

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.]

The impact of the COVID 19 pandemic has been severe. The Alta Loma School District closed all ten schools on Friday, March 13, 2020 for all students. During the spring, optional opportunities for learning were offered by classroom teachers. In addition, resources were offered on the District website for each grade level so that parents could support their students with review activities, virtual field trips, and optional learning activities. Students were unable to take the CAASPP and end of the year benchmark assessments. End of the year report card grades reflected participation in the optional learning activities. End of the year events such as assemblies and promotion ceremonies were cancelled. The summer enrichment program known as LEAP was cancelled, and Extended School Year was held virtually for eligible students. Child Care was closed effective March 13, 2020 and the Child Care Summer Camp was cancelled. The Alta Loma School District Child Nutrition department provided lunches to our community throughout the school closure and throughout the summer with curbside pick-up. Over the summer, Alta Loma School District staff and parents focused on options to reopen school safely in August. Opportunities for stakeholder input was provided while navigating changing conditions throughout the summer. The Alta Loma School District has begun the school year in a full Distance Learning model for all grades. The Learning Continuity Plan has been influenced by the expectation to ensure all students continue to be successful in school regardless of the instructional model provided to families during the pandemic.

Stakeholder Engagement

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

Parents in the Alta Loma School District were provided two survey opportunities during the summer for stakeholder input. The first survey, administered in June, was provided to determine that in the event school could not reopen what type of program would parents prefer for their students. The information gleaned from this survey was imperative for the early planning stages. A second survey, administered in July,

was provided and requested that parents identify which program their student would be attending. The information gathered from this survey was important for site administrators to prepare class and teacher assignments. The Alta Loma teaching staff was surveyed on two occasions to gather their input on reopening school. *Regular communication took place between the Alta Loma Educator Association representatives and the Alta Loma School District representatives throughout the spring and summer. Starting in April 2020, Board Meetings were held virtually and the community could submit public comments electronically and all public comments were read. The LCAP Advisory Committee, consisting of teachers, classified staff, administrators and parents meets regularly throughout the year, as well as the DELAC (English Learners) and TIDE (Title 1 parents.)

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

For virtual Board Meetings, which began in April of 2020 in the Alta Loma School District, the meeting agenda is posted the Friday before the scheduled Wednesday night meeting. The agenda is posted at the District Office as well as on the District website. If the public wishes to make a Public Comment during a virtual Board Meeting, they must submit their comments prior to, or at the time the Public Comment section is reached in the agenda via email at ALSD_BOARDMEETING@alsd.org. During the Public Comment section, the District has a District Representative that reads the public comments that were received prior to or at the time the Public Comment section was reached in the agenda. The virtual meeting link and instructions on how to access the virtual meeting are posted on the District website's homepage. Our LCAP Advisory Committee is participating in meetings via Google Meets. The most recent meeting of the LCAP Advisory to discuss distance learning and reopening plans was held virtually on August 26, 2020. The most recent school Board Meeting was conducted in-person at an outdoors venue. The Learning Continuity Plan was adopted on September 16, 2020, two weeks after a Public Hearing which was opened on September 2, 2020.

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

The initial parent survey was answered by 3,898 parents and guardians. 76% of families indicated they wanted their children to attend school in some type of a part-time model, by attending school 50% of the time. 24% of families indicated that their preference was that their students be provided instruction at home. 51% of families indicated they would need a Chromebook provided to the students for use at home and 3% of Alta Loma families lacked internet service. With respect to Child Care, 25% of our families indicated that Child Care was essential to their family. The survey allowed for comments which were varied. Many comments indicated a strong desire to have the schools reopened fully, while an equal number of comments expressed health and safety concerns about students returning to school. At the time, many comments reflected that parents did not want their children wearing a mask. In the second parent survey, 76% of families continued to request that their student attend school part time. Of the 76% of families who responded, 57% requested a morning schedule and 19% requested an afternoon schedule. 24% of families continued to request a Home Study program. This follow-up survey was answered by 5,210 families. A survey response was requested for each child in a family. Although Alta Loma School District is not required to translate surveys and meetings into other languages, the district does offer translation. The first teacher survey had 210 responses. In summary, teachers expressed concerns about safety in the classroom and 47% indicated they needed an upgraded device in their classroom to support student learning. The second survey initiated 221 responses from teachers who preferred a half day model (86%) of attending school over an alternating day model (14%), in the event students could not return to school in a traditional way. Teachers also indicated staff development needs to support teaching remotely. Concerns about being safe from COVID-19 at school were expressed. The LCAP Advisory group gave input and shared that families were adjusting to Distance Learning and that families were establishing a routine. The LCAP

Advisory committee recommended that the district reopen schools when it seems clear that a school can reopen and stay open. No written feedback was provided to the superintendent, so therefore the superintendent was not required to respond in writing.

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

Although stakeholder input indicated that parents preferred in-school instruction, primarily full time, the survey indicated a half day model was preferred. However, the Governor's order determined that the school year began in full Distance Learning. Aspects of the plan influenced by stakeholder input include the need for devices and internet (parent survey and teacher survey), staff development topics and workshops (teacher survey) and intervention needs for at-risk populations (LCAP Advisory, DELAC and Title 1 Committees.)

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.]

Presently, students are participating in a Distance Learning model where learning is occurring virtually under the immediate supervision of a certificated teacher.

When possible, with safety measures and social distancing guidelines in place, Alta Loma School District is prepared to offer in-person instruction through a Hybrid Learning model developed with the input of staff, community members, and parents. This plan will allow for social distancing and works to limit exposure to COVID-19 following CDC guidelines.

The Hybrid Learning model is an in-person classroom-based instructional model that will feature a half day of traditional in-person instruction taught by teachers in school classrooms 4 days a week, Tuesday through Friday. Students will be assigned into two cohorts, Cohort A and Cohort B. Cohort A will attend the first three hours of the day and Cohort B attending after lunch for the last three hours of the day. Students will be assigned coursework for the other half day and on Monday. Each Cohort of students will work on digital assignments that support the curriculum taught during physical classroom time while not in class physically.

The Alta Loma School District is committed to the health and safety of all of our students. We follow the guidance and best practices from the California Department of Public Health as well as the California Department of Education "Stronger Together" documents. Safety measures and social distancing will be in place at all Alta Loma School District schools, and the Hybrid Learning model will limit close contact and encourage social distancing in a small class environment. Staff and students will be required to wear face masks, will sit 6 feet apart, and wash hands regularly. Campuses will plan for entry, exit, and transition procedures that reduce large group gatherings (of students and

adults) in close proximity. Students will enter the campus through one main entrance and exit through a separate exit on the campus. Staff members will be screened in the morning with their temperature being taken. Staff members will monitor students as they enter and take student's temperatures upon entering the campus. Classrooms, restrooms, heavy traffic areas, and other highly used areas will be cleaned and disinfected between groups entering and exiting for the day.

Using the Hybrid Learning model, District baseline assessments will be given to assess students current levels of performance. Data from the baseline assessment will be used to determine where the gaps are with each student. Since students have been out of the classroom since March, 2020, it is expected there to be larger gaps than if they were just out for the summer, especially in K-2 since they are foundational grade levels. The in-person model will allow teachers to provide focused, differentiated instruction to small groups of students based on student need. In an effort to address students who have experienced significant learning loss due to school closures, STAR reading and math assessments will be administered to all students. Through the Early Literacy Assessments in the primary grades and results from the STAR assessments, intervention groups will be created in each grade level. Students will receive intensive support based on identified areas of need. Student competency will be determined by data analysis on baseline, midyear and end-of-year District assessments.

The Alta Loma School District will support the mental health and social-emotional well-being of its students through the implementation of the Second Step Curriculum, a research-based, teacher-informed, and classroom-tested program used to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. School counselors will provide workshops to support and increase the professional development of school staff. Community workshops will be held to help parents understand the impact of environmental stressors and learn ways to increase resilience within their home. The Alta Loma School District will support the mental health and social-emotional well-being of its students by offering students different topical counseling groups. The groups are psycho-educational and geared towards teaching students' specific skills in the area of, but not limited to, mental wellness, managing fear, worries and regulating emotions; decision making and problem solving; establishing and maintaining healthy peer relationships. The three levels of the tiered intervention plan: Early, Intervention, and Crisis Intervention support the needs of staff and students in the Alta Loma School District.

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

Description	Total Funds	Contributing
Leveled Literacy Intervention kits purchased for grades 1- 3 at all elementary schools	\$42,436	Yes
STAR Early Literacy, STAR Reading, STAR Math - Assessments	\$55,078	Yes

Distance Learning Program

Continuity of Instruction

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

With direction from the CDC, CDE, and the support and input from all stakeholders, Alta Loma School District worked to develop a plan that would ensure that pupils had access to a full curriculum in the safest manner possible. Considerations for the start of the 2020-2021 school year took many variations. As outlined previously, both the Hybrid Learning and Distance Learning models were developed. The Distance Learning model became the focus to begin the year with preparations to transition between Distance Learning and in-person instruction. Daily schedules and logistics were developed to maintain the same level of consistency when students returned to live instruction. Care was given to balance classrooms so that students could remain with their teacher upon return to school. To maintain a level of consistency, the District transitioned to the Infinite Campus Student Information System to maintain consistent grading access for families and a common communication system for all stakeholders. A clear and consistent message was shared that all teachers will deliver instruction through Google Classroom and will meet with students in a Google Meet. The delivery model is a blend of synchronous and asynchronous instruction, which is different depending on the grade level and level of independence of the students. While much of the curriculum is available online, textbooks, workbooks, and other materials were checked out to students to support instruction at home. Online access is provided through Clever where students have one central location to access materials digitally. As teachers prepared to provide virtual instruction that is closely aligned to state standards, they also prepared for the return of students in an in-person model with the least amount of disruption. Teachers are following the same instructional pacing guides and using the same instructional materials used for in-person instruction to ensure for a smooth transition back to school. When instructional time is short, especially in the primary grades, reading, writing and math are the priority standards for instruction.

Access to Devices and Connectivity

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

In the spring of 2020, approximately 300 Chromebooks were distributed to families throughout the school closure through a drive-thru Chromebook distribution system. On a designated day, parents could drive-thru and check out a Chromebook for their student. For parents who were unable to attend these designated times, Principals made arrangements with the families at a time that was convenient for them to pick up the necessary equipment needed.

At the start of the 2020-21 school year, the decision was made to begin school under the Distance Learning model, each school site was provided with a sufficient supply of Chromebooks to meet the needs of all students who should require a device. School sites posted on their websites that if there was a need for technology to contact the school principal. Students that identified a need were provided with a device. Approximately 3,000 devices were given to students at the school sites. Wi-Fi access was provided for families in need. Once it was identified that a student needed internet access, a referral was made to the District to provide free internet service to the family. The District arranged specific appointments with families to provide Wi-Fi connectivity devices which were connected to the District provided Chromebooks. Students were provided with weekly work packets until the student was connected to the internet. This ensured that students could complete the grade level activities assigned by the classroom teacher and maintain connectedness to the learning. All requests for

Chromebooks and Wi-Fi connectivity devices were granted. 73 Wi-Fi connectivity devices were provided to families in need. Additional Wi-Fi connectivity devices were purchased and are available as the need arises throughout the school year. Although a Help Desk for families was discussed, the need for technology support drastically diminished after the first week of school. The first response to technology difficulties are handled by site administrators, and then referred to the Alta Loma School District Technology Department if further expertise is needed. This case by case approach has been working successfully.

In an effort to ensure that all of our students with unique needs had the necessary tools to work under the Distance Learning model, Assistant Principals and the Alta Loma School District Parent and Family Engagement Liaison personally called these families via the telephone before school started to verify that students had devices and internet access to start the school year. All students with a need for a computer and a Wi-Fi connectivity devices were supported. Additional Wi-Fi connectivity devices are available for needy students. The Information Technology Department continues to support all school sites to address the needs of the staff. 250 laptop computers were purchased for all teachers in the District from which to present their lessons.

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.]

In the Alta Loma School District Distance Learning model, schedules provided to staff were designed for specific grade levels that adhered to the required number of instructional minutes at the grade level. Students in grades 1-8 participate in a minimum of four hours of synchronous and asynchronous instruction and a minimum of 180 minutes of synchronous and asynchronous instruction in TK and Kindergarten. Teachers prepared for virtual instruction that closely aligned with instruction that will be delivered when students are able to return fully to school. According to the guidelines, at the elementary level and in each period in the middle school, teachers meet virtually with students at the start of each day synchronously. It is at that first meeting where attendance is taken and recorded. Principals have been given access to each teacher's Google Classroom to monitor teacher and student participation. Google Meet also provides a time stamp which indicates how much time each student spent in the class with the teacher in a virtual setting. Teachers are required to maintain a record of time in a virtual setting with the students. Training for administrators and teachers on how to document daily engagement in the Google Classroom has been conducted, and this was implemented effective September 1, 2020. In addition to synchronous instruction, assignments given to students to work on asynchronously provide additional independent practice as time spent on grade level standards designed by the certificated teacher on record that meets the required minutes for each day. Assignments will be reviewed by teachers for student feedback and for grading purposes. Physical education lessons are provided by a physical education teacher in grades 1-8 in the virtual classroom. In grades 1-6, teachers provide physical education lessons through Google Classroom at a designated time each week. Junior high school students receive physical education daily. These synchronous instructional minutes meet the minimum school day as defined by Senate Bill 98, California Educational Code Section 4305.

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.]

Based on a teacher survey, staff development needs were indicated for Google Classroom, Google Slides, Google Meets, NearPod and strategies for teaching standards and lessons in Distance Learning. Below is a list of workshops developed by the Alta Loma Professional Development Department. Intensive training occurred on August 3, 4 and 5. Daily support via virtual meetings, phone calls and on-site visits continue, and workshops and support are being built based on needs that arise.

Administration Training:

- TK-2 Online Teaching Strategies
- 3-5 Online Teaching Strategies
- 6-8 Online Teaching Strategies
- K-8 Google Classroom Basics

Certificate Teachers:

- TK-2 Online Teaching Strategies
- 3-5 Online Teaching Strategies
- 6-8 Online Teaching Strategies
- Docs, Slides, and Beyond
- How to “Google Meet”
- Infinite Campus
- Recording Instructions, Lessons, & Information to use in Google Classroom
- Beginning Google Classroom Grades TK-2
- Google Classroom Next Step Grades TK-2
- Beginning Google Classroom Grades 3-8
- Google Classroom Next Step Grades 3-8
- Houghton Mifflin Harcourt (ELA) Journeys Resources
- Virtual Guided Reading
- One on One Assessment in the Virtual World
- Pearson Realize (Math) Resources
- Freckle Resources (Math and ELA)
- Zearn (Math) Set-up and Recommendations

Substitute Teachers:

- How to “Google Meet”
- Beginning Google Classroom

Support Providers (OT, Adaptive PE, Speech, Counseling):

How to “Google Meet”
Beginning Google Classroom

SDC and Resource Teachers:
Breakout rooms

Instructional Aides (ELL and Others):
How to “Google Meet”
Beginning Google Classroom

Instructional technology support to teachers is provided daily by the Teachers on Special Assignment via email requests that at times include classroom visits. In addition, staff in the Technology Department resolve technology issues daily either via email, phone calls or a help ticket protocol, and the team also makes classroom visits for support.

Staff Roles and Responsibilities

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

All staff in the Alta Loma School District has shifted their attention to making Distance Learning successful for students, as well as preparing for the safe return of students and staff to campus when conditions improve. Site administrator role's have shifted to supporting teachers and families with technology, both needs and use. Their role includes daily interaction with students and families to ensure student participation in Distance Learning. The role of Teachers on Assignment have shifted to preparing and delivering trainings on the use of the Google Classroom and strategies to keep students engaged in a Distance Learning platform. Teachers' roles are still to teach students, however their roles have changed significantly with respect to delivery of instruction and increased communication with families during Office Hours. Many classified roles remain the same, however there are some shifts such as bus drivers who are supporting Child Nutrition and proctors are assisting with student material preparation. The role of the Alta Loma Child Care staff has been affected. Child Care staff ensure that students are on-line with their teachers all day, and they also implement strict safety measures involving protective equipment and social distancing.

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.]

Before the start of the school year, families with unique circumstances from each site were identified. Phone calls were made to the families to inform them of the start date for school, the schedule for the “Great Pick Up” dates and to identify any barriers to participation which included, but not limited to, access to a Chromebook, Wi-Fi connectivity devices, and support for school supplies.

Protocols to ensure ongoing outreach included Distance Learning participation data through tracking student attendance. Family contact was made to determine barriers to participation and to provide specific personal support for each student. All classroom teachers, special education case carriers, academic advisors, and school administrators regularly reached out to families. Ongoing personalized support was provided to the families to reduce or eliminate barriers through a Tiered System of Support.

Tier 1: Addresses attendance, tardies, outreach, child care

Tier 2: Addresses Students with Unique Needs

Alta Loma School District will provide accommodations as necessary to ensure that every student’s Individualized Education Plan (IEP) or 504 Plan can be implemented in the Distance Learning environment. In addition, special education and related services as required by a student’s IEP will be implemented, to the extent feasible, in a Distance Learning environment. Each student with an IEP will have an Individualized Emergency Distance Learning Plan which provides a description of the means by which their Individualized Education Plan will be provided during distance learning. This will include asynchronous instruction, synchronous instruction, personalized learning tools, remote therapy, and both virtual and in-person appointments and check-ins. Service providers and instructional aides will provide academic and behavioral support to ensure student access to the Distance Learning program. Training has been provided to staff on the use of breakout rooms to more effectively provide services. When feasible and with precautions in place, Alta Loma School District will conduct individual assessments to identify students with disabilities, determine continuing eligibility, document present levels of performance and establish current needs. When Alta Loma School District is able to transition to a hybrid model of in-class instruction, students with disabilities in a Special Day Class (SDC) program will be among the first students to return to a full day of classroom instruction. Remote IEP meetings will be held to review and adjust each student’s Individual Emergency Distance Learning Plan.

Learning Loss Strategies—In addition to the interventions that Alta Loma School District will provide to all students in order to mitigate the learning loss that results from COVID-19, IEP teams will determine the need to implement additional services and supports to address the potential learning loss for each student with a disability.

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

Description	Total Funds	Contributing
Provide 3,000 Chromebooks to students for use at home	\$969,261	Yes
Provide 250 laptops to teachers to improve Distance Learning delivery	\$310,602	Yes
Provide Wi-Fi connectivity devices and internet services to 73 families (3 months of service)	\$20,000	Yes
Purchase instructional licenses in language arts and math for all students in grades kindergarten through 8th for a synchronous instruction (Freckle)	\$90,610	Yes

Description	Total Funds	Contributing
Purchase teacher licenses in NearPod	\$16,000	Yes
Upgrade Google Classroom Extension (Enterprise) to improve Distance Learning delivery	\$9,216	Yes
Teacher on Special Assignment - on-going training	\$423,401	Yes
Teacher on Special Assignment - summer preparation	\$21,948	Yes
Purchase document cameras for classified break out sessions with students with unique needs (75)	\$14,589	Yes
Purchase Chromebooks for classified staff to conduct break out sessions with students with unique needs (100)	\$29,053	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During the 2019-2020 school year, students in Alta Loma School District continued to complete mid-year benchmark assessments. In the 2020-2021 school year, all students participate in assessments in English language arts and mathematics within the first month of school. With the results of data obtained from these assessments, classroom teachers determine individualized student learning needs to develop their instructional program. Instructional TOSAs will continue to work with teachers on specific areas of need to provide targeted intervention

in the classroom through professional development opportunities or one-on-one assistance. The Initial ELPAC will be administered to all new English Learners following CDC guidelines. Students will receive their ELD instruction from their classroom teachers and through support provided by an ELL paraprofessional. STAR reading and math assessments will continue to be administered each trimester to monitor student progress. The PREP Reading Intervention Program will support students in the area of reading and writing based on results of multiple measures. Length of time in the intervention program will be based on student progress with a minimum of 12 weeks of support. District benchmarks will also be used to monitor student progress. Learning loss in English Language Arts and mathematics will be measured by the District benchmark assessment which is provided three times per year.

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 Alta Loma School District will assist students who have experienced significant learning loss due to the school closure using a systematic cycle of assessments at the start of the school year and continuing throughout the year to monitor progress. All students are assessed to begin the school year using the cycle of District baseline assessments. In Kindergarten: students are assessed through the Early Literacy Assessment System. In grade 1: Literacy and/or Star assessments are administered. In grade 2: ESGI and Running Records are administered. In addition, all students in grades 2-8 take the STAR reading and math assessments at the start of the year and two more times throughout the year. All students in grades K-8 are also administered the District benchmark assessments in language arts and math. Once initial screenings are complete, data is disaggregated and a plan is developed to address the specific needs of students who are at-risk of experiencing continued learning challenges due to the impact of COVID-19 and ongoing Distance Learning. The Primary Reading Enhancement Program (PREP) Intervention Program will work to accelerate the learning for these students at all elementary schools. The program utilizes the Fountas and Pinnell Leveled Literacy Intervention materials in the areas of reading, comprehension, and writing in grades 1-3. In the area of math, initial screening data will allow teachers to work with students in small groups to address their specific areas of need. In the upper grades, identified students will receive intensive intervention based on the teacher's analysis of the data. Needs will be met by the classroom teacher. Ongoing teacher assessments and grades will continue.

In Alta Loma School District, Assistant Principals, the Coordinator of Educational Programs, and Teachers on Special Assignments will focus on monitoring and meeting the needs of our English Learners, Foster Youth, Homeless, and economically disadvantaged youth. A variety of instructional strategies will be utilized to accelerate student learning including the use of Thinking Maps, small group targeted instruction, additional time for students to complete assignments under the guide of the classroom teacher. Additional support will be provided through the PREP Program at the elementary school sites for our targeted groups of students using the Leveled Literacy Intervention Program (LLI). English Learners will continue to receive additional support from the designated ELD paraeducator using Lexia Core 5 and Imagine Learning programs during a designated instructional time. These District online platforms will provide differentiated activities and will be monitored by the classroom teacher and the ELD paraeducator. For all students with special needs, Individualized Emergency Distance Learning Plans have been created to support each student's IEP.

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.]

Student progress in the Alta Loma School District will be monitored regularly through the use of District assessments, STAR reading and math assessments, classroom performance on assignments and tests, and student grades. Students participating in the Literacy Lab using the Leveled Literacy Intervention Program materials will be monitored through the Online Data Management System (ODMS). This monitoring system is principally directed and effective in supporting unduplicated students. The data gathered through these measures will assist staff to measure the effectiveness of services and support provided to students. Assistant Principals will maintain lists of progress of Foster Youth and Homeless students within the Alta Loma School District and will report data and strategies utilized to the Coordinator of Educational Programs to ensure the needs of these students are being met. At the site level, regularly held staff meetings will continue to address program effectiveness in the virtual classroom and determine the needs for staff development opportunities.

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

Description	Total Funds	Contributing
Provide a portion of the Teaching Assistant Principal/Dean role to monitor student learning loss	\$924,337	Yes
Fountas and Pinnell Benchmark Assessment System	\$240	Yes
Imagine Learning - for English Language Learner	\$13,738	Yes
Read Naturally - for Special Education students	\$7,123	No
Language Live - for Special Education students	\$25,100	No
ST Math - for Special Education students	\$1,396	No
Lexia Core 5 licenses for intervention for at-risk students	\$21,000	Yes

Description	Total Funds	Contributing
On-line Data Management System (ODMS)	\$6,084	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 Alta Loma School District will support the mental health and social-emotional well-being of its students in the classroom through the implementation of the Second Step Curriculum, a research-based, teacher-informed, and classroom-tested program used to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. Students will be supported in the classroom with instruction provided by their teacher. In an effort to support and increase the professional development of school staff workshops will be provided. Topics include, but not limited to, Suicide Awareness and Prevention and Trauma Informed Practices for Schools and Classrooms. The workshops are designed specifically to help teachers identify signs/behaviors in the context of the District's current Distant Learning model. Community workshops will be held to help parents understand the impact of environmental stressors and learn ways to increase resilience within their home through the topics of Mental Wellness, Trauma Informed Parenting, Suicide Prevention and Awareness, Depression, Anxiety, and Self-Injury.

The Alta Loma School District will support the mental health and social-emotional well-being of its students outside of the classroom by offering students different topical counseling groups. The groups are psycho-educational and geared towards teaching students specific skills in the area of, but not limited to, mental wellness; managing fear, worries and regulating emotions; decision making and problem solving; establishing and maintaining healthy peer relationships. A counseling referral process has been developed to help connect those students whose mental health and social-emotional well-being has been compromised by internal or external stressors. Alta Loma School District will monitor its students during class and in their interactions with school personnel and other adults. Virtual trainings will be offered that will help its school staff learn to identify those signs/behaviors of students at risk for depression, anxiety, and trauma or vicarious trauma. Those concerns that are identified by a student's teacher or the parent will be brought to the attention of the school administration. In collaboration with the students' parent, the school administrator will initiate a counseling referral. Once the referral has been made the School-Based Mental Health Program will contact the student's parents in order to schedule an appointment to begin the process. The District's School-Based Mental Health Program will provide 12 weeks of counseling.

Gaggle is operating seven days a week to monitor students in potential crisis while learning from home. The Coordinator of Mental Health Services and site administrators respond to crisis alerts and notify families as needed seven days a week.

Alta Loma School District's School-Based Mental Health Program will provide linkage and referral for those student and families that continue to be impacted by the COVID-19 Pandemic. Alta Loma School District will contact the student's parent/caregiver to better understand and identify the specific needs of the student/family. Thereafter, the School-Based Mental Health Program Coordinator will link the family with community resources in order to preserve the mental health and social-emotional well-being of the student and their family.

The Alta Loma School District provides Crisis Intervention for students who have been identified to be in a state of crisis, as evidenced by, acts of self-injury, thoughts of suicide, thoughts of homicide, or who have lost by death a family member. The School-Based Mental Health Program staff will work in conjunction with the school administration, school staff and parents to secure the student's safety and the safety of others. School staff will be provided with mental health support and crisis intervention through the District's Employee Assistance Program, Health Advocates. The Alta Loma School District will list emergency phone numbers to local hospitals, psychiatric stabilization hospitals, and the San Bernardino County Crisis Response Team on the District's webpage.

The Alta Loma School District Human Resources provides information on mental health support to staff via email and bulletins on a regular basis.

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.]

Alta Loma School District Distance Learning Support Plan includes procedures for pupil engagement and outreach in a multi-tiered system. See attachment. In conjunction with the support plan, a Parent and Family Engagement Liaison continues to provide outreach to families in need. A variety of services are offered to families and follow up ensures that specific needs continue to be met. Relationship building is essential in this role and parents/guardians are able to freely communicate their needs.

School Nutrition

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

The Alta Loma School District meets the California Meal Mandate by ensuring nutritionally balanced meals are available for all students, including those eligible for free and reduced meals. Meals are planned by a Registered Dietitian, and meet the United States Department of Agriculture meal patterns for the National School Lunch and School Breakfast Programs. Students with special dietary needs are provided customized meals when prescribed by their Medical Authority.

Meals are available for distance learners as well as students on campus. Distance learners are served breakfast and lunch with a drive-up or walk-up curbside service. Alta Loma School District is utilizing state and federal waivers allowing for parent/guardian meal pick-up, and multiple meal distribution within a single meal period to maximize accessibility for families. Meals are placed by staff on a pick-up table, and students or guardians must be masked and exit the vehicle to pick-up their meals. Meals are claimed according to income eligibility level utilizing touchless scanning of ID cards, however all students are provided a meal regardless of funds on account.

Students on campus for in-person instruction utilize hand washing and/or hand sanitizer prior to entering the cafeteria line, are distanced six feet apart in line, and utilize touchless scanning of ID cards to procure their meal. Meals are plated or bagged by staff behind Plexiglass shielding, and set on the counter for student pick-up at the end of the line. Students consume meals six feet apart at outdoor tables, or on the playground lawn.

Meals are prepared in a manner conducive to preventing COVID-19 spread. Staff are instructed to work only if they are not sick, and to stay home if they are experiencing any symptoms of illness. Staff must take their temperature upon entering the campus, and are trained on handwashing procedures, masking, and standard operating procedures. All Child Nutrition staff maintain a ServSafe® Food Manager certification and/or a current food handler card. All kitchens are stocked with soap and sanitizing washing materials, hot water, single use towels and hand sinks, chlorine bleach and test strips for sanitizing, gloves, and face masks. Preparation stations and assembly lines are planned to maintain a six foot distance between staff. Kitchens are sanitized throughout the day by staff, and high touch surfaces are disinfected by custodial staff at the end of the day. All staff complete yearly training on sanitizing and disinfecting. Signage is posted in the kitchen on how to stop the spread of COVID-19, and sack lunches are packed with food safety instructions to ensure safety of hot and cold foods for distance learners.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	Social Emotional Learning (Second Step) continues to be taught in Distance Learning	\$0	Yes
Distance Learning Program (Pupil Participation and Progress)	Office Hours are scheduled to ensure family communication and student participation	\$0	Yes
Pupil Engagement and Outreach	A portion of the role of the Parent and Family Engagement Liaison to provide support to families of English Learners	\$11,575	Yes
Pupil Engagement and Outreach	Additional support is provided to families by the Parent Engagement Liaison	\$5,000	Yes

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
7.92%	\$3,781,282

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.]

Alta Loma School District continues to maintain class size reduction while in Distance Learning. When school reopens, Alta Loma School District will provide Saturday tutoring to address learning loss for students individually or in small groups. Foster Youth, English Learners and Low-Income students will be given priority registration in the tutoring program. The Family Engagement Liaison will provide regular contact with families to ensure the participation of at-risk students. Saturday tutoring would be effective in that it increases the instructional time lost during Distance Learning, as well as provides for in-person live instruction in deficit areas for at-risk students. This area of increased services was discussed at the Stakeholder Input meetings including LCAP Advisory, DELAC, Foster Youth and Title 1 representatives.

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

Alta Loma School District will provide a General Education Summer School Program for students requiring additional instruction in reading and math, as measured by the District benchmark assessments. Foster Youth, English Learners and Low-Income students will receive priority registration, as this increased service is principally directed and effective in supporting unduplicated students. Stakeholder input reflects a need to support at-risk students, particularly with reading instruction in the primary grades and additional math intervention in the higher grade levels. The Alta Loma School District Summer School program would consist of small class size, as well as incorporate the support of District reading intervention paraprofessionals and English Language Learner paraprofessionals to ensure individual student support while students participate in summer school. The District Family Engagement Liaison will be a visible support during the summer school program to ensure regular attendance and participation of at-risk students, particularly Homeless, Foster Youth, Low Income and English Learners. Research based intervention materials will be implemented that differs from the regular school year materials to ensure motivation and maintain student interest. Currently during Distance Learning, the Title 1 schools offer a Reading Lab to students who are below grade level in reading. At these four schools sites, paraprofessionals work with students daily to provide reading intervention using the Fountas and Pinnell Reading Recovery curriculum. This is principally directed at unduplicated students, and will continue in an in-person format when schools are able to reopen. Additional increased or improved services being provided by the District, but not included in the plan document, are maintaining class size below State and locally agreed ratios, providing additional support funds to sites based on site enrollment for additional intervention and support opportunities, operate the teacher induction and mentor program for new teachers, provide various professional development opportunities to strengthen teachers and the use of data, provide visual and performing arts along with digital literacy and physical education at elementary sites, and provide mental health opportunities as part of M.T.S.S. by increasing ability to help in tier 2 and tier 3 counseling services.

ALSD Distance Learning Support Plan

Tier 1	
Considerations/Barriers	Next Steps
<p>1A. Student is absent from school.</p> <p>Once a call is made to verify an absence, staff will identify underlying causes for absence. Student is ill, the student did not wake up in time, and/or the student will be doing work at a later time.</p>	<p>1A. Mark attendance as reported. Track attendance. Once a student has missed 3 days of absence, notify a site administrator.</p> <p>Teachers can direct message a student to let the student know the importance of attendance in their virtual sessions.</p>
<p>1B.. The student is continually late to class.</p> <p>A student shows up 5 - 10 minutes late to the virtual class. The student doesn't sign in to the class until the last few minutes of class.</p>	<p>1B. Track tardies After 2 tardies to class, call the parent to notify the parent of tardies.</p> <p>Teachers can direct message a student to let the student know the importance of attendance in their virtual sessions.</p>
<p>1C. Technology issues?</p> <p>#1 Does the student have a computer? #2 Does the student need internet access? #3 Does the student need support using devices? Student has a computer but no internet. Students need both. Students need assistance with how to access Google Classroom, Clever.</p> <p>1C.#3. Secretary will offer support. Contact site administrator if more support is needed.</p>	<p>1C #1. Contact site administrator Administrators will meet with parents and students to sign the Chromebook Loan Agreement and provide a Chromebook.</p> <p>1C. #2 Contact site administrator Administrators will contact parents. Provide parents with a copy of the Wi-Fi Adaptor Loan Agreement. Shirlee Cuatolo will set up a time to meet with the family and connect to the student's Chromebook.</p> <p>1C.#3. Students and parents will be directed to online tutorials and handouts on how to access. (How To Guides) in multiple languages Accessing Google Suite and Clever Clever Access to ALSD Digital Programs</p> <p>*** Student will be given work packets until technology needs have been resolved</p>
<p>1D. What if students need learning materials for online lessons and work completion?</p>	<p>1D. School site will provide students with necessary supplies. Contact Belinda Holdridge-Hays, Parent and Family Engagement Liaison, to receive additional information for additional services.</p>

<p>Students lack the necessary supplies to complete assignments, paper, pencils, notebooks, etc.</p>	<p>Belinda Holdridge-Hays (909) 484-5151 xt 102025 bholdridge-hays@alsd.org</p>
<p>1E. Students are not eating breakfast or lunch. Students/parents cannot make it to school in the 45 minutes time period for lunch.</p>	<p>1E. Contact Belinda Holdridge-Hays, Parent and Family Engagement Liaison bholdridge-hays@alsd.org Parent and Family Engagement Liaison will contact the Director of Food Services to assist in a resolution.</p>
<p>Tier 2 Intervention</p>	
<p>Considerations/Barriers</p>	<p>Next Steps</p>
<p>2A. What if a family is experiencing homelessness and the student is unable to participate due to environmental factors (living in a car, staying in a shelter)? Students are lacking paper, pencil, materials, books and school supplies as needed to complete their work</p>	<p>2A. The Parent and Family Engagement Liaison should be contacted to support families priority needs. 2A. In the meantime, students should be provided paper, pencil, materials, books, and school supplies as needed to complete their work</p>
<p>2B. Student is experiencing stress, isolation, loneliness</p>	<p>2B. Contact site administrator. Site administrator will work with counseling team 2B Informal Intake School staff provide non-academic-focused check-ins with students</p>
<p>2C. Students with unique needs who have grades that begin to decline: EL, Homeless, FY, SED,</p>	<p>2C. Within the first three weeks of school, check in with teachers to identify students whose grades have begun to decline. Assign an administrator to make contact with students to identify barriers. Provide tutoring from available employees who have been repurposed</p>