

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan are 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
Alta Vista Union Elementary School District	Dr. Robert Hudson: Superintendent	rhudson@altavistaesd.org 559-782-5700

Introduction

This plan is the result of collaboration of our local stakeholders and multiple small, rural school districts with similar interests and needs. It is a state-required one-year plan in emergency response to the COVID 19 pandemic. **It is an emergency plan to continue to provide high quality, rigorous and standards-based instruction to our students while we comply with state emergency orders for the safety of our students, staff, and families.**

The rural, “single-school” districts in Tulare County are independent and appreciate the many benefits of being small and close to our students and families. We enjoy tremendous support, are required to do the same things as every other district in the state, and have challenges unique to being small and sometimes isolated from resources. One of those challenges is lack of specialized staff to respond to state and federal requirements. We rely on consultation from partners such as the Tulare County Office of Education and outside consultants. Most of all, we depend on each other to develop solutions. As we respond to the COVID 19 state emergency, we depend on each other more than ever to quickly and collaboratively develop solutions for our students, families, and staff. The new state-required **Learning Continuity and Attendance Plan** presented here is a result of this collaboration. While there are literally hundreds of details unique to every district, the basic elements of the LCP are very much the same for all districts. Mandates can change literally overnight and we help each other through it.

The LCP is due September 30, 2020, and is the result of work we have been doing since the state emergency was declared in March, 2020, and our schools had to shut down for public safety. The Governor signed the state budget that requires this new plan on June 30. Two weeks later, on July 17, he ordered Tulare County schools to open online-only due to the pandemic. As a result, many districts had to change their plans for re-opening their schools literally overnight. We received the required template and instructions two weeks later on August 1, and found ourselves in need of each other once again, coming together to develop the plan. Continuing to serve our students and further their education has been and remains our mission.

Alta Vista Elementary District thanks our local stakeholders (parents, families, teachers, staff, and students) for their advice and collaboration on this plan to re-open our school. We also acknowledge the assistance provided by our community public health agencies, the Tulare County Office of Education, California Department of Education, and the California Collaborative for Excellence in Education. In this emergency, all of our stakeholders and partners have worked together with the same goal in mind: to get our students back to the joy of learning in person together on campus in our classrooms and playing fields if and when possible.

This one-year Learning Continuity and Attendance Plan (LCP) is therefore guided by stakeholder input and what we have learned about best practices from these sources:

- a. [Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#) (California Department of Education);
- b. **Distance Learning**, Guidance and resources for teachers and families in K–12 schools regarding high quality distance learning (California Department of Education) <https://www.cde.ca.gov/ci/cr/dl/> ;
- c. **Continuity of Learning, Distance & Hybrid Learning Playbooks** to Support California LEAs (California Collaborative for Educational Excellence <https://k12playbook.ccee-ca.org/> ;
- d. **The Distance Learning Playbook** by Fisher, Frey and Hattie.
- e. the Tulare County Office of Education advisors and consultants,
- f. and the Tulare County superintendents, especially the Tulare County Small School District Association Collaborative.

This LCP has four goals:

1. To provide a framework for how Alta Vista School will continue to deliver high-quality educational opportunities to students when the school site is physically closed and on-site instruction has been suspended by the COVID 19 state emergency.
2. To provide a framework for how Alta Vista School will transition to a hybrid model of onsite and distance learning when state and local conditions allow.
3. To describe the steps Alta Vista School will take to ensure that these opportunities are available to all students to the greatest extent possible, including economically disadvantaged students, students with disabilities, foster youth, and English learners.
4. To establish best practices of the schooling process in the distance learning mode and hybrid mode to continue to help our students achieve the social, emotional, and coping skills they need to achieve their school and career goals.

General Information

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

Tulare County and the community of Porterville have been hard hit by the Covid-19 virus. Alta Vista ESD immediately responded by closing its doors as we formulated a plan to serve meals and to offer distance learning through synchronous and asynchronous means and through teacher-developed lessons in learning modules. The District was fortunate since the state-required closure occurred during the Spring Break and that provided time for the much-needed emergency actions. It was very difficult to engage all of our students and parents online since a significant number of our families do not have internet access, and this portion of our population had to rely on the paper-based learning modules. Distributing the chrome books, the instructional materials, the weekly modules, and of course, having all of the families arrive in the parking lot to pick up these items was difficult to say the least. Lunches were served to the entire community and often, we served hundreds of lunches to students who attend schools outside of our district above our own numbers. Parent communication was difficult since not all parents have internet access nor do they have the wherewithal to find the information. We also found that our traditional communication methods were not reaching all parents, and this created an information void. Despite all of these obstacles, the District used the last part of the year to make some significant changes that will benefit students. The District is in declining enrollment and suffered an 8% loss in the last year.

Stakeholder Engagement

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

Multiple efforts have been and will continue to be made to solicit feedback from our stakeholders during this emergency. They include multiple surveys, telephone calls and messaging, Zoom meetings, individual calls with stakeholders, Board meetings with social distancing and recommended safety measures. Administration, staff and teachers have reached out to parents and students and have learned much about how to build effective feedback methods. At one of our Zoom meetings with parents, we had an unprecedented 62 parents in the meeting. All were enthusiastic about the opportunities they now are seeing for their children, especially with our online plans. Parents also ardently requested that we continue to meet in the Zoom format.

Stakeholders wanted to know

- a. when can school re-open for onsite instruction and activities and under what conditions (parents and staff);
- b. what worked during the spring shutdown and what must be changed/improved as we move into the fall semester (staff);
- c. how do we maintain our community of practice for teachers and staff to support each other during the distance learning phase of re-opening (administration and staff)
- d. how do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode (parents and staff and administration)
- e. what can we do to help families help their children at home during the distance learning phase
- f. They also had questions regarding the state requirements for student attendance, grading, and teacher training. (parents and teachers)

Most importantly, what can we do to assure that every student is engaged in the learning process during each phase of re-opening our school?

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

Methods used to provide remote participation in public meetings and public hearings include: district website and parent portal; traditional mail (USPS); email; telephone (voice, text, Facetime); and computer-based through applications such as Zoom. These included posting agendas and handouts on our website prior to the meetings and having the public call in with comments and suggestions or email the superintendent with comments and suggestions; live in-person meetings that strictly followed state and local public health requirements; Zoom meetings, staff and teachers; materials and handouts mailed home to parents with response forms for sending or dropping off comments or emailing responses at the district ; telephone calls and messaging; a public information line at the district office open during regular district business hours and staffed by a knowledgeable English/Spanish speaker; notices emailed and/or mailed to stakeholders.

All materials and meetings are always available in English and Spanish with a Spanish-speaking facilitator at all meetings.

The District also invested in the creation of a new app, that will enhance parental interaction with the District, provide specific and immediate information to the public, created a direct link to the teachers, and provide a multi modality approach as we deliver information via the website, face book, voice messaging, and the app.

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

As the superintendents shared information about feedback from parents, teachers, staff and the general community, we quickly began to see many similarities and concerns were essentially the same in all of our districts. Overwhelmingly, parents, teachers, staff and students were in favor in shifting to

the distancing learning model, with second language parents voicing a tremendous support for the online model. They are concerned about safety on campus and in the community. They respect the rules and regulations we all must follow, and are willing to support this method of learning. They are increasingly frustrated by the pandemic emergency and the increasing disruptions it is causing. Thus, they welcomed the specific direction offered by the Governor to shift to distance learning until Tulare County meets specific conditions. The following summary is echoed in all of our districts and many others.

When can school re-open for onsite instruction and activities and under what conditions;

For all stakeholders, the first concern ...and the ultimate goal for all...is when our school can resume onsite instruction and activities safely. Administration has made efforts to communicate rules and regulations from the state and local authorities in multiple formats and language to assure that every stakeholder is aware of the conditions upon which we will be allowed to resume regular school operations. Student, staff, and family safety (as defined by the public health department and the state) is the factor that will determine when this can happen.

what worked during the spring shutdown and what must be changed/improved as we move into the fall semester;

The spring shutdown occurred just as we were getting ready for spring break and state testing upon our return. Teachers identified multiple students who will need additional help to catch up on learning lost during the spring shutdown, mostly due to the difficulty many of our families had getting Internet access. The learning modules filled a void, but students lost that person-to-person immediate feedback they would normally be receiving from the teacher in the classroom. In addition, teachers expressed the need for technology training and support for themselves and for their students at home. They now feel more confident about their ability to deliver instruction in a distance learning mode but expressed specific training needed to improve and enhance their digital skills and knowledge and use of new applications and online platforms. Parents also have expressed the need to understand the technology and to have support to help their children use the technology (including Internet access). Many parents expressed greater comfort with instructional packets than with the technology, especially parents of English Learners. School staff need training as they take on new duties and roles in a distance learning mode. Teachers have had training in new materials adopted prior to the shutdown and expressed the need to have further training in the online aspects of the new adoptions. Parents and teachers alike will need support for new ways of assessing progress and reporting to parents. School technology support staff expressed the need for expanded staff and flexible hours.

Flexibility was a theme that ran through comments of all stakeholders as they recalled instruction during the shutdown. For example, parents who were at work during the school day hours found themselves needing to talk to the teacher in the evenings or even on weekends as their children tried to catch up on the week's work.

Parents expressed the need to have greater support for their children while they are learning at home and to be sure to have language support for them and for their children. Parents also expressed concerns about the social and emotional needs of their children as they try to cope with loss of their friends and supportive staff at school. Students echoed these concerns.

Feedback concerning instructional technology indicated that as many as **20%** of our students and parents do not have the technology needed for a full online distance learning program at home. This includes the hardware and the Internet access. With multiple children in school, this need becomes more critical. In response to the move to 100% online distance learning, the district purchased 200 hot spots that will link to the Porterville Unified internet system, and be ready to transfer to the Tulare County Internet System in November 2020. This also contributes to the need to build flexibility into our schedules for students, parents and teachers.

Staff input was held utilizing the Instructional Leadership Team, which is comprised of master teachers and classified instructional staff. The basic

tenets of operation were developed with this group and then brought to the learning community at large. The result was a learning community that had an active hand in the direction this district followed, and they were all active partners. This included the 10 day training model, and this a was sound development in our distance learning strategy.

How do we maintain our community of practice to support each other during the distance learning phase of re-opening

Prior to the shutdown, we had worked to create a collaborative community of practice for staff, teachers, administration and support providers, especially regarding strategies and assistance for our high-need students (English Learners, students struggling in language arts and mathematics, high poverty students, and Special Education students) in order to use our growing expertise to help each other and build our capacity to help our students.

Administration and many teachers provided valuable feedback as to how we might work to continue these practices under emergency orders for distance learning.

How do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode

Teachers had many concerns about how to provide individualized instruction for our many high need students. Prior to the spring shutdown, teachers had invested much professional development time and classroom practice in designated and integrated instruction in English Language Development and the writing process, and were at varied levels of proficiency and confidence in supporting their English Learners. Many of the strategies deployed are based on grouping and individualized teacher support as well as with learning stations in the classroom. Replicating these best practice strategies and implementing new strategies is going to be critical for English Learners and other high-need students in distance learning. There has been what can only be described as an explosion of resources to help with our high need students, but scheduling professional development for these will be a challenge for teachers and administration.

What can we do to help families help their children at home during the distance learning phase

Parent involvement and training has always been a challenge. Our parents at Alta Vista School are very supportive of our teachers and staff and are very concerned for their children's schooling and achievement. They are also working parents who expect the school to provide the academic education while they provide the home. Taking on the additional role of "teacher" at home is going to be very difficult for them. During the spring, we heard multiple concerns from parents regarding how to help their children at home. Our research indicates that this is an area of great need, but fewer resources are available. Teachers also expressed concerns about equipping parents and being flexible in expectations. For example, classroom teachers are accustomed to establishing their own rules for behavior in their classroom. They establish expectations for assignments, habits in the classroom, attitudes, and study habits. What does that look like when the "classroom" is the child's kitchen table? Schools have established dress codes, behaviors codes and consequences, bell schedules, snack and lunch breaks, and many such social miens to organize themselves. Announcements come at a certain time each morning, attendance is taken in definite ways...all of which are understood by all staff and students and all of which help to organize the spirit and social fabric of the school. What happens when we do not have those structures? The child's home has become the "school", or at least a critical part of it, and parents also have expectations for their home. We saw some of this during the spring shutdown as we tried to coordinate our regular school "schedule" with the parents' schedule. With the Governor's mandate, parents now realize that the online model is the safest model as indicated in survey data. Parents want to keep their children safe, and that is indeed the paramount concern.

a. When can school re-open for onsite instruction and activities and under what conditions;

This question is beyond our local control. Concerns about it permeate the LCP, however, as we look to transition into a hybrid model and eventual full onsite instruction when conditions and state rules allow. Alta Vista will provide, and in fact will go beyond, recommended safety measures in terms of protective wear for staff and students, social distancing, and deep cleaning of our facility. Plans include continued communication of conditions and state and local rules and regulations with increased frequency. It should also be noted that plans include flexibility and nimble adaptation to change.

b. what worked during the spring shutdown and what must be changed/improved as we move into the fall semester;

This has been of great influence in the selection of strategies to be deployed, materials to be purchased, hardware, applications, assessments, and feedback mechanisms selected for the distance learning program. It also will be of great assistance as teachers develop and deploy strategies to accelerate students who fell behind during the spring shutdown. This fall, teachers received 10 days of specific training aimed at improving the delivery of online standards-based curriculum. Teachers are now more confident and completely prepared with their planning and delivery of the standards-based curriculum.

c. How do we maintain our community of practice to support each other during the distance learning phase of re-opening

Alta Vista School will build regular community of practice meetings (via Zoom and Google Classroom into the school schedule. These will be moderated by the teachers and be held both schoolwide and by grade level based on student needs. Teachers will use this time to examine student work, share successes and best practices, and help each other adjust to the new and developing norms of a distance learning school. Alta Vista embraces technology as the new learning modality, and this will never again go away. The goal is have our students perform as well if not better than face to face learning.

d. How do we meet the needs of our economically disadvantaged students, students with disabilities, foster youth, and English learners in a distance learning mode

This is of highest priority as teachers build lesson plans and implement the online standards-based curriculum. Professional development has been conducted and will be ongoing throughout the year. Partnerships are in development with providers and contracts will be finalized as the school year begins. Schedules of current staff (two counselor/therapists; contracted school nurses, library/media, etc.) will be finalized as students return to school and individualized student needs and plans are completed. Every effort is being made to accommodate these students' needs in scheduling, staffing, standards-based curriculum content and strategies, assessment and monitoring of progress. Specialized instruction during the asynchronous period of the day is offered to students with special needs, and this will be an important part of the daily standards-based curriculum.

e. What can we do to help families help their children at home during the distance learning phase

Specifically, thus far, we have included plans to assure that every student has the technology tools needed at home (including reliable Internet service) to access and succeed in the distance learning program. We have made certain that every student will have the textbooks and supplemental materials (including print and online) she/he will need in order to access and succeed in the program. We have increased and scheduled technical support for teachers, students and parents. Parents are very supportive of the distance learning program. Schedules are still under development but will be flexible so as to accommodate parent and teacher needs to the greatest extent possible. The attendance accounting system is still in process, but will include flexibility so that students and parents may complete synchronous and asynchronous assignments in a way that is responsive to student and parent concerns.

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.]

The crux of returning back to a classroom/face to face model will be based on when we can actually return or when it is safe to return as required by state guidelines. A large portion of the funding granted to the school for working through Covid-19 issues will expire soon, thus limiting the effectiveness of these dollars. Health and safety is paramount, and will remain at the forefront of our decision making process as driven by MOU and safe practice and protocols. Once conditions are clear, we will eagerly return to a regular year. Upon return, data through assessment will drive our next steps. There will be some positive reactions to the online model, and these can be integrated into the mainstream class.

When classroom-based instruction is permitted by local and state regulations, Alta Vista School will implement a hybrid program to allow for social distancing and other health and safety requirements. Concern for safety of students, staff, families and the community in the COVID-19 pandemic is the reason schools were closed. In continuing concern for safety when schools are allowed to re-open for onsite instruction, the district will continue to work with cognizant agencies such as the Public Health Department, the California Department of Education, and Tulare County Office of Education to develop policies and protocols consistent with public health guidance. These include, at a minimum, considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

We are in the process of researching multiple schedules with current thinking that a schedule with half of our students on campus two days per week will be workable; online with distance education two days per week and online with culminating assignments and individualized academic and social Emotional Learning support on the fifth day of instruction. We will be guided by recommendations in the California Consortium for Educational Excellence Playbooks and Frey's Distance Learning Playbook for both the hybrid program and the distance learning program. The start date for this phase depends on when the county and district get state approval to bring students back to campus. We are exploring recently revised (August, 2020) state guidelines that will allow small groups of students on campus for special instructional and support offerings. This new provision of the state mandates might allow us, for example, to have small groups of students on campus in intensive tutoring and extended learning to remediate learning loss.

Students who have experienced learning loss due to the school closures are being identified by teachers using assessments, methodologies and protocols developed by teachers. STAR and Renaissance assessments, combined with classroom-based formative assessments, will be used to identify gaps in skills and knowledge. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance.

The framework addresses essential areas, providing samples, practical advice, and tools used in other districts on how to make each stage successful and productive for students. Considerations of equity underlie all considerations and suggestions in the playbooks.

1. Setting goals and Defining Success

Example of how we will implement: To the extent possible, we will offer families a choice about when (or if) their students come on campus (which days, aligning days with siblings, etc.). We will aim for a personal touch point with every family ahead of the new term.

2. Creating Schedules

Example of how we will implement: We will implement a modified two-day rotation with half of the students on campus two days per week, doing distance learning two days per week, and scheduled for culminating and/or acceleration assignments on the fifth day. The fifth day will also be used to provide small group intensive support on campus for students identified as having learning gaps as a result of the spring shutdown and/or other identified needs.

3. Communicating Plans

Example of how we will implement: To be nimbler in responding to changing circumstances, we will pre-write letters that we can use in case of a sudden school closure, a local outbreak, or a return to campus. This strategy has already been very helpful as we have responded to sudden changes over the past two months.

4. Assessment (How we will measure school and student success and identify areas of improvement)

Example of how we will implement: We have adopted and will use the Dibels assessment to identify students in need of intervention. Teachers are being trained on using standards-based curriculum-embedded assessment to better align instruction and results.

5. Trauma-Informed Social Emotional Learning (SEL) (How will we best support students’ social-emotional well being?)

Example of how we will implement: We will provide families with information on services available at school and beyond. We will develop a clear referral or support plan to use on-site and external contracted providers to respond to student needs

6. Capacity Building (How we will support teachers and staff)

Example of how we will implement: Through surveys and observation, we will identify needs and provide training for staff to address fill gaps in skills and knowledge. In addition, we will identify strengths and build the capacity of teachers to become onsite coaches for their fellow teachers.

7. English Learners and other students identified as high need (high poverty, foster youth, special needs)

Example of how we will implement: We will create strategic schedules with English Learners in mind to make certain that students get as much language practice as possible while on campus. In addition, we will provide designated ELD in small homogeneous groups on a regular basis.

8. Special Education (How we will effectively serve students identified as Special Education students)

Example of how we will implement: We will make sure all teachers and parents are clear on what the goals are in the IEP and how they will support the student to meet those goals, providing clear and accessible resources to do so. We will track and measure goals continuously.

9. Support Programs (How we will leverage existing and potential ancillary programs to support our families)

Example of how we will implement: We will partner with the Tulare County Office of Education to make sure mental health referrals and food security options are tapped into and made available to our families. We will bring services onto our campus as much as possible and offer remote and community-located services as needed.

Safety measures will be implemented for all staff and students and will strictly follow required guidelines of our local public health department and the state of California. Accommodations will be made for special needs of students and staff.

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

Description	Total Funds	Contributing

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.]

When the governor announced that schools in Tulare County would be required to begin the school year completely online, Alta Vista changed our school calendar in order to give staff time to prepare a robust instructional program for our students and engage our stakeholders, especially staff and parents in the process. Our program is based on guidelines and protocols in The Distance Learning Playbook by Fisher, Frey and Hattie. During those two weeks, teachers and paraprofessionals engaged in intensive training on distance learning and developed lesson plans and unit plans. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, and grading, this comprehensive playbook details the research- and evidence-based strategies teachers can mobilize to deliver high- impact learning in an online, virtual, and distributed environment. This powerful guide includes:

- Learning Intentions and Success Criteria for each module to track our own learning and model evidence-based teacher practices for meaningful learning
- Utilizing the vast array of programming available to support the online student
- A diversity of instructional approaches, including direct instruction, peer learning, and independent work that foster student self-regulation and move learning to deep and transfer levels
- Discussion of equity challenges associated with distance learning, along with examples of how teachers can work to ensure that equity gains that have been realized are not lost.
- Special guidance for teachers of young children who are learning from a distance
- Videos of the authors and teachers discussing a wide variety of distance learning topics
- Space to write and reflect on current practices and plan future instruction

As part of the planning process, teachers and administration analyzed the yearly course sequence in mathematics, English/Language Arts, and English Language Development, as well as other core subjects in order to develop a plan to cover the content and standards necessary to complete the planned course either online or in-person so as to assure seamless transition for students as delivery methods change over the course of the year to assure continuity of learning.

Teachers base the lessons they create on lessons delivered in the traditional onsite delivery system to assure rigorous, standards-based curriculum content and practices continue through this emergency delivery system, making adaptations as necessary to adjust to the distance learning platform. Students will have copies of all textbooks and supplemental materials at home, as well as access to the online resources embedded in the school's adopted textbooks and supplemental programs.

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.]

The District currently provides 1:1 chrome book access, and we are operating at about 70% connectivity based on the number of computers actually used last spring. Currently, the District ordered 200 hotspots to link into the PUSD internet, and this will boost accessibility to provide access to the Internet for all students. We have also extended home technology down to the pre-school to support online instruction. Teachers have developed lessons to teach all students how to use the technology provided so that students get maximum benefit and access to learning. Technology support for teachers, parents and students has been expanded.

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.]

Instructional minutes will be recorded through multiple methods using a weekly engagement record approved by the district independent auditor; daily online visual attendance check by the teacher, daily login program recording active time, and person to person contact via phone contact or in person contact, and the time value of work as determined by the teacher assignments.. The student will be required to login each day with the teacher via zoom and or google classroom. Attendance will begin at 8:30 AM to 2:50 PM Monday through Friday. TK-1 grades required to attend for 180 minutes as 2-8th grades are required to attend 240 minutes. When the student logs in, then the system will begin recording active time. In combination, live contacts, asynchronous and synchronous instructional minutes will be recorded.

The time value of the pupil work will be measured and documented in the weekly engagement record through live contact discussion, response, formal and informal assessments. All synchronous and asynchronous time will be recorded. In accordance with state law the attendance accounting system will include:

- Taking daily attendance for days in which students are in the school building and documentation of daily participation for each pupil during distance learning using the state approved form.
- A pupil who does not participate in distance learning on a school day is documented as absent for that school day.
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and pupils or parents or guardians.
- A weekly engagement record completed for each pupil documenting participation and certified by the teacher.
- If students miss more than three school days or 60 percent of the instructional days in a week, LEAs must take a tiered approach to re-engagement that includes verifying contact information, notifying parents or guardians of absences, and having a plan for outreach to determine pupil needs—including connection with health and social services as necessary.

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.]

AVESD provided two weeks of online training for instructional staff in the area of distance learning, online planning, and assessment. This included various presenters from the Tulare County delivered from August 10-21, 2020. This focused on all areas of online instruction on the premise that effective teaching is effective teaching no matter where it occurs. Once the two week training was completed, ongoing support will be provided for staff to continue their work with additional training and planning within their PLCs throughout the year with the premise that online instruction is here to stay and will be integrated in to the face to face approach once the situation normalizes.

Staff Roles and Responsibilities

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

All the roles experienced a major shift in teaching philosophy, and there was a high degree of uncertainty due to a lack of a consistent message. The constant change in direction as dictated by the Governor, the SSPI, and the CHDC to name a few created the potential for many models. Once a course of action was chosen, the aforementioned agencies would change direction. This was an absolute nightmare for the administrative staff. The entire Spring of 2020 was an exercise in crisis teaching, and the waters were tested. Now, with the hard work of the administration, parents and staff, there is a solid plan in place to bolster online skills, practices, and assessments. The Governor’s stand that all Tulare County schools would be required to open online was quite helpful and we have made swift progress. The teaching staff is completely stable, and reductions that took place were due to declining enrollment. The staff is now enthusiastically engaged in the process of converting into online specialists, and this is good news for our students and community. Parents are enthusiastic and supportive with greater participation than ever before. This support from parents is very helpful for staff, administration and teachers as we embark upon largely uncharted territory. It is imperative that the Governor not change his direction again or all of our hard work will be for naught.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Special education continues to receive the services of a full time special education teacher, a full time instructional paraprofessional, a full time behavior intervention technician, and a part time trauma intervention specialist. These are all critical positions for our unique needs students, and they provide and an additional supplemental range of services. Ongoing and close communication with the SELPA is critical, and they are supporting the goals of the District with their presence. They are working closely with teachers and staff to meet the needs of the students. In addition to supports noted above, other planned supports include:

- Presenting new instruction in multiple modes (video, synchronous instruction, audio, or slides), with graphic organizers, to aid comprehension.
- Using videos with closed captions or subtitles when possible.
- Establishing schedules for how and when integrated ELD and designated ELD supports will be provided.

Making use of the embedded EL components o the adopted district textbooks

Ensuring students have access to grade-level appropriate materials in addition to learning level materials

Distributing tutorials and guides describing how to access translation extensions or apps such as Google Translate, Microsoft Translator, and Microsoft’s Immersive Reader.

Setting up virtual meetings via video calls to teach lessons or check in with students. Small groups of 5-8 students for 20-30 minutes work best. Ideas for virtual meetings include: discussing a book, teaching content, reviewing instructions, modeling process, checking student wellness, discussing current events.

Creating a system to provide students opportunities to interact with peers and practice basic interpersonal communication skills (e.g., chats, comments on assignments, virtual meetings, group activities).

Assigning students an “online tech buddy” who shares the same home language.

Sending books home with students to foster literacy-rich environments.

Coordinating an adult (teacher or another adult the student knows well) to regularly check in with families.

Special needs students:

IEP meetings: will be convened remotely with family involvement and will be scheduled whenever possible.

Individualized communication with student and family: For students with disabilities, especially those with high support needs, individualized communication with the student, their family, and personal care providers is critical to ensuring families know we are considering their needs and are a part of the effort to meet them.

Caregivers: We will connect with and support caregivers directly and train them in how to support their students in accessing the online standards-based curriculum. The modifications will have to be implemented in the home as opposed to in the classroom.

Leveraging on site and County office of Education support staff to plan for and deliver support for high-need students.

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

Description	Total Funds	Contributing
Consultation services from TCOE for training and support in the area of online instruction	\$50,000.00	N
Provide additional reading books and supplies to read at home.	\$40,000.00	N
Provide two weeks of intensive training and planning for all staff in the area of distance learning.	\$250,652.00	N
Provide PUSD hot spots to needy students.	\$20,000.00	N
Video cameras, additional document cameras	\$20,000.00	N
Provide hot spots through various providers	\$50,000.00	N

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.]

96% of Alta Vista students are identified as impacted. Therefore all actions take in to consideration the populations mentioned above. This will include additional study groups outside of the teaching day including reading, math, avid, and other areas where the need is identified. The area of learning loss is extremely difficult. In addition to strategies noted above, the district will deploy multiple assessment strategies, under the direction of the classroom teacher and administration, to identify and quantify learning loss that results from the COVID 19 emergency in the 2019-20 and 2020-21 school year. CDE Guidance on Diagnostic and Formative Assessments recommends, “teachers can use tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others.” Upon return to the online format, the district will perform local assessment utilizing the Star program to determine the current skill level. This will provide a benchmark for the measurement of future growth. The district will also use available state and local assessments as well as standards-based curriculum embedded assessments to identify and quantify learning loss. When and if the state testing system comes back online, this will also be used. Learning status of students in English/Language Arts, Mathematics, English Language Development and other core subjects will be measured using curriculum embedded classroom assessments, schoolwide assessments such as STAR and Dibels, daily teacher assessment of student performance and progress on assignments, mutually agreed upon grading and reporting protocols across grade levels. Students will be assessed informally daily in the classroom and with aggregate reports of progress made at least quarterly.

Every new school year begins with teachers assessing learning loss that may have occurred over the summer to identify gaps in knowledge and skills students may have as they begin the new year. The March, 2020, COVID-19 shutdown and overnight change to “distance learning” for the last three months of school also had the potential to create the learning loss for some students. As with every year, the 2020-21 school year will begin with teachers implementing strategies to identify gaps in student knowledge and skills. Researchers and educators emphasize that there are ways to mitigate the damage that will inevitably be done to students as the pandemic rages on. They are rooted in good practices already in place at Alta Vista School but require considerable planning and hard work to transition them to the online environment.

Building on a strong foundation: Thanks to work we have done through the LCAP process over the last seven years, Alta Vista has key elements already in place as the 2020-21 online school year begins: a solid standards-based curriculum based on state standards; a commitment to grade-level teaching; and strategies to engage all students, including identifying those who have experienced learning loss and a proven track record of success helping students overcome them. To overcome learning loss we will build on that foundation to implement current interventions in the online environment and construct additional interventions based on unique opportunities of an online approach. We will prioritize: grade-level teaching for all students, implement multiple ways to track each student’s whereabouts, provide a standards-based curriculum linked across grade levels and delivery methods (in-person and remote), assure plenty of uninterrupted teaching time, and create flexible schedules that benefit the students most likely to need additional help.

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.]

Researchers and educators emphasize that there are ways to mitigate the damage that will inevitably be done to students as the pandemic rages on. They are rooted in good practices already in place at Alta Vista but require considerable planning and hard work to transition them to the online environment.

Building on a strong foundation: Thanks to work we have done through the LCAP process over the last seven years, Alta Vista has key elements already in place as the 2020-21 online school year begins: a solid curriculum based on state standards; a commitment to grade-level teaching; and strategies to engage all students, including identifying those who have experienced learning loss and a proven track record of success helping students overcome them. To overcome learning loss we will build on that foundation to implement current interventions in the online environment and construct additional interventions based on unique opportunities of an online approach. We will prioritize: grade-level teaching for all students, implement multiple ways to track each student's whereabouts, provide a curriculum linked across grade levels and delivery methods (in-person and remote), assure plenty of uninterrupted teaching time, and create flexible schedules that benefit the students most likely to need additional help.

Early warning system: The first step in an effective intervention is identifying the students who need extra help. Early-warning systems are interwoven with the individual teacher-led gauges of student learning. We will track indicators like attendance and quarter grades throughout the year and identify students who are slipping and need extra academic or social-emotional assistance. Interventions will include: sending text messages to students who are repeatedly absent, earn low grades or post poor assignments; ramping up parent engagement; prioritizing high-need students for counseling; assigning one or more staff as case coordinators to regularly check in with students; providing supplemental materials based on individual student needs; providing mental/emotional assistance; and providing extended learning time (tutoring;, small group, etc);

The critical piece of delivering standards-based curriculum to a student population disengaged from an active education is to find out where they are in terms of development. The entire method for delivering instruction will change significantly, and students will receive instruction in small packets of comprehensible input utilizing the why, what, and how method in both the synchronous and asynchronous settings. Considerations for remediation and acceleration will be based on each student's need and may include:

- Remediation in class
- Daily schedules that allow for grouping students according to need with staff trained in remediation/acceleration best practices and programs during the asynchronous setting
- Professional development for all teachers on remediation/acceleration strategies
- Supplemental materials and applications for students to address their identified needs
- Specialized staff trained and experienced in remediation/acceleration
- Socio-emotional supports for students who have fallen behind both in the classroom and schoolwide
- Individual student plans identifying needs and strategies to be deployed
- One-on-one tutoring to address student needs
- Restructuring of standards-based curriculum content and strategies

- Extended learning time
- High-dosage tutoring
- Choices after-school program

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 strategies will be measured according to pre-post assessment of student learning loss and objectives addressed. Baseline for each student and schoolwide will be established using STAR assessment as well as mutually agreed upon tools such as rubrics to clarify expectations and to provide feedback; journals, quick writes and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; strategic questioning and performance tasks during the lesson; observations of students working in small groups; student work samples and a variety of others. These may take place in the individual classroom by the teacher and/or program-wide and schoolwide. These same tools will be used at the end of the year to measure and evaluate progress as well as effectiveness of strategies deployed to ameliorate learning loss.

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

Description	Total Funds	Contributing
Contracted services with TCOE to enhance learning for supplemental groups.	\$25,000.00	N
Provide small group asynchronous groups with certificated teachers and paraprofessionals.	\$35,000.00	N
Additional computer programs to enhance learning, AZ-Razz Kids, etc.	\$20,000.00	N
Additional special education assistant for students who are at risk of identification	\$50,000.00	N

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.]

The sudden shift in the learning environment last spring deeply impacted students in the way they now interact with the education system. Many issues are intensified due to the isolation that the Covid-19 virus forced on us. Student mental health is more critical than ever, and we continue to invest in a stellar Social and Emotional Learning environment including nurse practitioners, psychologists, Behavioral Intervention Technicians, a trauma triage technician, and an assortment of other staff members who serve admirably in the service of providing intervention to impacted students. We will monitor and support mental health and Social and Emotional Well-Being using multiple strategies. The district agrees with the CCEE Playbook that “ Emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma (personal, vicarious, collective, and historical), heightening the need for trauma-informed SEL to care for ourselves, our students, and their families.” Strategies to address mental health and social and emotional well-being will include:

leveraging all staff to maximize adult-to-child interaction;

maintaining connection with students via text, phone, live video, small groups, or one-on-ones, leveraging adults with strong existing relationships with students;

Working with on-site and outside providers to be responsive to students' needs, possibly establishing video-conference social groups or counseling groups;

Supporting staff members experiencing [secondary trauma](#) or compassion fatigue;

Opening each class period with a welcoming activity or routine to build (or re-build) the community and helps connect students to each other and the work;

Assigning projects in which students get to become helpers. Helping can include making a video teaching a math concept, recording a book for younger students, or making thank-you cards;

Offering students an opportunity to reconnect and create a sense of closure regarding the previous school year through journaling or writing letters to their former classmates or teachers;

When school re-opens, bring back family appreciation activities and traditions as health and safety rules allow in order to honor the traditions of family and school connections.

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 is not engaging in instruction and is at risk of learning loss.]

Alta Vista will implement a tiered re-engagement plan per recommended guidelines.

First Tier of the Re-engagement Plan.

The first tier of the re-engagement plan involves welcoming students and parents and engaging them to promote a culture of attendance. Messages will be sent to the school community that will raise the awareness of school personnel, parents, guardians, and caregivers about the effects of chronic absenteeism and other challenges to full participation in the educational program. The school will respond as quickly as possible to the needs and questions of the school community. Teachers will emphasize building relationships with students and families and will work to encourage students to develop healthy relationships amongst themselves. Teachers will work to engage in and take ownership of the learning process. Attendance staff will send out mailers and make phone calls to parents of students who are absent. Students with previous attendance problems will be referred to the school social worker so they can establish a relationship with the families.

Recognition of Chronically-Absent Student

The following procedures will be in place to reconnect with chronically absent students that are learning remotely. Those students will be determined by three or more consecutive absences during a Distance Learning period. Instructional Staff will use a weekly engagement record that is shared with the administrator to track daily student attendance, completion of required assignments and participation. The Attendance

Secretary will check attendance daily. Staff will also alert the Attendance Secretary of a student on a second consecutive day being absent to prepare for a 3rd day of monitoring. Administration will also do a daily visual review of attendance looking for patterns of absences.

Initial Student/Parent Contact

The teacher will attempt to make contact with parent/guardian/student by email, informational app (e.g., ClassDojo), or by phone. Instructional aides will also attempt contact and will translate as needed. Cell will be highlighted in **YELLOW** when attempted contact is made to indicate effort to re-engage. On the 3rd day of absenteeism, the Attendance Clerk will request support staff to attempt to contact parent/guardian/student via phone call throughout the 3rd day to re-engage the student and assess for any other concerns. Attendance clerk will assist with calls. If no contact is made by the end of “school day”, a designated employee will make an attempt to contact parent/guardian/student at home address. If at the end of 4th day there is still no contact, the School Superintendent/Principal and/or Attendance Clerk will search other contact information to engage with the parents of the absent student. Upon contact Superintendent/Principal and/or Attendance Clerk will speak to the parent/guardian. School Assigned Social Worker will become involved in parent contact and re-engagement. Should there be failure to re-engage students after 4th day Child Protective Services will be contacted. SARB hearings will be held for students as defined by SARB procedures. If a student is not re-engaging and students are physically attending school in a hybrid situation, the attendance team will consider having the student attend school every day that students are present.

Re-engaged Student

Once a student is re-engaged, they will be monitored for consistency in attendance. Students will also be contacted by support staff to address any concerns that may be occurring at home or with mental/emotional health. To mitigate any learning loss during absence the student, after evaluation by the teacher, the student may be placed into an intervention/remediation instructional group. Should there be significant educational, mental, physical or emotional concerns the Student Services Team may request a meeting with the family which may lead to a screening in any area(s) of concern.

Periodic Administrative Review

The Administration and Support Team will hold regular meetings to discuss any attendance concerns, re-engagement strategies, re-engaged student and negative patterns in family dynamics. These meetings will help to plan for possible concerns and re-evaluate school plans for student engagement during Distance Learning.

The School Attendance and Review Board is actively in place with modifications in place to address students learning in an online environment. Teachers will take attendance, and report missing students to the office. Steps will be taken to assist students and parents in their acclimation to the online learning model, seeking solutions to those items that are hindering their participation. Once the barriers are eliminated and students along with their parents have received their due process through district attendance policies, the SARB process will begin sans the final step that is typically a visit in front of the judge. This rarely occurs, and most issues can be solved outside of the classroom. The overall goal is help students and parents find solutions.

The district will provide parental meetings to train parents on the essential elements of online learning focusing on the “Distance Learning Handbook.” This will be done in conjunction with the SSC, and the parent involvement committee. Parents have specifically asked that we meet once a month to provide information, to review the plans, to discuss new and relevant information, and to provide input. This is a major goal of the district.

Alta Vista has invested in a new phone app that will concentrate all outreach on to one platform. There was a huge problem contacting parents and keeping them informed. The app will provide instant access to the school, the teachers, the calendar, and all of the critical plans that the learning community needs to function. The primary goal of these strategies is to unify the two previous separate worlds of the home and school together for the benefit of the student.

We spend a lot of time and effort on building a community of learners at our school for students, teachers, staff and families. Family engagement is a big part of that. We don't do it because it's fun; we do it because it's an important part of student learning. There's a rhythm about the school year that can't be replicated in the online setting and it's a very important part of the learning process. In reviewing the results of the spring shutdown, we noted the many engagement activities that our students lost...from culminating end-of-year field trips to classroom pizza parties to graduation ceremonies. For many students, these and the many other engagement activities are important incentives to stay in school and succeed in school. During this year of online-only instruction, we will need to find "online alternatives"...or add new strategies...to engage families, staff and students: virtual "Back to School Night"; special considerations for quarterly parent/teacher conferences; school pictures; student of the month; perfect attendance awards and many other connectedness activities are being re-thought in the virtual world.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Alta Vista School cafeteria is a CEP program, and all students receive a free lunch and breakfast daily. These lunches and breakfasts are available to all AVESD students and will be served from 12:00 to 1:00 pm. Students can either pick up their lunches by walking or by drive through. They need to present their lunch card at the point of service and they will receive a lunch for today and a breakfast for tomorrow. The lunches/breakfasts are prepared to USDA standards, and the cafeteria offers meals that the students enjoy. There are meals that are cooked from scratch in some cases, and other popular meals are pre-made and quite healthy for the students. The district would like to build an outdoor shade structure to accommodate student separation during lunch time. This would permit adequate social distancing in the event of a return to school, and provide additional space for students to work and eat utilizing social distancing. This would involve an expenditure of \$110,000.00.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement	Alta Vista has invested in a new phone app that will concentrate all outreach on to one platform. There was a huge problem contacting parents and keeping them informed. The app will provide instant access to the school, the teachers, the calendar, and all of the critical	\$35,000.00	N

	plans that the learning community needs to function.		
Distance Learning Technology	There is an ongoing need to expand the infrastructure at the school site, yet the needs are not fully identified at this point. We anticipate replacing chrome books, purchasing modern laptops for the teachers, providing much needed support technology for the teachers, and we will need to purchase hot spot access on the commercial market to meet the needs of our isolated students.	\$100,000.00	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
38.91%	\$ 1,609.783

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.]

LCP actions and services are about the delivery system of instruction, whether by distance learning or hybrid onsite/distance learning. Needs of low income, foster youth, English Learners and other special needs students were highlighted during the spring shutdown and exacerbated by the move to online-only curriculum delivery. This included more than access to devices, accessories, materials and supplies. It includes adaptation of teaching strategies based on one-on-one strategies, small group collaborative strategies, provision of support such as English Learner support and adapting these to the online delivery system. The needs of these learners thus became the overarching concern both in terms of equitable access but also pedagogy as teachers convert what had become normal classroom routines to the online platform.

In the case of Alta Vista, our supplemental grant is focused on the high need students. 96% of our students are included in these numbers, and therefore their needs are always at the forefront of all decisions made. Despite the district experiencing declining enrollment, the amount of services has not declined and the support staff is still in place. This also included the addition of chrome books to reach the 1:1 ratio needed for online instruction, and also provided the hot spot access for those families who do not have the means to afford dependable access. All supplemental students benefit from these actions including the expansion of the library resources, and supportive staff that will help parents and students find solutions to their academic and learning issues. Given the large number of Unduplicated count students (96%), Supplemental and Concentration actions and services are deployed schoolwide to and are principally focused on closing the achievement gap and meeting the needs of unduplicated count students (Low Income, English Learners, and Foster Youth). Using the

calculation tool provided by the state, Alta Vista School District has calculated that it will receive approximately **\$1,609,783** in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF) and will demonstrate that the district is meeting its minimum proportionality requirement of 38.91% by expenditure of the total 2020-21 Supplemental and Concentration grant funding for qualifying purposes. All of these services combined will improve the access for our unduplicated count students in terms of their ability to maintain effective learning while working in the online environment.

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

Regarding actions in the LCP:

N/A

Regarding actions funded by LCFF S/C and not included in the LCP:

The first and foremost goal is to increase access to reading material to promote literacy in the home. Students will have the opportunity to access these materials. Asynchronous group work will provide another access point for supplemental students, with certificated teachers directing the learning activities with classified individuals providing additional support. The district will provide additional assistance to help students deemed-at risk by providing a full time technician to assist with the implementation of the learning plan for these needy students. The district would like to establish learning cohorts clubs to assist students with face to face instruction while maintaining appropriate social distancing. These improvements have addressed all eight state priorities with new, expanded and/or improved programs, which are principally directed at our unduplicated pupils, addressing:

- Professional development to prepare teachers, administrators and staff to build teaching/learning environments that meet the needs of low income students and English learners.
- Supplemental instructional materials to differentiate instruction to adapt instruction to critical student learning needs.
- Remediation and acceleration programs to fill in knowledge and skills gaps in learning that result from economic disadvantage and English proficiency.
- Extended learning time to provide additional time on task.
- Technology to assure that gaps in technology access for low income students at home do not limit or restrict their ability to learn and practice critical digital skills to prepare them for career and college.