

# Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

On March 13, 2020, after discussions with the Fresno County Superintendent of Schools, the Fresno County Department of Public Health and the Alvina Elementary Charter School Board, the district made the difficult decision to implement a full school facilities closure as a result of the COVID-19 pandemic. This was an extremely difficult decision to make, but the health and safety of our students and staff was our number one priority. With the information available at the time, this difficult decision had to be made.

Once the closure was implemented, school staff immediately took action in developing a distance learning plan that would support our students and families with a focus on academics, social and emotional support, English learner support, special needs services and meal service support.

High quality academic learning continued through the use of instructional packets that were put together by classroom teachers' focused on priority common core state standards. These materials were sent home during designated pick-up and drop-off days scheduled by the district. Parents who were unable to pick-up or drop-off materials were supported by the school district via delivering materials using school vehicles. On average 96% of parents were able to pick up materials on the designated dates, while the district delivered the remaining 4% to families, ensuring that 100% of needed materials were delivered to students.

Classroom teachers provided instructional support through programs such as Zoom and Google Meets. Although we were able to reach approximately 60% of our families through the use of online programs, through the use of surveys, the district identified approximately 40% of families did not have sufficient internet access. The district was able to support these families through phone calls, emails, Facetime and other resources available to the district. Teachers were able to log weekly contact with students and the support they were providing. Teachers held weekly virtual office hours and made themselves available through virtual platforms, phone calls, texts and emails. Teachers recorded instructional videos, used interactive academic programs such as Flipgrid, used Google classroom as well as other Google Suite programs, and developed the necessary supports needed in reaching all their students. Additional methods included, but not limited to:

Google Chat and/or Hangouts, use of the Remind app, Khan Academy, Scholastic, PBS Learning, and many more. Following CDE guidelines the district instituted a modified grading system that did not penalize students due to pandemic closure.

Special needs students with identified services were provided services virtually and all required minutes were met. Case managers and related service providers documented data on student goals and objectives, contacts with students and parents, and service activities delivered.

English Language Learners were provided instruction in both designated and integrated English Language Development (ELD) through instructional packets and virtual platform instruction. English Learners who were not on grade level were provided supplemental materials for continued academic support. Differentiated supplemental materials were provided to English Learners based on their individual needs. Bilingual staff, including front office staff and instructional aides, were made available for interpreting services in order to reach and communicate with our Spanish speaking families.

Foster Youth/Homeless students were targeted and focused on due to the hardships caused by the pandemic. Parents/Guardians were contacted routinely to determine if student support was warranted in the areas of social emotional, health and welfare and academic support, including packet pick-up and drop-off. Teachers were also trained to maintain a focus on students and families who may meet the definition of homelessness due to the lack of work caused by the COVID-19 pandemic. Appropriate supports were provided to district families.

Socio-economically disadvantaged families were provided with supporting materials such as pencils, paper, crayons, books and/or any other additional supporting instructional materials families needed. Students who were in need of chromebooks were provided devices, mice, headphones and other technological devices as needed. Teachers remained in continual contact with parents and requested materials were sent home during scheduled pick-ups.

With the school facilities closure, one of the district's top priorities was to ensure continued meal service for district families. In collaboration with CUSD, the district identified a central location for meal pick-up. Breakfast and lunch meal services were made available at the CUSD high school cafeteria during scheduled hours. During this time, the district worked alongside the Southwest Transportation Agency to build a plan to deliver meals to in-district families through bus transportation.

The Alvina Elementary Charter School District worked diligently to ensure open and transparent communication with all its staff and families. Communication was made through personal phone calls from staff and teachers to parents, through the district website, district letters, the district Facebook page and the NTI text messaging system. Parents had a variety of options to receive district communication, as well as, administrative staffing at the school district that was available. Clear communication will continue to be the backbone of our movement forward through the COVID-19 pandemic.

The Alvina Elementary Charter School District, in developing the district's School Reopening Plan, developed a multi-layered approach to ensure that State and County health guidelines were followed. The district received federal and state funding, including Learning Loss Mitigation funds, CARES Act ESSER funds, and funds under SB117 totaling \$254,710 to support the implementation of our district's reopening plan during the COVID-19 pandemic.

Examples of the uses of these funds in support of our Reopening Plan include:

- Purchase of hotspots and funding of monthly plans
- Replacement chromebooks
- Purchase of additional laptops for staff
- Student earbuds
- Zoom license
- Screencastify license
- Instructional support materials in ELA and Math
- Acellus Learning Accelerator
- Additional staffing as necessary to ensure safety and cleanliness
- Classroom disinfecting foggers
- Hand sanitizer and hand sanitizing dispensers
- Hand washing stations
- Medical equipment such as thermometers, oximeter, face masks, shields, gowns
- Student and staff PPE equipment
- Plexiglass dividers
- Social distancing identifiers
- School facility signage

# Stakeholder Engagement

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

The Alvina Elementary Charter School District engaged its stakeholders utilizing a variety of methods including, but not limited to district surveys, virtual meetings, conferences, in-person meetings, committee meetings and phone calls. All members of the school community were engaged utilizing one or more of these methods of information gathering. The school district does not have a bargaining unit. All methods of communication were made available in both English and Spanish.

The district utilized these methods of information gathering to understand stakeholder feelings regarding school re-opening, distance learning, the hybrid model, in-person instructional model, learning loss, technology and internet access, meal service, academic and social-emotional interventions and sped support.

In July, Governor Newsom informed public school districts they were to start the school year using the distance learning model. At this time, the district communicated to its stakeholders the decision made by the Governor, as well as to assess the needs of our community to make distance learning a success. Information gathered during this time assisted in helping the district make decisions in scheduling, instructional purchases, technological purchases, purchasing safety materials and implementing protocols, parent and student supports as well as other areas.

The following engagement opportunities were provided by the district:

- June 16, 2020 COIVD-19/Learning Continuity Plan Survey (Survey in English and Spanish)
- June 16, 2020 Local District Superintendent Collaboration Reopening Meeting
- June 18, 2020 District Reopening School Committee Meeting
- July 13, 2020 District Reopening Planning Meeting
- July 15, 2020 Local District Superintendent Collaboration Reopening Meeting
- July 16, 2020 District Reopening School Committee Meeting
- July 22, 2020 District Reopening School Committee Meeting
- July 30, 2020 Continued Learning Committee Meeting
- August 7, 2020 Continued Learning Committee Meeting
- August 11, 2020 Continued Learning Committee Meeting
- August 21, 2020 Continued Learning Committee Meeting
- August 17 – 20, 2020 In-person Parent/Teacher Conferences (Conferences held in English and Spanish)

- September 15, 2020 Parent Advisory Committee Meeting (Meeting in Spanish, no comments were made regarding plan)
- September 16, 2020 English Language Advisory Committee Meeting (No comments were made regarding plan)
- September 17, 2020 School Waiver Option Stakeholder Survey (Survey in English and Spanish)
- September 18, 2020 School Waiver Option Employee Survey
- September 21, 2020 School Board Meeting LCAP Public Hearing
- September 21, 2020 LCAP Public Comment Window Begins (No comments were submitted to administration)
- September 29, 2020 School Board LCAP Adoption
- September 30, 2020 Submission to Fresno County Office of Education

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

The Alvina Elementary Charter School District relays all communication, including meeting notices, through the use of the district website. Also, due to the districts small size, personal phone calls are made to all attendees ensuring participation. The districts Blackboard NTI texting system is also used to delivered messages, reminders, meeting notices and surveys in English and Spanish. The districts Facebook page is also utilized as a communication tool. All communication is provided in English and Spanish.

Upon completion of the Learning Continuity and Attendance Plan, the plan was shared with the Parent Advisory Committee on September 15, 2020 and the English Learner Advisory Committee on September 16, 2020. Meetings were held in person with an online option. Meeting agendas were posted 72 hours before the meeting. No comments were submitted to the district and parents shared their gratitude for the district's communication and efforts during this difficult time.

A public hearing was conducted at a board meeting scheduled on September 21, 2020. The public comment window spanned from September 21, 2020 through September 29, 2020. No comments were submitted. The board adopted the LCAP on September 29, 2020. Board meeting agendas were posted 72 hours before the meetings. Board meetings were held through Zoom and public notification was given in regards to Zoom link access. Translators were prepared if needed.

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

The Alvina Elementary Charter School District surveyed all its parents on June 16, 2020 through a survey that was distributed through our NTI system. This provided all parents the opportunity to complete this survey through the use of their cellular phones, increasing participation. These results were also evaluated by the districts Reopening School Committee, Parent Advisory Committee and English Language Advisory Committee.

Areas that were highlighted as a result of the survey are as follows:

- 94% of parents identified as having received the necessary materials for distance learning.
- 92% of parents were able to make weekly contact with their child's teacher.
- 94% of sped parents were able to make scheduled contact with their child's sped teacher.
- 83% of parents identify as having a source of internet access.
- 67% of parents took advantage of meal distribution services during distance learning.
- 98% of parents feel supported by their child's school.
- 98% of parents made or knew how to make contact with their child's teacher.
- 77% of families have a computer, laptop or chromebook at how that can be used for distance learning.
- 90% of parent's felt the amount of classwork was just right.
- 30% of parents find it impossible to work with students at home due to job responsibilities.
- 56% of parents support returning to school fulltime.
- 30% of parents support continued distance learning.
- 56% of parents support a hybrid system of returning to school.
- 35% of parents are very concerned of COVID-19 and a return back to school.

Additionally, identified areas of concern by staff and/or committees:

- Although safety protocols are in place to support staff and students, the uncertainty that exists.
- Lack of connectivity due to rural location.
- Weak internet connection to the internet, continual drops.
- Ability to support Spanish speaking families on a regular basis or during the moment of instruction.
- Students feeling anxiety and depression.
- Lack of some parents to engage.
- Home environment distractions, other siblings, animals, etc.
- Concern over lack of resources at home including internet and devices.

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

The Alvina Elementary Charter School District highly values the information gathered from our surveys, as well as our different committee groups. We quickly realized as we moved closer to distance learning that the top priorities were internet connectivity, parent trainings in the use of district identified technology programs for distance learning, as well as teacher training to effectively implement the technology within

the classroom. On-campus safety was identified as a concern for staff. At the time of committee meetings, COVID-19 positivity rates were increasing at drastic rates. This resulted in staff feeling anxious in the returning to school. Also, social emotional support is a high priority as well. The pandemic has had a brutal toll on the emotional well-being of the students of the community. The sense of isolation created by the pandemic has caused increased levels of anxiety and depression.

Due to the feedback received, the Alvina Elementary Charter School District ensured the following items were identified with the district plan:

- The district will be providing students in need with internet hotspots (T-Mobile, Verizon, and Cricket).
- The district will be providing students in need chromebook devices.
- The district will be creating “how to” training videos to assist parents in using programs.
- The district has created a Technology Support Teacher position to provide assistance to district teachers.
- The district registered all teacher in the FCOE Distance Learning Academy.
- The district will be purchasing hand sanitizers stations, disinfectant wipes, foggers and appropriate signage.
- The district will be purchasing thermometers for screenings.
- The district will be implementing the LINQ system for staff screening.
- The district will be purchasing and providing staff with appropriate PPE.
- The district will be implementing the appropriate protocols to keep staff safe while on campus.
- The district will be providing social emotional support through the All4Youth program.
- The district will be purchasing the Acellus program to provide students with SEL instruction as well as other instructional support.

# 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 Alvina Elementary Charter School District will commence with on-campus instruction when appropriate clearance is given by the Governor of the State of California, the Fresno County Department of Public Health and the Fresno County Superintendent of Schools. Due to guidelines and regulations that will need to be in place to mitigate the spread of COVID-19, the district will open using a hybrid method to ensure all safety measures are in place. The Alvina Elementary Charter School District Reopening Plan is designed around:

- The CDPH COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs Reopening
- Local Guidance on the safe reopening of schools, and
- The Survey Data collected from district stakeholders

The health and safety of our students and staff has always been our number one priority during the planning phase of the reopening of the Alvina Elementary Charter School campus. In order to safe guard against the spread of COVID-19 and to protect our district students from experiencing continued learning loss, the District will follow our District Reopening School Plan. The guidance within this plan will be distributed to all students and parents, and will emphasize:

- All students should be screened at home for COVID-19 symptoms prior to arriving at school.
- Students should not come to school if they are sick and should notify school officials if they or a family member becomes sick with COVID-19 symptoms, test positive for COVID-19 and/or has been exposed to someone with COVID-19 symptoms or a confirmed or suspected case of COVID-19.
- On arrival, students will be screened, including a temperature check before entering the school campus.
- Students will come to school with a face covering.
- Students will be socially distanced throughout the school day.
- Students who show symptoms of COVID-19 will be screened using all identified safety measures and will be sent home. Similar safety guidelines will be in place for all employees.

In reopening the school facility, the Alvina Elementary Charter School District will be opening using a hybrid model. Using this model, students will be placed in one of two cohorts. For parents who are not ready to send their child back to school, they will have a distance learning model available to them. Each cohort will be attending school on campus on either an A-day or a B-day twice a week. Using this

model and with the appropriate safety measure listed above, will assist in minimizing the risk and helping to control COVID-19 infections among students and staff.

Students within the hybrid system will attend school twice a week. Students in the A-day cohort will attend school on Tuesday and Thursday, while students in the B-day cohort will attend school on Wednesday and Friday. Mondays will focus on additional time that may be placed on students with high-needs so additional instructional support time may be provided to ensure identified students receive the academic or social emotional assistance they require. Students who continue on distance learning will also have an opportunity to meet with their teacher on campus by appointment.

In order to continue to provide the highest levels of instruction, the Alvina Elementary Charter School District will continue to support teachers with high quality professional development. For example, the instructional staff of the school district participated in the Fresno County Office of Education Distance Learning Academy. Instructional staff, including instructional assistants, participated in a district lead Distance Learning Instructional Technology Tools training. The district will continue to have continual check-ins/surveys with instructional staff in order to identify the needs of staff in individual specific areas, as well as areas needing focus on as a group in order to maintain a high level of quality first teaching to minimize the levels of learning loss for our unduplicated and other at-risk students.

In order to continue to meet the needs of our staff and students, including our unduplicated students and at-risk students, the Alvina Elementary Charter School District developed new positions in order to provide immediate assistance in two identified areas of need. First, the district developed a Technology Support Teacher position, in which teachers could have immediate access to technology assistance and trainings instead of waiting for outside provider assistance. This type of support has an immediate impact on the delivery of instruction to students. Also, the district developed an at-risk student instructional aide position in order for our students with special needs, English learners, homeless and foster youth students to receive not only the support they need, but additional support needed to overcome learning loss.

The Alvina Elementary Charter School District also developed a new grading methodology in order to best address levels of learning during distance learning, yet would also support students and teachers moving into the future. The district has undertaken a standards-based grading system with a specific focus on priority standards. This system will focus on the progressions of learning with the overall monitoring of progress towards mastery while providing critical feedback for improvement.

Progress monitoring will be an important strategy used to maintain a close focus on student progress. Progress monitoring will be completed by the classroom teacher, RSP teacher, and other instructional staff depending on student needs. Determination of needs will not only be data-driven, but also anecdotal notes recorded by the teacher will be used in determinations. Additional measures will include student instructional interviews, reading and mathematics curricular assessments, other local assessments and the SBAC Interim Assessments.

The hybrid phase of school reopening will commence when given the appropriate clearance by the Fresno County Department of Public Health. Once the Fresno county risk level drops from Purple to Red and numbers are maintained for fourteen consecutive days, the school district will be given the opportunity to open while still meeting FCDPH guidance on schools reopening.

During this phase, the Alvina Elementary Charter School District will continue to take the upmost safety protocols to reduce the possibility of COVID-19 spread on school campus. The school campus will be limited to school personnel and students only. Parents, volunteers and other outside personnel will not be allowed on school grounds, except for emergency purposes. Every person entering the school campus will be required to wear a face covering. Health screenings will be conducted daily for all staff members and students. Temperature checks will also be conducted as part of daily screenings.

As we move closer to the possibility of a hybrid model start, some parents have indicated through our phone survey that they currently do not feel safe in sending their students back to school due to the COVID-19 pandemic. The district will offer the possibility of a distance learning model. Once a parent makes their decision, the student will be required to be in the program they have selected for a minimum of a grading period (6 weeks) due to the health and safety of others. Each situation will be viewed on a case by case basis.

The Alvina Elementary Charter School District will continue to provide transportation for in-district students. Total number of bus riders will be split, maintaining families intact, between A-day and B-day. This will assist in minimizing the number of bus riders per day making it easier to socially distance within the bus.

Meal service will continue to be provided by the district on a daily basis for both in-district and out-of-district students, whether enrolled in the hybrid model or the distance learning model.

To ensure the health and safety of our staff and students, the Alvina Elementary Charter School District will continue to implement the safety protocols identified within our Reopening School Plan. This includes protocols such as additional handwashing stations, additional hand sanitizing stations, cleaning and disinfecting rotations, use of classroom foggers and classroom disinfection kits. If necessary, additional training will be provided on the proper methods of disinfection and use of disinfection equipment.

Additionally, appropriate COVID-19 exposure protocols found within the Reopening School Plan will be followed, which includes, but is not limited to, requiring any district personnel exposed to stay home for fourteen days. The Alvina Elementary Charter School District will continue to adjust school protocols and operations, as necessary, throughout the school closure to adhere to federal, state and local health and safety guidance and to continue all essential services needed to maintain the well-being of students and staff.

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

Description	Total Funds	Contributing
The Alvina Elementary Charter School District will purchase medical safety equipment/PPE to support the safe return to school, including safe interactions between students and staff members on campus and in the classrooms. This includes thermometers, masks, face shields, gloves, gowns, etc. Purchases will be on-going as needs develop.	\$31,447	No
The Alvina Elementary Charter School District will purchase the COVID-19 online screening program LINQ and clock-in program Remote Time Clock to support the safety protocols on campus.	\$4,949	No
The Alvina Elementary Charter School District will purchase safety equipment to ensure the highest levels of cleanliness on campus. This includes foggers, hand sanitizer and stands, disinfectant wipes, disinfectant/cleaning solutions, fiber clothes, hand washing stations, classroom disinfection kits, etc.	\$59,976	No
The Alvina Elementary Charter School District will purchase new classroom furniture and protection materials to ensure appropriate safety and social distancing. This includes new classroom desks and plexiglass dividers.	\$13,172	No
The Alvina Elementary Charter School District created a new Technology Support Teacher position in order to provide in-house professional development and one-on-one assistance to staff in need.	\$2,500	No
The Alvina Elementary Charter School District, to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will be providing an at-risk instructional support aide. This support will be provided through Zoom in order to provide additional academic support to students during distance learning adding additional live interaction with instructional staff. First priority of services will be based on local metrics and a tiered system of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language development. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	\$21,672	Yes
The Alvina Elementary Charter School District has hired a temporary custodial assistant to support the current custodial team in ensuring the upmost cleanliness on campus.	\$8,145	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.]

Based on the Governor's announcement in July, the establishment of the state's COVID-19 watchlist forced all school districts in Fresno County to begin the school year using a distance learning model. The district would need to remain using this model until Fresno County is removed from the watchlist. Since that time, a new color-coded level system has been implemented within the state. Fresno County schools would need to remain on distance learning, purple level, until positivity rates were reduced and the County was placed within the red level. Also, districts would be able to apply for a waiver through the Fresno County Department of Public Health.

The Alvina Elementary Charter School District implemented the following platforms for distance learning to begin the academic instructional year, as well as a support program for parents who would not feel comfortable sending their students back to school when the hybrid model is implemented and/or a fall back model if the district is to revert back to distance learning if required so by the FCDPH. The district has implemented Google Classroom along with the tools of the Google Suite, Zoom Video Conferencing program, Screencastify and the Acellus Learning Accelerator. Additional programs are used based on academic grade level and student needs such as Scholastic, Khan Academy, ABC Mouse, etc. The district will also be providing classroom teachers with OWL cameras to support distance learning within the hybrid model.

Prior to the start of the school year, teachers created their own classroom websites. This provided an overview of the means for classroom communication, schedules, description of curriculum used and class calendar. This central hub will create an easily identifiable location for all classroom information needed for successful distance learning.

All online instruction will be site-based and will meet all required daily instructional minutes. Each AM/PM block of time, will be a two-hour block in which a teacher will have the flexibility to modify breaks and/or brain breaks. Instruction will generally be whole class, but through the use of breakout rooms, the teacher and the instructional assistants may also provide smaller and/or one-on-one instructional support. Instructional assistants will play a crucial role in providing additional support for our teachers and students.

To support instruction, the district has established a pick-up/drop-off schedule every Wednesday. Materials students need such as instructional forms, supplies, readers, etc. are distributed by parent pick-up or bus drop-off. This ensures that all students, including unduplicated and at-risk students receive all materials needed. This also includes the replacement of district loaned chromebooks and hotspots if tech issues should arise.

The district has established a tech support team that provides the necessary assistance to parents and students to ensure technological devices are set-up and are working appropriately. Home visits are made, taking all necessary safety protocols, in order to sit down with the student and parent and walk them through the set-up and use of devices.

With a major focus on core subjects, Reading and Mathematics has been identified as a key subject where the possibility of learning loss could have the biggest impact. In order to mitigate this issue, the district is committed in accelerating skills found in these subject areas by

purchasing additional reading and mathematics support materials. This also includes reading support materials/supplemental materials and mathematics manipulative kits that can be sent home to support distance learning instruction.

In order to assess student progress, progress monitoring will be vital component within each classroom in measuring student learning. Progress monitoring provided by the classroom teacher, RSP teacher, and other instructional staff members will identify students in need of intervention and additional supports. Teachers and/or instructional assistants may then focus their energy in small group or one-on-one breakout rooms in order to meet the needs of high at-risk and unduplicated students. Student needs will be assessed through anecdotal notes and data-driven information. These measures include but are not limited to student interviews, curricular based assessments and SBAC interim benchmark assessments.

The first few weeks of teacher/student contact will focus on building community, assessing student social and emotional well-being through observations, establishing online routines and expectations, with a significant focus on developing distance learning student/teacher and collaborative student-student relationships.

Along with core academic subjects, students will be offered SEL lessons as well as electives through the Acellus Learning Accelerator program. This program offers electives from coding, to Spanish, to art instruction. This provides students a variety of academic opportunities to reach higher levels of engagement.

Working in collaboration with our sped team, staff will check-in with students to discuss areas of concern, whether academic, social or emotional, and get support in the areas they are struggling in. Unduplicated students and students with exceptional needs who are considered high risk (academically, socially, and/or emotionally) will be identified and will work closely with the school RSP teacher, the school psychologist and/or the All 4 Youth program in order to provide the necessary supports. Classroom instructors will also be provided the necessary tools by the sped team in order to be the most effective as possible in the classroom.

## **Access to Devices and Connectivity**

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

The Alvina Elementary Charter School District understands the importance technology and internet access plays in the overall success of distance learning. The district has made it a priority to ensure that students and staff have the technological tools necessary to be able to provide and access academic instruction and social emotional support.

Through the use of a district phone survey, it was identified that the community's biggest need was internet connectivity. In order to address this need, the district purchased over one hundred hotspots, including monthly plans funded by the district. Hotspots were purchased evenly from three different providers, T-Mobile, Verizon and Cricket. Depending on the strength of the signal, hotspots were switched out in order to access the strongest signal possible.

The district also provided its students with chromebook devices if they did not have access to a computer or laptop at home. After signing a loan agreement, students were given an assigned chromebook and/or hotspot to take home. If needed, students were given a set of headphones and/or a mouse to use with their device. The district will also be looking at replacing all chromebooks as it has been discovered that the capability of current chromebooks is insufficient for the heavy use they are getting. This is the first time they are put under this much stress.

Through South County Support Services, the district technology support provider, student content is filtered and monitored. Also, through the use of GoGuardian, teachers are able to monitor student activity on their chromebooks ensuring students are viewing appropriate content related to the lessons at hand.

Staff will also have access to the necessary technological equipment, including presentation software and the necessary bandwidth to be able to provide synchronous and support asynchronous instruction, video conferencing and attending meetings online.

The district will also have a trouble shooting team to be able to address technological issues as they arise. South County Support Services will provide additional support for more complex technological issues. The district will also have a team making home visits to assist parents and students with connectivity or program use difficulties that 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.]

The Alvina Elementary Charter School District has developed a daily schedule which combines synchronous and asynchronous instruction that meets the needs of our students, while ensuring the required daily instructional minutes are met. Daily schedules for online instruction are scheduled daily from 9:30am – 11:30am and from 12:30pm – 2:30pm. Teachers have the flexibility to design their own schedule with each block of time while parents still have an easily identified sign-in schedule to follow. Breaks and “Brain Breaks” are designed accordingly based by the age of the students. All instructional minutes (synchronous and asynchronous) will be verified by the curriculum coordinator.

Teachers have been provided technological tools such as laptops, additional screens and supporting programs such as Zoom, Screencastify and Acellus to be able to provide students with an engaging educational experience. Teachers will utilize a variety of engagement strategies to order to bring instruction to life while still checking for understanding to ensure students are connecting to the learning.

The school district has established a pick-up/drop-off schedule every Wednesday in order to provide students with the necessary materials and supplies needed to be successful. During this time, completed assignments will be returned to teachers so they have an opportunity to monitor student progress.

Students will also be provided with common core-based curriculum, instruction and materials. Teacher lessons will focus on grade level prioritized essential standards with specific learning targets students must meet. Students will be expected to respond when prompted and submit work when required.

Teachers will have established office hours where students will be offered the ability to make appointments with their teacher so they may receive additional support. Teachers are expected to keep attendance, which is reported daily to the attendance office. Also, teachers will maintain anecdotal notes on student engagement and progress. All students will participate and be evaluated based on the districts newly implemented standard-based grading system.

## **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.]

The Alvina Elementary Charter School District understands the vital role professional development plays as the district implements a program that has not been implemented before. Teachers must have confidence in their ability to use the technological tools they have been given in an efficient and effective manner. In order to prepare for the 2020-2021 school year, the following professional development opportunities were made available to teachers and instructional assistants:

- The Fresno County Office of Education Distance Learning Academy
- Alvina Elementary Charter School District Technological Tools Professional Development
- Acellus Learning Accelerator Implementation Professional Development
- TeacherEase Implementation Professional Development

The Alvina Elementary Charter School District will continue to provide the necessary professional development in order to effectively implement the distance learning program. Trainings will be based on staff survey results and be focused around technology, curriculum, supporting mental health and social emotional well-being.

The Alvina Elementary Charter School Continued Learning Committee will also continue meeting addressing the needs of the school, while developing solutions that will address teacher needs while improving the experience of the students.

## Staff Roles and Responsibilities

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

In order to maintain an effective instructional program and well-run educational facility that meets the needs of the community, many new roles and responsibilities have been developed as a result of the pandemic. The new roles are as follows:

- Technology Support Teacher will provide group level professional development, one-on-one support based on the needs of the staff member, program tutorials and how to videos. Also, the Technology Support Teacher will also share with staff ideas on unit and lesson development and how technology can be incorporated within “classroom” style lessons.
- At-risk Instructional Assistant will assist the RSP teacher in providing services to students on IEP’s, English Learners, homeless and foster youth. Additional help will assist in meeting the needs of students with special needs during distance learning.
- Administrative technology and troubleshooting team will work on preparing technological devices, providing support to staff and students and making home visits to assist parents in setting up devices and/or understanding distance learning programs.
- Custodial assistant will support the custodial team in relieving custodial duties due to increased cleaning schedules.
- Instructional assistants were assigned additional duties to assist with lunch deliveries and support material pick-up and drop-off.
- Administrative staff were given additional duties to assist with staff health screenings and temperature checks.

## 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 Alvina Elementary Charter School District understands the importance of meeting the needs of all its students, including students 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. As a district we must meet the basic needs of students, including their mental health, ensure they have equitable access to learning resources and be proactive in providing the learning supports needed to ensure academic progress.

In order to ensure the district meets the needs of all of its students, specifically pupils with unique needs, English learners, foster youth and homeless youth, the district will implement the following:

- Teachers and other instructional staff members have been trained in the identification of student struggles in their academics and/or their social emotional well-being. Instructional staff will conduct formal and informal check-ins with students on a continual basis and determine if a need for additional supports or interventions is needed. If students are identified as at-risk, the appropriate specialty staff members will be notified such as RSP, school psychologist and/or the All 4 Youth team. Parents will also be immediately notified to address the concerns. The district will dedicate an intervention day during the week when a return to campus is identified. Students with unique needs will received one-on-one support or small group support with the classroom teacher as necessary. Once a student is deemed no longer at-risk, supports/interventions may no longer be required.
- Pupils with unique needs at all grade levels will be screened, assessed and will be monitored through progress monitoring. Instructional staff who provide services to English learners, students with exceptional needs, foster youth and homeless youth will assess students using formal and informal assessment tools. This will support teachers and other staff in the determination of the needs students have and the level of learning loss being experienced. Interventions and additional supports will be provided in relation to the specific need identified. Assessments to be used within the classroom include instructional interviews, curricular benchmarks, inventories, SBAC interim assessments, academic progress and anecdotal notes.
- Teachers will hold breakout room sessions in Zoom to meet with their English learner students each day and analyze their continued needs and supports provided. Once cleared to return, teachers will meet with English learner students one-on-one or in small groups to provide additional support as identified.
- The district psychologist and the All 4 Youth clinician will continue to work with students who currently have an IEP or 504 plan. Students who have been identified for social emotional support will be placed on a schedule for meetings through Zoom, or in person if deemed necessary following all safety protocols. During meetings, students IEP or 504 plan goals will be supported and progress will be monitored. Counseling sessions will also be available to students.
- Instructional assistants have been placed in every classroom and their hours have been adjusted to ensure they are available during distance learning to support classroom instruction. During instructional periods, instructional assistants work one-on-one or in small groups to support students with unique needs. Instructional assistants work closely with the teacher and ensure specific goals are worked upon to accelerate learning.

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

Description	Total Funds	Contributing
The Alvina Elementary Charter School District, in providing equal access for all, purchased connectivity hotspots through T-Mobile, Verizon and Cricket. A hotspot and data plan were purchased ensuring all families have access to the internet in order to connect with teachers.	\$63,100	No
The Alvina Elementary Charter School District purchased new laptops for instructional assistants in order to have upgraded performance during distance learning. Better performance reduces connectivity issues and lag when assisting teachers and students.	\$4,200	No
The Alvina Elementary Charter School District purchased Zoom Pro accounts, Screencastify accounts and Acellus Learning Accelerator licenses to deliver instruction, provide opportunities for students to collaborate promoting peer connectedness and develop social emotional well-being.	\$15,665	No
The Alvina Elementary Charter School District will purchase 200 new laptop chromebook style devices for students as we realizing the struggle with the age of current chromebook devices.	\$47,160	No
The Alvina Elementary Charter School District will purchase 9 OWL cameras to support distance learners during the hybrid model of instruction.	\$10,800	No
The Alvina Elementary Charter School District provided technology professional development through the Fresno County Office of Education Distance Learning Academy, as well as, in-house professional development for all instructional staff in the use of district adopted technology tools such as Zoom, Google Suites, Screencastify and Acellus.	\$21,147	No
The Alvina Elementary Charter School District purchased the standard based grading system TeacherEase as a resource to increase accuracy in measuring student progress during distance learning and hybrid learning.	\$2,249	No
The Alvina Elementary Charter School District to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will be developing a home visitation outreach team. This support will be provided in-person in order to provide technical assistance, academic support, and support for students' health and well-being during distance learning. The outreach team, along with the teachers, will monitor students' attendance, participation and engagement. When struggles are identified, the team will make home visitations to support district families. This action will increase student daily attendance and engagement during distance learning instruction and provide the necessary supplies needed by students such as hotspots, devices, supplies and/or meals.	\$2,500	Yes
The Alvina Elementary Charter School District will purchase supplemental ELA and mathematics curricular support materials such as reading guided readers and math manipulative home kits.	\$14,389	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 Alvina Elementary Charter School District, in order to identify and address learning loss during the 2019-20 school year and the 2020-21 school year, will develop a systemic use of instructional assessments in order to monitor the growth and progress of all students, including unduplicated students in the areas of English Language Arts, ELD and Mathematics. Assessments will focus on academic skills, the identified essential standards, and language level acquisition. Assessments will consist of curricular based diagnostic screeners, curricular based benchmarks, supplemental screeners such as DIBELS, SBAC interim assessments and academic interviews developed through partnership with the AIMS Center.

Academic diagnostic assessments will be scheduled by grade level in accordance to instructional pacing and/or as needed based on student needs. Curricular benchmarks will be given at the end of each trimester in preparation for student performance meetings with administration and the special education team. During these meetings student performance and progress will be reviewed and discussed. Plans will be developed for those students in need of support and/or intervention. Instructional staff will conduct on-going progress monitoring to keep a focus on student growth or lack thereof. Continued student check-ins and frequent checks for understanding will assist teachers in maintaining anecdotal notes to also monitor students' performance.

The instructional staff has also been trained in identifying social emotion concerns of students. Teachers will make daily check-ins with students and make observations focused on student well-being. Information collected will be shared with the district's special education team. A collaborative effort will be made between the instruction staff and the special education team in implementing supportive strategies within classrooms or with individual students if struggles are identified. The districts RSP teacher, school psychologist and the All 4 Youth clinician will be available if additional assistance is needed. Parent meetings will be held as needed to support student well-being and academic growth. Students needing further assistance will be referred to the district's Student Study Team.

## **Pupil Learning Loss Strategies**

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

The Alvina Elementary Charter School District will address pupil learning loss that results from COVID-19 by implementing a Tiered Model of School Supports and Problem-Solving Process. This process focuses on a multi-tiered approach in the early identification and support of students with learning, behavior and social emotional needs. The RTI model begins with high quality instruction and the universal screening of all students in the general education classroom (Tier I). Students not making adequate progress in the regular classroom (Tier I) will be provided with increased intensive instruction matched to the needs of the student based on performance and rate of progress (Tier II). These

interventions are provided in a small group setting in addition to regular classroom instruction. If struggles continue, students will then receive individualized intensive interventions that target the students' skill deficits. Students who do not achieve adequate progress to these interventions are then referred for a comprehensive evaluation through our student study team process (Tier III). The implementation of the tiered system is overseen by the school districts sped team consisting of the RSP teacher, school psychologist and our speech and language specialist.

Additionally, teachers will focus on the needs of students with unique needs such as English learners, students with exceptional needs, low income families, homeless and foster youth students. Teachers will assess all students and monitor their progress within English Language Arts and Mathematics while closely taking periodic anecdotal notes. As needs are identified, teachers will identify the targeted supports/interventions necessary to accelerate learning within these two core subject areas.

During the instructional day, teachers will check-in with students in order to receive and provide feedback for continued growth. Students will be provided the necessary supports and clarification needed in order to develop understanding of the academic content.

English Language Learners will be provided daily English Language Development based on their language level to continue their development of the English language. Additionally, teacher and instructional assistants will periodically check-in with EL students to ensure their grasp of academic content and measure academic progress. EL students will additionally receive extra time to work on and complete academic tasks, projects and assignments. Teachers will monitor closely EL student conversations, speech, reading and writing to record and evaluate English Language Development and skills progression.

The Alvina Elementary Charter School District will provide all low-income youth, foster youth and homeless students with the necessary supplies and materials to be successful within the classroom. The district will also make available chromebooks and hotspots to alleviate connectivity issues. Meals will also be made available to all students, including bus delivery for in-district students. Teachers and front office staff will check-in with students daily to ensure their health, safety and well-being. Students needing academic support or social emotional counseling will be grouped with appropriate staff through Zoom breakout rooms. Parents will be contacted as necessary to ensure open communication.

Students with exceptional needs, including students on IEP's and 504 plans, will be closely monitored by the Alvina Elementary Charter School District Special Education Team. The team will remain in continual communication with students and parents and provide the necessary supports and interventions necessary. The team will determine the appropriate setting for students to succeed, whether it be one-on-one or small group interventions. Parent contact will be made frequently to ensure consistency at home.

The Extended Learning Program (ELP) support staff will ensure that the academic needs of our English Learners, low income, homeless and foster youth, including students with unique needs are provided with the necessary supports to be successful. This includes ELA and Mathematic homework assistance, social emotional check-ins, academic activities and ELP enrichment.

## **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 Alvina Elementary Charter School District will measure the effectiveness of supports provided to address learning loss through the use of a rigorous on-going assessment process to support all students with a focus on unduplicated students in need of interventions and/or additional supports. The process used is as follows:

- The district will identify assessment information on our current students from initial diagnostic assessments from the Fall of 2020 and analyze the results in comparison with on-going assessments through Spring 2021. The difference in scores will determine academic growth or the lack thereof.
- Main focal assessment areas will include English Language Arts, English Language Development and Mathematics. These assessments will include Reading and Mathematics interviews, curricular benchmark assessments, diagnostic assessments, SBAC interim assessments and classroom grades.
- Informal progress monitoring, assessments and anecdotal notes will be on-going through teacher observations. Checks for understanding will be incorporated during instructional lessons in order to provide feedback. Data will be recorded to identify student struggles and to identify learning loss. Teachers will assist students in developing their ability to recognize when they are or are not learning concepts or skills and how to receive and implement feedback to demonstrate academic growth.
- Progress monitoring will be incorporated within the classrooms and be implemented by classroom teachers, the RSP teacher and other instructional staff members who engage with students. Progress monitoring will assist in identifying students in need of interventions and additional supports. Formal progress monitoring will take place every trimester and will be analyzed through student performance meetings between the teacher, administrative team and the district special education team.
- Student/teacher check-ins and discussions conferences will be used to identify concerns and successes that occur within the classroom. This will assist the teacher in identifying which additional supports students may need in academics or within their social emotional well-being. Unduplicated students and students with exceptional needs who are identified as high-risk will be placed on a schedule to receive additional individualized support.

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

Description	Total Funds	Contributing
<p>The Alvina Elementary Charter School District will continue its Extended Learning Program through the Fresno County Office of Education. This opportunity will provide students with additional interventions and homework assistance.</p>	\$127,600	No
<p>The Alvina Elementary Charter School District, to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will implementing the reading intervention PCI. This support will be provided through Zoom (during distance learning) and through small group or one-on-one sessions (in-person) to provide additional support to students during distance learning and the hybrid model. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$5,000	Yes
<p>The Alvina Elementary Charter School District, to best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will be increasing and adjusting the hours of instructional assistants in grades K-8 in order to support students' academics and social emotional well-being. This support will be provided through Zoom to provide additional support and interventions to students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tired systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$37,811	Yes

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Alvina Elementary Charter School District recognizes the significant impact COVID-19 has had on our school community as a whole. The district's number one priority through this difficult time is supporting the well-being of our parents, students and staff. The district maintains continual contact with our community through direct contact using email, text and phone calls. The district also has identified the use of fill-in surveys as well as personal phone contact surveys. The data collected assists the district in providing the necessary social emotional supports needed by the community. In alignment with the Fresno County Superintendent of Schools and the Fresno County Department of Behavioral Health, the district is able to provide assistance in the areas needed by our parents, students and staff.

Students who have been identified for social emotional support will be monitored and set-up on a meeting schedule through Zoom so they may meet with the school psychologist. Students who are in need of more intensive intervention will meet with the All 4 Youth clinician as necessary. Face to face meetings will be made available if necessary, while all health and safety protocols are strictly enforced.

School staff members participated in professional development opportunities designed by the district's special education team and led by the school psychologist. The trainings focused on the identification and support of the social emotional well-being of students and adults. The district is also providing SEL lessons within classrooms to support students' mental health. The distance learning classroom will be maintained as a safe and positive learning environment conducive to the well-being of all. Scheduled breaks will be implemented in all classrooms to ensure students have opportunity to regroup after extended periods of times. In maintaining a safe and positive learning environment, teacher and instructional assistant check-ins will be vital to ensuring students who may be identified as socially and emotionally at-risk can be identified and supportive strategies be put in place.

School staff, including front office, teachers and the special education team, will make phone calls and schedule virtual or in-person meetings depending on the seriousness of the situation identified. All staff will play a vital role in observing and monitoring the behavior of their students during distance learning. If a situation should arise on level that outside school services are needed the administrative team will contact the necessary agencies such as Fresno County Behavioral Health, the Sheriff Department and/or Child Protective Services.

Student Performance Meetings will be implemented each half trimester to monitor students' academic and social emotional progress. During these meetings, administration, teachers and the district special education team will sit down and evaluate the data for each student with a focus on students with unique needs, English learners, foster and homeless youth. With the current pandemic, a direct focus on learning loss and the social emotional well-being of each student will be emphasized.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Alvina Elementary Charter School District recognizes the importance of clear and continual contact with district families and developing methods and strategies to keep students connected and engaged. Research clearly identifies the link between chronic absenteeism and the likelihood of poor academic performance and/or academic learning loss, disengagement and poor behavior.

In order to mitigate student/family disengagement, the Alvina Elementary Charter School District has implemented the following strategies:

- District teachers will develop grade level websites which include information regarding class syllabus, classroom rules, teacher contact information, schedules, teacher office hours, calendar to assignment/project due dates, and description of curriculum including links to parent assistance.
- All teachers will maintain continual communication with parents/students through the use of Google voice calls/texting and or email. Face to face meetings, with all safety protocols enforced, may be scheduled if necessary.
- The district administrative team will make home visits as necessary to support student engagement.
- District attendance staff, including administration, will monitor attendance daily. Parent contact will be made to follow-up on student absences and or disengagement. Conferences and/or home visits will be scheduled as necessary to discuss and develop improvement plans when required. Sped team support will be requested if situations deem necessary. Appropriate supports will be identified for students with unique needs, English learners, foster youth and homeless youth. All attempted contacts will be documented.
- If student remains absent or unengaged without clearance for three days, teacher and the administrative team will make a home visit to assess the cause for absence and develop a reengagement plan with the parent.
- If the situation cannot be resolved, the students will be identified for an alternative program. A determination meeting will be held between parent, student, teacher and administration. If online distance learning is not successful, the district will consider an alternative

program such as academic instructional packets or an in-person on campus approach. Meeting student needs in the most effective manor will be the first priority.

- The Alvina Elementary Charter School District Student Study Team will be available for unsuccessful reengagement attempts. SST meetings will be scheduled for students continuing to not engage after attempted interventions, on-going behavior problems and/ or social emotional concerns. The SST referral will include the student, parent, teacher, administration, RSP teacher, psychologist and prior teacher. All 4 Youth and/or additional behavioral support intervention organizations will be used as necessary.
- Students who continue to be absent or unengaged, after district interventions, will be referred to the Alvina Elementary Charter School District Administrative Review Committee.
- The District will provide translators and or child care as necessary to assist parents during scheduled conferences.

# School Nutrition

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

The Alvina Elementary Charter School District is contracted for meal service through Caruthers Unified School District. In partnership, the district set a plan in place to serve all students daily. Each child will be able to receive three meals per day. This includes breakfast, lunch and dinner.

The Alvina Elementary School facility will be used as the central location for district meal distribution. A team located at the elementary school site will prepare meals for out-of-district pick-up as well as in-district bus distribution. If a child does not receive lunch delivered by the bus, hot lunches will be served daily at Caruthers Union High School. The process for the distribution of meals will follow practices that maintain social distancing for families and district staff.

At the time of moving into a hybrid system, the district will provide breakfast and lunch to all students on campus through the district's cafeteria. Students will eat socially distanced within their classrooms. Students who remain on distance learning will be provided meals through bus distribution (in-district) and meal service pick-up at the school site (out-of-district).

The Food Service staff has been provided with safety training and are required to wear masks and gloves. Work areas are maintained with social distancing guidelines, and staff completes a daily COVID screening form and has their temperatures taken prior to working. All areas are sanitized and cleaned frequently above and beyond guidelines expectations.

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

Section	Description	Total Funds	Contributing
Continuity of Learning	The Alvina Elementary Charter School District will provide staff monthly COVID-19 surveillance testing (10% of staff) as required by state and local officials.	\$10,000	N
Pupil and Family Engagement and Outreach	The Alvina Elementary Charter School District will develop a plan for incentives and engagement activities such as spirit days and online rallies in order to increase participation and provide for student social and emotional well-being.	\$5,000	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
27.49%	\$431,631

## Required Descriptions

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

The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help the Alvin Elementary Charter School District balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 27.49% using the dollar amount of \$431,631. By directing all the supplemental and concertation funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$431,631 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as "contributing", the following describes other actions/services that contribute towards meeting the increased or improved services requirement:

- LCAP Goal 1, Action 2: Continue to eliminate combination classrooms, as much as possible. By providing appropriately credentialed teachers to teach each grade level. Also, the district will provide struggling students with high quality research based reading interventions. These actions are principally directed toward the unduplicated student population and, in our experience, effective in addressing the need to increase annual academic achievement for these most at-risk students. We expect to see the status and change results of CAASPP assessments show annual growth such that it is closing the achievement gap that currently exists between unduplicated students and the all student group.
- LCAP Goal 1, Action 3: In order to support the academic growth of unduplicated students, the district will be providing teachers researched-based professional development through publishers, Fresno County Office of Education, Tulare County Office of Education and Fresno Pacific University as specific opportunities become available that target the needs of the district. We expect to see the status and change results of the CAASPP assessments show annual growth such that it is closing the achievement gap that currently exists between unduplicated students and the all student group.
- LCAP Goal 2, Action 2: In order to support the academic growth of unduplicated students, high quality professional development and supplemental instructional materials will be identified and purchased. The district will also contract professional support from the AIMS/Fresno Pacific University Partnership. This partnership will be expanded from our TK-2nd grade teachers participating to our TK-5th grade teachers participating. Teachers will be provided one-to-one teacher coaching in developing effective instructional engagement and assessments strategies. As a result, we expect to see growth within district interviews, benchmarks and CAASPP results.
- LCAP Goal 3, Action 5: In order to support the academic growth of unduplicated students, high quality reading materials will be identified and purchased. Older reading books that lower rates of being checked out will be removed and replaced. The district will work with Fresno County Support Services in identifying methods to expand our current school library by increasing reading material, technology resources availability and the use as a makerspace. As a result, we expect to see growth within reading assessment benchmarks.
- LCAP Goal 4, Action 2: District data has demonstrated that the parents of unduplicated students have had lower participation rates than those of all students. In order to address this need and support the families, the district will continue to reach out to the parents of our unduplicated students and highly encourage their involvement in the various avenues of school participation by providing services such as translating and interpreting. It is our expectation that by providing these opportunities, along with translators, the parent participation rates for unduplicated students will increase as well as academic achievement as measured by CAASPP.
- LCAP Goal 5, Action 2: In order to assist unduplicated students in growing academically, the district will provide home outreach support with the assistance of the school nurse and school psychologist for unduplicated students to overcome attendance hardships in order to support their academic growth. This action is directed at the unduplicated population and, in our experience, by providing these

students the necessary tools needed for academic success, achievement will increase. As a result of these services, we expect to see increased attendance rates.

- LCAP Goal 6, Action 5: In order to assist unduplicated students in growing academically, the district will create the student pantry in order to provide unduplicated students with vital necessities in order to support their academic growth. This action is principally directed at the unduplicated population and, in our experience, by providing these students the necessary tools needed for academic success, they will increase achievement. We expect to see increased attendance rates and also the status and change results of the CAASPP assessments will show annual growth such that it is closing the achievement gap that currently exists between unduplicated students and the all student group.