



# 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.]

Union Hill School District is located approximately 1 mile southeast of Grass Valley, Nevada County, California on Highway 174 across from Empire Mine State Park. Union Hill Began as a one room school just 20 years after California became a state and celebrated our 150th anniversary in 2018. We have a tradition of excellence in academics and family engagement. Union Hill Charter Elementary School was created in 2013 as a Conversion Charter School. Our success is measured by the success of our students. The district has invested in student support with a full-time Director of Student Services and Special Education, a full-time psychologist, full-time counselor, a full-time speech and language teacher, full-time Board Certified Behavior Analyst and Registered Behavior Technicians. Union Hill offers a robust standards-aligned learning environment for all students which includes a school-wide focus on Positive Behavior Supports and Interventions (PBIS) as well as engages in Universal Design for Learning (UDL) strategies that supports equity in our classrooms. Due to the COVID-19 pandemic, Union Hill School District enrollment has declined as families explore other options so support their students. Union Hill is offering multiple pathways, in-person and virtually, to support our families.

The last day of the Union Hill traditional on-site education model was March 13, 2020 and Union Hill Elementary School, Union Hill Middle School, and our school based child development program, Bearcat Discovery Center, were closed to all student attendance due to the Covid19 pandemic. All aspects of school were impacted and immediately plans were being made to sustain modified program offerings,

adjusted to be able to meet the needs of our students, family and community. Students were now sheltered at home. For many of our families, loss of employment accompanied the closure and families had to begin the adjustment to a “new normal.” Programs across the school spectrum were impacted for all subgroups of students. In the areas of academics the learning cycle was clearly disrupted, if only temporarily until resources could be redeployed. Areas most immediately impacted were:

1. Student access to curriculum resources (textbooks, science lab materials, math manipulatives, video content);
2. Student to staff interaction (direct instruction, small group instruction, reading/math support groups, teacher-led collaborative learning groups, pull out/push in SpEd services, Social Emotional Learning instruction);
3. Student to student interaction (independent learning centers, science lab working groups, reading partners, social interactions during academic and nonacademic times)
4. Staff to staff interaction (Collaboration time, Team Meetings, Staff Meetings, SpED Team Meetings, Student Support Meetings, SSP trainings, classified support for certificated staff - learning centers), student services (Meal programs, EL Services, Foster Youth services, SpEd services, Speech and Language services, School Psychologist services (testing and counseling), School counselor services(individual, group and “club” sessions and events), Board Certified Behavior Analyst and Registered Behavior Technician support services with behavior plans);
5. Intracurricular Grade Level Activities (field trips, Renaissance Day, Evening with Shakespeare, etc.);
6. Extracurricular Activities/Clubs (Girls Volleyball, Track and Field, Mountain Bike Club, Club Live, Kindness Crew, ASB/Student Leadership);
7. School to family interaction (Student Success Team Meetings, IEP’s, parent interactions before and after school, volunteer participation, Site Council Meeting);
8. School to Community Activities (Classroom volunteers, Re-enrollment/Reregistration of students, community work day "LINC Work Day", Open House)

Moreover, during the summer months there was great anxiety and uncertainty about the 2020-2021 school year. With COVID information changing weekly (sometimes daily) we were unsure whether school would resume in August, what model would be most effective for our staff and students as well as working with our parents and families to meet their needs as much as possible. A new Superintendent was hired on July 1, 2020 to support moving our LEA forward during these uncertain times.

## Stakeholder Engagement

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

UHSD created a Learning Continuity Work Group consisting of the Superintendent, Chief Business Officer, Principal, Director of Special Education and Student Services, Director of Early Childhood Development, Data Management Specialist, Technology Support and

representatives from the Union Hill Teacher's Association (UHTA) and the California School Employees Association (CSEA). We brainstormed possible strategies, activities and areas of concern to support our students and families. We recorded this data and sent to all certificated, classified and administrative employees to rank each strategy using a likert scale as well as requested additional suggestions and feedback. The superintendent facilitated a presentation outlining the Learning Continuity and Attendance Plan at a public board meeting on August 11, 2020. The Superintendent and Principal presented this plan and asked for additional feedback at our School Site Council meeting on August 24, 2020. The Learning Continuity and Attendance Plan was posted on our Website for all parents and community members to review. The Board agenda was posted on line 72 hours in advance as well as a public hearing notice was posted throughout our district. The public hearing was facilitated on September 8, 2020 at our regularly scheduled board meeting. The Board of Trustees has a special board meeting to consider approval on September 15, 2020 in order to meet all statutory timelines.

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

Union Hill purchased a premium zoom account to accommodate increased participation at our Board meetings. The Board meeting link is clearly posted on our website and on our Board agendas.

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

Our different stakeholder groups were very aligned with their feedback to support the learning continuity of our students. Our feedback from all stakeholders can be divided into four areas: Health and Safety, Technology Access and Connectivity, Classroom Instructional Support and professional learning for staff and parents.

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

Alternative student supports such as tutoring, reading intervention and health and safety areas were directly influenced by both our teachers and parents. Our technology device and connectivity was a significant discussion with our parents and community members. Our parent stakeholders were very excited to engage in parent education and support. Our School Site Council was instrumental when discussing ways to promote Union Hill School to support learning continuity including alternative outdoor learning spaces, volunteer recruitment in this time of COVID-19 and internet connectivity. Our teachers directly influenced evaluating our instructional supplies, developing additional outside classroom areas and supporting our student's social and emotional learning.

# 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.]

Union Hill School District is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or hybrid learning environment. In order to meet health, safety, and learning needs, two instructional models will be offered, both a hybrid learning model and a complete Interactive Remote Learning model (IRL). While the district feels that in-person instruction is the most sound educational choice, we understand that many parents may opt to keep their children home out of an abundance of caution therefore we are offering a full Interactive Remote Learning option as well.

Our 7th - 8th-grade students will be on campus for face to face instruction comprised of two cohorts two days a week on either Monday and Tuesday or Thursday and Friday with three days of Interactive Remote Learning. Most importantly, Union Hill adheres to continuous improvement where we consistently evaluate our programs and will adjust as necessary to support our students. The core operational structure of UHSD's academic programs is a stable cohort of students trained to follow safety routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic. In an effort to provide continuity of learning across all instructional models, educators have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person hybrid model of instruction to full distance learning as needed.

Safety – UHSD is committed to following all mandates from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies relative to the health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Classrooms have been rearranged to meet the requirements of physical distancing, and the school will be implementing outdoor procedures and activities for students that meet safety guidelines. The district has developed a full cleaning and safety protocols. Face masks or shields are used by all adults and students while on campus. Plexiglass barriers will be used in front office to reduce exposure, student seating will be separated to account for social distancing. Additional safety protocols have been described in Union Hill's COVID Protection Plan.

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

Description	Total Funds	Contributing
Purchase additional classroom supplies in order for students not to share. "Classroom Kits" for use in the classroom an/or at home by students to engage them mentally, kinesthetically, and artistically during times of hybrid and remote learning. The classroom kits will principally	\$2,850	Yes

Description	Total Funds	Contributing
benefit low-income students by providing resources and materials they may not otherwise be able to access.		
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$2,755	Yes
Outside Instructional Learning Hub	\$1,000	Yes
Signage, Posters, and Concrete Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to minimize interactions between students and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$190	Yes
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk, special education classrooms, for special education service providers (school psychologist, speech therapist, SLPA) for use when providing service and/or assessment, small group instruction in the classroom	\$950	Yes
Auditory Equipment	\$650	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.]

Union Hill School District will offer both a hybrid instructional model as well as an Interactive Remote Learning (IRL) option. Students and families choose which model best suits their family. All teachers will use Google Classroom as their learning platform. Interactive Remote Learning is embedded in the hybrid model making the transition to full remote learning for all students seamless if required by a changing COVID environment in Nevada County. Interactive Remote Learning teachers meet daily with their students, have robust daily instruction, and require students to participate in a parallel curriculum of their peers on campus. Union Hill will ensure that state mandated daily instructional minutes, daily attendance and weekly participation logs will be strictly monitored.

Students will participate in "live instruction" daily. Access and availability are 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. A key decision to support cohesion in the district's teaching and learning was the decision to use Google Classroom as the designated Learning Management System (LMS). Google Classroom will maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning.

In order to ensure further continuity of instruction this year, certificated and classified staff will provide direct instruction and support from the school site whether operating in a hybrid or full IRL model. By teachers holding class in their classrooms it ensures easy access to their materials, develops a norm for both students and staff of a more reflective classroom environment, and allows for firm boundaries for our staff in preventing the feeling of being at work 24/7.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, UHSD immediately began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and a home internet account and would not need to borrow from the school; however, many of our families did express a need. Families were contacted and devices were distributed. Returning to school offering both a hybrid model and a full IRL model, the district faced not having enough devices to properly meet the needs of students on campus and those remote. The district purchased 360 Chromebooks and hot spots to ensure all students have access and connectivity. A needs assessment identified which students and families needed a device and/or a hot spot. When these devices arrive, UHSD will have new devices programmed and ready to be deployed when a student enrolls or if a student's device is malfunctioning. To avoid delays in student learning, new replacement devices are distributed quickly with parents setting up appointments to come to school for pick up as soon as possible. As we have seen, the need to shift to distance learning can be sudden. UHSD will have ample devices to ensure that students who need a device at home to access their

education have one assigned. Union Hill has created. Union Hill has developed an Internet Learning Lab (ILL) to support our students who are unable to connect to the internet if home connectivity is not possible.

## **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.]

Each classroom teacher, both hybrid and IRL, will have a daily meeting in which students are required to attend to be considered in attendance. All teachers will document all assignments in their Google Classroom. The time value of student work will be determined by the classroom teacher. A weekly participation log will be compiled by each teacher for each student.

Teachers will document attendance/engagement for each student daily. For IRL students, 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.

## **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.]

UHSD is committed to providing ongoing support, guidance, and resources for teachers to offer high-quality remote learning programs for students. To enhance teachers' skills, in-depth training in the use of Google Suite applications has been provided. Google Suite affords teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of classroom instruction, Google Suite offers a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

In August, the district offered three half day, compensated professional development days focused on technology use for online instruction. Additionally, the district paid for one day of team level collaboration before the start of school year.

## **Staff Roles and Responsibilities**

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

The impact of COVID-19 on the instructional program has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the school office. Teachers and instructional support staff have transitioned to utilizing alternative methods of meeting with students such as Google Classrooms, Google Meets, and video conferencing. Instructional staff are spending more time reaching out to students to engage and support them in Interactive Remote Learning and making themselves available outside of their professional day to

respond to students and families. SSPs and office staff have also assumed responsibility for taking students' temperatures and implementing site safety protocols related to COVID-19.

**Attendance and Engagement:** 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 IRL, 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.

Attendance staff will be continuing all of their core functions. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Nevada County Health Department. This will include the entry of detailed attendance data.

A total of 5.75 FTE classroom teachers, school-wide, have been reassigned as Interactive Remote Learning teachers. All teachers must complete a weekly participation log and check in with their students daily. Teachers need to focus on required daily instructional minutes by combining both in-class and virtual learning for hybrid teachers and "pure" Interactive Remote Learning instructional minutes for students choosing not to physically come back to school. A Memorandum of Understanding (MOU) was developed between Union Hill School District and the Union Hill Teacher's Association (UHTA) and the California Employees School Association (CSEA) to discuss and measure the impact of coming back to school given COVID-19, Hybrid schedule and Interactive Remote Learning. Certain classified employee classifications hours needed to align to our new schedules including our paraprofessionals, custodians and transportation to meet the needs of Union Hill School District.

## **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.]

The district will provide additional supports during hybrid and IRL distance learning to assist students with unique needs, including English learners, students with exceptional needs served across the full continuum of placements, students in foster care, and students who are experiencing homelessness. Each teacher will receive information indicating their students who fall into any of the unique needs categories (Foster, Homeless, ELL, IEPs) Students will be offered additional time outside of their hybrid schedule to extend their school day to receive 1:1 or small group instruction. IRL students will be given the opportunity to attend individual and small group in-person instruction in addition to their regular IRL instruction and support.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during hybrid or remote learning to account for the reduction of face-to-face interactions the students has with their service providers. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing and routinely

monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams.

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

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., Chromebooks, hotspots, computer bag) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$32,563	Yes
Educator Professional Learning – Teachers and SSPs have the opportunity to participate in training opportunities to enhance their instructional techniques using the tools available in Google Suite.	\$4,750	Yes
2 Long-Term Substitutes to support Interactive Remote Learning and Intervention Strategies	\$5,130	Yes
Additional technology for teletherapy sessions for special education service providers	\$1,000	Yes
Online curriculum to support remote learning	\$5,700	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.]

In order to identify present levels of student performance, ALL students will be assessed within the first three weeks of school using multiple measures:

- Curriculum-Based Assessments
- CORE 5 Rapid Assessment Grades 6-8
- STAR Reading and STAR Math-all grades
- CAASPP Interim Assessments

Assessment data will identify those students who are in most need of additional supports. Assessment scores may be compared to previous scores from the 2019-2020 school year to determine learning loss.

## Pupil Learning Loss Strategies

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

All students will receive standards-based direct instruction coupled with intensive small group instruction.

All students will participate in individualized learning programs which adapt instruction based on student responses. Teachers will monitor student progress data to identify students in need of additional support to continue to progress in their program. (Lexia, Core 5, ALEKS)

UHSD's tutoring program will be expanded to include paid tutors as well as volunteers.

Progress monitoring will be ongoing. Daily, weekly, and monthly classroom assessments will be required of all students. A school wide assessment schedule will be presented to the teachers to ensure continued progress monitoring (monthly, trimester).

Additional supports for specialized populations:

English Learners, low income, foster youth, and students with IEPs be considered first for any supports beyond those offered in the general education setting, They will receive top priority for after school tutoring and small group instruction and support during the school day. They may be offered extended school day for assistance in classwork completion, organization, and remediation.

### 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.]

Ongoing progress monitoring: monthly STAR Reading and math, ongoing Lexia and Core 5 data, Curriculum based measures. Data will be reviewed during weekly collaboration meetings and services will be adjusted based on data analysis.

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

Description	Total Funds	Contributing
Supplemental tutoring. Expand to include both existing teacher hourly and outside support.	\$14,250	Yes
Educational Software to address student intervention and support.	\$7,943	Yes
Additional academic support provided outside of the school day for students with Individual Education Plans (IEP), 504 Accommodation plans and students identified as needing assistance with learning gaps.	\$409	Yes
Additional planning time for teachers to evaluate data and engage in professional learning communities as needed outside of their regularly scheduled collaboration time.	\$5,700	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.]

A referral protocol for support to the school counselor, school psychologist, a Board Certified Behavior Analyst (BCBA), and Behavior Support team will be developed and teachers will be trained in the process. School counselor, psychologist, and BCBA have important

information and community resource links on the UHSD website. Dr. Chang has a link to a "Calm and Resilience Room". Teachers and parents will be encouraged to visit and utilize these sites often.

Second Step, a social emotional learning (SEL) curriculum is implemented school-wide, grades TK-8. All students will participate in weekly class meetings and SEL lessons. Links to access on-demand SEL lessons will be provided to teachers to post to their Google Classrooms. Second Step has also created a remote adaptation guide, a community rebuilding unit, and an adult component for resilience during crisis.

Teachers have been trained in the utilization of the Nurtured Heart Approach.

A referral protocol for support to the school counselor, school psychologist, BCBA, and Behavior Support team will be developed and teachers will be trained in the process. School counselors, psychologists, and BCBA have important information and community resource links on the district website. Dr. Chang has a link to a Calm and Resilience Room.

Union Hill will continue to build and strengthen our Positive Behavior Intervention and Supports (PBIS) system. The entire staff at Union Hill values "Community Building" strategies where students are nurtured and supported. These strategies include morning "mini assemblies" to engage all students in Union Hill's "family" educational environment.

## 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.]

UHSD is prepared to ensure that students continue to receive positive and engaging educational experiences via hybrid or IRL models of instruction. Devices and hotspots were provided to all students in need and communication with students and families increased via School Messenger, emails, and School Mint messaging.

School staff is required to regularly communicate with parents/guardians regarding a student's academic progress. School staff is required to ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day, verifying daily participation and tracking assignments. Teachers will provide large group, small group, and one-on-one learning opportunities to ensure appropriate academic support. These opportunities will also be used to address lack of engagement and participation. IRL teachers will host office hours to provide varied opportunities for families and students to receive support. Students who are identified as not engaging will trigger a series of tiered interventions including: teacher directed contact, school counselor contact,

administrator contact, initiation of Student Success team referral and requesting that they begin participating in an on campus learning opportunities.

We will continue to use our SARB policy and processes, use positive incentive to encourage attendance and check in/check out techniques as applicable.

Union Hill will also develop strategies to promote Union Hill School District due to COVID-19 and declining enrollment.

Union Hill's Tiered response to re-engage our students and families if there are three absences in a week or 60% of instruction during a weekly period is missed is the following (and is also attached to this document):

TIER I: Communication with Student and Parent/Guardian.

1. Teacher communicates clear expectations of the UHSD Hybrid Model and Interactive Remote Learning Model: Routines, Participation, Attendance, Grading
2. Daily meeting/check-in with all students by teacher
3. Teacher provides "live" instruction, interaction and feedback provided to students as they engage in learning: On-line activities, assessments and assignments
4. Teachers provide regular communication to students and families provided on an on-going basis: Virtual office hours, Powerschool communication, Phone/Email communication.

First Occurrence: Student has missed more than three days OR 60% of Instructional Days in a week.

Plan of Action:

1. Teacher contacts the family. If no answer: Leave a voicemail with call back number, Email family and student. If communication is successful: Review expectations on attendance and grading, discuss research on chronic absenteeism, verify best contact information for student, discuss the daily schedule and expectations, discuss ways to meet instructional minute criteria, document contact in Powerschool.
2. Attendance clerk calls family to obtain reason for absence
3. If the student cannot attend due to device or connectivity issue, contact principal.
4. Document discussion with parent/guardian

Second Occurrence:

Plan of Action Same as above but include the following:

1. Notify both the Principal and Counselor.
2. If student has an IEP, notify the Case Manager
3. Teacher: Discuss needs to support learning; Identify areas of non-engagement
4. Counselor: Ask questions of the family to inquire about supports needed: Physical Health, Mental Emotional health, quality of life, routines.
5. Counselor: Communicate with student to address missing assignments, organization, setting goals.

TIER II: Principal and Support Staff Communication

Third Occurrence: Same process as above including the following:

#### Plan of Outreach

1. Administration contacts family instead of teacher: Review expectations on attendance and grading, discuss research on chronic absenteeism, verify current best contact information for student, discuss the daily schedule, discuss ways to meet instructional minutes criteria, document contact in Powerschool
2. Teacher/SSP facilitates small group or one-on-one instruction (make up assignments)
3. Reteach and support student
4. Counselor meets weekly with student: Identify student needs (Academic, Emotional)
5. Interventions developed through SST process
6. Document all interactions with parent/student

TIER III: Principal and Support Staff Communication: Re-Engagement Notification

Fourth Occurrence: Same as Tier II including the following:

1. Counselor meets daily with student
2. Possible home visit
3. Possible Alternative services provided
4. SARB Outreach and Intervention
5. SST Review Plan: What's working? What's not working? Revise as necessary.

## 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.]

For students attending in-person instruction and IRL, meals will be provided to the school sites through the National School Lunch Program, as is our traditional practice. However, UHSD recognizes the effect the current economy and loss of jobs has on our families, and school staff are planning to reach out to connect with families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Develop strategies to promote and support Union Hill School District	\$1,900	No
Mental Health and Social and Emotional Well-Being	PBIS incentives and Mental Health Activities	\$950	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Compliance and Accountability Support for Attendance and Participation and COVID tracing.	\$5,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.40%%	\$98,882

### 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 needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted and actions are designed with those student groups in mind.. In March 2020 when schools shifted to distance learning, UHSD reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Understanding that economic conditions can fluctuate, a follow up survey was sent out to families in July to verify students still had the devices and connectivity necessary for remote learning and assign devices to students whose circumstances had changed since the first equipment rollout.

The Activity Kits, provision of school supplies is an example of a resource being provided to all students which principally benefits a selected group of students. For low income students who may not have access at home to the supplemental supplies contained in the kits, this resource allows them to engage in a variety of kinesthetic and artistic activities they might not otherwise be able to experience.

In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

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

The expansion of UHSD's tutoring program and virtual tutoring rooms are allowing foster youth, and low-income and EL students greater access to tutors and individuals support. In the past, tutoring services were scheduled on-site after school. Transportation was often a barrier to a student being able to extend his or her day. With remote virtual tutoring model, the tutors can working remotely with students. Our unduplicated pupils are also no longer hindered by geography when seeking tutoring services because the virtual tutoring rooms are accessible from any location with internet capabilities, including the student's cell phone.



**Union Hill School District: Re-Engagement Plan**  
Strategies for students who miss more than three (3) days  
OR  
60% of instructional days in a school week.

**TIER I: Communication with student and parent/guardian**

- **Teacher** communicates clear expectations of the UHSD Hybrid Model and Interactive Remote Learning Model:
  - Routines
  - Participation
  - Attendance
  - Grading
- Daily meeting/check-in with all students by teacher
- **Teacher** provides “live” instruction, interaction and feedback provided to students as they engage in learning:
  - On-line activities, assessments and assignments
- **Teachers** provide regular communication to students and families provided on an on-going basis:
  - Virtual office hours
  - Powerschool communication
  - Phone/Email communication

**First Occurrence:** Student has missed more than three days OR 60% of Instructional Days in a week

***Plan of Action***

- **Teacher** contacts the family.
- If no answer: Leave a voicemail with call back number, Email family and student.
- If communication is successful:
  - Review expectations on attendance and grading
  - Discuss research on chronic absenteeism
  - Verify best contact information for student
  - Discuss the daily schedule and expectations
  - Discuss ways to meet instructional minute criteria
  - Document contact in Powerschool
- **Attendance** clerk calls family to obtain reason for absence
- If the student cannot attend due to device or connectivity issue, contact principal
- Document discussion with parent/guardian

**Second Occurrence: Plan of Action Same as above but include the following:**

- Notify both the Principal and Counselor. If student has an IEP, notify the Case Manager
- **Teacher:** Discuss needs to support learning; Identify areas of non-engagement
- **Counselor:** Ask questions of the family to inquire about supports needed: Physical Health, Mental Emotional health, quality of life, routines.
- **Counselor:** Communicate with student to address missing assignments, organization, and setting goals.



**Union Hill School District: Re-Engagement Plan**  
**Strategies for students who miss more than three (3) days**  
**OR**  
**60% of instructional days in a school week.**

**Tier II: Principal and Support Staff Communication-Begin Supports**

**Third Occurrence: Same process as above including the following:**

***Plan of Outreach***

- **Administration** contacts family instead of teacher
  - Review expectations on attendance and grading
  - Discuss research on chronic absenteeism
  - Verify current best contact information for student
  - Discuss the daily schedule
  - Discuss ways to meet instructional minutes criteria
  - Document contact in Powerschool
- **Teacher/SSP** facilitates small group or one-on-one instruction (make up assignments)
  - Reteach and support student
- **Counselor** meets weekly with student: Identify student needs (Academic, Emotional)
- Interventions developed through SST process
- Document all interactions with parent/student

**TIER III: Principal and Support Staff Communication-Re-engagement Notification**

**Fourth Occurrence: Same as Tier II including the following:**

- Counselor meets daily with student
- Possible home visit
- Possible Alternative services provided
- SARB Outreach and Intervention
- SST Review Plan: What's working? What's not working? Revise as necessary.