Learning Continuity and Attendance Plan Template (2020–21)

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

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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. Most of all, we depend on each other to develop solutions. As we have responded to the COVID 19 state emergency, we have depended on each other more than ever before 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.

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 again, coming together to develop the plan. Continuing to serve our students and further their education has been and remains our mission.

Hope Elementary School 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.

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 Tulare County Office of Education advisors and consultants,

e. and the Tulare County superintendents, especially the Small School District collaborative.

This LCP has four goals:

1. To provide a framework for how Hope School will continue to deliver rigorous 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 Hope School will transition to a hybrid model of onsite and distance learning when state and local conditions allow.
3. To describe the steps Hope 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. Hope 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 had poorly working internet or did not have internet access at all. This portion of our population had to rely on the paper-based learning modules and phone calls from teachers to check in on the learning and teach through the phone. Distributing chrome books, instructional materials, weekly lesson modules, and of course, having all of the families arrive in the parking lot to pick up these items was challenging, especially in the rainy weather. Meals were served to the entire school community on a weekly basis. Our parent outreach method changed. We moved to emailing parents and making personal phone calls to alleviate the non-personal Robocall method. We experienced about 20% of our students not engaged in the continued educational process.

Stakeholder Engagement

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. Parent Advisory, English Learner Parents Advisory, and Board meeting LCP hearing and adoption meetings were held in August and September with opportunity to review drafts of the LCP and make written comments and feedback using remote accessibility.

For purposes of this plan, we sought feedback on the following:

a. when can school re-open for onsite instruction and activities and under what conditions;
b. what has been the effectiveness of strategies deployed during the spring shutdown period to determine what worked and what must be changed/improved as we move into the fall semester;
c. how do we maintain our community of practice to support each other during the distance learning phase of re-opening
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
e. what can we do to help families help their children at home during the distance learning phase

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?

Methods used to provide remote participation in public meetings and public hearings include: district website; traditional mail (USPS); email; telephone voice, text; 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.

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 want to be back in school in person learning together. They are concerned about safety on campus and in the community. They respect the rules and regulations we all must follow. They

are increasingly frustrated by the pandemic emergency and the increasing disruptions it is causing. 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. 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.

The effectiveness of strategies deployed during the spring shutdown period to determine what worked 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. Teachers and other school staff are increasingly expressing anxiety, depression, and a sense of isolation as they work to implement the distance learning delivery system.

Feedback concerning instructional technology indicated that as many as **70** of our parents do not have the internet access needed for a full distance learning program at home.

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 and administration 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 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 Hope 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.

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

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. Hope 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. evaluating the effectiveness of strategies deployed during the spring shutdown period to determine what worked 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.

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

Hope 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.

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 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, curriculum content and strategies, assessment and monitoring of progress.

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, accessories, and supplies needed at home (including reliable Internet service) to access and succeed in the instructional 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. Hope School is using auditor-approved "weekly engagement records" to track student attendance and instructional assignments in accordance with state law. Teachers continue to participate in training for this important documentation and work collaboratively to develop synchronous and asynchronous assignments.

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.]

When classroom-based instruction is permitted by local and state regulations, Hope School will implement a hybrid program to allow for social distancing and safety measures. 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 have built a schedule that will have half of our students on campus in the AM and half of our students in the PM; online with distance education daily by recommendations in the California Consortium for Educational Excellence Playbooks for both the hybrid program and the distance learning program. As soon as we are cleared to offer in-person instruction, we are ready to begin our modified schedule. 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 Playbook 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 CCEE playbooks.

1. Setting goals and Defining Success
   To the extent possible, we will offer families a choice about when (or if) their students come on campus (which time slot, aligning time slots with siblings, etc.). We have made every communication with parents as personal as possible so they feel comfortable and connected and that they have some sort of voice in the process.
2. Creating Schedules
   We will implement a modified half-day rotation with half of the students on campus in the morning and half of the students in the afternoon, doing distance learning when students are not on campus for their scheduled time. The teachers have set up office hours for the students and parents to access them during times they aren't involved in instruction.
3. Communicating Plans

To be quicker in responding to changing circumstances, we have pre-written 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)
   We will continue to use the same assessments prior to the school closure to identify students in need of intervention even in distance learning. Several of those assessments are online assessments with which students are already familiar. Teachers were trained before school began on using curriculum-embedded assessment to better align instruction and results during distance learning.

5. Trauma-Informed Social Emotional Learning (SEL) (How will we best support students' social-emotional well being?)
   We will provide families with information on services available at school and beyond. We have developed a clear referral or support plan to use on-site and external contracted providers to respond to student needs. All of our teachers incorporate SEL into their daily lesson plan. Typically anywhere from 10-15 minutes a day.

6. Capacity Building (How we will support teachers and staff)
   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 coaches for their fellow teachers.

7. English Learners and other students identified as high need (high poverty, foster youth, special needs)
   Currently, our schedule allows the teachers to service English Learners, high poverty, and special needs students from 2:00-2:45 in small groups for Designated ELD and other support. When on-camp instruction resumes, we will continue to 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)
   At the beginning of the year, the Special Education teacher and aide met with each teacher to discuss incoming students' IEP goals. They were also given a plan on how we will ensure we are meeting the minutes of the goals in the IEP. A plan was made for the Special Education teacher and aide to join the Zoom sessions and pull students out to a breakout room when they needed to provide support. The Special Education Department and the teachers will maintain weekly communication on student progress toward the goals and to make any adjustments necessary for the success of each student.

9. Support Programs (How we will leverage existing and potential ancillary programs to support our families)
   We will continue to 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. This year is our first year with the Triage Social Worker grant. We plan on utilizing our social worker to check in with families that we know are struggling and running social groups when possible from 2:00-2:45.

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
Purchasing Personal Protective Equipment (Non-Contact Thermometers, Desk Shields, Office Shields, Teacher Face Masks, Disposable Face Masks)	$6225.00	no

Cleaning Equipment (Disinfectant Backpack Sprayers w/cleaner, Disposable Disinfectant Wipes, Room Foggers)	$1547.00	no
Certificated Teachers	$814,000	no

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Zoom will be the distance learning platform for all students grades TK-8. The online platform will allow our teachers to continue to deliver high quality instruction while maintaining safety for all students and staff. Teachers will 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. Teachers and support staff were trained in the online platform components before the school year began. They will be utilizing the platform for whole-group, small group, and one-on-one instruction throughout the regular school day. Support staff were also given an account so they could be made a co-host of the zoom sessions to monitor for safety as well as utilize the breakout room for continued small group support and instruction just as they would in the regular classroom. 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.

Last school year, our 2nd-6th grade teachers were introduced to i-ready which is a supplemental support of the Ready program by Curriculum Associates. i-ready has an online component that teachers can utilize to assign online lessons to supplement lessons that they have taught via the Zoom platform. These lessons are designed to enhance first best instructional lessons.

In addition, we have purchased the Seesaw platform for teachers to create lessons and upload into the Seesaw platform for enhanced virtual learning experiences. Students can also post their work for teachers and parents to see which creates increased parent engagement.

We also utilize Google Classroom as a platform where teachers can assign work to students. Parents have been given access to their child's classroom so they can be involved in what is happening in the classroom as well as work that has been assigned to their child.

As stated in the previously section, time is allotted at the end of each school day to work with students in a small group or on an individual basis. Small groups include but are not limited to: ELL's, SpEd, High Poverty, grouping for like learning needs, etc.

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.]

Currently 100% of all students have computing devices and hot spots or are connected to the internet at home. These devices were issued at the start of the school year. CARES and LLM Funds were utilized to pay for internet access as needed. The school site already offers free internet for all devices connected to the internet on campus. Technical support and training was provided to families and will be ongoing as needs arise.

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 to the Zoom 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 students will be required to login each day with the teacher via zoom and/or google classroom. Attendance will begin at 8:15 AM and end at 2:45 PM Monday through Friday. TK-1 grades required to attend for 180 minutes as 2-3 230; 4-8th grades are required to attend 240 minutes. When the student needs to login Zoom, then the system will begin recording active time. In combination, live contacts and asynchronous instructional minutes will be recorded in the weekly engagement record and certified by the classroom teacher..

The time value of the pupil work will be measured through live contact discussion, response, formal and informal assessments. Synchronous time will be recorded on Zoom, all synchronous and asynchronous time will be recorded, any idle time will be recorded and subtracted to meet the required minutes. 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.
- 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.
- If students miss more than three school days or 60 percent of the instructional days in a week, Hope School will 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.]

Distance learning professional development has been informed by teacher and student needs and feedback and by best practices identified by the California Department of Education and professional organizations. Community of practice models will continue, through effective use of digital tools, to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.

Teachers have participated in the following professional development activities during the spring shutdown:

- Zoom training
- How to teach guided reading virtually
- i-ready training
- Google classroom training

Teachers will complete the following professional development prior to the opening of school:

- Continued Zoom training
- Teaching Guided Ready Virtually training
- i-ready training
- Seesaw training
- ST Math training
- SEL training
- Safety training

Teachers will participate in the following professional development during the school year:

- Continue with our ELD training that we engaged in last school year

- Continued support and follow up training in all new distance learning platforms

Resources provided to teachers include:

- New laptops
- i-pads for all upper grade teachers
- Various online programs for teachers who have expressed interest in programs that they utilize to engage students in learning. (Ex: Flipgrid, Padlet, Flocabulary)

Technology support will be provided by Philip Kroupa.

Staff Roles and Responsibilities

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

Most of our staff were able to remain in the same rolls that they were assigned to prior to the pandemic with the exception of one position. Because we no longer need our bus driver/food service manager, we are able to repurpose that position by having that person help with making copies for teachers, help with cleaning of the work spaces, as well as continue to get food to families on Monday's. Roles and responsibilities of all staff continue to evolve and change as the year progresses. The weekly engagement record, for example, significantly increases and adds new definition to the teacher's role in attendance accounting.

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.]

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.

Food delivered to families without transportation.

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 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
Chromebooks, Hotspots, headphones purchase to allow for educational access to all students	$60,000	NO
Virtual Platforms purchases to support distance learning and learning of all students	$12,000	NO
Staff Training to better serve all populations of students at our school	$5,000	NO
Continue IT contract for maintenance and support for classroom technology	$15,000	NO

Tulare County Office of Education Triage Grant - Social Worker	$0	NO

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.]

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." The district will also use available state and local assessments as well as curriculum embedded assessments to identify and quantify learning loss. All results from the assessments are logged into a shared spreadsheet and used by teachers in the Community of Practice to develop remediation/acceleration plans for students. These plans to address specific knowledge and skills are shared with all staff to ensure that everyone that works with the students are able to support students who experienced learning loss. 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.

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 Hope 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, Hope 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);

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
- 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 curriculum content and strategies

- high-dosage tutoring

- extended learning (In targeted, small group environments, teachers use research-based strategies to improve students' foundational skills and content and to build strong relationships)

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
Provide resources for teachers to tutor students needing academic support in an extended learning setting (before & after school).	$10,000	NO
Classified Staff supporting all populated students	385,000	NO

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.]

> We will monitor and support mental health and Social and Emotional Well-Being using multiple strategies including:

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; during distance learning, provide these rites and rituals virtually whenever possible. Online Student of the Month; drive-through picture day, etc.

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.]

RE-ENGAGEMENT PLAN DURING DISTANCE LEARNING

Distance learning attendance requirements in the 2020-21 California Educational portion of the budget, include documentation of daily student participation, weekly engagement records, and attendance reporting for purposes of chronic absenteeism tracking. The Budget also requires local educational agencies offering distance learning to develop tiered re-engagement strategies for students who do not participate and to regularly engage with parents or guardians regarding academic progress.

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.

RECOGNITION OF CHRONICALLY ABSENT STUDENT

· Instructional Staff will use a spread that is shared with Administration to track daily student attendance, completion of required assignments and participation.

· On days students are absent from synchronous instruction their attendance cell will have a note added to easily have a visual of any negative pattern as well as to report the nature of the absence (Ex: bad internet connection, had to go with parent to work, etc)

· Staff will alert the Superintendent/Principal and front office staff of a student on a second consecutive day of absence to prepare for a 3rd day of monitoring.

· Administration will also do a daily visual review of attendance looking for "noted" cell patterns.

INITIAL STUDENT/PARENT CONTACT

· Homeroom teacher will attempt to make contact with parent/guardian/student via informational app (ClassDojo) or with phone call.

· Attendance notes will be made in AERIES when attempted contact is made to indicate effort to re-engage.

· On the 3rd day of absenteeism the Superintendent will direct the School Counselor and/or School Psychologist to attempt to contact parent/guardian/student via phone call throughout 3rd day to re-engage student and assess for any other concerns.

·   If no contact is made by the end of "school day" Counselor/Psychologist accompanied by the Superintendent/Principal, will make an attempt to contact parent/guardian/student at home address.

·   If on the 4th day the student does not re-engage in Distance Learning the process will be repeated.

·   If at the end of 4th day there is still no contact, the School Superintendent/Principal will instruct the Administrative Assistant to search other contact information to engage with parent of absent student. Upon contact Superintendent/Principal will speak to parent/guardian.

·   School Assigned Social Worker will become involved in parent contact and re-engagement

·   Should there be failure to re-engage student after 4th day Child Protective Services will be contacted.

RE-ENGAGED STUDENT

·   Once student is re-engaged, they will be monitored by Administration and school Social Worker for consistency in attendance.

·   Student will also be contacted by the school Social Worker and/or School Psychologist to address any concerns that there may be at home or with mental/emotional health.

·   To mitigate any learning loss during absence of the student, after evaluation by the homeroom teacher, the student may be placed into an intervention/remediation instructional group.

·   Should there be significant educational, mental, physical or emotional concerns, the Superintendent/Principal and re-engagement team may request a meeting with family which may lead to a screening in any area of concern.

PERIODIC ADMINISTRATIVE REVIEW

·   The Superintendent/Principal, along with the School Psychologist and school Social Worker, will hold bi-weekly meetings to discuss any attendance concerns, re-engagement strategies, re-engaged students 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.

This Re-Engagement Plan will be in place during an educating period when students are not physically on campus for instruction due to any of the following scenarios:

·   **Forced School Closure**

·   **Independent Study for Health Reasons**

·   **Expelled Students on Independent Study**

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.]

Hope Elementary School will continue to provide meals free of charge to all students enrolled in the district. These meals are put together for an entire week and offered to families on Monday's from 7am-8:30am while we are in a distance learning format.

Once the school enters into a hybrid format, meals will be offered daily to students as they enter and exit each day. The A.M. students will be offered breakfast in the classroom and lunch "to-go". The P.M. students will be given lunch in the classroom and upon dismissal, the students will be given breakfast for the following day.

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

Section	Description	Total Funds	Contributing
School Nutrition	Cafeteria Staff packaging, and serving lunches	$ 37,000	NO
Outreach	School Counselor/Psychologist to provide outreach needs to students upon request of the family, teacher, Superintendent/Principal	$0	NO

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.47%	$540,705.00

Required Descriptions

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. Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equity of access to the curriculum and lesson delivery. Additional time given to students from both the Certificated and Classified staff through Response to Intervention Support to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support with a Social Worker and School Psychologist on campus to support students and families who may be experiencing difficulty are provided schoolwide with needs of English Learners, low income, foster youth and special needs students considered first.

For actions in the LCP:

Actions in the LCP are being deployed schoolwide, including actions designed to meet the needs of unduplicated count students, in order to assure equity in the distance learning and hybrid program during this emergency. Our first concern must be that every student continues to have access to the high quality standards-based instructional program at Hope School. Both classified staff members have time scheduled at the end of the school day to make contact with English learners, foster youth and low-income students needing additional support. These staff members provide support on classroom assignments, parent communication, and technology. Our primary concern for our foster youth, English learners and low-income students was access to technology. By providing our students with chromebooks, headphones and hot spots, we have targeted their specific needs. We also recognize that the social emotional well being of our students is significant to their success in the academic setting and have contracted with the county office of education to have a triage social worker on campus once a week for the current school year.

For actions funded by LCFF Supplemental and Concentration grant funds: Hope will continue to deploy S/C funds for the purpose of improving/enhancing/expanding services to unduplicated count students and close the achievement gap between these students and mainstream students schoolwide and statewide. These services include, for example, professional development for teachers, support for English Learners, and supplemental instruction and materials to meet the needs of these students. These actions meet or exceed the required 29.47% MPP.

Especially important and critical are teacher training in newly adopted learning platforms and supplemental materials for our English learners to empower them in academic English and assure access to the broad curriculum. Professional development will be enhanced by continuing to use supplemental and concentration grant funds to extend the number of teacher workdays exclusively for training in these critical areas, assuring that classroom instruction will not be interrupted by teacher absence for training. Since Hope is a small school with 76% disadvantaged students and 28% English learners, actions/services funded by LCFF S/C will be principally directed toward unduplicated count students, but deployed schoolwide.