

# 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
Alview-Dairyland Union School District	Sheila Perry, Superintendent/Principal	<a href="mailto:sperry@adusd.us">sperry@adusd.us</a> (559) 665-2394

## General Information

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

In response to the closures resulting from the COVID-19 emergency, Alview-Dairyland USD implemented a distance learning plan effective the week of March 16, 2020. The goal of the plan was to engage students in vigorous enrichment and review activities to ensure grade level standards mastery and in some cases, introduce new concepts and curriculum. The distance learning plan encompassed a blended combination of online resources and paper/pencil assignment packets. The focus of all distance learning centered around ELA and Math State Standards. In addition, students were provided STEM kits to complete hands-on standards-based projects that were differentiated by grade level groups.

Over the course of the school closures, students were given three sets of assignments; each included a three-week lesson plan. Teachers made phone calls to students each week to provide support and encouragement. All teachers incorporated Google Classroom resources and some provided daily direct instruction through Google Meets. Teachers met via Zoom weekly to collaborate and grade level groups coordinated their distance learning plans.

Students who confirmed home internet access were issued a laptop to complete online assignments. Students without internet resources completed the assignment packets and collaborated with teachers via phone calls.

For students with disabilities, customized assignments were developed and distributed specifically designed to meet the goals of IEPs. Those students received multiple calls each week from general education and resource teachers to provide support.

During the last week of distance learning, students and parents came in for final conferences with teachers to submit assignments and collect/return belongings. During those meetings, teachers reviewed distance learning progress and discussed student grades as well as academic needs for the next school year.

During the school closure in the spring, the District implemented cleaning and sanitizing protocols to ensure a safe environment for the staff who remained on each campus. Daily cleaning and disinfecting of all hard surfaces with EPA-registered disinfectants was implemented. In addition, an immediate response protocol was established in case of suspected virus contamination which included daily screening and requiring any exposed personnel to stay home with pay for fourteen days. A flex/rotating schedule was developed to decrease interaction between staff and operations were adjusted to adhere to the state health department guidelines to continue essential services needed to maintain the well-being of students, staff, and the community.

During the summer months of 2020, it became clear that new cases of COVID-19 in Madera County were increasing at a rapid pace. On July 17, 2020, Governor Newsom ordered that schools could re-open for in-person learning only if their county was taken off the state's monitoring

list for fourteen days. As of August 17<sup>th</sup>, the first day of the 2020-21 school year, Madera County continued to remain on the state's monitoring list.

In anticipation of the requirement to continue distance learning, district administration met with teachers via Zoom on July 16<sup>th</sup>. All teachers were offered professional development hours to enroll in an online Google Classroom, Master Class course to familiarize themselves with the features of Google Classroom. Once the mandate was given by the Governor the next day, teachers were asked to return to their school sites seven days early to work on distance learning platforms including Zoom, Google Classroom, Seesaw, ClassDojo, etc. Teachers spent the seven days not only mastering the features of those programs but collaborating in grade level teams. On their third day back, teachers called each of their new students to introduce themselves and schedule a 1:1 parent-teacher-student conference for the first week of school, 8/17/20-8/21/20. Parents were also surveyed about their connectivity and school meal needs.

One hundred percent of parents and students attended conferences. During those meetings, students were given all curriculum, materials, school-issued devices and if needed, internet hotspots. In addition, teachers conducted reading assessments that measured accuracy, fluency, and comprehension as well as learning loss. Before students left each campus, they practiced logging into their devices and were shown where to find all learning links on their school-issued Chromebooks.

Parents were also informed about the availability of school lunches. The district is serving lunches and next-day breakfasts from the District Office/Dairyland School parking lot. Parents who qualify for free/reduced meals and live within the district boundaries are also offered meal delivery if no means of transportation is available.

For our Special Education students, as in the spring, the District's RSP teacher made contacts with each parent to review how Distance Learning will be used to meet the service minutes and goals prescribed in every IEP.

## Stakeholder Engagement

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

The following groups participated in surveys and/or feedback sessions such as stakeholder input meetings:

Students

Certificated Staff

Classified Staff

District Management Team

Parent-Teacher-Club

Parent Advisory Committee

DELAC

School Community at Large

In May of 2020, during the last distribution of student work packets, parent surveys were distributed. Since approximately 70 families indicated through phone surveys that they had not internet access, surveys were given via paper/pencil. Those surveys gleaned data about overall satisfaction with Alview-District services for the school year as a whole, including the Distance Learning Period that began in March. Parents also were given the opportunity to provide comments on the effectiveness of the overall Distance Learning Model. One hundred percent of those

that responded to the survey indicated that they preferred in-person learning or a more structured form of Distance Learning. Many indicated that student motivation was challenging without daily interaction. During this period, teachers made weekly contact with students and parents to check progress and solicit parent feedback. Teachers summarized that data on a weekly basis and reported that the majority of families were challenged to motivate their children through asynchronous instruction and were anxious to start in-person or synchronous online learning.

Each week during the March-June distance learning period, parents received an all-call from the District office (in English and Spanish) for information updates as well as solicitations for parent input. Those same forms of outreach continued twice monthly during June and July. All feedback received at the district office again overwhelmingly indicated a preference for in-person, daily, re-opening.

During the March-August time period, District administration participated in weekly conference calls with the Madera County Public Health Officer and county superintendents to stay abreast of COVID-19 data and re-opening recommendations. These calls were integral in developing the District's screening and sanitizing protocols as well as parameters for parent-teacher-student onboarding conferences to distribute distance learning materials and conduct assessments.

In June and July, administration met three times with certificated staff to discuss current conditions and potential learning models. Teachers unanimously expressed their preference for in-person learning but also indicated that a 5-day per week, synchronous distance learning model. The majority of teachers felt that a hybrid or split session learning model was not practical given the District's rural community and small staff.

Classified staff met twice over the summer months to discuss returning to school. Unanimously, classified personnel expressed a desire to return to work full-time given the implementation of sanitation and safety protocols. In addition, classified management met four times in June and July and expressed a desire to return to in-person learning and voiced concerns over the workability of returning to school on a hybrid or split-session model.

In late August, administration met with Parent Teacher Club, Parent Advisory Committee, and the District English Learning Advisory Committee. All groups expressed their preference for in-person school re-opening but were pleased to have the structure of synchronous online learning. Concerns expressed from parents in all groups were the amount of "screen time" and internet connectivity.

At Board meetings on 7/21 and 8/11, Board members discussed distance learning plans and parents in attendance expressed concerns. On 7/21, several parents inquired about a waiver process to facilitate in-person school reopening, the requirement for students to wear masks upon in-person reopening and the challenges of engagement over a lengthy synchronous instructional block. In response to those concerns, district administration relayed that a waiver continues to be unattainable due to the increased COVID-19 cases in Madera County and students in grades 3-8 according to state mandates, are required to wear masks. To address parent concerns about lengthy "screen time", the distance learning schedule was developed to allow for multiple morning breaks and a full 90 minute lunch break.

To glean student input and assess learning loss, teachers administered language arts assessments during "onboarding" conferences. Those scores have been analyzed to determine students who need support and intervention during teachers' afternoon "office hours". In addition, during the first week of synchronous instruction, teachers will conduct math assessments to determine student mastery of prior grade level standards and place students in afternoon intervention groups who need recovery for math learning loss. In addition, students' social/emotional needs were assessed during spring weekly phone calls and will continue to be monitored during live, weekly student outreach sessions via Zoom. In the spring, as well as planned for in the fall, the district RSP teacher collaborates with general education teachers to develop curriculum with prescribed accommodations and modifications for all special needs students. In addition, the district RSP teacher will continue to make weekly phone calls to special education students/parents and collaborate with general education teachers to provide supports and interventions to assure that special education students are working toward the goals of their IEPs.

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

To allow for social distancing, all public meetings were held in the Dairyland School cafeteria. No requests from stakeholders were made for remote/virtual Board Meetings, Parent Advisory Committee, DELAC, or Parent Teacher Club. The District Office was prepared to offer Zoom or live-stream meetings for any stakeholders who indicated an inability to attend public meetings in person.

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

**Certificated Staff:** Met ongoing but specifically on 7/2/20, 7/16/20, 8/3/20, 8/10/20 and 8/13/20 to discuss school re-opening. Teachers indicated a preference for in-person learning but understanding of need to continue distance learning. All expressed concerns with the overwhelming amount of additional work and scheduling challenges involved in hybrid or split-session plans. Certificated staff also provided feedback from Spring 2020 parent/student contacts in which needs were expressed for a more structured form of distance learning.

**Classified Staff:** Met ongoing but specifically on 5/14/20, 7/23/20 and 8/13/20 to discuss school reopening. Paraprofessionals expressed a desire to work from school to support teachers with distance learning; food service staff developed a plan to distribute “grab and go” lunches and collaborated with transportation staff to deliver meals. Maintenance Staff discussed protocols for sanitizing and disinfecting.

**Parents from PTC and PAC:** Met ongoing but specifically on 8/25/20 (PTC) and 8/26/20 (PAC) to discuss Distance Learning. Committee members expressed appreciation for a structured distance learning time/schedule but are worried about student engagement during lengthy amounts of screen time. They also expressed concerns about students logging in after lunch—3 parents asked district administration to consider ending the day at 12:00.

**DELAC:** Met ongoing but specifically on 8/27/20 to discuss Distance Learning. Parents expressed appreciation for district-provided hotspots and devices. All parents indicated that they prefer synchronous instruction instead of the asynchronous, paper/pencil packets that were distributed in the Spring of 2020. Most committee members did not have internet access/devices in the spring and are pleased that their students will be able to use online tools.

**Alview-Dairyland Board of Trustees and General Public:** Public hearing scheduled 9/8/20 for Learning Continuity and Attendance Plan. Anticipate Board Approval on 9/22/20 and submission to Madera County of Superintendent of Schools by 9/25/20.

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

Per **Certificated** input: Prior to the governor’s mandate of 7/17/20, District administration concluded that in-person learning, if possible, would not involve a hybrid or split session plan. By using self-contained class structure, screening, social distancing, and face coverings, the District planned to open five days per week. In addition, certificated staff indicated a need for more engagement if distance learning was going to continue in the fall; as a result, live, synchronous instruction was chosen for the majority of instructional minutes.

Per Parent input (**PTC and PAC**): Additional breaks were added to the distance learning schedule. The district is also considering the afternoon hours to determine if all instructional minutes and subject matter coverage can be completed before lunch. For Kindergarten, the District changed the schedule for the first two weeks to end at lunch. The decision was made to reevaluate the schedule after one full month of implementation (9/21/20).

# 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 In-Person Offerings that the District would be able to implement can occur once a waiver has been granted or Madera County is taken off the state monitoring list for fourteen days. Only then would ADUSD be able to open for in-person instruction. The District would open with the protocols described below to enable school officials to comply with all guidelines required by state and local health departments to mitigate the spread of COVID-19.

Once ADUSD is able to re-open for in-person instruction, the numbers of COVID-19 cases will be declining and safety protocols put in place should deter the further spread of the virus.

With regard to cleaning and disinfecting protocols, the district purchased 3 disinfectant misting machines to spray at the end of each day in classroom and buses and three times each day in student and staff restrooms. Staff has been provided with disinfectant wipes and instructed to wipe down high-touch surfaces three times each day. Student restroom surfaces will be sanitized after school, before school and every two hours once students return to campus.

Protective protocols also will include the requirement for all staff and students in grades 3-8 to wear face coverings throughout the day. Plexiglass shields have been purchased and fabricated to protect staff and students in both school offices and cafeterias. Touchless hand sanitizing dispensers have been placed at entrances and exits of all classrooms. Touchless flush and faucet devices will also be installed in all restrooms.

Once students are able to return, the District will implement active screening procedures. For students dropped off at each campus, temperature checks will take place at entrance gates; students who have a temperature over 100.4 will not be able to enter the campus. Parents will be encouraged to bring students to each campus rather than have students ride buses. A survey will be taken immediately before school re-opening to determine which students rely solely on school bus transportation. For those that have no means to bring their child to school, students will be given the opportunity to ride the bus. Based on past surveys, district transportation personnel estimate that approximately 100 students will need bus transportation. Depending on final numbers, the District will use either three or four buses to transport no more than 25 students/bus. Paraprofessionals will accompany drivers to perform temperature screenings at bus stops; parents will be instructed to remain with their child until that screening is complete. Students will be socially distanced on buses holding no more than 25 students.

Once inside the gates, students will report directly to classrooms where they will use hand sanitizer and sit in rows facing one direction with students socially distanced. Students will remain in self contained classrooms throughout the day. For contact tracing needs, until the District receives advice from the local health department, students will not participate in Band or any other class through which students from multiple classes are brought together. Lunch and recess schedules will be staggered to ensure that students stay with homeroom classes. In fair weather, students will be able to eat outside to reduce further close contact. For those parents that still will not feel safe sending their children to school, the District will explore an online or independent study option depending on the number of students for whom that concern is expressed.

School sites will be limited to school personnel and students. Due to the nature of COVID-10 (asymptomatic) and to comply with local and state health guidelines, volunteers and parents will not be allowed on school grounds except for emergencies. For staff, all employees will continue to

follow the guidelines of the signed affirmation that was presented at the beginning of the school year in which standards and protocols for return o work were prescribed. In addition, formal written health screenings will continue to be conducted on the first and third week of each month.

Upon the start of distance learning in August, teachers were able to meet with students one on one to conduct reading assessments and glean learning loss in ELA. In addition, through diagnostic assessments, teachers also were able to determine math grade level standard mastery during the first two weeks of online instruction. Once students are able to return for in-person learning, that data will be used to establish afternoon intervention groups as well as after-school tutoring. For intervention groups, teachers, supported by paraprofessionals, will use additional intervention curriculum provided by McGraw-Hill for ELA and Houghton-Mifflin for Math. Once back in school, students will continue to have a laptop device at home to use supplemental online programs to scaffold standards mastery.

Teachers and paraprofessionals will be offered supplemental hourly stipends for after-school tutoring to mitigate learning loss and support the students that demonstrate the highest need for enrichment and review, particularly ELs and SED students. Ongoing informal and formal assessment will continue once students are back participating in-person to continually monitor intervention and tutoring groups to respond to intervention needs (RTI model).

For the District’s Special Education students, afternoon intervention and tutoring will be provided by the RSP teacher and paraprofessional to target not only learning loss but to work with students specifically on IEP goals.

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

Description	Total Funds	Contributing
Disinfecting, Sanitizing, and Safety Equipment / protocols: Disinfecting misters, hand sanitizing dispensers, touchless restroom flush and faucets, plexiglass protective shields, touchless thermometers, disinfecting products, masks, increased intervals of disinfecting protocols.	\$ 13,902.00	N
Learning Loss supplemental curriculum, after-school tutoring, increased intervention staff hours.	\$ 49,115.00	Y

**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.]

The District’s Distance Learning Program complies with the Governor’s announcement of July 17, 2020 regarding school reopening criteria for returning to in-person instruction. The Governor’s mandate specifies that schools within counties on the state monitoring list must reopen with

distance learning only until their county has been taken off that watch list for 14 days. Madera County continues to be on the state monitoring list. Once cases in the community appear to be contained, there is a possibility that the District could apply to the local health officer for a waiver to return to in-person instruction. As of now, the local health officer has expressed repeatedly that cases do not appear to be contained and waivers are not an option until there is a dramatic decrease in COVID-19 cases. As a result, the District made the final decision at the 7/21/20 Board meeting to implement Distance learning until such time that cases decrease to a level that a waiver may be granted or Madera County is removed from the monitoring list for 14 days.

Distance Learning began the week of August 17, 2020 during which teachers met one on one with students and parents to distribute curriculum, Chrome book devices, hotspots, and school supplies. During those conferences, students were given tutorials on using devices and navigating to curricular resources. Conferences concluded with reading assessments in all grade levels to glean student levels and potential learning loss.

Actual instruction began on August 24, 2020 with live synchronous instruction through Google Classroom, Zoom, Seesaw, and ClassDojo. Teachers are required to take attendance daily and report any students absent from synchronous instruction to the respective school offices immediately.

Unduplicated students, students with disabilities, and those considered high risk (academically, socially, emotionally) will be placed on the afternoon distance learning schedule for face to face intervention and one-on-one tutoring, dependent on their specific needs. In addition, Monday afternoons are reserved for student outreach to provide character education, class meetings, and overall student well-being check-ins.

Progress monitoring for unduplicated students will be mandatory not only for academics but also for social/emotional well-being. During Monday student outreach sessions, teachers will focus on social/emotional needs. Students in need of assistance will be placed in afternoon sessions and/or referred for further supports. In addition, teachers will be encouraged to schedule student success team meetings remotely for any students that are struggling with social/emotional issues.

With regard to academics, unduplicated students who are demonstrating learning loss and difficulty in grade level standards mastery will be encouraged to attend afternoon intervention and/or after school tutoring sessions principally directed to meet their needs. As with the District's ongoing RTI model, students will rotate among those supports as their needs evolve.

Progress monitoring will be provided by the Classroom/RSP/ELD Teacher as directed by student needs. Grades and academic progress will be communicated to parents through bi-weekly grade updates and ongoing messages through ClassDojo. Through Google Classroom and/or Seesaw, students will submit work digitally for multiple forms of assessment. All assigned work will be mandatory and modified only to meet student learning needs.

Teachers and paraprofessionals will be reporting to their respective classrooms each day to provide synchronous, live, direct instruction. They will have minimal contact with other staff and have been given directives to comply with state and local health department guidelines for face coverings, social distancing, etc.

After student outreach, Monday afternoons will be reserved for professional development and collaboration. Tuesday through Friday afternoons are to be used for intervention and after-school tutoring.

## 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.]

All teachers returned to their classrooms seven days earlier than scheduled to prepare for distance learning. On the third day of their return, teachers called each of their new students to introduce themselves and determine their technology needs. Students were asked about devices and internet connectivity. During those surveys, it was determined that almost 200 students needed basic or improved internet access; of those, 77 said that they had no current means of internet access. The District contracted with Verizon through Madera County Superintendent of Schools to procure 200 hotspots. When ADUSD learned that those hotspots were not scheduled to ship until mid-September, the Director of Technology found three alternate sources to fill the immediate need. On Monday, August 17, 200 hotspots were delivered. As a result, all students who indicated an immediate need were given a hotspot for connectivity. When the additional hotspots arrive, all families who are using a school-issued hotspot will have their temporary devices replaced with the MCSOS shipment.

In collaboration with the Director of Technology, District staff made the decision to only allow students to use school-issued Chromebooks for the distance learning initiative. Over the last four years, ADUSD has provided each student with their own device for in-person learning. Through licensing agreements, those devices have been converted to Chromebooks. For ease of instruction, maintenance, and consistency, all students were issued a school laptop during the week of August 17<sup>th</sup>.

Funding for Chromebook licenses and hotspot procurement was used from Learning Loss Mitigation funds.

During conferences, teachers met with students and parents to review and practice login procedures and navigate through curricular resources.

## 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

Students will participate in structured, synchronous online instruction using Zoom, Google Classroom, Seesaw and ClassDojo. Attendance will be taken daily within 15 minutes of login time; 8:30 at Dairyland, 9:00 at Alview. The following schedule will be followed at each campus to comply with the required instructional minutes prescribed. Instructional minute requirements are met in live instruction scheduled and exceeded with time value of assignments.



## Schedule for Distance Learning 2020-21

Alview School	
9:00-9:15	Announcements, Attendance, Lunch Count, etc.
9:15-10:15	Math
10:15-10:30	Break
10:30-10:50	Spelling/ELA
10:50-11:10	English/ELA
11:10-11:20	Break
11:20-12:00	Reading/ELA
12:00-1:30	Lunch (For teachers: 12:00-12:30 Lunch, 12:30-1:30 Prep)
1:30-2:00	Science*
2:00-2:30	Small Group Instruction/Intervention/Office Hours

\*Mondays 1:30-1:45: Student Outreach

Dairyland School	
8:30-8:45	Announcements, Attendance, Lunch Count, etc.
8:45-9:45	Math
9:45-10:00	Break
10:00-10:50	English, Writing, and Spelling
10:50-11:00	Break
11:00-12:00	Reading
12:00-1:30	Lunch (For teachers: 12:00-12:30 Lunch, 12:30-1:30 Prep)
1:30-2:00	Science*
2:00-3:00	Small Group Instruction/Intervention/Office Hours

\*Mondays 1:30-1:45: Student Outreach

Students will be issued assignments through a variety of platforms including Google Classroom, Google Docs, Google Forms, and Seesaw. Work will be submitted digitally and promptly assessed. Students and parents will receive biweekly grade updates and quarterly grades as per an in-person school schedule. The majority of parent communication regarding student progress will take place through ClassDojo. During conferences, teachers gave parents instructions on using that platform and will provide grade updates and weekly classroom messages through that means.

If a student has excessive absences or inconsistent assignment completion, a more immediate form of communication will take place between teachers and parents.

## **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.]

In anticipation of the need to re-open schools with distance learning, district administration met with teachers via Zoom on July 16, 2020, to assess their professional development needs. Distance learning in the Spring of 2020 was based on enrichment and review via paper/pencil packets. Some teachers provided enhancements to that platform via Google Classroom but not all were confident in their ability to do so. In August of 2019, teachers were trained in the basics of Google Classroom for in-person learning but most expressed a strong interest in further, more in-depth training to be able to provide an optimal distance learning experience for their students.

As a result, the District offered a stipend for all teachers who completed a “Google Classroom Master Class” course and an additional stipend for those who chose to become Google certified. 100% of the teaching staff completed the course and 4 of 18 went on to become Google certified.

In addition, the District offered teachers additional days and corresponding pay to come back to school seven days early. All teaching staff participated in the additional professional development time. During that time frame, teachers were given explicit instruction on the platforms that were going to be used and time to collaborate and practice with each. Grade level partners met to develop schedules and timelines to glean learning loss and plan for grade level standards instruction.

General Education and RSP teachers were provided intervention curricular resource training in McGraw Hill and Houghton Mifflin to recognize needs and differentiate instruction for EL and students with special needs.

In addition, all teachers and staff were trained on COVID-19 safety protocols and procedures.

Funding for online training as well as additional professional development was used from both Learning Loss Mitigation and LCFF sources.

The District will continue to provide professional development in effective distance learning practices, support of students’ mental health and social/emotional well-being, and other distance learning-related topics as the need is recognized. Teachers will also collaborate regularly to share insights into effective practices for distance learning and supporting a positive online classroom culture.

## Staff Roles and Responsibilities

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

In response to COVID-19, all staff have been advised of the following protocols:

1. Frequent hand-washing
2. Use of hand sanitizer upon entering classrooms (touchless dispensers were installed August 14, 2020)
3. Disinfectant wipes placed in all restrooms for staff to wipe frequently-touched surfaces.
4. Classrooms, cafeteria, restroom, and offices are misted each day with ionized disinfectant to kill bacteria and germs.
5. Face Coverings required for all staff in close contact.
6. Plexi glass installed in offices and cafeteria serving spaces.
7. Staff must have lunch in large cafeteria spaces where social distancing is viable.
8. All staff have signed affirmations of personal use of safety protocols and sign screening forms bi-weekly.
9. Students and parents on campus for technology issues or material pick-up must wear masks and practice social distancing.

Changes in staff roles/responsibilities:

**Attendance:** With distance learning, teachers will take attendance twice daily; once upon the start of school and again after lunch. Attendance is based on student participation in Zoom meetings. In compliance with the CDE's guidance for monitoring daily participation and weekly engagement, teachers will assign specific codes based on student attendance during synchronous instruction and assignment/assessment completion. Paraprofessionals have been assigned to teachers to call students/parents immediately who have not logged on in the mornings and to check throughout the day for any who log off early.

Paraprofessionals also have the new role to serve as a communications liaison between teachers and office staff for attendance, lunch counts, technology needs, etc.

**Instruction:** Teachers' roles have changed considerably with the shift from in-person to distance learning. The distance learning schedule includes structured times for students to engage in direct digital instruction. Progress monitoring by teachers for additional supports and intervention will be mandatory for unduplicated students during distance learning. Each Monday, teachers will conduct "student outreach" to check on social/emotional well-being. As needed, teachers will conduct academic "check-ins" with students in need of intervention and additional supports.

**Transportation:** School bus drivers' roles have changed significantly. Drivers have been tasked with planning and coordinating lunch deliveries and any material distribution to students with no other means of transportation.

**Technology:** Our Director of Technology has had a significant increase in responsibilities with the shift to Distance Learning. In that role, his additional duties include maintenance of all student laptops in a virtual setting, providing timely responses to families with technology and/or connectivity issues, procuring and licensing Chromebooks/hotspots, and managing device distribution.

## 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 San Diego County Office of Education has identified three distance learning equity needs:

1. We must meet students' basic needs; including their social and emotional well-being.
2. We must ensure equitable access to learning resources.
3. We must proactively design and implement responsive, restorative structures.

To meet the need unique needs of students, the District has designed structures that will provide access to curriculum and services to provide an equitable Distance Learning Experience. For English Learners, Distance Learning services will include a requirement for students to attend 60 minutes of small-group intervention at least three days each week during which students will receive instruction and remediation that incorporates ELD standards. Progress monitoring will be made up of a combination of informal and formal assessments that include writing samples, ELA grades, local reading assessments and when available, annual ELPAC results (either administered virtually or in-person)

For Special Education students, the District's RSP teacher is collaborating with general education teachers to develop a Distance Learning plan that includes specific intervention instruction targeting the IEP goals for each student. In addition to regular parent collaboration with the general education teacher, the RSP teacher is communicating weekly with Special Education parents to monitor progress and glean input. On August 25, the California Department of Health issued guidance for small group instruction for students with unique needs. The District is planning to bring small cohorts of special education students to the Dairyland campus for in-person remediation and IEP goal work at least three days each week after the conclusion of synchronous virtual instruction.

In collaboration with the contracted school psychologist, evaluations for initial and triannual IEPs will take place through record review, parent/teacher interviews and Zoom assessments. Assessments done by the District RSP teacher will be done in-person, 1:1 with parent consultation. Initial referrals will be made based on students' virtual learning progress, consultations with parents, past/present teachers, and support staff.

With regard to pupils who have social/emotional needs, teachers will conduct formal "student outreach" sessions every week to assess students who may need support. Formally, questionnaires will be issued to glean information from students who may be struggling with depression and/or at-risk home life situations for which interventions may be necessary. Informally, teachers have been instructed to look for cues during synchronous instruction that could identify students in need of social/emotional supports. Depending on the severity of each situation, the District will use the ability to work in-person with small student cohorts to bring at-risk students on campus for instruction and wellness checks.

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

Description	Total Funds	Contributing
Professional Development in effective distance learning practices.	\$ 74,572.00	Y
Software Licensing for laptop to Chromebook conversion	\$ 19,400.00	Y
Emergency and permanent hotspots for connectivity	\$ 47,491.00	Y
Headphones	\$ 4,294.00	Y
Laptops and Document Cameras for teachers	\$ 46,215.00	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.]

Multiple measures will be used to assess pupil learning loss from 2019-20 as well as monitoring potential learning loss during the 2020-21 school year. To measure current learning loss, the District will implement the following protocols:

During parent-teacher-student conferences the week of August 17<sup>th</sup>, teachers conducted oral reading assessments to measure accuracy, fluency, and comprehension. Those results will be compared with the last data collected in the middle of the 2019-20 school year.

During the first week of synchronous instruction, teachers assigned a “STAR” computerized diagnostic test to assign a grade-level equivalent to students’ reading skills.

Also, during the first week of direct instruction, teachers assigned diagnostic math assessments from the prior year grade level to assess mastery of standards in the 2019-20 school year.

The results of these assessments will be used to identify learning loss and target interventions specifically to unmet standards and necessary remediation.

These same assessment measures will continue throughout the 2020-21 school year. The District, however, will follow a more rigorous ongoing assessment process to support all students with particular focus on unduplicated students in need of intervention and additional supports.

Formal progress monitoring will take place each quarter and informal assessment will be ongoing daily through teacher observation, grades and checks for understanding. Both will allow teachers to provide authentic feedback; actionable by intervention supports.

Progress monitoring will be provided by the Classroom/ELD/RSP teachers to determine students’ needs for additional supports and intervention. The Distance Learning Schedule as described in the “Pupil Participation and Progress” section includes structured times for all students to engage in synchronous, online instruction. Progress monitoring by teachers for intervention and additional supports will be mandatory for unduplicated students. Teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support for academic as well as social-emotional needs. Each day, teachers have one hour blocks set aside for intervention and supports. In addition, by the fourth week of Distance Learning, the District will implement “after-school” tutoring for teachers to have additional

small group and/or 1:1 instruction for those students who demonstrate gaps in mastery of grade level standards from the prior year. Based on student need, teachers will also conduct additional supports for students who demonstrate social-emotional learning needs. Those supports include after-school Zoom meetings and/or referrals for counseling services.

## 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.]

Strategies for students to recoup Learning Loss include the following:

Daily small-group intervention to focus on grade level standards mastery and ELD standards, 2:00-3:00 Tuesday-Friday (unduplicated students; particularly ELs)

After-school tutoring to focus on Learning Loss from prior year, 3:00-4:00 Tuesday-Friday (Starting on week 4) (all students with a demonstrated need)

Parent contact during daily 12:30-1:30 teacher prep period to review afternoon intervention and/or tutoring plans

In-person small group cohorts and/or 1:1 instruction for Special Education students from 2:00-3:00 daily (RSP students)

In-person meetings for IEPs and 504 plans.

The implementation of all strategies listed above will be funded from Learning Loss Mitigation and LCFF resources.

## 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.]

As with in-person learning, assessments to determine the effectiveness of learning loss strategies will be a combination of formal and informal measures. Distance Learning platforms incorporated by the District include ways to submit assignments and assessments via paper/pencil (See-Saw), Google Forms, Google Docs and multiple online curricular resources. Additionally beginning September 18<sup>th</sup>, biweekly grade updates will provide student progress data and quarterly grades will gauge current year standards mastery. In addition, local reading assessments will be conducted mid-year and be used to determine students' grade level equivalent for accuracy, fluency, and comprehension. After-school tutoring will be used primarily to address prior year learning loss and assessments will be conducted both formally and informally to determine student prior grade level standards mastery.

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

Description	Total Funds	Contributing
Intervention Materials and licensures for Small-group online instruction	\$ 1,113.00	Y
Teacher/paraprofessional salaries for after-school tutoring.	\$ 48,000.00	Y

## **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.]

Because we know that social-emotional factors can impact learning, students will be regularly monitored for social-emotional needs.

Upon teachers' return to school to prepare for distance learning, professional development included assessment strategies for students' social and emotional well-being. As a result, the District added a specific scheduled time each week for "student outreach". Teachers will use this time to conduct surveys, lead class meetings, and discuss coping skills to address social and emotional well-being. In addition, the District will continue to provide teachers with trauma-informed best practices that include responding to impacts of COVID-19; i.e. fear, loss of family members, depression, etc. After 4 weeks of Distance Learning, District Administration will meet with teachers to discuss the results of student well-being checks to determine the effectiveness of existing practices and the need for further professional development and/or curriculum resources to meet the social/emotional needs of students.

During student outreach meetings, teachers have been instructed to refer any concerns about the social/emotional well being of specific students to district administration so that appropriate actions can be planned. Those actions include scheduling SSTs, planning intervention participation, referrals for counseling, or, in areas of grave concern, social services contact.

## **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.]

The District has implemented stringent guidelines to monitor attendance in the distance learning environment. Each grade level has been assigned a paraprofessional to assist in parent communication on a daily basis. If a student does not log in to their Google Classroom within 15 minutes of the start of school, paraprofessionals call parents to inform them of the absence and learn the cause. If there are connectivity issues, parents are instructed to call the district office for guidance from the Director of Technology. Illnesses are recorded as excused absences and teachers will provide make-up work in small group intervention settings on subsequent days. The District will adhere to the same guidelines as in-person learning for unexcused and/or excessive absences and implement the same procedures called for in the SARB process.

For students who are ill or in need of remediation due to lengthy absence periods, teachers will use intervention and after-school tutoring to reteach concepts to avoid learning loss.

At the start of distance learning, 100% of ADUSD families participated in parent-teacher student conferences during which laptops were issued, logon procedures were practiced, and all materials were distributed. In addition, the District posted the following Distance Learning FAQs to assist families with distance learning questions:

**Distance Learning Frequently Asked Questions:**

**1. Where can I find assignments and materials?**

*On the teacher's Google Classroom site.*

**2. How does my child submit work?**

*The teacher will specify in the assignment description—most work will be submitted through Google Docs, Google Forms, and Seesaw.*

**3. How will my child's work be graded?**

*Teachers will grade submitted work and provide grade updates to parents on ClassDojo.*

**4. How will I communicate with my child's teacher?**

*Each teacher will send out a Friday update for parents on your child's ClassDojo account. If you need to communicate with the teacher about a specific issue, email is best during the school day (email addresses are on the school website). Phone calls can be made after small group instruction concludes in the afternoons (after 3:00)*

**5. How do I get school lunches and breakfasts?**

*Lunches are distributed daily in the Dairyland parking lot from 12:00 to 1:00 p.m. If requested, breakfast for the following morning can also be included in daily lunches. If a child resides in the boundaries of the district, qualifies for free/reduced lunch, and has no means of transportation, lunches can be delivered. Please call each school office for details. All menus are posted monthly on the district website.*

**6. Who do I contact for technical help?**

*Call the District Office and ask for the Director of Technology, Lutfi ("Lefty") Escheik, for technical assistance.*

**7. Who do I contact if my child is going to absent?**

*a. Contact the school office where your child attends. Office staff will advise your child's teacher.*

**Important Phone Numbers:** Alview School: 559-665-2275      District Office / Dairyland School: 559-665-2394



# 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.]

During the Spring/Summer months of 2020, ADUSD partnered with Chowchilla Elementary District to provide “Summer Seamless” daily meal distribution. For the Fall of 2020, however, meal preparation and distribution is taking place at the Dairyland Campus. A drive-through shelter was installed on August 22, 2020 to facilitate lunch serving and provide staff protection from weather-related issues such as excessive heat, rain, etc.

All ADUSD families, either paid or free/reduced have the opportunity every day to drive to the Dairyland campus and pick up “Grab and Go” lunches and next-day breakfast foods. For those students that receive free/reduced lunches, the District is providing delivery to those families who have no other means of transportation for lunch pick up. After the first week, approximately 50 students are receiving meal delivery.

During food preparation, many safety precautions have been implemented. Staff are all required to monitor their health based on affirmation and screening. All work surfaces are disinfected before and after food preparation and staff members are required to wear disposable PPE while preparing and distributing meals. Food recommendations for storing and heating meals are also included in meal packs.

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

Section	Description	Total Funds	Contributing
School Nutrition	The District installed a sheltered area for food service distribution in the Dairyland Parking Lot area.	\$ 4,400	N
Mental Health and Social Emotional Well Being	Based on teacher feedback, the District will offer further professional development and implement additional curriculum resources to meet the unique social/emotional needs of students in a Distance Learning environment.	TBD	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
15.13%	\$573,588.00

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

While planning for a Distance Learning model, the District considered the needs of English Learners and low-income students first and foremost due to their specific needs and large percentage of the overall student population. In July, when it became clear that ADUSD would have to begin the school year with distance learning, we recognized the importance of live synchronous instruction and the ability to eliminate any barriers to access. The District has always used explicit direct instruction to engage all students, particularly ELs, in optimal learning environments. The need to continue that initiative in a distance learning environment became the primary focus in all plans.

Surveys were conducted the first week in August by teachers in English and Spanish to assess technology needs. The overwhelming number of unduplicated students who needed connectivity and devices was clear with the survey results. The District had ordered hotspots in conjunction with other Madera County Districts and the Madera County Superintendent of Schools. When it became clear that those hotspots would not arrive until mid-September, the District found three other sources to provide immediate connectivity to two hundred families. After the first day of conferences, devices for all and hotspots for most were distributed. Teachers and paraprofessional translators also met individually with parents to review log-on procedures and explain curriculum and Chromebook resources.

As Distance Learning curriculum, delivery platforms, and scheduling were developed, one hour, 4 days each week was embedded to include small group interventions. Teachers have been instructed to principally direct those intervention periods to unduplicated students. In addition, teachers will begin after-school tutoring in early September to further scaffold ELs and low-income students who need additional enrichment and review of prior year grade level standards.

Technology resources, professional development, and additional hours needed to implement the Distance Learning initiative are all funded by a combination of Learning Loss Mitigation and LCFF funds.

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

In the spring of 2020, the District’s Distance Learning initiative was primarily paper-pencil based with some technology-infused instruction for enrichment for those students with internet access. As a result, most of the District’s unduplicated students did not access online resources.

In the fall, the new services that give EL and low-income students access not only to all online resources but supplemental interventions and tutoring will provide them with additional instructional minutes and platforms to scaffold them to standards mastery. On the distance learning schedule, 4 afternoons each week have embedded small-group intervention time. These intervention groups will be developed based on the results of reading assessments and principally directed to unduplicated students. The same is true for after-school tutoring to ensure that ELs and low-income students receive additional supports to recover any learning loss that occurred in the spring. In addition, many low-income and EL students have multiple students in each household. The District is providing multiple hotspots in those situations to ensure reliable, uninterrupted connectivity. Lastly, with regard to technology access, the district plans to purchase additional Chromebooks so that when students return to in-person learning, they will have a device both at school and at home. This will ensure our unduplicated students technology access not only on campus but for homework and project-based assignments.

In addition to curriculum, instruction, and technology, the District's food service offering was developed based primarily on the needs of unduplicated students. Given the rural demographics of the ADUSD, many of our low-income and EL students do not have any means of transportation other than a school bus. For lunch distribution, families were surveyed for how many needed meals but had not means of pick-up. Approximately 50 free/reduced students fell into this category. As a result, the District implemented a meal delivery plan for those unduplicated students in need of school breakfast/lunch service.

Unduplicated students will continue to receive increased and improved services as planned and documented in the District's 2019-20 LCAP. With Distance Learning, some initiatives such as field trips and assemblies will have to be changed to virtual formats. After-school tutoring will continue to be provided to our EL and low-income students as per the District's plan. The delivery method of that service will be changed to virtual and the time and participation will be increased to scaffold students through learning loss. From concentration and supplemental grants, the District continues to plan to purchase additional devices for students to have technological resources both at home and at school once we return to in-person learning. Overall, the actions outlined in the District's latest LCAP will continue to be implemented to increase and improve services but modified to accommodate a Distance Learning platform.