work a modified schedule to accommodate both the needs of students onsite and distance learning.

Student Supports

- Students who need additional services will continue to receive such services as outlined in their Learning Plan, Individualized Education Plan, Behavior Plan, Health Plan or any other plan that impacts student learning and success. This will occur no matter which program the student is enrolled in.
- However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's needs while additional guidelines are in place.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- **Physical distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Face Coverings:** Wearing a cloth face covering is required for all Sunnyside staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Ventilation and Air Flow:** Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff in front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Tulare County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. Sunnyside recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

Food Services

Students will be provided lunch in the cafeteria and will be given breakfast for the next day to be consumed at home. Students participating in Distance Learning will continue to have delivered meals to the extent possible.

Transportation

Students using district transportation services will be socially distanced and required to wear masks as feasible.

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

Description	Total Funds	Contributing
Additional Student Based PPEs (Five Masks for all students, and Water Bottles) (Impulse Souvenirs & Discount Mugs)	\$2,911	[Y/N]
Signage for School (Holders for Social Distance Guidelines)	\$533	[Y/N]

Additional Nursing Materials for Health Safe Room	\$278	
Touchless Water Dispenser for Classroom	\$640	
Touchless Flushing for all Campus Toilets and Urinals (Sustainable Supply and Amazon)	\$2,638	
Touchless Hand Sanitizing Stations, Sanitizer, Masks, Thermometers, Etc. (Southwest) - PPEs	\$4,191	
Portable Plexiglass Dividers (Plexiglass ULINE...Portable Stands AMAZON)	\$2,334	
Classroom Mistlers (Italia)	\$2,464	
Bags for All - Safety Bags for Staff (Bags for All)	\$171	
Classroom Scanners (Amazon)	\$1,956	

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.]

One of the district's key priorities for distance learning instruction is to ensure that expectations are clearly communicated to students and parents on a regular basis. Parents/guardians are provided with the scheduled zoom times for synchronous instruction and all the information needed for asynchronous instruction to ensure that parents are able to effectively partner in their students' learning. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process in order to help and support students and parents. The district's plan is to focus on depth of instruction, rather than pace, and commit to grade level content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, through daily re-engaging students with prior knowledge and allowing unfinished learning to continue while also introducing new content. Teachers will meet to collaborate to further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness and deep understanding.

The district's distance learning plan will include a combination of synchronous and asynchronous learning. Sunnyside acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support. Daily, live instruction and interaction is a key area for our distance learning, with a combination of synchronous and asynchronous learning being the primary model. The district's goal is to provide students with a full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, Sunnyside will be offering consistent, daily, live instruction for every student. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed in more detail within the 'Support for Pupils with Unique Needs' section. The district believes that all students should receive a minimum of 240 minutes of instruction (except Kindergarten and First Grade) and student support per day, which shall include both scheduled synchronous and asynchronous instruction.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Depending on Grade Level Students will receive at least the minimum number of minutes as required by state mandate.

Grade Level	Synchronous	Asynchronous	Total Minutes
Kindergarten	110 Minutes whole group: 130 Minutes Blended Groups (small groups and individual meetings)		
First – Second	175	95	270
Third – Fifth	215	90	305
Sixth – Eighth	240	20	260

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.]

Once the COVID – 19 Pandemic became apparent, the district reached out to the community to analyze Internet Connection capabilities. For the remainder of the school year, the district provided a hybrid between online and traditional paper based packets. For the 2020-21 school year the district went to a full online curriculum to be delivered by all grade levels. The only exception is for Kindergarten aged students who will receive a hybrid version (approximately 1/3 paper based and 2/3 online based).

The district secured 58 T-Mobile Hotspots for student use and trial ran the devices during our Summer Program. The feedback on the connectivity of the devices was Fair to Good. The district was approached by Porterville Unified School District (PUSD), late in the summer, and was offered potential connectivity to their district wide WI-FI system that was still being installed. The two districts overlap geographically. The district conducted another survey to determine how many students would not have access either by their own internet contract, or through a high school sibling attending PUSD. Sunnyside ultimately decided to hold off on the offer from PUSD and invest in an

additional twenty (20) T-Mobile Hotspots, giving the district a total of 78 devices to deploy out to the community. As of August 19, 2020, all Sunnyside school aged children are connecting through some internet device.

The district incurred connectivity issues at the onset of the program with the Hot Spot devices. Much of this was found to be (a) just a poor connectivity area (no strong internet with any program); (b) learning to use the Hot Spot; (c) the Hot Spot itself (needed some fine tuning), and (d) overloading of the system when school opened (statewide). As of August 24, 2020, the district possesses approximately nine (9) unused Hot Spots that are available for student use. Of those distributed to families, four (4) families took two hot spots and one (1) family is using three Hot Spots. This is based on the number of students attempting to log-on in the household.

The district entered into a twelve (12) month contract with **T-Mobile** to provide unlimited data to all HotSpot devices to ensure that all school-aged children in the district have connectivity throughout the school year. The district will monitor throughout the year the Connectivity Strength of the devices, cost and the availability of other potential solutions. The district did participate in the survey conducted by the Tulare County Office of Education, who is working at providing county wide internet access within the next 18 months. It will also revisit the possibility of joining the PUSD network, if still available following the 2020-2021 school year.

The district is also looking at purchasing devices for both staff and students to have an effective distance learning program. The need for students' devices can be referenced in almost all surveys. The purchase of Laptops (Teacher), chromebooks and MacBooks is currently planned. The staff needs devices (i.e. iPads) other hardware (i.e. Document Cameras) and a variety of support apps/software (Edcreations, Raz Plus, Units of Study ELA Distance Learning Videos, SEESAW, etc.) to support distance learning. The district has also purchased at this time 25 paid accounts for ZOOM allowing Preschool through Eighth Grade the capability of ZOOM lessons and meetings. A license was also purchased for the County Resource Teacher to conduct IEP meetings and RSP classes as needed.

The district will also ensure connectivity and delivery by looking at upgrades to its current infrastructure. The dated equipment is susceptible to breakdowns and overload.

Any additional funding or underbudgeting would be targeted towards additional devices and/or PPEs.

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.]

Teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs.

Synchronous instructional minutes delivered during distance learning will be scheduled in different formats including whole class, small groups and independent tasks. Formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs.

Staff will implement a variety of assessments including, but not limited too; (a) Virtual Exit Tickets, (b) Formative Assessments, (c) Checking for Understanding Questioning Techniques, (d) Polling (ZOOM), (e) Etc. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These ‘diagnostic screeners’ allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

Below is the district’s proposed Assessment Calendar to measure growth in any learning format.

Sunnyside Assessment Calendar (Proposed) 2020-2021				
Trimesters				
Trimester One: 8/13 to 11/9		Trimester Two: 11/10 to 3/5		Trimester Three: 3/8 to 6/10
	Aug - Sept UNIT 1	Oct. - December UNIT 2	Jan. - Mid March UNIT 3	Mid March - June UNIT 4
Writing Units (3 sessions per week)	Narrative 8/31-10/16	Informational 10/26 - 12/18 Mini Writing Unit if possible	Opinion 1/11-3/12	Narrative 3/22-6/4
Reading Units	Literature 8/31-10/16	Informational 10/26-12/18	Literature and/or Informational 1/11-3/12	Literature and/or Informational 3/22-6/4
WUoS Pre-Assessments	Narrative Assessment 8/31-9/4 PLC Data Discussion 9/21 Scores Entered by 9/18	Informational Assessment 10/26-10/30 PLC Data Discussion 11/9 Scores Entered by 11/6	Opinion Assessment 1/11-1/15 PLC Data Discussion 2/1 Scores Entered by 1/29	Narrative Assessment 3/22-3/26 PLC Data Discussion 4/19 Scores Entered by 4/16
WUoS Post Assessment K-8 (2-3 day assessment)	10/19 - 10/23 Scored by 10/30 PLC Data Discussion 11/2 On Demand	12/7-12/11 Scored by 12/18 PLC Data Discussion 1/18 On Demand	3/15-3/19 Scored by 3/26 PLC Data Discussion 4/12 On Demand	5/17-5/21 Scored by 5/28 PLC Data Discussion 5/31
DRA	10/26-11/6 Data entered by 11/9		2/15-2/26 Data entered by 3/5	4/26-5/7 5/17 Data entered
Benchmark 3-8 (2 day assessment)		ELA (Performance Task) 11/9 - 11/13 PLC Data Discussion 11/30		ELA (Performance Task) 4/6 - 4/9 PLC Data Discussion 4/26

Benchmark 3-8 (2 day assessment)		ELA Content 11/9 - 11/13 PLC Data Discussion 11/30		ELA Content 4/6 - 4/9 PLC Data Discussion 4/26
STAR TEST	STAR Math/ELA 9/8-9/11	STAR Math/ELA 11/2-11/6	STAR Math/ELA 3/1-3/5	STAR Math/ELA 5/24-5/28
SBAC			Small Group- onsite testing projected for Grade 3-8 April 26, 2021-May 28, 2021	
ELPAC	Initial Aug. 13-Sept. 24	Summative February 1–May 31		

Assessments such as those in the above table are part of the district's common assessment portfolio. Support materials for these, including schedules and guidance for administration and use, have been provided to staff. These materials have also been aligned to the identified clusters of priority standards in the instructional scope and sequence documents.

Among the expectations the district is asking families to have for the implementation of distance learning is the expectation of regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and reporting of student progress consistent with the District's grading policies to maintain the home-to-school connection. Not only will this provide students and parents/guardians important information about progress, but it will also open communication channels that enable students and parents/guardians to provide teachers important feedback and information. This information might include details of current obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. Channels of communication such as these will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Teachers will document attendance/engagement for each student in the Student Information System (AERIES) every day. Teacher will record the Attendance and Participation manually and submit data to Attendance Technician. For Distance Learning instruction, teachers will keep a **weekly record documenting each student's synchronous or asynchronous engagement for each school day**. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the **minimum threshold of minutes** through a combination of synchronous and asynchronous instruction.

Teachers will be responsible for **assigning the time value of assignments** given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

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.]

Distance Learning Professional Development

Sunnyside has included professional development as one of the priorities of its distance learning program. Sunnyside believes that students, families and educators will benefit from ongoing professional development and support. Sunnyside educators are being provided professional development on the strategies needed to deliver high-quality instruction and on the District's learning management system to provide students access to learning grounded in the essential standards.

Sunnyside has provided support that has familiarized staff with a range of distance learning tools to be used in delivering distance learning instruction, including Google Classroom, Thrively, Zoom, See-Saw, Raz-Plus, Core Five Lexia/Reading Plus as well as a variety of other online tools. Staff has been provided grade-level specific guidance on essential standards, curricular materials, and instruction for students with disabilities and English Learners.

In addition, the district has partnered with county coaches to provide support in ELA, ELD, Science, Math, EdTech, History and VAPA. The district is planning ongoing professional development that continues to support staff and provide the necessary tools to build the capacity needed to support all our learners. The district will participate in a training in October where staff study The Distance Learning Playbook (Fisher and Fry). Staff will continue to study the modules and collaborate with other school districts and educators to improve distance learning for all students and families.

The district will reach out through the Tulare County Office of Education and other pertinent resources to develop a Social Emotional Learning (SEL) Program. SEL instruction will take the form of direct lessons taught by individualized teachers and/or through the utilization of THRIVELY web based program to help develop appropriate lessons for students.

As the year progresses Classified and/or Certificated staff will also work together to develop their own **mindset** on **Learning Theory, Social Emotional Learning and Leadership**. This will take the form of Book Studies, Individualized Professional Development and Training. The district will utilize guest speakers such as Steve Ventura (Learning Theory) and books such as Starting from the Heart (Michelle Trujillo) and Wooden on Leadership (John Wooden).

The district is part of the Tulare County Small School District group and will participate in their events. This includes tentative plans for Virtual Conferences of Educators on Distance Learning. This may span into Conferences for Support Staff on Distance Learning Best Practices.

The Sunnyside Computer Technician will continue to provide support for both staff and families to ensure the best learning experience possible. This will take the form of one-to-one assistance, small groups, and virtual presentations. The Computer Technician will research different programs, hardware and software that benefits staff and families. In addition, he will provide input in how students can become more engaged in the Distance Learning setting.

The district

Staff Roles and Responsibilities

(SOURCE: SOME OF THE INFORMATION BELOW WAS TAKEN FROM SACRAMENTO CITY SCHOOL DISTRICT PLAN)

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

COVID-19 impacted our district in many ways, including but not limited to the roles and responsibilities of employees. Our single school district works well together and committed both formally and informally to do whatever was necessary to meet the needs of our young clientele.

Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Administrative and support staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context. The district will utilize its Three Tiered Attendance Plan which has been shared to all employees in the district and approved by the Governing Board. The plan will be available in English and Spanish on the school website.

Health and Safety Protocols

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Superintendent-Principal or designee if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Certificated Teachers

- Teachers will provide online instruction
- Provide students with an engaging classroom
- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite Superintendent-Principal, Vice Principal and Academic Coach to join Google Classrooms
- Collaborate with colleagues to develop and administer regular common formative assessments.
- Log all communication with parents in a weekly Communication Log.

- All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context.
- *Resource Teacher* support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- *Social Workers* will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.

Support Staff & Administration

- *Instructional Aides:* Will provide classroom support for instruction. They will also be responsible for assisting teachers in making contact with parents and guardians. Instructional aide staff will provide ZOOM support and work in Breakout Rooms for the initial lesson. Instructional Aides will provide additional assistance with food services on an as needed basis.
- *Behavior Aides:* Will be assigned student(s) that require additional supervision. They will be co-hosting classrooms, monitoring student behavior, working with parents and guardians of the identified student. Behavior aides will intervene when necessary but otherwise blend into the everyday classroom. They are there to support positive behaviors and address negative behaviors before they get out of control. They will assist the student(s) assigned in meeting their academic needs and goals.
- *Librarian:* The school library clerk will provide extracurricular activities (STEM, Origami, Etc.) to students during breaks, lunch time and other non-educational minutes. They will be responsible for developing activity kits that will be shared out with students.
- *Yard/Cafeteria Supervisor:* They will work individually and with partners to develop activities during breaks, brain breaks and lunch time. Their goal is to work with and see as many students as possible to promote the interactivity of student to adult, and student to student.
- *Office Staff:* We will work as a cohesive group to assist parents and students to connect daily. They will also work with the Vice Principal to identify students and parents who need additional assistance. This tasks will be in addition to the regular job assignment. Time will be utilized to make sure all students are in the Student Information System. They will keep up to date and accurate accounts of the system.
- *District Staff:* Will work as a team to insure that staff needs are addressed and that all items necessary are ordered, inventoried and distributed. They will work with parents, students, and the community to provide a positive learning environment for the students.
- *Transportation:* Along with regular Maintenance, Operations and Transportation duties, this group will work together in delivering
- *School Nurses:* School nurses will work closely with district administrators and Tulare County Public Health to provide necessary training and support.
- I will properly model and support all required public health measures.

As a Small, Single School District, all employees are expected to help out where necessary. The district has had a positive working relationship with the Classified Union and feels comfortable in that they will do whatever is necessary for student success even though it might require working outside of their job description. The district is confident that the Certificated Group will do the same.

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.]

Supports for Pupils with Unique Needs

Another of the district's key priorities of distance learning is to maintain the inclusion of each and every learner. The expectations of the district for the implementation of this priority during distance learning is as follows:

Appropriate supports for students receiving Special Education

- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention

- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners

- Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Sunnyside is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. The district feels that it is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, ALL students will benefit. To make grade-level content accessible for all students, the district is prioritizing the planning of all lessons using multiple teaching practices designed for distance learning. Sunnyside teachers and staff will engage in ongoing professional development on the use of these practices to support this effort.

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-5: 60 minutes/week (120 minutes/week for newcomers)
- Grades 6-8: Designated class or 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to engage students in distance learning
2. Coordination & communication with homeless agencies to make them aware of the districts Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer Distance Learning supports specific to Foster Youth will include:
 - Case management to support all eligible foster youth
 - Regular check-ins with students and foster parents via phone, zoom, and e-mail.
 - Monitoring of attendance/engagement and communication with teachers and administrators when needed.
 - Referrals to both district and community agencies for additional support/resources as needed.
 - Online tutoring services will be offered to eligible foster youth.
 - Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Students with Disabilities

Sunnyside works with the Tulare County Office of Education (SELPA) to ensure that the needs of all students are met, including students with disabilities.

- **Individualized Education Program (IEP) Addenda:** The district resource teacher (an employee of the Tulare County Office of Education) will maintain and keep up to date IEPs during distance learning. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- **Modification of IEP Goals:** Any changes to Goals and Objectives must be an IEP Team decision. If goals and objectives are not realistic during distance learning or in the event of a shutdown in excess of ten days (after reopening) they may be brought to the attention of the team, by any member. IEPs will focus on individual needs and not the model of instruction.
- **Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE):** IEPs should include statements outlining the plan in the event of school closure exceeding ten days. Amendments can be made to the IEP, team

decision, in the event the delivery method changes affecting the ability to implement the IEP. As needed, students will be provided necessary tools and assistance to maintain the engagement and learning process.

Funding

The district has allocated \$10,000 specifically for Special Education students, and students with disabilities, or a student who is High Risk due to language barriers. The funding for specific items will be on an as needed basis as we progress through the different Learning Environments in the upcoming months (August - December). Items should be specific hardware devices, applications, programs and any support materials needed to improve learning outcomes.

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

Description		Total Funds	Contributing
Chromebook/Touchscreen Chromebooks/Macs for Student Use	Learning Mitigation Funds	\$107,000	[Y/N]
iPads for Teachers(Distance Learning) & for Students Upon Return	Learning Mitigation Funds	\$12,100	[Y/N]
Document Cameras for Distance Learning	Learning Mitigation Funds	\$3,510	
Teacher Laptops to deliver online instruction effectively	Learning Mitigation Funds	\$11,260	
Accessories for Learning (Bags, cases, headphones, headsets, earbuds, chairs, printers, etc.)	Learning Mitigation Funds	\$7,367	
ZOOM Contract for Schoolwide Use	Learning Mitigation Funds	\$2,250	
Hotspots for Student Connectivity	Learning Mitigation Funds	\$20,000	
Infrastructure Hardware (i.e. Servers) to deliver on a Distance Learning Program	Learning Mitigation Funds	\$31,000	
Additional Funds for Special Education Needs		\$10,000	

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.]

Another important key priority of the district is to identify and address gaps in learning through the monitoring of students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

The district assessment calendar for the year 2020-2021 is provided in this document. These assessments will be used as key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous

activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss. Teachers are provided with the assessment calendar and are given support during the assessments.

The district encourages teachers to effectively establish a safe learning environment and re-engage students in school prior to beginning assessments. The district believes it is important to reiterate that assessment of students' learning status began on the first day of school and will continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. Teachers will collaborate during data zoom meetings and examine the data in order to make adjustments to learning to support students greatest needs.

Beginning in September the district will provide support for students and families by providing online tutorial support and assistance in English Language Arts, Mathematics a minimum of twice per week. In addition, the district will provide general online assistance in all subject areas and grade levels weekly. These online resources will be available after school hours and once on weekends. The district will solicit certified teachers first for the positions, followed by classified paraprofessionals.

The district will utilize a variety of software platforms to enhance learning and engage students. This will include using items such as Edcreations (engaging students with video), Seesaw (digital portfolios and parent communication), Thirvely (identifying student strengths and interests), Raz Plus (leveled reading and teacher resources), Units of Study Online Video Lessons (virtual teaching resources to support ELA curriculum), Edpuzzle (creating interactive video lessons), Netop (secure remote access), and STAR Reading and Math (online assessment for student growth).

Pupil Learning Loss Strategies

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

The primary means of addressing learning loss and accelerating learning for pupils will be instruction delivered through synchronous instructional time. All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Additional supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt their instruction, but also schedule small group sessions to provide additional targeted support. Similarly, students who require even more intensive support will be provided individualized support. The priority will be focusing on small group and individual sessions and use key prerequisite skills that students need to successfully master the content rather than large chunks of information for the whole class. For example a teacher, upon identifying a gap, might arrange a small group session with other students who have the same learning need to target the skills needed to master the standard. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Students will be provided with supplementary learning materials every 6-12 weeks in the form of a Learners Care box. This box will be filled with paper, pencils, notebooks, math manipulatives, and other materials that support the learning process and would help mitigate Pupil Learning Loss.

Learners who fall into the category of needing special/additional support will receive such materials and or adult attention. When available, asynchronous learning (i.e. Reading Plus, LEXIA, Thrively, etc.) will be in the child's first language. Students who have difficulty learning and have identified learning disabilities may be brought back to campus in small cohorts for additional assistance.

Based on our schoolwide status under Title I all students will receive the benefit of learning strategies and materials.

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 effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. These summative assessments will include the STAR Assessments, DRAs, SBAC FIABs, as well as ongoing formative assessments provided by teachers.

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

Description	Total Funds	Contributing
Thrively Program - Learning Support Software (targeting SEL)	\$1,500	[Y/N]
STAR Math and Reading Assessment	\$5,450	[Y/N]
Online Support Services during Evenings and Weekends for Students and Families	\$10,000	
Special Services Materials including but not limited to; technology, specific programs, support materials, etc.)	\$10,000	
Materials (Learning Boxes, school supplies such as paper, pencils, notebooks, etc.)	\$15,000	
EDCreations	\$1,500	
Raz Plus	\$1,426	
Units of Study - Lucy Calkins Video Resources	\$2,500	
SeeSaw	\$1,100	
Netop	\$1,615	

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.]

School Psychological Services

The district Psychological Services program currently consists of two individuals. One assigned by the County Special Education SELPA. The other is self-contracted with a neighboring school district to provide additional support and services to our students and families. Both individuals are vital in not only supporting individuals but also identifying those in need of assistance. During these times it will be crucial for them to identify those who are most vulnerable. They will continue to provide support to other staff in areas such as behavior management and junior high suicide training.

Social Worker Services

Our county contracted social worker will need to continually monitor and assess the trauma incurred by our students during the COVID-19 experience. The closure of the school for an extended period has greatly impacted the emotional well being of our students. The social worker will pay particular attention to students in demographic groups that may be disproportionately represented.

Nursing and Health Services

These services which are provided in the regular school environment are of even greater importance during the COVID-19 Pandemic. Our onsite Licensed Vocational Nurse will continue to provide services to students and families throughout the Distance Learning program. Those students who are low income, Foster youth and Homeless Youth will be a focal point for contact based on the fact they are less likely to have access to or have limited access to health services. Any preventive measures that our LVN and county assigned Nurse can provide will benefit all students. The ability or lack of attending “class” via online or on site is still vital to the success of the child. The role of the both the LVN and Nurse becomes even more important.

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.]

Sunnyside will implement a Tiered Intervention process to re engage students who are absent from distance learning. The following plan will be followed:

	ENGAGEMENT STRATEGIES	CRITERIA	TEACHER ACTIONS KINDERGARTEN – FIFTH GRADE
Tier 1	Engaging classroom climate Positive relationship with parents and student Good attendance recognized Difficulties identified and addressed Chronic absence data monitored (3 or more/week)	Absent One Day	Teacher notifies parent and notes contact in engagement log <i>Phone, Email, Text, Etc.</i> <i>This should occur at the end of day during office hours. Junior High can collaborate so there is one notification per student</i>
		Absent One Day	Teacher has live interaction with parent to troubleshoot. (Technology, access Wi-Fi, supervision, scheduling conflicts?) If necessary, provide a list of login passwords. <i>*K-5: Notify Jody</i> <i>6-8 Notify Steve</i>
		After 2nd week of chronic Absences.	<u>Teacher</u> works with the <u>parent</u> and <u>student</u> to develop an individual plan for improving student attendance. The teacher, parent and student work to create an individual reinforcement plan with the student to log on and engage in class. (i.e. ask student what's rewarding to them, a special filter during class meetings, extra share time, prize, etc.) Document plan for improving student attendance on a google doc. Share with the following: <i>*K-5: Notify Jody</i> <i>6-8 Notify Steve</i>

	ENGAGEMENT STRATEGIES	CRITERIA	TEACHER ACTIONS KINDERGARTEN – FIFTH GRADE
Tier 2	<p>Engaging classroom climate</p> <p>Positive relationship with parents and student</p> <p>Good attendance recognized</p> <p>Difficulties identified and addressed</p>	After 3 weeks of chronic absences	Initial SST meeting with parent, student, teacher, administration, Community Resources (Parent Liaison & Mental Health)
		After 4 weeks of chronic absences	Follow-Up SST: Meeting with parent, student, teacher, administration, Community Resources if needed
Tier 3	<p>Engaging classroom climate</p> <p>Positive relationship with parents and student</p> <p>Good attendance recognized</p> <p>Difficulties identified and addressed</p>	After 5 weeks of chronic absences	<p>SARB with attendance contract</p> <p>Follow-up SST meeting</p> <p>Progress Monitoring in conjunction with Mental Health, Social Resource-Community Liaison, Teacher, Admin and Family</p>

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.]

All students in our district qualify for Free meals through the National School Lunch program. The district is providing food delivery to all students that reside in the district. The Food Services staff has **adjusted** its schedule to deliver food to the community **three times per week** (M-W-F). This is conducted **between 10:45 and 11:45**. Food Services are provided directly to the community of **Plainview** (a majority of our students), to individual **rural residences** and at a **drive-thru** location located in our school parking lot.

Monday	Wednesday	Friday
<i>Monday Lunch</i>	<i>Wednesday Lunch</i>	<i>Friday Lunch</i>
<i>Tuesday Breakfast</i>	<i>Thursday Breakfast</i>	<i>Monday Breakfast</i>
<i>Tuesday Lunch</i>	<i>Thursday Lunch</i>	
<i>Wednesday Breakfast</i>	<i>Friday Breakfast</i>	

It is the goal of the district to provide more hot lunches then during the Spring Closure. In order to transport meals to the delivery locations the district will need to invest in a school vehicle (box truck or reefer truck) to provide for safe food travels. The district is unique in that it serves no walkers. All students live away from the school campus. Due to parents working many of the students would not receive food services unless the district delivers as close to their residence (Plainview) or actually at their residence (rural households).

In order to provide safe and healthy meals the district had to make the additional investment in materials such as portable coolers and hot bags. The central kitchen also needed to upgrade and replace equipment that would help them prepare meals more efficiently. Food Services is also having to invest in a portable refrigerator to house all of the food deliveries. The amount of food and commodities delivered is more targeted with food coming in greater amounts. The current freezer cannot hold all the food. This would be a lease from September through December.

These services will continue to students and families who choose to remain distance learning, once the district reopens its campus for onsite instruction.

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

Section	Description	Total Funds	Contributing
Distance Learning Professional Development	Additional coaching services from the Tulare County Office of Education: ERS for Distance Learning Delivery	7200.00	[Y/N]
Distance Learning Professional Development	Five (5) additional, unbudgeted work days in the summer to collaboratively work on distance learning lesson plans	45,000.00	[Y/N]
Distance Learning Professional Development	Additional three(3) days between August 13 and December 30 for non instructional day professional development and guest speakers (i.e. Nancy Frey - Distance Learning Playbook)	50,127.00	[Y/N]
Pupil Learning Loss	Unbudgeted stipends for online support after school hours during the week and on weekends for General Education, Language Arts and Mathematics	5,000.00	[Y/N]
Food Services	The district needs to purchase more materials, kitchen equipment, portable coolers, hot bags, portable refrigerator (lease), delivery vehicle (instead of buses) to provide a more efficient and positive food service program.	55,000.00	[Y/N]

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
[Insert percentage here]% 34.10	\$967,395

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 staff (all staff, no matter their job description) have reached out to the students school wide. It was evident that most of the students who fall under foster youth, English Learners and low income were students who had no or limited access to the internet. These students and families were considered first in the delivery of Hot Spots. The staff worked to ensure that they were able to connect with their

teachers on a regular basis. They were also the students in most need of technology devices. Instructional support staff checks in regularly with these students who represent a large number percentage of our student body population.

[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 two psychologists. Front Office staff have taken on many roles to help these subgroups make internet connections work. One additional behavior support position was hired to temporarily fill the void of another who is substitute teaching (qualified and worked with students in class). The district plan is to keep the substitute position available. The district also will provide additional online support for students and families outside of the regular school day. The Vice Principal has taken an active role in making visits, delivering materials to remote locations to meet the needs of the students.