

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

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

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## General Information

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

Vista Del Mar Union School District was established in 1926 as a single-school district located in the unincorporated area of Gaviota, CA in Santa Barbara County. Located on the central coast of California 30 miles north of scenic Santa Barbara, the district office and TK-Grade 5 school, Vista de Las Cruces, are surrounded by foothills covered with twisting sycamores, oak trees and fragrant coastal sage. On CBEDS in the 2019-2020 school year, the student population was 24 transitional kindergarten through grade five students. Vista Del Mar Union School District middle school students attend Jonata Middle School in Buellton as a part of a Shared Service Agreement for 2019-2020 and 2020-2021. Students attending Vista Del Mar Union School District come from a cross-section of socioeconomic levels, cultural backgrounds, and family structures. The ethnic composition of the school district is approximately 54% White, 25% Hispanic or Latino and 8% two or more races. The dominant language is English, with English language learners representing 29% of our student population.

Vista Del Mar Union School District Learning Continuity and Attendance Plan is informed by the impacts of our school and community from the COVID 19 pandemic. On Monday, March 16, 2020 the school went immediately into distance learning and remained in distance learning until the last day of school, Thursday, June 11, 2020. Many things were learned during this period of time to further assist us in implementing a Flexible and Remote Academic and Social Distance Learning Plan for opening the 2020-2021 school year. We learned that our families need more support in

assisting their children in a setting of distance learning. While equity and access is central to our focus, we learned that our collaboration time to support each other as teachers was critical to meet students' individual needs and the support from the site Principal will be important to extend and reach out to families for student engagement and participation in each day's lesson. In addition, the support from the Site Principal was important to expand outreach to the families for student engagement and participation in each day's lessons. Our TK-Grade 1 students had access with iPads and students in Grades 2-5 used Chromebooks. In some cases, more than one child in a family is in the home and this can cause internet connectivity issues and the need for each student to have his/her headset that fit the age of the student. This creates a need for each student to have his/her own headset that is age appropriate.

Vista Del Mar Union School District model is "Learning for Life". This action plan is dedicated to each student's success in learning for life as young citizens in a global changing society. Vista de Las Cruces School is the proud hub of the Gaviota families and community members.

## Stakeholder Engagement

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

The plan and its elements were shared with group members. Group members were provided with the purpose and background of the key elements of the plan as outlined by the California Department of Education (CDE). Group members were provided with the similarities and differences between the Learning Control and Accountability Plan (LCAP) and SB 98 Learning Continuity & Attendance Plan.

Meeting(s) were scheduled. Group members were invited by phone call, 1:1 contact and/or email invitation(s). Translation services were provided for parents/students who speak a language other than English. The group members were invited to ask questions and make suggestions before the plan and PowerPoint were finalized for the public hearing at the September 8, 2020 Board Meeting were finalized. Engagement of stakeholders to finalize the plan was vital for the Flexible and Remote Academic and Social Distance Learning Plan.

The following groups were consulted: parents, community members, teachers, other staff members, and the local bargaining unit. The local bargaining unit Memorandum of Understanding was signed August 17, 2020.

September 1, 2020: A meeting was held via Zoom with parents, community members, teachers, and staff.

September 3, 2020: A meeting was held via Zoom with parents, community members, teachers and staff.

September 3, 2020: A meeting was held via Zoom with Vista Volunteers.

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

Remote participation was available for stakeholder involvement in informational meetings via Google Calendar invites, Zoom meetings, email, telephone, and/or 1:1 outreach. Remote participation was available via the live Zoom meeting for the September 8 and September 29, 2020 School Board meetings. Public comment is available for all community members via Zoom meetings by submitting a public comment in advance of scheduled board meetings. CTA comment is available for bargaining unit as an agenda item for board meetings.

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

Open dialogue between the representatives of all stakeholders' groups as they collectively reviewed a draft PowerPoint and a draft of the Learning Continuity and Attendance Plan Template. Edits and typos included curriculum grade-level specific programs and services; the wording for the current middle school students attending Jonata MS as a part of a two-year Shared Agreement; adding movement and stretch breaks for children during DL; correcting Lexia versus Lexile; adding summative (SBAC) and short written notations on standards in report cards for the Spring of 2020 school closure; clarifying the inclusion of student(s) for their representation and input as stakeholders as well as English learner speaking parents: and dividing up tasks for teachers to review draft for additional editing. A review of all curriculum materials purchased for the school year.

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

Waiver process includes consultation of stakeholder representation, including bargaining unit members. Bargaining unit members are not interested in the school filing for a waiver. Community member provided an explanation of field trip opportunities as a part of an approved COVID 19 learning activity for students, staff and families. Parents provided feedback on the quality of Distance Learning Program and engagement by teachers. Vista Volunteers fund raising for field trips, music, dance, theater and other anticipated calendar events.

# 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.]

Governor Gavin Newsom announced at his Press Release on Friday, July 17, 2020 the specific guidelines regarding the re-opening of schools in the State of California for the 2020-21 school year. To that extent, school districts located in counties that are on the state’s “watch list” for the number of active COVID 19 cases, will not be able to open for in-person classroom learning. Vista Del Mar Union School District is located in Santa Barbara County, a county that is on the state’s “watch list”. Santa Barbara County is one of 32 counties out of 58 in the state of California that is on the “watch list”. School districts in counties that are on the “watch lists” must wait until their county is off of the watch list for 14 consecutive days before they can reopen for in-person classes.

Vista Del Mar Union School District is operating a Flexible, Remote Academic & Social Distance Learning Program, because we are on the state “watch list”. When we are off the “watch list” for 14 consecutive days or if there was an approved waiver, we would be able to operate school in an in-person classroom. A waiver requires consultation with stakeholder groups, including bargaining unit members and the waiver is not an option for unit members.

Safety procedures for all staff, visitors and students on campus included procedures to monitor county and state COVID-19 information, cleaning procedures (including cleaning in the event that students and staff move to and from an area), handwashing and face covering requirements (including the purchase of hand sanitizers and face coverings as recommended by Santa Barbara County Office for Risk Management), school entry points and exit paths of travels (signage posted on doors, windows, and concrete sidewalks), capacity limits, health procedures (including the purchase of thermometers and staff daily self-assessment), and more information as contained in the documents. Documents for content of all safety procedures for staff, students, and visitors were reviewed and approved by the Santa Barbara County Health Department.

All staff went through an in-service training on safety protocols at the start of the new school year. Parents received information regarding safety protocols in a letter mailed to their home and there is a safety precaution video to watch by staff, parents and students on COVID-19.

Face coverings are required for all staff to use when on campus. Face coverings will be provided for all students. All visitors are required to wear facial coverings on campus. Proper handwashing techniques and avoiding touching face and mouth areas is required. Screenings of all staff or visitors on campus is completed before going farther on campus. All school supplies for students are personal, with no sharing of classroom materials. Classrooms and office areas are cleaned daily. When student transportation resumes, the buses will be cleaned daily at the end of each school day. Classrooms that students will use will be freshly painted and floors scrubbed and waxed.

Information regarding working at home or working at school was distributed to all staff by the Superintendent/Principal. Any request for accommodations must be directed to the Superintendent/Principal.

Santa Barbara County Health Department approved Vista de Las Cruces School parents and children to meet 1:1 with their teachers, staff and Superintendent/Principal using a schedule that was designed to meet each family 1:1 over the course of two days, Thursday, August 20 and Friday, August 21. Physical distancing and all required procedures for temperature testing, facial masks, and cleaning/disinfecting in between each family visit was implemented.

The Superintendent/Principal monitors state and local COVID-19 information and participates in Santa Barbara County Office of Education meetings related to school safety during COVID-19. Students will return to school after the 14<sup>th</sup> day of Santa Barbara County being removed from the “watch list”, provided it is reasonably possible, with all safety measures in place, the communication of safety measures is re-stated, and is practical. For students who have experienced significant learning loss due to the school closure of 2019-2020, and students who are at a greater risk of experiencing loss to future school closures, 1:1 in-person instruction will be provided via distance or scheduled on campus as reasonably practical.

Schedules for each grade level based on required instructional minutes for the Flexible & Remote Academic and Social Distance Learning were provided in person to each family and can be found on the school’s website. The website is being re-designed to support parents with resources associated with COVID 19 and necessary learning materials.

Class DoJo provides the platform for Transitional Kindergarten, Kindergarten, and Grade 1. Google Classroom, Class DoJo, and Zoom provides the platform for Grades 2, 3, 4, and 5. Students in TK through Grade 1 have one classroom teacher and one instructional aide. Students in Grades 2 through 5 have two classroom teachers who divide the content into their areas of expertise, with one teacher preparing and designing lessons for English language arts, social studies, and visual/performing arts and the second teacher preparing and designing lessons for mathematics, science, Spanish and physical education. The teacher team is a tight-knit collaborative and positive educators extremely committed to each and every student in their classroom. There is a Psychologist and a Resource Teacher assigned to Vista de Las Cruces students and they are fully committed to our students via Class DoJo or Zoom on Wednesdays.

Individual student Lexia reports were analyzed at the beginning of the school year. The level of engagement during the spring school closure was analyzed. The setting of learning goals for each student within a personalized learning plan, along with frequent checks for positive self-esteem and a strong connection between teachers, students and staff is ongoing. Screening and assessment in math and reading were done in order to identify students' prior skills, to introduce students to learning targets, and begin instruction (including checking for understanding and differentiation) were analyzed. Friday afternoon is Professional Learning Circle (PLC) or Professional Learning Community time for teachers and Superintendent/Principal to meet weekly. During the PLC time, analyzing evidence of student work, individual student performance on assessments and class participation will be focused to create/implement and monitor a plan of action to target needs of each student. The teacher assessing cycle will include five essential actions. These are: 1) Identify essential standards for each grade level and subject matter, unit by unit, 2) create an essential standards unit plan, 3) implement the teacher assessing cycle, 4) give common end-of-the unit assessment for essential standards and 5) identify students for Tier 2 support by student, standard, and learning target and/or identify enrichment activities to deepen for students demonstration of understanding standard(s).

Multi-Tiered Systems of Support (MTSS) focus is on academic literacy. Small group/individual instruction is available for students. Targeted support through remote or on-site interventions are provided by teachers to support grade level mastery and/or enrichment.

Mystery Science and Weekly Social Studies are integrated across the content areas to include all academic literacy skills (speaking, writing, reading, and listening). Guidance to assure that priority learning targets are taught become essential to the team teacher assessing cycle.

For technical support or troubleshooting with technology devices, students and/or parents may contact teacher(s), Superintendent/Principal, or office personnel for assistance. Contact can be made via Parent Square, email, phone call or Zoom meetings. If parents are not available during the school day for assistance, they are welcome to email a time for follow-up. Translation services will be available.

Superintendent/Principal monitors the quality of student engagement and the connection to the learning setting through observation and with evidence of student work based on essential standards. Working in partnership with teachers to support high quality instruction and monitoring of student progress guides the academic and social instructional plan for each student.

Academic and social-emotional support for each student is of utmost importance to each and every staff member at Vista de Las Cruces School. During distance learning, we begin each day with Wildcats Daily Morning Announcements. Themes for the week include Second Step materials, music and real-life events, and the daily Pledge of Allegiance to the Flag. Teachers and staff connect daily with each student during the instructional day, including an Instructional Aide assigned to support TK-Grade 1 students. Reaching out to students individually and engaging in distance learning activities along with praise and specific feedback on learning targets becomes the natural means of establishing strong and healthy relationships between adults and students. For students who may be missing a class, contact and outreach will be led by the Superintendent/Principal for 1:1 follow-up. Specific support needs for students and families are available by contacting the Superintendent/Principal and/or teachers.

Procedures for sending students to the office will be shared when moving to an in-person instructional setting.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) purchases as recommended by SBCOE Risk Management Office (i.e. cloth masks, hand sanitizers, thermometers, signage)	\$750.00	Y
Purchase of Math Inventory	\$137.50	Y
Purchase of Zearn Math School Wide	\$2500.00	Y
Purchase of Reading Inventory	\$137.50	Y
Purchase of Reading Counts	\$117.75	Y
Purchase of Read Naturally	\$330.00	Y
Purchase of Lexia Core Licenses	\$1200.00	Y
Purchase of Math Inventory Interventions Solutions	\$602.09	Y
Purchase of Journeys	\$34.57	Y
Purchase of Social Studies Weekly	\$513.47	Y
Purchase of Wonders Materials	\$34.20	Y

Purchase of Scholastic Magazine	\$462.33	Y
Purchase of To Do Math	\$240.00	Y
Purchase of Great Minds Eureka Math	\$378.17	Y
Purchase of Mystery Science	\$99.00	
Hired an Instructional Aide – 3.5 hours of instructional support to students	\$20,122.00	Y

## Distance Learning Program

### Continuity of Instruction

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

The mission of Vista de Las Cruces, a collaborative, historically rich community, is to guarantee students a safe and positive environment from which they will emerge as well-rounded, forward-thinking citizens. Through a collaborative effort and the sharing of learning experiences from the spring school closure, the Academic Flexible and Remote Distance Learning Plan is designed to enable every student to continue along the continuum of learning with curriculum, programs and support options to be made available for a successful distance learning model considering the ever-changing conditions due to COVID-19. The continuum of learning also includes preparing students for college, career and life readiness, seeking opportunities and challenges that go along with learning, learning more about oneself and how to work with others, and being a part of a tight-knit school community that includes responsibility and service.

Vista de Las Cruces teachers and staff learned, reviewed, and shared best practices from their own experiences in the Spring of 2020. They also researched best practices via the internet and/or talking with colleagues in other school districts across the state and nation on lessons learned. Everyone is vested to contribute to all aspects of online learning. Within the core of a school community and the learning experiences for students, Vista de Las Cruces School remains committed to each of the following four (4) student learning principles through open and supportive relationships and with the planning and delivery of synchronous and asynchronous activities within the teachers' Learning Management System (Class DoJo, Google Classroom, or Zoom).

<b>I Am College, Career, and Life Ready</b>	<b>I Seek Opportunities and Challenges of Learning</b>	<b>I Know Myself and Work Effectively With Others</b>	<b>I Build Community Through Understanding and Service</b>
Core Academic Knowledge  Life and Professional Skills	Critical Thinker & Problem Solver  Ability to Stretch, Engage & Persist	Socially and Emotionally Aware  Effective Collaborator	Cultural Intelligence  Civic Responsibility

Each grade level has required (synchronous) instructional minutes with the identification of content (English, Math, Social Studies, Science, PE, Art etc.) to be taught (whole group, small group, 1:1, enrichment/intervention etc.)

- 1) Student(s) will have full access to a substantial quality curriculum that will ensure instructional continuity.
- 2) Student(s) will have access to devices and connectivity to support distance learning as well as methods that we will use to reach each student for his/her individual learning plan.
- 3) Synchronous instruction minutes are identified per grade level, and students have access through online contact as a group/class, 1:1 instruction as well as for independent study time.
- 4) Monday through Friday are designated times for whole school assemblies; coming together as a school family, and using themes/topics to celebrate achievements, birthdays etc.
- 5) Each student will have baseline data identified to set ongoing academic and social goals.
- 6) Daily student attendance is mandatory and there is full responsibility for meeting grade level standards.

The district curriculum will be presented in distance learning. This is to ensure access to a full curriculum of substantial quality similar to an in-person learning experience.

Transitional Kindergarten, Kindergarten, and Grade 1 use Wonders for English Language Arts, Engage New York for mathematics, Mystery Science for Science, and Social Studies is integrated with Wonders curriculum. All students are engaged in regularly scheduled movement break activities designed for fine motor skills and physical locomotor skills (skipping, galloping, sliding, jumping and hopping) hand-eye coordination (throwing, tossing, catching, rolling, bouncing and dribbling); eye-foot coordination (kicking and foot dribbling) body management; balance and rotary motion (rolling and tumbling). The teacher uses songs, dances, and skits as teaching tools.

Grade 2 uses Wonders for English Language Arts, Grade 3 uses Journey for English Language Arts, and Grades 4 and 5 have Rigorous Curriculum Design (RCD), an integrated language arts curriculum rich in literature with emphasis in the

development of academic literacy skills (reading, writing, listening and speaking). For Mathematics, the curriculum is Engage New York with Zearn as the supplementary material. All students in Grades 2-5 have Studies Weekly for Social Studies and Mystery Science for Science. Two teachers teach grades 2-5 with each taking their area of expertise in subject matter competency. One teacher prepares and designs lessons for English Language Arts and Social Studies while the second teacher prepares and designs lessons for Mathematics and Science. Additionally, the students have visual arts incorporated in their school day as well as physical education. Physical education includes skills to achieve and maintain a health-enhancing level of physical activity and fitness. The students' school day centers each class period for students to exhibit responsible personal and social behavior that respects self and others. It is important for Vista students to recognize the value of good health, to enjoy learning, and see challenges as opportunities for growth combined with individual self-expression and appropriate social interaction.

All curricula has online components. Students in TK through Grade 1 are using iPads and students in Grades 2 through 5 are using Chromebook devices. Students picked up these devices and chargers at the beginning of the school year along with chargers. To ensure students have internet access, hotspots were provided to each family and in some cases the number of hot spots equated with the number of children in the family.

Designated as well as Integrated supports will be provided for all English Learners. Face-to-face 1:1 instruction via Zoom as well as participation in small group lessons, will serve as designated support. Teachers will utilize McGraw Hill Wonders, HMH Journeys English Learner resources for designated and integrated levels of support. Teachers will be provided with the materials and the training for delivering designated and integrated supports for students and will monitor the student progress as needed for EL support.

All textbooks and workbooks, internet devices and school supplies for each student were organized and distributed for appropriate grade level use at the beginning of the school year for each student. E-books, audio books and other reading materials were provided for students. Additional resources such as recorded interviews and vocabulary word support, are also available to support instruction.

Schoolwide interventions include Math Inventory, Reading Inventory, Reading Counts, and Read Naturally. Character education is also incorporated using the Second Step curriculum weekly themes with lessons to be taught and modeled for students to practice.

The Professional Development days, August 17 through August 19, included preparation of both curriculum materials and school wide interventions as well as dedicated time for the social-emotional well being embedded within lesson delivery daily.

Additional resources being explored include the Vista Foundation and Vista Volunteers providing music and field trip opportunities that would include integrating learning across all core subject matter areas (Science, Social Studies, English Language Arts, and Math) as well as physical activity, social and emotional connection with music, arts and theater.

### **Access to Devices and Connectivity**

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

All students received a technology device for grades TK through 5. TK through Grade 1 received an iPad and students in Grades 2 through 5 received a Chromebook. All families were surveyed in the district about the availability of Wifi and were provided hotspots to support connectivity and access. Rural America has experienced challenges with internet connectivity hence the focus was to connect with each family regarding their wifi and internet accessibility to ensure adequate access. The internet company contracted with the school has provided additional support during and after school hours as needs arise.

In the spring of 2020 with school closure, devices were also disseminated to all students as described in the above paragraph. Because of connectivity issues experienced, hotspots, chargers and new Chromebooks were purchased for this coming school year. All hotspots and chargers were disseminated at the beginning of this school year and the new Chromebooks are scheduled to arrive in October or November.

Additionally, a school wide Zoom account was purchased for the opening of the school year. Professional development opportunities were arranged by the teachers to learn best practices with the Zoom account before the start of the school year. Training is continuing through the 2020-2021 school year.

## 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 expectation stated and written clearly for all students is daily participation in all classes during Flexible & Remote Academic & Social Distance Learning. A schedule to post on the family refrigerator was prepared for students and parents. The schedule includes the times and the amount of time students are expected to be engaged in synchronous learning for instruction and also includes a list of assignments for asynchronous activities for each day within each week. Teachers expect each student to complete asynchronous activities and have provided a guideline for the amount of time expected to complete such activities.

Student engagement is required for TK through Kindergarten between the hours of 8:05 and 11:45 for a total of 3 hours minimum of daily instruction. For students in Grade 1, engagement is required between the hours of 8:05 and 1:05 for a total of 3.5 hours of minimum daily instruction. The engagement varies between whole classes, one on one, and independent work in English Language Arts, Social Studies, Science, Math, Physical Education, and Visual and Performing Arts. Participation (synchronous + asynchronous) totals at least 180 minutes. The teacher's Learning Management System is Class DoJo. The teacher makes herself available to discuss student performance with parents during the afternoon Flexible Block schedule and also records notes with evidence of student work on Class DoJo. All activities are designed to increase academic literacy across all content areas (reading, writing, speaking and listening skills).

For students in Grades 2 and 3, student engagement is required between the hours of 8:05 and 12:05 for a total of 3.5 hours minimum of daily instruction. The students have two teachers that are team teaching based on their specific subject matter of expertise. The daily schedule rotates for the engagement of learning to vary between whole classes, one on one, and independent work in English Language Arts, Social Studies, Science, Math, Physical Education, and Visual and Performing Arts. Differentiated instruction will be scheduled for small-group sessions in the break-out rooms and/or individualized 1:1 instruction. The Learning Management System is Google Classroom for English Language Arts and Social Studies, and for math and science, the Learning Management System is Zoom. Teachers make themselves available to discuss student performance with parents and keep regular updates on the Learning Management platform. Participation (synchronous + asynchronous) totals at least 230 minutes.

Students in grades 4 and 5 are required to be engaged between the hours of 8:05 and 1:35 for a total of 4 hours minimum of daily instruction. The same two teachers who are team teaching grades 2 and 3 are team teaching grades

4 and 5 based on their specific subject matter of expertise. The daily schedule rotates for the engagement of learning to vary between whole classes, one on one, and independent work in each English Language Arts, Social Studies, Science, Math, Physical Education, and Visual and Performing Arts. Differentiated instruction will be scheduled for small-group sessions in the break-out rooms and/or individualized 1:1 instruction. The Learning Management System is Google Classroom for English Language Arts and Social Studies, and for math and science, the Learning Management System is Zoom. Teachers make themselves available to discuss student performance with parents and keep regular updates on the Learning Management platform. Participation (synchronous + asynchronous) totals at least 240 minutes. Break-out rooms have proven to be valuable to meet needs of students.

Documentation of synchronous and asynchronous participation of students each day is completed in Power School. The students must participate in synchronous and asynchronous activities on a daily basis. Grades will be posted for students as each teacher keeps an up-to-date gradebook in Power School and populates for each student. If a student is not participating in synchronous or asynchronous activities, the Principal and/or teacher will reach out to contact the parent by phone, email, or Parent Square. A plan for the student's success to meet their Individualized Learning Plan is created to work and engage with the student. If there is attendance issues that increase and efforts for supporting are unsuccessful, truancy procedures will be implemented.

## **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.]

Teachers at Vista de Las Cruces School led the initiative to receive Zoom training from a collegial resource out of USC. The teacher team and Superintendent/Principal are highly motivated and collaborative to support one another professional growth and the use of technology to support distance learning. Class DoJo and Google Classrooms platforms provide ongoing professional development online for access. Every day lessons are prepared and delivered to maximize the connection socially and emotionally with students based on energy and enthusiasm combined with carefully designed lessons to teach the skills of essential/priority standards.

Zearn Math was purchased for use as a supplemental math curriculum and the online professional development platform was also purchased to support the teachers. This provides for the teachers access to professional development at any time on demand.

The Instructional Assistant was provided 1:1 instruction and professional development by Lexia representative so that she can support students.

August 17, 18 and 19 professional development days were vested in 1) curriculum essentials for lesson planning and development and 2) social and emotional wellness for staff and students.

Friday afternoons are dedicated to Professional Learning Circle, so the teachers can collaborate during distance learning, a regularly scheduled Professional Learning Community meeting. Collaboration is an element of best practice. Being a collaborative team is a foundational building block and has a strong correlation between meaningful and improved student achievement. As a team, the process will include 1) clearly defining essential student learning outcomes, 2) planning for effective Tier 1 instruction, 3) assessing student learning and the effectiveness of instruction based on evidence of student work, 4) identifying students who need additional time and support as well as students in need of enrichment, and 5) planning Tier 2 supplemental interventions for students who need to master the grade level priority standard or to promote higher levels of learning, DOK levels 3 & 4. Common end-of-unit assessments for essential/priority standards are to be developed based on the team assessing cycle. Carving out time to build a high performing Professional Learning Community that includes planning for interventions and extensions to ensure high levels of learning for all students.

## **Staff Roles and Responsibilities**

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

There are changes and expectations of all staff in their role during COVID 19. During remote learning, all certificated staff and instructional aide are supporting students and parents remotely. Office staff work with the Principal and teachers in contacting and assisting students to be prepared to be engaged during distance learning. The food service assistant is responsible for the safe handling of all meal distributions.

The following are examples that all staff must follow to ensure the safety and well-being of everyone if on campus.

The school will allow for physical distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. Additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

Face coverings are required from third grade and above. It is best to have breaks from the face coverings when children are outside with distance. Face coverings are strongly encouraged for 2 years old through second grade. Face coverings are always required for visitors and staff unless it will inhibit the individual's health.

In a classroom setting where physical distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings should be worn when moving about the classroom. Wearing facial coverings whenever indoors is required.

All instructional and non-instructional rooms must comply with social distancing standards to the maximum extent practicable.

Use of shared objects should be limited when possible or cleaned between use.

All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, both classroom doors and windows will be opened.

Maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) in each classroom (for staff and older children who can safely use hand sanitizer), at the entrance and exit of the school, near lunchrooms and restrooms. Follow all traffic patterns outlined with 6' blue spacing signs. Children ages five and younger should be supervised when using hand sanitizer. For classrooms with existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

A school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing. If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

To ride a school bus a face covering must be worn by all students who are able to do so upon entering the bus. Seats will be marked off on the bus to provide social distance to the maximum extent possible. The school bus must be cleaned and disinfected at end of each day. Supplies provided.

For staff and student health screenings upon arrival, the process is outside of the main office. Face coverings shall be worn while in the line. Follow the physical guides, blue marks on the cement concrete that determine 'one-way routes' in hallways. Signs are posted along the school to communicate the enforcement of Personal Protective Equipment (PPE). Procedures

include staff visually checking students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Results must be documented when signs/symptoms of COVID-19 are observed.

Students and/or staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. The Santa Barbara County Health officials outlined current Communicable Disease Service guidance for illness reporting that includes immediately notifying health officials, staff and families of a confirmed case while maintaining confidentiality.

The procedures the district will use when someone tests positive for COVID-19 will include written procedures and to be consistent with the Santa Barbara County Health contact tracing procedures to the maximum extent practicable. The procedure includes:

Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult. Follow current Communicable Disease Service guidance for illness reporting. And methods to assist in contact tracing including records of groups, assigned staff, daily attendance and continuous monitoring of symptoms. Re-admittance policies consistent with County Department of Health guidance.

Parents will be encouraged to be on alert for signs of the illness in their children and to keep their child home when they are sick.

If a visitor refuses to wear a face covering for non-medical reasons, the visitor's entry to the school may be denied.

Daily cleaning/disinfecting schedules established with targeted areas to be cleaned, and appropriate methods and materials to be used for disinfection. Routinely cleaning and disinfecting surfaces and objects that are frequently touched includes cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops). Use of all cleaning products according to the directions on the label and EPA-approved for use against the virus that causes COVID-19. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are: classroom desks and chairs; lunchroom tables and benches, door handles and handrails, kitchens and bathrooms, light switches, telephones, desktops, drinking fountains and school bus seats and windows. Bathrooms are to be sanitized daily and between use as much as possible

For lunch, stagger times to allow for social distancing and cleaning and disinfecting between groups with clean and sanitized tables/surfaces and students spaced at least six feet apart. The food service worker and students must wash their hands before and after eating food.

Recess will be staggered with open space between groups of students. Students will be required to wash hands after recess. Playground equipment will be disinfected and as appropriate tape or cones will be set up to create boundaries for areas of play.

## **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.]

Unique needs of students become an important part of daily lesson planning. English learners, students with exceptional needs, students who are experiencing trauma or isolation are all a part of the connection and awareness educators have with students. Students who may experience homelessness will be contacted individually to assure that they have access to the curriculum and are able to participate and are successful. Translation will be provided for families as needed.

Response to Intervention (RtI) provides intervention when students need additional time and support. With PLC as the foundation to the approach to RtI, RtI three tiers help prevent and intervene for students with unique needs and it makes for the focus of multitiered school interventions. Tier 1 is access to essential grade level standards for all students (universal screening and diagnostic assessments for core standards). Tier 2 is additional time and support to learn essential standards and behaviors (i.e. interventions and extensions). Tier 3 is intensive remediation in universal skills (i.e. reading, writing, number sense, English Language, social and academic behaviors, and health/home).

There are four basic questions that frame the support for ensuring high levels of learning for all. These are 1) What knowledge and skills do students need to know and be able to do to show their understanding as a result of a unit within a subject at his/her grade level? 2) How will we know when the student has acquired the essential knowledge and skills based on evidence of student work? 3) How will we respond when a student did not learn the knowledge and skill? 4) How will we extend the learning for students who have mastered and showed proficiency in learning? The essence of this framework is a guarantee and viable curriculum that includes the identification of essential standards,

and unpacked to what is most essential for students to know and demonstrate an understanding. This is commonly known as concentrated instruction – a systematic process of identifying essential knowledge, skills, and behaviors that all students must master to learn at high levels by determining the specific learning needs for each student to get there.

The collaborative culture at Vista de Las Cruces School is framed on a commitment to creating a culture that is based on the evidence of student learning to inform and improve professional practice and responds to individual needs of students who need intervention and enrichment. By collecting and analyzing targeted evidence to determine the specific learning needs of each student and the effectiveness of the instruction the student receives in meeting the needs. When the answers to questions #1 and #2 are identified, the school is now better prepared to successfully intervene for students with unique needs and need the extra support to master essential curriculum and to extend the learning for the students that have mastered. This provides a systemic process that supports every student to receive the time and support needed to learn at high levels.

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

Description	Total Funds	Contributing
Purchase of Mac Pro computers for teachers	\$4859.82	Y
Purchase of Zoom School Wide Account (Break-out Rooms etc.)	\$715.00	Y
Purchase of Zearn Math Workbooks	\$673.74	Y
Purchase of Chromebooks	\$12,780.39	Y
Purchase of Kajeet (Hotspots) plus service	\$3547.98	Y
Purchase of Professional Development for Implementation of Zearn	\$2500.00	Y
Purchase of Teacher Induction Program	\$2832.00	Y
Purchase of Teacher Induction Coach	\$1168.00	Y
Future Rtl professional development virtual seminars to schedule with Solution Tree	TBD -	-
Purchase of computer, printer for Superintendent/Principal	\$2541.91	Y

## 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.]

Addressing student learning loss and accelerated learning for students is through targeted intervention strategies. Transitional kindergarten and kindergarten students completed a screening test that included letters, sounds, number recognition, and fine motor skills. Students in grades 1 through 5 performance data are analyzed to differentiate the instructional plan according to the skill levels while maintaining rigor and exposure to grade level content. Students will be assessed regularly on essential/priority standards through a common formative assessment established for the grade level. Teachers will identify students with specific needs and reach out to them one-on-one to provide small group instruction or 1:1 instruction and also work in tandem with Resource Teacher remotely. Teachers will also implement small group and/or individual instructional to guide students by scaffolding for specific tasks assignments (i.e. an outline or sentence starters for written responses), pre-highlighted texts, frequent feedback or check-ins; time management supports; and teaching students how to monitor their own progress independently. For students who are identified as experiencing learning loss or being at risk for not meeting academic goals, scaffolds will be built into their individualized learning instructional plan.

In addition to small group instruction or 1:1 with the teacher, students identified as being at risk for meeting academic standards will also be provided an additional 30 – 60 minutes of Strategic Reading and Writing intervention through the week. This focus is designed to target each student's individual needs.

For English learners to acquire English proficiency, additional support to rebalance and refocus on the task of learning with practice. English learners will be monitored and engaging with parents of English learners is an important strategy to do in a language they can understand and relate to.

The effectiveness of implementing services and supports to address learning loss will be measured through the monitoring of academic progress by teachers as stages of development through the first half of the school year. The Friday PLC time is devoted as a weekly meeting to focus on collecting and disaggregating data, identifying students in need, and scheduling during Flexible block time or during the regularly scheduled morning time support and intervention. Regular progress of students towards achieving essential standards will be communicated via Class DoJo, Google Classroom, or Parent Square for parents.

## 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.]

Progress monitoring daily for student attendance and participation are at the foundational level for monitoring students' evidence of learning. Students ability to navigate the technology tools and complete activities designed to measure learning outcomes are critical with support to be provided as observations reveal findings. Performance of students with exceptional needs will be monitored according to their IEPs, and a learning plan that is a part of the IEP and inclusive of the Resource Teacher as a part of the teaching team. Performance of English language learners, students who may be experiencing trauma or homelessness and other specific needs will be monitored by teachers and staff analysis of formative assessment results and online academic support platforms.

## 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.]

Communication, communication, and communication are at the helm of progress monitoring and supports for students and maintaining engagement with parents.

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

Description	Total Funds	Contributing
Purchase of Zearn to assess, accelerate and supplement math instruction (school-wide account)	\$2500.00	Y
Purchase of Reading Counts	\$117.75	Y

Purchase of Read Naturally	\$330.00	Y
Class Do Jo	---	
Purchase of Parent Square	\$1000.00	Y

## Mental Health and Social and Emotional Well-Being

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

Each day at Vista de Las Cruces School, students begin their morning with a check-in as a school-wide assembly via Zoom. Teachers and all staff of the school are a part of the daily welcome to one's day that includes inspiring words and special messages that recognizes students by name with a greeting. The social and emotional well-being (SEL) and safety of each child at Vista de Las Cruces School is the #1 priority. Beginning each day together as a school family focused on SEL is highly important for helping our students to understand and manage their emotions, show empathy to others, establish healthy relationships, set positive goals, supporting responsible decisions, digital and civic responsibility, and cultural awareness. Seeing one another's faces, recognizing the smiles, exchanging ongoing random acts of kindness, and expressing how much we care contributes to increased positive attitudes toward school, positive social behavior, and academic performance, and is likely to minimize kids experiencing emotional challenges. Each week concludes with an all school Friday assembly to further recognize and 'celebrate' achievements of students as a result of a full week of school. Giving students a formal notice of recognition makes your teaching intentional and explicit rather than hidden, highlights their value, and amplifies the classroom's pro-social ambiance. Children can then learn the behaviors, attitudes, and words that allow them to initiate and maintain positive social relationships, and teachers maintain emotionally healthy environments that foster learning, acceptance, and tolerance.

Second Step was purchased in the spring for the school and the implementation of the curriculum is ongoing. There is an implementation of Second Step skills every day, which are based on weekly themes that guides the development of anticipation, reinforcement, and reflection of the process that reinforces skills learned and practice. Involvement of teachers and all staff with the students in the implementation of the skills broadens to include special messaging via Parent Square, Class DoJo, and across all Learning Management System platforms.

During each of the three in-service days, before school started, the Superintendent/Principal engaged with the staff to focus on taking care of themselves socially and emotionally during these challenging times with school closure, COVID-19, and personal situations families are experiencing. Just as important it is for us to model SEL for students during Distance Learning, it is also important for adults to consistently model social emotional competencies with each other. Competencies of SEL include 1) Self-Awareness, 2) Self- Management, 3) Social Awareness, 4) Relationship Skills, and 5) Responsible Decision Making. Staff Behavior Health (Social & Emotional Learning & Mental Health) professional learning plan was introduced that outlines core, targeted, and individualized behavioral health supports for staff. The other valuable part of this time was for the new Superintendent/Principal investment of time to listen and learn from the staff their needs and what works for them in terms of communication and collaborating to address issues, opportunities, and challenges.

For the students, a worksheet, titled *Dreams and Hopes For My Wildcat School Year*, was developed and sent via Parent Square for all students to complete with parent involvement and participation. Each student had the opportunity to respond by anticipating, reinforcing and reflecting on questions that included: 1) What do you most remember and what you really enjoyed doing in school last year (Students could draw a picture or write.). 2) Think about something you did last school year that was successful. What do you think will help to lead to that success? 3) What do you think are healthy qualities that go with being a good friend to other students? 4) How do you think you will stretch yourself in thinking this year with being a good friend and supporting your classmates during class? 5) What are two goals you have for yourself for this school year? 6) What will you do to work especially well to achieve your goals?

The activity became day one and a part of week one lessons with their teachers as teachers listened and learned and encouraged students to share their reflection. Each student and family were invited to participate by bringing a favorite photo of each student and a favorite photo of their family from a 2020 Favorite Summer Memory to put in the school's display case. Photos of each family on the day of the 1:1 meeting were taken and displayed, Welcome Back to School. On the day the students returned to school (either August 20 or August 21) a Vista Wildcat T-shirt was given to students from the Vista Volunteers. Fridays are Spirit Day and students and staff dress in their Vista school gear.

During the summer of July and August, parents, students, and staff received a letter of introduction from the Superintendent/Principal and the message of Vista as One Family. A second letter along with a set of materials was mailed to all families to prepare for a successful school year. A Welcome Back video created by staff was sent via Parent Square.

Parent resources to be included on a re-revised website page. Teachers, Superintendent/Principal, and office will be connecting with students daily for the monitoring of engagement and check-in with students and families. Regular check-ins in multiple ways from surveys to classroom activities will be incorporated to continue to monitor how students are feeling about math or reading or their family events etc.

The school is family and a community centered, deeply committed to meet the needs of each student. Adding photos and stories to Parent Square, updating the website, creating rallies for Friday's assemblies, partnering with Vista Volunteers and Vista Foundation, setting up Book Talks and other examples are to connect students within a family-centered community. Celebrating students with their families brings the school's motto "Learning for Life" to meaning.

## **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.]

Student engagement and outreach includes documenting the synchronous and asynchronous participation in PowerSchool. Each day students are expected to participate in both synchronous and asynchronous activities according to their grade level. When a student is not present to participate, parent(s) will be contacted and inform the parent the student was not present. Communication between teacher and/or Superintendent/Principal and office is ongoing with parents via Parent Square, email, telephone, Class DoJo, Google and/or meetings. Connecting with students is essential for encouragement and emotional support. Being a role model for the students and students being buddies to each other promotes and encourages healthy relationships. An activity to start the school year involved students and parents answering questions related to healthy relationships, setting goals, and identifying what they remember about school as a fun memory.

If student's attendance becomes truant or with excessive absences, the truancy procedures are implemented as identified by EdCode.

Language translation is continuously provided for students' and parents as needed. If students/parents are not able to participate in synchronous activities during the day, a plan for the direct support for the student's absences will be created with the involvement of the parent(s).

## 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.]

When school closed in March of 2020 for COVID-19, food service was ended. For the fall of 2020, all parents and families were surveyed for participation in the food service program with meals delivered for a week on each Monday morning. Families, at no-cost, can pick-up meals at the school on Monday for the week's lunch program. Seven students or four families are receiving meal service as offered Monday through Friday. Information on meal service was communicated in English and Spanish through multiple avenues including email, Parent Square, telephone and a survey to be completed during the 1:1 meeting on either August 20 or August 21. Social distancing protocols and all county health food service protocols are implemented during meal pick-up times. Students receive a main entrée that heats and serve, fruit and vegetable(s), juice and milk. The school's lunch program is purchased through an Agreement with Lompoc Unified School District.

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

Section	Description	Total Funds	Contributing
PBIS & MTSS	Purchase of Vista T-shirts for all students on their first day of school	\$270.00	Y
PBIS & MTSS	Purchase of student materials, incentives etc.	\$400.00	Y
Recognition of Students & Staff	Purchase of certificates and recognition	\$500.00	
Mailings	Purchase of stamps for mailing packets, letters, etc.	\$750.00	Y

Annual Copier Machine Service	Purchase of service for copier maintenance	\$2882.16	Y
Annual Copier Lease	Purchase of copier lease	\$4758.24	Y
Vista Volunteers & Vista Foundation	Purchase music, theater, drama, and field trip opportunities	TBD	

## 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
10%	\$10,030.00

### Required Descriptions

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

Teachers in collaboration with Superintendent/Principal are invested in data and results oriented mindset to support All efforts to be made to provide the students support they need to be successful begins with measuring student attendance in synchronous activities and performance in asynchronous activities. Curriculum assessments in reading, writing, and speaking will be analyzed as well as grade level unit course assessments. All English learners will have access to designated and integrated curriculum support provided by each of the three teachers. Classroom teachers will monitor and measure the students' performance and communicate to make sure parents are informed of progress and growth. Access to meals, technology and academic supports and additional assistance during the Flexible Block Schedule from the classroom teacher and/or instructional aide will be scheduled. Effectiveness of actions to be measured by curriculum and grade level unit course assessments. Establishing trust and relationships for students to understand their individualized learning goals combined with understanding their ELPAC levels deepens when students are a part of the process. Wonders and Journeys curriculum resources provide EL support. Engaging with parents and students to understand the purpose of the goal and how supports are established to support students meeting individual goals underlines the efforts.

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

The level of collaboration between teachers and scheduling defined periods of time to work with the students 1:1 and also the schedule with the instructional aide is dedicated to meet needs for practice with academic literacy skill development. An instructional assistant position was filled with one hour of increased FTE combined with a flexible, remote distance learning schedule that supports the TK-Grade 1 teacher to be available to work with students in grades 2-5 for individual assistance. When internet access makes it difficult for the student(s) families from home, a small group instructional setting is established at the school for 1:1 assistance with all COVID 19 provisions in place for safety and health of all involved.