



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/lrncntntyatndncpln-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.]

Sycamore Valley Academy stopped all in classroom instruction on March 17, 2020 due to COVID-19. Students received distance learning instruction the remaining of the school year. As Tulare County is on the watch list, Sycamore Valley Academy will start the school year on August 12, 2020 through distance learning and continue this instructional plan until Tulare County meets the required state metrics to bring students back to the school site.

Stakeholder Engagement

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

The Superintendent facilitated weekly parent forums throughout the spring school closures and three sets of parent forums during the summer of 2020 to prepare for the new school year. The Superintendent also facilitated weekly staff forums throughout the spring school closures. Numerous parent and staff surveys were also administered to solicit feedback pertaining to school reopening preferences.

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

All stakeholder forums and board meetings have been held via Zoom with plenty of notice provided and access links shared.

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

About 75% of staff and parents preferred for in classroom learning to resume fall of 2020, 15% preferred a hybrid/blended model, and 10% preferred to remain on distance learning due to concerns with the pandemic.

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

The following aspects of the plan were influenced by specific stakeholder input: In-Person Instructional Offerings, Distance Learning Program, and Pupil Learning Loss.

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.]

Prior to the updated state guidance, Sycamore Valley Academy developed three instructional tracks: in classroom learning, blended/hybrid learning, and distance learning. In classroom learning and blended/hybrid learning models would bring students back to classroom-based instruction including students with disabilities to better meet IEP goals, timelines, and requirements. Once the state guidance was updated to include Tulare County on the watch list, Sycamore Valley Academy is no longer offering in person instructional offerings.

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

Description	Total Funds	Contributing
Personal Protective Equipment was purchased to bring students and staff back safely.	780	No

Distance Learning Program

Continuity of Instruction

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

All grade spans at Sycamore Valley Academy have developed instructional schedules aligned to SB 98 to include live interaction with certificated teacher. Students will experience both synchronous and asynchronous instructional opportunities including small group instruction in ELA, Writing, and Math, whole group social emotional learning, and independent work throughout the day. Teachers were provided planning time during the summer to identify power standards in order to pace out their school year and make curriculum decisions. The planning that took place to develop the in classroom and hybrid/blended learning options will still be used if Tulare County must transition to a different learning model.

Access to Devices and Connectivity

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

The LEA partners with Visalia Unified School district to ensure access to chrome books and hotspots for connectivity. Distribution of chrome books will take place August 12 and 13 and hotspot distribution will take place August 10-14 at the VUSD district office.

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.]

Internal logs have been created to document student participation and progress of both live contacts and independent learning activities. Grade level teams will determine time value of pupil work for each section within their daily schedule.

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.]

Internal professional development website has been developed to support staff in transitioning to required distance learning for all students.
<https://sites.google.com/sycamorevalleyacademy.org/tacmopd/technology>

Staff Roles and Responsibilities

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

Some instructional aides will serve as day camp support providers in order to provide supervision for essential workers run through our non profit organization.

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.]

Student supports are provided through small group instruction and a designated support block in the teachers' daily schedule. The purpose of this support block is to provide differentiation for students with disabilities, English learners, and students with exceptional needs. At this time, Sycamore Valley Academy does not have designated foster youth.

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

Description	Total Funds	Contributing
Curricular Resources utilized through Distance Learning	3000	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.]

Sycamore Valley Academy facilitated incoming TK and Kindergarten testing to determine appropriate academic supports needed for each student. The LEA plans to continue to use the NWEA-MAP to assess students proficiency in the areas of literacy and math three times throughout the academic year. Initial ELPAC testing will be administered if the state has that in place for our English learners.

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.]

Teachers will be offering several small group learning sessions in the areas of Literacy, Writing, and Math in order to best differentiate and provide adequate support for learning loss. Teachers are also offering a support block of time for one on one student instruction as needed to mitigate learning loss of English learners and pupils with exceptional needs. We currently do not have any identified foster youth or pupils experiencing homelessness. Additional academic interventions are being developed using the Multi Tiered Systems of Support (MTSS) framework.

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.]

Effectiveness of the services and supports will be measured through local projects, informal assessments, and NWEA-MAP assessments.

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

Description	Total Funds	Contributing
Instructional aides and special education support staff are utilized to provide additional differentiation opportunities for students.	71,602	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 LEA will have increased time with designated school psychologist for the purpose of supporting mental health and social emotional well-being of pupils. Behavioral intervention supports are being developed through the MTSS framework to better identify and document major

and minor discipline reporting. DoveTail Toolbox, a social emotional curriculum will continue to be utilized in addition to a focus on building student relationship through the 4 S's interview tool (Sparks, Strengths, Struggles, Supports).

Pupil 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.]

Pupil engagement and outreach includes a focus on relationship building through strategic processes to increase attendance and participation of distance learning. If a student is absent from distance learning, the teacher will first attempt to contact the parent for a check in. If a student is absent for multiple days, the assistant principal or principal will attempt contact with families. If these attempts are unsuccessful, the Superintendent will conduct home visits. The LEA has contracted with an interpreting company to ensure all essential school to home communication is translated to Spanish.

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 LEA contracts with Visalia Unified School District for nutritional services during both in person instruction and distance learning. Parents are provided with the meal application to determine free or reduced status. Lunches and breakfasts will be provided through grab and go format every Thursday from 10:00 am-12:00 pm during distance learning. Five lunches and five breakfasts will be included in the weekly meal distribution.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
8%	\$239,653

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.]

Sycamore Valley Academy is an LEA with unduplicated percentage less than 55% and foster youth enrollment is 0%. In prioritizing English learners and low-income students, actions were developed upon first considering the needs of these student populations. Early childhood education research including Transitional Kindergarten shows that students have higher literacy skills, such as identifying letters and sounds, and more advanced math skills, such as counting objects and completing word problems, than those who did not go to Transitional Kindergarten. Since an achievement gap of unduplicated students is evident, it is critical that the organization is prioritizing activities that support English learner and low income achievement. English learner data is not included on the California dashboard, however we recognize that more English learners are performing below grade level in literacy and math than English only students. Students of poverty are displaying an achievement gap according to the California dashboard. This data shows the needs of this populations were considered first prior to developing our actions.

The following actions were developed as they are effective in meeting the goals for English learners and low income students. Transitional Kindergarten will provide unduplicated students with access to foundational math and literacy skills. The development of academic intervention as part of MTSS will provide unduplicated populations with scaffolded instructional support to help bridge the achievement gap. Through the assessment data analysis process that teachers will be engaged in, they will acquire a better understand of who their students are as learners to inform instructional practices for English learners and low income students. The development of behavioral intervention as part of MTSS will provide unduplicated populations with scaffolded behavioral supports. The increased participation in extra and co curricular opportunities will aid English learners and low income students to feel better connected to the school community. Staff development in the area of Project Based Learning will give teachers tools in providing differentiation and student choice to unduplicated population. Parent workshops developed to include and engage families of English learners and low income students will equip families with support and create a culture of connectedness.

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

Improved services for English learners and low income students include: teacher desegregation of subgroup data to inform instructional practices and parent workshops. Teachers are currently aware of who their English learners and low income students, however the data analysis will now improve to inform instructional practices. Parent workshops will be developed keeping the needs of our English learner and low income families including the use of a translator as necessary and providing content specific to these subgroup populations. Increases services for English learners and low income students include: the addition of Transitional Kindergarten, academic intervention, behavioral interventions, and Project Based Learning professional development for staff. These new services are being added to the school to target the needs of our unduplicated populations.