Learning Continuity and Attendance Plan (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.]

The unparalleled COVID-19 pandemic has affected the entire Academia Moderna Charter School (AMCS) and the Alta Public Schools Charter Organization community and it has also forever impacted the community we serve, students, families, and staff. The unexpected closure of schools in mid March of 2020 has impacted the physical, emotional, social, and educational needs of our students. The impact of the closure has left our students, families, and staff with high levels of stress and trauma. This negative impact has made it difficult for students to access services. Not only did students endure stress and traumas due to sudden change the pandemic brought to us, but because many of the families endured an increase in unemployment, food insecurity, and had a lack of resources like internet connectivity as well as basic skills needed to work virtually. Due to our school organization running a traditional setting in which students and teachers/staff would connect physically in classrooms/school, they were no longer able to receive those in-person typical services which dramatically impacted our groups such as Students with Disabilities, Foster Youth, English Learners, and Homeless Children and Youth.

The COVID-19 pandemic has resulted in an increased isolation with an order to stay home. Because our school went into 100% virtual learning, the traditional curriculum pacing guide, scaffolding and differentiation instruction as well as assessment have been altered in a negative way.

In addition to these impacts and trauma stemming from COVID-19, many of our community members continue to experience trauma as a result of systemic racism and violence. Recent racist acts of violence against Black and Brown people, including the killing of George Floyd, and the abuse of many more.

We acknowledge and furthermore, we recognize our responsibility and role in this trauma our students, families, and staff continuously witness and address the institutional racism that is present within our school system.

We know that we need to grow and develop within our own selves and create capacity as adults to upon reflection create an action plan once we understand our own implicit biases that include opur position of

power and privilege. This action plan will allow for us to build and integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning.

AMCS is a charter school that is located in the South-East Los Angeles area. We serve Transitional Kinder to Fifth Grade. It was proudly established in 2009. AMCS serves approximately 470 students. As a charter school, we do not have boundaries and are able to serve any student who gets enrolled with us. The demographics in 2019-2020 student populations is 470; 460 (98%) Hispanic/Latino, 2 (.42%) White, 0 (0%) Asian, 1 (.21%) African American, Multi-racial, 0 (0%) Native Hawaiian/Pacific Islander, 0 (0%) Filipino, and 0 (0%) American Indian/Alaska Native. 430 (91%) of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals 430 (91%), 3 (.6%) identified as Foster Youth, and/or identified as Homeless Youth 14 (2.9%). The student population also includes 187(39%) English Learners and 45 (9.5%) Students with Disabilities. Many of our students speak a primary language other than English, with Spanish being the most common language. However, many of our students do not have their primary language categorized as proficient.

In developing the Learning Continuity and Attendance Plan, AMCS has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color – particularly African American and Latino students. This disproportionate impact is resulting in inequities during a time that is already globally and historically placing high levels of stress in the communities we serve.

In recent years AMCS has been identified by the state as achieving Orange and Yellow based upon the performance of specific student groups on the California School Dashboard. The three groups that have recurred across all three years include Students with Disabilities, Foster Youth, Low Socio-economic and Homeless Youth, with Hispanic students, and English Learners also demonstrating significant performance gaps.

AMCS' Mission is to provide a world-class education for every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

As a school entity, we planned for a safe return to school which meant we would educate students 100% virtually and addressing the learning loss that students experienced during spring and over the summer is a priority by teaching students to the grade level standards. The decision to return to school virtually was made by our board, LACOE, LA County Department of Public Health, CDC, and the Governor's recommendation. Our vision still stands through this crisis is to create world-class schools for dynamic world citizens in communities of need. We will continue to address academic, social, and emotional needs of all of our students, especially our most vulnerable students. The COVID-19 disruption will result in higher learning standards and accountability.

The guiding principles include:

1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials as well as the approval of our board. We will take all steps possible by the federal and state guidance to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to feel safe and to be successful.

2. Academics and Instruction: Teaching at grade level will provide for a quality instruction anchored in standards-aligned materials to reach equity, access, and social justice. We will use data and assessments to ensure our practices support our students by need, by inequity and by injustice using valid instruments.

3. Flexible: Due to the public health crisis, we will remain flexible to balance educational needs with public health and safety in the recommended setting. At the beginning of the school year, we anticipate learning will take place virtually, but if it is safe to return to school physically, then we would implement a hybrid program to be sensitive to the transitional needs our students, families, and staff would need as well as the health and safety of all.

4. Needs-based and Care Given:Resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.

5. Engagement & Communication: Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages. We are currently holding weekly meetings and discuss and have stakeholders input.

The parents/guardians, board members, and teaching staff were concerned with the learning loss due to the impact of COVID-19. Due to this reason, specific expectations have been delineated to demonstrate the need to implement our IB programme standards and practices as well as common core essential standards with fidelity.

Part of our expectations is that the parents have the parent guide development in both English and Spanish language to have as a resource during the virtual learning period of time.

Our teachers, administrators and staff are consistent with both the synchronized and asynchronized learning. Students will be learning in the whole group setting via Zoom from 9:00am to 1:00pm, Monday through Friday. Then, both educators and students will take a lunch from 1:00-1:45pm. On Monday, teachers will have professional development from 2:00pm to 4:30pm. During this time, students work on small group sessions, Response to Intervention, one-to-one, and service will be provided at this time as well. On Tuesday, Wednesday, Thursday they will either work with an educator who is a teacher or support staff following Monday's timeframe. Targeted student support and intervention Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.On Friday, students will be able to work on assignments or receive services after lunch and beginning at 1:45pm because teachers are collaborating with their grade levels and subject matter. All teachers are Google Level 1 certified. Special education department will ensure students with disabilities inclusion in all models by using the IEP process. Regular communication to parents and admin will be on a report in which the organization in their file.Supporting the English Learners designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum. During this time, assessments will be monitoring the progress in real time and throughout the learning loss prep and post COVID-19. We will implement these areas to ensure the foundation is strong enough to last throughout the 2020-201 and beyond.

Stakeholder Engagement

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

AMCS solicits stakeholder feedback to inform the school's Learning Continuity and Attendance Plan. This process began in March 2020 and has continued throughout the development process. Our organization's phased planning process toward the reopening of schools explicitly identified Research, Survey, and Data Collection as the first and foundational phase of planning. We sought input from various stakeholders to be able to plan in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. As the 2019-20 academic year came to a virtual setting, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English and Spanish and administered via Google Forms. A total of about 400 parents/caregivers responded to the survey. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of a hybrid model. An important takeaway for the school organization is that almost 40% of parents/caregivers needed child care throughout the day. Almost 70% of the parents/caregivers wanted the hybrid model instead of the distance learning model.

During the summer, our superintendent had a series of engagements for our parents and caregivers as well as a weekly meeting with them to receive feedback. The weekly meetings with the superintendent are still occurring and will remain with that duration and frequency.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. Multiple venues of parent/stakeholder meetings were held:

Superintendent's Council - August 18 and 27, 2020

Superintendent's Coffee - August 26, 2020

Principal's Coffee - September 8, 2020

AMCS' ELAC Meeting - September 15, 2020

AMCS' SSC Meeting - September 15, 2020

Further, on September 8, 2020 a Public Hearing was held for the community to provide feedback for the plan Subsequently, the Board adopted the LCP on September 2, 2020.

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

As noted above, the parent/caregiver survey indicated they were going to re enroll their students in our schools.

This was indicative of the broader stakeholder voice provided throughout various input opportunities.

Key findings from the parent/caregiver Distance Learning survey included: About 24% of our students did not have stable internet access. 69% wanted a hybrid learning model while 31% wanted online distance learning. Throughout the Coffee with the Superintendent, parents/guardians had a clear understanding of what they should expect from: distance learning, guidance/support for how they can support their students, opportunities to provide input, participate in planning. We will focus on all students and ensure that we provide equity to the most vulnerable students in our planning and implementation. The groups are inclusive of English Learners, Students with Disabilities, Foster Youth, and Homeless Children & Youth. We will provide ongoing professional development for staff. Part of the PD is the accountability portion. Our teachers have two weeks to build relationships with the students and to foster it throughout the school year.

We are also prioritizing school culture mental health by providing Social Emotional Learning professional development to both our educators and parents. We have established two partnerships with non-profit organizations and currently working on a third one.

A COVID infections decrease, parents will continue to be surveyed to ascertain their desire for when a hybrid model of schooling should be implemented as well as a full return to live teaching. All of this is based on the recommendations of the CDC, Governor, LA County Department of Health, and what other systems are doing within the greater Los Angeles area.

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

The specific stakeholder input received throughout the summer months has significantly influenced the school's Learning Continuity and Attendance Plan through direct feedback on the plan itself.

In the Parent Handbook for Distance Learning, development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction in coordination with our IB Programme. Teachers and schools to monitor emotional engagement. They will have weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Specific themes and their impacts include:
Parents/Guardians need clear expectations of what they should expect from distance learning.
The need to reduce the variation in implementation and quality of the learning experience across classrooms and school sites. Related to this has been the expressed need to for parents/guardians to have a specific understanding of what should be happening for students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district to all parents. The list is provided in detail within the overview section of this document and includes ten areas.

Another feedback across stakeholder listening sessions was the need for an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. The plan supports to students, synchronous small group and individual instruction have been included within those activities to take place within a
teacher's weekly schedule. To improve the differentiation of instruction and addressing of individual students needs every day for every student, the district is maintaining its professional development focus on Universal Design for Learning (UDL). This Learning Continuity and Attendance Plan also includes additional areas where specific supports for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities are articulated.

Training and accountability for staff are both critical related to the through line of reducing the variation in implementation and quality of the learning experience.

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.]

AMCS Hybrid Model Schedule

TK/Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Monday Distance Learning	Monday Distance Learning	Monday Distance Learning	Monday Distance Learning	Monday Distance Learning	Monday Distance Learning
Tuesday Group A 8:00 am to 12:00 pm	Tuesday Group A 8:15 am to 12:15 pm	Tuesday Group A 8:30 am to 12:30 pm	Tuesday Group A 8:30 am to 12:30 pm	Tuesday Group A 8:15 am to 12:15 pm	Tuesday Group A 8:00 am to 12:00 pm
Wednesday Group B 8:00 am to 12:00 pm	Wednesday Group B 8:15 am to 12:15 pm	Wednesday Group B 8:30 am to 12:30 pm	Wednesday Group B 8:30 am to 12:30 pm	Wednesday Group B 8:15 am to 12:15 pm	Wednesday Group B 8:00 am to 12:00 pm

Thursday Group C 8:00 am to 12:00 pm	Thursday Group C 8:15 am to 12:15 pm	Thursday Group C 8:30 am to 12:30 pm	Thursday Group C 8:30 am to 12:30 pm	Thursday Group C 8:15 am to 12:15 pm	Thursday Group C 8:00 am to 12:00 pm
Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention

In July, the AMCS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and services while completing the rest of their learning in a distanced setting. This hybrid model was set to address the learning loss our students had encountered during the sudden shift we had to take during COVID-19. This model also would address the most vulnerable groups of students. In the month of August, Alta Public Schools shifted from a hybrid model to a 100% virtual model following the Los Angeles County Office of Education Department of Public Health for the 2020-2021 school year. Then, the decision the board had taken was later affirmed by Governor Newsom in his press conference. Although he described the guidance the schools would follow to maintain the health and safety of our students, families, staff, and community, our board decided it would be healthier and safer for all we serve to begin the school year with an online model. At this time, it is not recommended to hold in-person classes, our school organization has a plan to return to school safely once we are allowed to and the risk is minimal to none. AMCS will continue to align the decision-making to public health experts at the county and state levels. Furthermore, we will also continue to follow guidance from Governor Newsom.

Following this statement, AMCS' current plan regarding instructional models including scheduling and delivery methods will transition to follow both guidance from Governor Newsom and county and state recommendations. This plan currently meets the health, safety, and learning needs to meet the needs of the families as in a previous COVID-19 survey they indicated to have a hybrid model and the second biggest group indicated they preferred to have online learning for the utmost healthy and safe learning. The hybrid model would consist of having a rotation of grouped students in an in-person setting while upholding the guidance from both county and state public health departments. The students would go to school in groups which would have them work with their teacher once a week and the rest would be online.

AMCS Hybrid Model Schedule

TK/Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Monday Distance Learning	Monday Distance Learning	Monday Distance Learning	Monday Distance Learning	Monday Distance Learning	Monday Distance Learning

Tuesday Group A 8:00 am to 12:00 pm	Tuesday Group A 8:15 am to 12:15 pm	Tuesday Group A 8:30 am to 12:30 pm	Tuesday Group A 8:30 am to 12:30 pm	Tuesday Group A 8:15 am to 12:15 pm	Tuesday Group A 8:00 am to 12:00 pm
Wednesday Group B 8:00 am to 12:00 pm	Wednesday Group B 8:15 am to 12:15 pm	Wednesday Group B 8:30 am to 12:30 pm	Wednesday Group B 8:30 am to 12:30 pm	Wednesday Group B 8:15 am to 12:15 pm	Wednesday Group B 8:00 am to 12:00 pm
Thursday Group C 8:00 am to 12:00 pm	Thursday Group C 8:15 am to 12:15 pm	Thursday Group C 8:30 am to 12:30 pm	Thursday Group C 8:30 am to 12:30 pm	Thursday Group C 8:15 am to 12:15 pm	Thursday Group C 8:00 am to 12:00 pm
Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention	Friday Distance Learning/ Intervention

The second most popular model is the 100% online model in which the students would receive their instruction via a safe platform such as Zoom and then work independently when not working with their teachers. Teachers will also continue to use Google Classroom and ManageBac to bring normalcy to the already used typical platforms. Teachers also have office hours in which they are able to meet with their students and/or parents/guardians as needed. Moreover, they will use the later part of their day for intervention, assessing, meetings, etc. with students to work on skills particular students need to jump to the next level to reach either proficiency or mastery. Lunch is being served twice a day to accommodate parents/guardians and support learning that had been scheduled. They are able to pick up during the hours of 7:30am-8:30am and 1:00pm to 3:00pm, Monday through Friday. The schedule lends itself for students to take a small break and refocus as well as they have the opportunity to take care of their needs as they typically would if they were sitting in their classrooms.

When we return to school in-person, the school will take precautions to maintain the health and safety of all we serve and work with. We will use a blended model to ensure we uphold the public health guidelines such as maintaining social distance, PPE, cleansing after every use, face shields can also be used by those who are unable to wear face coverings for medical reasons. ventilation and air flow: Sites will replace all HVAC filters as necessary per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow. Teachers would be the ones moving classrooms and not the students. Passing of periods will be monitored by staff. Parents/guardians will be encouraged to make an appointment with administration, but for pick up and drop off, they will be encouraged to remain in their vehicles and outside of the school building.

Recommended spacing will be marked and hand sanitizer accessible for the use of all who enter the building as well as hand washing station with soap will be available. Barriers will be placed to maintain the health and safety of all we serve and work with. High frequency touch areas will be disinfected regularly by our custodians. All classrooms and work-areas will be spaced out following the guidance from both the county and state level public health departments. All common areas will have signage, sanitations, and spaces to maintain the social distance recommendation. Recess/break and lunch will be held in the classroom to ensure contact does not occur. Physical education will not hold any contact level activities to ensure the safety and healthy well-being of all.

For students who take the school bus to and from school will have their temperatures taken upon arrival by a staff member who has been added to the bus route from the beginning of it. If the student is found with a temperature of 100.4 degrees, then the student's parent/guardian will be immediately notified that the student is returning home.

 A space will be designated should a student have symptoms of COVID-19 as described in the county public health department website to be picked up immediately for the safety of all we serve and work with. The space in which students who are ill and/or have COVID-19 symptoms will be monitored by a staff member and all in the space will maintain social distancing recommendation as well as that space will be continuously disinfected and will be closed down for further use for the following 24 hours. Everyone who walks into the school building will have their temperature taken by a designated staff member and answer a series of health questions to ensure the person does not have COVID-19 symptoms.

The information expressed in this document is used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the schools efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 70% alcohol.	$9,761.00	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	$9,761.00	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$9,761.00	N

Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols	$4,000.00	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$87,612.00	N
HVAC filters: Sites will replace HVAC filters as needed per year as recommended rather than once a year as has been past practice.	$5,250.00	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	$63,000.00	N
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	$9,761.00	N
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.	$4,500.00	N
Teachers received Google training and received their Level 1 Google Classroom Certification.	$1,000.00	Y
All staff members are receiving a reimbursement for using their home Internet service every quarter.	$10,320.00	Y
Weekly professional development sessions that cover the topics of but not limited to; Technology Applications, English Language Development, Special Education, Differentiation, Social Emotional Learning, and Student Engagement.	$134,074.00	Y
Interventions sessions take place every Tuesday, Wednesday, and Thursday. Teachers schedule and arrange their student groupings based on weekly formative (standards-based) assessments, NWEA results, the DRA reading assessment, and daily exit tickets.	$458,451.00	Y

Distance Learning Program

Continuity of Instruction

AMCS is using the following overarching six guiding principles from the Council of Great City Schools (CGCS) in their Addressing Unfinished Learning After COVID-19 School Closures (June 2020) report, a part of their 'Returning to School Series.' They include:
1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.
6. Focus on the commonalities that students share in this time of crisis, not just on their differences
It is important to note that the first three of the six 'Return to Learn' guiding principles are key elements in the school's plan to provide continuity of instruction during the 2020-21 school year.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level at the site (K-5). These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:
• Overview of key grade-level learning outcomes
• Instructional content and practice considerations
• Foundational skills to be systematically and explicitly taught with ample time for practice
• Formative assessments to guide instructional modifications based on student progress monitoring
• Examples of how Social Emotional Academic Integration (SEAD) can effectively be achieved during instruction
• Priority clusters of standards aligned to curricular resources, district common assessments, and prerequisite skills and knowledge

The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. In addition to using this document, AMCS is continuing to use the IB Programme and implementing the Learner Profile, Approaches to Learning, Program of Inquiry, themes of unit, theory of knowledge, creativity activity and service, extended essay and projects, based on the Primary Years Programme (PYP).

Over the past few years, AMCS has been focusing on best practices to increase student engagement and acquisition of knowledge. As we kick off this school year, we have established the following expectations. All developed units will associate to the IB philosophy of planning and delivery including, but not limited to: international mindedness, ATLs, IB Learner Profile, and all policies associated with the IB.
• All developed units will associate to the IB philosophy of planning and delivery including, but not limited to: international mindedness, ATLs, IB Learner Profile, and all policies associated with the IB.
• The standards incorporated within IB units will be derived from Priority Instructional Content in ELA/Literacy and Mathematics by Achieve the Core.
• The use of Addressing Unfinished Learning After COVID-19 School Closures will be implemented when developing lesson plans to address the strategies and supports.
• Weekly formative assessment experiences shall include practice situations/prompts directly related to the NWEA and Smarter Balanced Assessments. Resources for these items can be found within the SBAC Digital Library (including, but not limited to ICAs, IABs and Targeted IABs) and nwea.org

• Units will identify Academic Vocabulary, both content specific and general and provide an opportunity for students to engage in the learning and demonstration of this vocabulary.
• Units will ensure that student engagements are aligned with Higher Order thinking questions moving students to process at higher DOK levels. In the implementation of these questions, teachers will ensure that students answer using complete sentences.
• Units will incorporate academic writing within the unit. Teachers can choose from the three genres of writing (Narrative, Opinion, and Informational/Explanatory) to engage students in developing their skills. Student writing does not have to be only within the summative assessment. To meet this unit requirement, practices can be incorporated at the teacher's discretion.
• IB Units should be completed in Managebac. With the exception of the first unit, all units shall be completed 10 school days prior to the start of the unit. Each unit will contain weekly formative assessments, a summative assessment, learning activities to ensure inquiry and skill-set development, and differentiation (including experiences for students identified in Tier 2 and Tier 3 of MTSS) for special populations including students with disabilities, English learners, foster youth, homeless youth, gifted youth, and low socioeconomic disadvantaged youth.
• Teachers will create their weekly learning engagements and upload these to their ManageBac classrooms or GoogleClassroom before the close of business on Thursdays.
• Embed social emotional learning within teaching practices that are inclusive of the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions as connected with IB.

Although all learning standards are important and were included in state frameworks design, selecting priority clusters of standards to focus on is part of the focus on depth of instruction and not on pace of it. We are also committing to the grade level prioritizing learning. AMCS is using a combination of synchronous and asynchronous learning. Synchronous learning occurs daily, Monday through Friday. The TK and Kinder will receive 180 minutes with their teachers and grades 1st through 5th, will be receiving 240 minutes daily. In addition to that, teachers are working on intervention sessions Tuesday through Thursday from 1:45pm-4:30pm.

Expanded Learning holds activities throughout the week as well.
Please note that Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.
• Most resembles a real classroom
• Learners can ask questions and receive feedback simultaneously
• Allows for collaboration between students
• Teachers can provide immediate feedback, assessment, and make adjustments as needed
• Synchronous learning can occur using computer interaction through Google Classroom or video.
While teachers are not working with them directly, the students are to work asynchronous on tasks provided by the teacher or parent. This is called Asynchronous learning occurs separately and without real-time interaction:
• Directly aligned to live learning and instruction
• Feedback and opportunities for questions come later
• Students can absorb content at their own pace
• Provides opportunities for students to develop questions and reflections on learning
• Allows for more flexibility in scheduling
• Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

Furthermore, in protecting the students under COPPA, AMCS has developed and board approved the technology use for students:

AMCS has developed the following terms for scheduling and facilitating online/live sessions with student participants through Zoom, Google Classroom, and Google Hangouts to deliver a virtual classroom experience.

The use of virtual platforms must follow COPPA (Children's Online Privacy Protection Act). The purpose of these terms is to create a safe virtual learning environment that replicates a typical classroom environment for AMCS' users of online learning platforms, including students and parents.

Teachers have an obligation to obtain parental consent, where required, as it pertains to students and their data rests with our educational customers. Zoom and Google Classroom relies on you to obtain consent from parents for their children to use the Zoom and Google Classroom services.

The teacher is responsible for securely and confidentially providing meeting information and meeting passwords to the student users to ensure the school can maintain supervision and control over its student users' meeting experiences. When using online tools for distance learning, ensure appropriate use by enforcing the following:

• Do not instruct students to set up accounts (Zoom).
• Invite students using a password-protected meeting (Zoom).
• Lock the meeting as soon as all participants arrive (Zoom).
• Disable all Private Chat functions.
• Do not take pictures of the environment or post to social media any pictures with students in them.
• It is acceptable to record the video and keep it posted within the secure classroom environment of Google Classroom.
• If any inappropriate behavior occurs during a live session, the school does have the authority to employ school disciplinary procedures.
• Using another's account password(s) or identifier(s) is not acceptable.
• Interfering with other users' ability to access their account(s), or Disclosing anyone's password to others or allowing them to use another's account(s) is not acceptable.

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.]

Alta Public Schools began the 2020-21 school year in a full distance-learning context. However, the school site is also prepared to return to school physically in a hybrid model in which health, safety, and well being will be the priority. Students will be able to return to school in small groups to maintain social distancing. Students will work in school one a week and then the rest of them work independently with teacher support as needed. Our charter is already one to one with electronics which means, each student has a chrome book that is assigned and checked out to them upon enrollment. What changed was students who needed connectivity were provided with a hot spot from the school. At this time, all families who requested a hot spot were provided with one and the school has an additional 2 dozen in case other students have the need as well or new students who might have the need for a hotspot. In addition, parents have the option of picking up a school desk and chair for their students to create a learning environment at home. The incoming students who have not had a computer before are trained by our IT department once they pick up their chrome books.

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.]

As AMCS continues to commit to closing learning gaps, we use the Priority Instructional Content in ELA/Literacy and Mathematics that came out June 2020 by the Council of the Great City Schools. Principle and Strategy for Addressing the Unfinished Learning number five states the school must identify and address gaps in learning through instruction, avoiding the misuse of standardized testing. We are to monitor students' progress on grade level appropriate assessments and adjust as needed based on the students' results. The fifth principle states how many school organizations want to assess students immediately upon return to school to gauge where the students' academic levels are. But our school will focus on creating a safe environment by addressing both the physical and psychological parts of it. We will use assessments as temperature checks to tell teachers where the students are academically to then address it in both scaffolding and differentiating instruction for students. During intervention, the teachers will address learning loss. After teaching their whole class, both teachers and students will take lunch. After lunch, teachers will have small group sessions, work one-on-one, provide services, check for understanding, and provide real-time assessments of collective and individual work of understanding specific concepts or skills. This is a time in which targeted support will be provided based on the need of the students. Teachers and students will have opportunities to teach and learn.

Testing Schedule

Time Frame	Units/Assessment	Notes
August 11, 2020 - September 22, 2020	Initial ELPAC	Newly enrolled English Learners
Week of September 28 - October 2, 2020	NWEA Assessment #1 - Fall 2020 Administration	- All students grades 1-5 5 Weeks of Instruction - Assess Unfinished Learning - Determine Intervention Groups
	Kindergarten	- DRA3 - Standards Based Math Inventory
December 16 - 18, 2020	End of Semester	All Students

Date	Assessment	Students
January 25 - 30, 2021	NWEA Assessment #2 - Mid Winter 2021 Administration	- All students grades 1-5 18 Weeks of Instruction - Assess Unfinished Learning - Determine Intervention Groups
	Kindergarten	- DRA3 - Standards Based Math Inventory
March 29, 2021 - April 2, 2021	NWEA Assessment #3 - Spring 2021 Administration	- All students grades 1-5 27 Weeks of Instruction - Assess Unfinished Learning - Determine Intervention Groups
	Kindergarten	- DRA3 - Standards Based Math Inventory
April 19 - April 23, 2021	PFT	Grade 5 Students Only
April 26 - 30, 2021	ELPAC Summative	English Learners Only
April 23 - June 4, 2021 Window meeting the 66% requirement and 25 instructional day length	CAASPP: SBAC, CAA, CAST, CSA	3rd - 5th grade Students Specific Schedule TBD
June 9 - 11, 2021	End of Semester	All Students

These assessments in the table above represent our school's benchmark tests. Staff administering the tests have been trained and provided to the staff. These materials have also been aligned to the identified clusters of priority standards in the instructional scope and sequence documents and aligned on a sequence sheet in which cross curricular alignment takes place.

Alta Public Schools has also identified the importance of students and parents in this partnership with the school entity. Therefore, we developed a parent guide in which helps them prepare to support their students through these uncharted times of COVID-19 by covering areas of routine, being mindful, recognizing their needs and those of their children, as well as resources. School administration held what we called grade level meetings to go over student, parent/guardian, and school roles and responsibilities.

Teachers will document attendance/engagement for each student in the Student Information System, PowerSchool every period and daily. Documentation of attendance is not something new due to distance learning as this is the SIS that we used pre COVID-19.

For Distance Learning instruction, teachers have been provided with a schedule of when they provide synchronous learning throughout the day time, 9:00AM to 1:00PM, Monday through Friday. Then, on Mondays and Friday starting at 1:45PM and ending at 4:30PM, the students are working asynchronously because the teachers are either in professional development (Mondays) or in collaboration with their subject/grade level teams (Fridays). Tuesday through Thursday from 1:45PM to 4:30PM, teachers are implementing intervention while their assistants are working with other groups or one-on-one, depending on the need of the student. Furthermore, services and accommodations/modifications will be implemented as an inclusive education model or "push-in" to maintain the disabled students with their peers in the least restrictive environment. In the afternoons, additional services will be delivered depending on the individual's IEP and the offer of free and appropriate public education. Assignments will be collected and once graded, they will be logged on Google Classroom or ManageBac and teacher records.

It is important to note that teachers will routinely modify instruction and assignments based on ongoing assessments of both individual and collective student needs and they understand that this is an ongoing cycle for both the students and teachers.

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.]

Alta Public Schools understands the importance of professional development for our teachers to provide support for them that is more directed to distance learning. More specifically, families and students will see and expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the schools learning management system (Google Classroom) to provide students access to learning grounded in the essential standards. All teachers and administrators have been Google Level I certified. For those who already have their Goole Level I certification, they were encouraged to proceed to their Google Level II certification. Because the Google certification has a fee, our teachers were reimbursed for the fee. During the summer, teachers were also motivated to complete as many Zoom academies as possible that they felt pertain to them and their position with the school.

Building upon the previous year's work, we have set professional development to continue to phase 3 of the Vision 2025 by building upon the goals for school leaders and teachers to support effective delivery of distance learning are: Vision 2025, Teacher Appraisal Rubric, Professional Growth Process, Goals Development-Reflection Sheet, IB Learner Profile, IB Standards & Practices 2020-2021, Addressing Unfinished Learning After COVID-19 School Closures, Priority Instruction 2020-2021, Lesson Plan Expectations, CASEL-SEL 3 Signature Practices, ASI Strategy Observation Sheet, The Social Emotional Development Skills, The 7 Assumptions of CATs, ASI Strategy Discussion, IB Profile Statements, Growth Mindset – Hanover Survey, SRL and Academic Achievement article, ASI Informational Feedback Practice, 40 PBL Reflection Questions. Professional Development has been scheduled every Monday of each month.

Staff Roles and Responsibilities

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

Attendance and Engagement- During 100% online learning and future hybrid models, teachers will take attendance and turn that record into the attendance clerk within the first 10 minutes of the class. Should they not follow that process, then the Assistant Principal will provide a verbal reminder. During distance learning, the student must attend the class via Zoom or Google Classroom. Completion of the work will be reflective of the student's grades. In-person attendance will follow the same process. The attendance clerk will call parents/guardians of students who are absent. It is Alta Public Schools policy that if a student is absent for 5 consecutive days, then the student will be dropped. Depending on the number of absences, the student and family may be subjected to SART, student attendance review team for further implementation of support to get the student to attend school and on time. The attendance clerks will also be responsible for acquiring the reason why the student is missing class or classes. Changes to reflect the reason for student absence will be made within the student information system. Weekly meetings with designated onsite administrators will be held to review student attendance and think strategically on how to best support students and families during the COVID-19 pandemic.

Special Education- Nothing changes with the staff as they continue to provide services, log them, hold IEP meetings, and continue to advocate for the student's needs. Additionally, they continue to perform their responsibilities to the most extent possible when implementing accommodation and/or modifications. All IEP supports are delineated and become the current placement once the team agrees and parent or educational rights holder approves and signs the IEP.

Assistant Principal- Continues to support students with disabilities and they continue to provide guidance for staff. They continue to lead the IEP meetings and ensure the parents are engaged in order to have meaningful participation within the IEP meeting.

Resource Specialists- Will support in an array of modalities. They will continue to practice the inclusive education model also known as the 'push-in' model, collaborate with general education teachers, coordinate meetings, uphold the student's IEP as well as ensure we maintain all timelines as stated by the US department of Education and Individuals with Disabilities Education Act. Will also monitor the evaluation process. Although it is recommended that we do not assess like typically would pre COVID-19, we might do a review of records to do some research of the student rather than the alternative. Other focal points are to support the school site levels with inclusive practices. They will also continue to provide site level assistance in the School Site/Study Teams to develop response to intervention plans to assist with either academic, behavior, or function. They will also continue to implement school wide Multi-Tiered Systems of Supports.

Instructional Aides- They will continue to provide support to the special education department by assisting the general education teachers under the special education teacher's direction and supervision as well as work with small groups.

Yard Supervisors- They will provide support to the main office by assisting with phones, and helping parents gain internet connectivity.

Health and Safety Protocols- Personal Protective Equipment (PPE) will be made available for all who need it within the property and also, in order to minimize exposure to COVID-19, PPE will be provided to prevent certain exposures. PPE will include: Masks: Face masks are an important part of student and employee protection, as well as personal hygiene, social distancing, and frequent cleaning efforts. Gloves: Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash your hands. Please remember to wash your hands properly as it is the number-one defense against any virus. (See Hand Washing Routines) Additionally, the proper removal of gloves reduces the risk of being exposed to contamination. Disposable Hazmat Suit: Available for designated staff and Custodians. Please note that social distancing should still be practiced even with the use of PPE. We will ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trash cans, face coverings, and hand sanitizers with at least 60% ethyl alcohol for staff and children who can safely use hand sanitizer are available.

HAND WASHING ROUTINES- We will add portable hand washing stations throughout the site and near classrooms to minimize movement and congregations in bathrooms to the extent possible. In addition to using PPE, please remember to: Wash your hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available. Avoid touching your eyes, nose, and mouth. Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow Mandatory Handwashing with soap and water. Upon arrival -After Recess, Nutrition Break, Before/After Lunch After coughing, sneezing. Timing is going to be able to sing the ABC song while washing hands or 20 seconds as appropriate for age.

Distance Learning Teacher Expectations:
- Prepare a Welcome letter for your new classroom students and parents.
- Prepare Syllabus and Virtual Classroom Expectations
- Teacher Work Hours (8:30 AM to 4:30 PM with exceptions by Principal approval)
- Follow Calling out protocol when sick or necessary.
- Participate in all PDs, Site and Staff Meetings (As described by your site administration)
- Meet with Grade Level Teams or other PLCs to collaborate as scheduled.
- Lesson Planning shall continue to be completed by units of inquiry and weekly lessons shall be completed the week prior. Lessons shall have embedded visuals and hands on activities at teachers' discretion.
- Afternoon Expectations from (1:45 - 4:30), after classroom instruction for the day has finished, teachers are expected to work with individual students or a small group of students to provide targeted academic intervention and/or support. In addition, teachers shall be available to meet with parents as needed.
- Teacher Working Space: Teachers shall dedicate a space where they can provide instruction, maintain professionalism, respect confidentiality of teacher and students, and be free of interruptions.
- Teachers in grades 1-12 will be administering the NWEA Benchmark Assessment.
- Teachers in grades Tk-K will be administering the DRA 3 Assessment or another similar assessment for the virtual environment.
- Professional and positive communication is required at all times. Teachers shall proactively communicate with parents regularly (at least once per week) to keep parents and students up-to-date on student progress.
- Respond to parent inquiries within 24hrs through email and/or phone call. Leaving a message does not constitute making parent contact. Document all communication with date, time, and notations.

Expanded Learning
- After School Virtual Activities will be offered after online instruction in the following formats:

- Zoom Clubs (30 min duration)
- Academic Support Drop In Sessions
- Pre-recorded Activities (10-15 min duration)
- Weekly virtual student newsletter will be sent out
- Other virtual events and virtual field trips
- Program Schedule for each site will be uploaded to school websites with live links to scheduled activities.
- Expanded Learning Program staff will maintain a student attendance spreadsheet for their respective virtual club to track student participation daily.
- Expanded Learning Program Staff will continue to engage in Professional Development activities in the event they are not scheduled to engage with students for the day.

Administration
- Establish clear communication channels to all constituencies
- Provide ongoing updates to families and faculty/staff
- Support all constituents in shifting to our continuing learning plan
- Provide guidance, models, and/or examples of strong distance learning units, lessons, feedback, and projects

Teachers
- Collaborate with other members of team and department, as appropriate, to design distance learning instruction for students
- Foster a sense of community and connectedness between and among students.
- Provide students with timely communication and feedback
- Take attendance, record absences, maintain student files
- Create assessments that allow for the ability to gauge student progress during distance learning
- Create ways to continue to collect information and provide feedback that will allow for grades to be reported for report cards/transcripts

Students
- Establish daily routines for engaging in the distance learning experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning.
- Sit at a table with a wall behind you, if possible.
- Regularly monitor online platforms
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with school internet safety policies including expectations for online etiquette

Parents/Guardians
- Establish routines and expectations
- Define physical space for your child to study
- Monitor communications from your child's teachers
- Begin and end each day with a check-in
- Take an active role in helping your child process his/her learning
- Establish quiet times for reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor where and how much time your child is spending online

Supports for Pupils with Unique Needs

Addressing the Unfinished Learning, addressed ensure inclusion of each and every learner under principle #4. Within this section, the vulnerable groups get called out such as English Learners, students with disabilities, Foster and Homeless children and youth, as well as low socioeconomically disadvantaged students. We continue to foster inclusion of at least 80% of the student's day and as prescribed by the student's IEP because we understand that research indicates the greater the academic growth. Services will be provided with their typical general education peers and anything that needs to be worked on in a one-to-one or small group will be organized in such a way that the student will be ale to receive services during the time s/he shares the general education space.

Targeted student support and intervention- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention that would be on Tier Level 2 or 3. Students who are in need of mental health services are sought out and referred to either agency who is in partnership with the school. Once a student is identified, a referral is filled out and provided to the administrator. The administrator ensures all information is on the referral and that MediCal and Social Security numbers have been collected. Then, parents/guardians are called to notify them of the referral and to make themselves available for 4 hours for the intake. For students who do not have MediCal and/or social security numbers, they get referred to the other agency who is able to take them on their caseload.

Support for English Learners- Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum as needed.

Homeless Youth will include coordination and communication of:

- Seek shelters to engage students in distance learning if need be
- Help make them aware of services
- Exhaust all avenues when attempting to communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Foster Youth will include:
- Case management to support all eligible foster youth
- Bi-weekly check-ins with students and foster parents via phone, zoom, and/or e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.

- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

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

Description	Total Funds	Contributing
Chromebooks have been provided to all students which is the practice pre COVID-19 for access when out of school.	$181,474.00	Y
Staff will receive new laptops, webcamera, doc camera, mouse, wireless keyboard,Laptop Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	$181,474.00	Y
Foster Youth Services: Maintain staffing and supports that specifically address Foster Youth needs.	$13,761.00	Y
Collaboration Time: Continue weekly meeting of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	$305,364.00	Y
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations	$13,761.00	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.]

AMCS among other resources is using Addressing Unfinished Learning After COVID-19 School Closures, a publication brought to us by Council of the Great Schools, in the fifth principle, to identify and address gaps in learning through instructions, avoiding the misuse of standardized testing. To be able to support

student achievement, we will monitor students' progress on grade level by using appropriate assessments and then adjusting supports and teaching by scaffolding and differentiating instruction based on the results of student results. During distance learning, students, teachers and administrators are working on rubrics to (1) have input from students (2) to develop a clear understanding of what is expected from students to produce and what teachers are to teach. When teachers grade, an explicit marking describes what the strengths and needs are to encourage students to have a growth mindset and recognize their strengths and/or work through their needs. However, progress throughout the school year continues as that is the measure over time to address learning loss before and after school c closures due to COVID-19.

Over the course of 2020-2021 school year, we will have students take benchmark assessments 3 times.

Our assessment policy is described below:

Alta Public Schools
Assessment Policy

The International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Alta Public Schools Mission and Vision Statement

Mission
To provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century.

Vision
To create world-class schools for dynamic world citizens in communities of need.

The IB Learner Profile

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well- being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Philosophy, Standards and Practices

Formative assessments are used for gathering, analyzing, interpreting and using evidence to improve student learning and to help students to achieve their potential. We believe that the role of assessment is to provide appropriate and timely feedback to teachers, students, and parents so that all may work together to guide our students in reaching their fullest potential. In order to achieve this objective and maximize student results efficiently, formative assessments and their assessment criteria should be modeled after the subject and form of IB summative assessments.

Summative assessments are concerned with measuring student performance against IB assessment criteria to judge levels of attainment. Effective assessments should be backwards designed to clearly support learning of a specific and easily identifiable course objective or subject specific skill. Each unit has a summative assessment utilizing the IB assessment criteria.

All assessments build towards the ultimate goal of a unit, semester or course so that students can clearly identify areas of growth and skills for development. Students are able to identify where they are at with their own understanding and to see a path for growth and development. Care should be taken to ensure students have opportunities and support to continue to improve.

INCLUSIVE ASSESSMENT ARRANGEMENTS
Changed or additional conditions during the assessment process for a candidate with assessment access requirements will be arranged. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability. Accommodations and/or modifications will be implemented as described and agreed upon by each student's team.

Universal Design for Learning (UDL)
UDL is a framework for curriculum development that provides all students with equal opportunities to learn.

The framework provides a blueprint for creating challenging instructional goals, methods, materials, and assessments that accurately assesses learner progress (Rose and Meyer 2011).

The development of the UDL framework has been based upon the recognition, strategic and affective neural networks of the brain.

The UDL Framework (Rose and Meyer 2011) takes into account:

Neural networks	To provide
Diverse **recognition** networks	Multiple means of **representation**
Diverse **strategic** networks	Multiple means of **action and expression**
Diverse **affective** networks	Multiple means of **engagement**

Universal Design Learning provides multiple means of:
• Representation
• Action and Expression
• Engagement

The Seven Principles of Universal Design

- PRINCIPLE ONE: Equitable Use.
- PRINCIPLE TWO: Flexibility in Use.

- PRINCIPLE THREE: Simple and Intuitive Use.
- PRINCIPLE FOUR: Perceptible Information.
- PRINCIPLE FIVE: Tolerance for Error.
- PRINCIPLE SIX: Low Physical Effort.
- PRINCIPLE SEVEN: Size and Space for Approach and Use.

The following listed practices integrate assessment and are not a complete list of all standards and practices.

Standard C4: Assessment:
Assessment at the school reflects IB assessment philosophy.
1. Assessment at the school aligns with the requirements of the programme(s).
    a. DP Requirement: Assessment of student learning is based on the objectives and assessment criteria specific to each subject.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analysis assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay.

It is the policy of Alta Public Schools that:
- All Primary Years Programme **(PYP)**, Middle Years Programme **(MYP)**, and Diploma Programme **(DP)** students will understand the meaning and significance of their learning and the assessment of their learning.
- All work produced by **PYP, MYP, and DP** students is their authentic work.
- Teachers share formative assessment results with students in order to provide the necessary information for students to adjust their learning practices to achieve course goals.
- Peer and self-assessment are necessary assessment practices to both supplement teacher assessment and to foster the reflective learning practices necessary for long-term development as a lifelong learner.
- Teachers monitor students' progress and understanding.

The aim of this policy is to:
- Promote common practices and culture regarding authentic and relevant assessments.
- Enable students to understand and take ownership of how assessment affects their learning.
- Explain to students the role of assessment in their education.

PYP Assessment Practices

PYP Definition of Assessment
Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do, and feel at various stages in the learning process. It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.
(Primary Years Program Assessment Handbook, January 2014. International Baccalaureate Organization)

Assessment Philosophy and Purpose
We believe the fundamental purpose of assessment is to understand where the student is at any given time and over time in their learning; and to use this information to promote and support further learning. Assessment provides students with multiple opportunities to show, apply, and reflect on their development as a learner. It involves the gathering and analysis of information about student learning to inform teaching practice and identify what students know, understand and can do at different stages in the learning process.

What We Assess
Students are assessed in the following areas:

- Essential Elements of IB through the IB Units of Inquiry- Knowledge, Concepts and Skills
- Content Specific Proficiencies - English Language Arts, Mathematics, Social Studies, Science, Physical Education (PE), Visual and Performing Arts (VAPA), Science Technology Engineering Arts and Math (STEAM), Foreign Language and English Language Acquisition

Pre-Assessment/Diagnostics

Assessments from the written curriculum, standardized internal assessments, questionnaires, and surveys are used to gain insight on students' prior knowledge and skills that are prerequisites and requirements for completing the current unit of inquiry.

Formative Assessment

Formative assessments are linked to the lines of inquiry and learning experiences, and identify the learner's successes with the learning experience. They are frequent, ongoing, varied, continuous, and authentic in nature. Teachers will analyze the assessment in order to plan for future lessons and to support learners, as well as develop assessments to allow for individual needs with modifications as needed. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle. Tools that are used include NWEA, IABs, ICAs, DRA2, Dibbles.

Summative Assessment

Summative assessments give substantial evidence that the student knows, can use, and understand the central idea and lines of inquiry, and can apply them to a summative task. Summative tasks can include performance tasks, portfolios, collaborative work and other projects. The standards for assessment are based on essential elements of IB Assessment and made available to the students. The assessment is flexible to allow for student choice of content, process, presentation and strategies, and allows for individual needs with modifications as needed.

Peer and Self-Assessment

Throughout all assessments, formative and summative, students are given numerous opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. Reflections are recorded on Managebac or attached to the assessments/activities students choose to place into their PYP Portfolio. Students are also given the opportunity to revisit their portfolios to reflect on how all their past work relates to their cumulative learning of the transdisciplinary unit of study through their IB PYP tenure.

State-Mandated Standardized Assessments

In accordance with the California Department of Education and United States federal law, students take various state-mandated standardized assessments to test English Language Proficiency, Content Standards, and Physical Fitness standards.

Recording and Collecting Data
- Portfolios: Students maintain an IB PYP portfolio of self-selected work samples in all units, special subjects, and stand-alone lessons (if applicable) that will move with the student throughout the grade levels. It also includes the student's writing samples and reflections on learning attached to work samples that demonstrate the progress and understanding of the attitudes, attributes, transdisciplinary skills, and learner profile characteristics. Students are also given the opportunity to revisit their portfolios to reflect on how all their past work relates to their cumulative learning of the transdisciplinary unit of study through their IB PYP tenure.
- Monitoring Student Progress: Throughout all assessments, formative and summative, students are given numerous opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. Monthly goal setting between each student and their teachers will provide stakeholders an opportunity to reflect on and monitor growth across the content areas.

MYP and DP Assessment Practices

Each IB Programme course has specific course objectives outlined in the subject/course guide, which are formally assessed throughout and at the end of the programme; and there are internal and external IB assessments in DP. Consequently, summative measurement of each student's academic performance against IB assessment tools is required to monitor each student's progress towards the course objectives. The goal of assessment is to provide the necessary data for growth, and a current indication of a student's learning progress. Grades from unit assessments can be overridden if a student has

demonstrated by the end of the semester to have attained a higher level of attainment of a specific objective on the semester summative assessment, which should be aligned to the summative objectives of each unit throughout the semester.

Guidelines for Assessment Practice
- All assessment is criterion-related; however, MYP and DP use distinct schemes and subject specific criteria. The final report card of both the MYP and DP are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP and the DP.
- All internal assessments should be designed to be formative in nature for the student and summative where appropriate.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
- IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- For the MYP, students and parents will be provided with their own copy of MYP criteria for each subject. Students will be aware of which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers will help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria level of achievement descriptors with task-specific clarifications.
- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- Feedback to students should be prompt (within 48 hours working days of work being submitted) and supportive, which includes posting in an online gradebook.
- Feedback can be student to student, self-assessment, teacher to student and student to teacher,
- Teachers must keep a clear and accurate record of all assessment activities. For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.

Indicators of effective practice

- Assessment should be criteria(n) based.
- Assessment should have a clear rubric for use by teachers, students and peers.
- Students should be able to identify their own level of attainment against course assessment criteria.
- Assessment should include a variety of forms to demonstrate understanding and skills including: essays, presentations, lab reports, exams, performance tasks, projects, etc.
- Grades should not be used for punitive purposes or training, but should be an indicator of current attainment of course objectives.
- Assessment should support student investment in their own development.

DP Assessment Scope and Sequence

The Diploma Program (DP) is a two-year program culminating in external examinations at the end of the 12th grade. IB assessment criteria are followed from the beginning of the course. Students take one course from each of the six subject groups 1-Language & Literature, 2-Second Language, 3-Individuals and Societies, 4-Sciences, 5-Mathematics, and 6-Arts.

For each course, students receive IB grades ranging from 7 to 1, with 7 being the highest. A student's final Diploma result score is based on a maximum of 45 points; of which 42 are made up of the combined scores for each of the six subjects. The remaining three points come from the successful completion of the DP Core: Theory of Knowledge, Extended Essay, and Community, Activity, Service.

The IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

All DP exams, internal and external, are conducted as per the IB regulations and requirements.

Grade Boundaries are determined by the IB Coordinator to reflect the boundaries set by the IB. These boundaries vary according to the subject and are not standard across subject areas.

- Formal examinations are held twice during 11th grade; a mid term exam in December and final mock exams in May to prepare for the official external IB examinations held in 12th grade.
- In the second year of the DP students have a mock midterm exam and the official final IB exams that are graded externally.

All DP exams, internal and external, are conducted as per the IB regulations and requirements.

Externally Assessed Coursework
The students are under the supervision of the assigned teacher to produce these components independently. The IB examiners externally assess each of these components.
1. Language Essay/s
2. Extended Essay
3. Theory of Knowledge Essay
4. Internal Assessments as per subject requirement
    - Deadlines for submissions of drafts for feedback and final submissions are given to students at the start of 11th grade and 12th grade.
    - The supervising teacher will inform the IB Coordinator and the students' parents of any missed deadlines on a regular basis.
    - Any student who does not submit a final Extended Essay, TOK, and Language Essay as per the school's internal deadlines, will be switched to the courses diploma. Internally Assessed Coursework o Deadlines for submission of drafts and final piece/s are given to students at the start of 11th and 12th grade.

Internally Assessed Coursework
1. Students' progress is monitored by the IB Coordinator and supervisor/teacher who counsel them when necessary.
2. The teacher will inform the IB Coordinator and the students' parents of any missed deadlines on a regular basis.
3. If a student has not completed the final draft as per the deadline, a previous/incomplete draft will have to be submitted – this is likely to result in a lower grade than might have been the case if a revised final draft had been submitted.
4. The teachers submit the Internal Assessments grades to the IB Coordinator who enters them into the IB database.
5. The moderation sample is selected electronically by IB and is sent to Examiners for moderation.
6. As the Internal Assessment grades are likely to be altered in the moderation process, the grades are not disclosed to the students.

Internal Assessments in Group 1, Group 2, and TOK
1. These are in the form of Oral Assessments/Presentations that are held at different times over the two years.
2. The teachers in liaison with the IB Coordinator schedule dates for these and students are informed accordingly.
    a. This schedule is to be treated on par with external exam schedules.
    b. If a student does not turn up for a scheduled oral assessment, it is viewed as a 'missed exam' and will be awarded no mark.
    c. Parents are informed via the IB Coordinator.
    d. This will impact adversely on the final mark awarded for IA.
    e. An assessment may be rescheduled at the discretion of the IB Coordinator if there is satisfactory documentary evidence of extenuating circumstances.

Predicted Grades to IB
- By late March, 12th grade teachers are required to submit Predicted Grades to the IB Coordinator for submission to the IB Organization.
- These grades are only for IB use and are NOT sent to universities and cannot be revealed to the students.
- They are based on Mock Exam performance and Internal Assessment marks and should be as realistic as possible.
- The Predicted grades are used by the IB to award grades in case of extenuating circumstances during examinations.

Final External Examination Grades
- The final exam grades are awarded by the IBO upon completion of the final exams.
- The results are released to students in early July and may be accessed on the IB website using a pin that is given to each student.

- The IB Diploma or Certificate for Diploma Course, as the case may be, is awarded by the IB.
- In case a student gets a lower grade than expected, the student may make an appeal for a reevaluation.
- Students may opt to retake exams in November or May, depending on test availability, in order to improve results. Results to the Universities' Services for students may apply to have their results sent directly to universities of their choice.
- Students who do not submit these requests in time will not be able to avail of this service.

Review of the Assessment Policy

Our Assessment Policy will be reviewed every year by the IB Diploma Programme Coordinator, IB MYP Coordinator, PYP Coordinator, Administration and faculty for the first three years after authorization.

Changes will be approved by coordinators and administration to be implemented the following school year. After three years of practice, the assessment policy will be reviewed every two years.

Works Consulted in Writing this Policy

IB Assessment Policy: Mercyhurst Preparatory. Eerie, Pennsylvania; United States.
MYP - From Principles into Practice
DP - From Principles into Practice
Diploma Programme assessment: Principles and practice (2009) and *Guidelines for developing a school assessment policy in the Diploma Programme (2011).*
Academia Moderna Charter School Assessment Policy 2017-2018 (Draft)
https://docs.google.com/document/d/1RwAsubAj-EGcQPYPrlVC09cuwkw7V0JbmQrEFpYcZFw/edit
Orangewood Elementary Assessment Policy (Whittier) https://orangewood.wcusd.org/programs/ib-programme

Assessment Policy Committee 2018-2019

Committee Chair:

- Victor Aguirre, Prepa Tec High School Principal (MYP and DP Candidate)

Leadership Collaboration:

- Jamie Valenzuela-Mumau, Ed.D., Superintendent Alta Public Schools
- Cecilia Marquez, Prepa Tec Middle School Principal (MYP Candidate)
- Kaylene Rudd, DP Coordinator Designate
- Andre Andreas, MYP Coordinator Designate
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- Donna Brocco, Primary Years Programme
- Kimberly Mauss, Primary Years Programme
- Jose Mendoza, Mathematics

Pupil Learning Loss Strategies

AMCS will address learning loss through a synchronous instructional approach to the whole group as well as within intervention. The whole approach addresses all students through inquiry based learning and as needed through direct interactive instruction. This is considered to be a Tier 1 level of instruction in which all pupils will receive standards-aligned instruction that focuses on depth of essential standards. During the 2020-2021 school year, using the guide that Achieve the Core *"2020-21 Priority Instructional Content in English Arts/Literacy and Mathematics"* brought to us during this pandemic era will allow educators to focus in on key skills and concepts that are most relevant to both grade level and content area. Tier 2 and 3 take place during intervention time which comes after the whole group, Tier 1 learning. Tiers 2 and 3 also take place in a synchronous model in which learning takes place in small-group instruction (tier 2), one-to-one (tier 3), and intervention is targeted specifically based on the needs identified by the previous benchmark assessment. In essence, what the school has organized to do is to provide synchronous learning to address Tier 1 (whole-group), 2 (targeted small-group), and 3 (one-to-one) levels of support that take place "just in time". Students that are placed in the small groups are working on key prerequisite skills that students will use to be successful in mastering the content.

During the summer time, enrichment activities took place for the elementary and middle school aged students, while the high school students had the opportunity to earn credits they were deficient in. This better prepared them for graduation to get them back on track. Priority went to seniors who were deficient in credits. Then, to eleventh graders, tenth graders, and finally ninth graders. The homeless, foster, and students with disabilities were prioritized in receiving summer school or summer enrichment regardless of their grade levels. Due to COVID-19, summer school and enrichment programs were 100% distance learning. During the time, students used Google classroom as their Learning Management System.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered 3 times per 2020-2021 school year.

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

Description	Total Funds	Contributing
K-8 Summer Enrichment Program provided by Expanded Learning	[$22,789.00	Y
Data Dashboard and Software: PowerSchool Data to support implementation of the organization's NWEA assessment system and school closure dashboard.	$6,933.00	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.]

Looking at what the students share in common during the time of crisis is what the school will focus on to implement Social Emotional Learning. Alta Public Schools has focused on providing a safe and learning environment that is composed of socially, emotionally, and physically well being in the return to school safety plan. To be able to implement social emotional learning, teachers will embed it as part of their lesson plans that follow a particular sequence described in the document named Sequence of Standards.

A partnership has developed between Alta Public Schools and two nonprofit mental health agencies to provide mental health through a referral process for both students and the community. Should a student, parent/relative, or staff member indicate that they believe a student should receive mental health services, then a referral gets filled out by the staff member. Then, it is provided to the school's assistant principal. Once the assistant principal has the referral, s/he will review it. If any parts are incomplete, s/he will fill it out by asking the questions to the person who sought out the referral. Once it is completed,then parent/ relative will be asked for the student's social security number and MediCal Card number. If the student does not have one or both items, then it gets referred to the second agency. The referral gets sent out to the agency and the parent gets called to ensure s/he knows what the referral consists of and that they are to be available for a 4-hour intake process with the agency. Should a parent or community member want a referral for him/herself, then the school personnel will provide it and assist with any question(s) s/he might have regarding the referral and/or process.

In addition to mental health partnerships for both the students and community, Alta Public Schools has partnered up with Pacific Oaks College and a Marriage and Family Therapist to supervise the practicum students to serve our school. This partnership will not only consist of providing mental health, one-on-one counseling, but will provide counseling for parents and professional development for staff. In addition to this service, a consultant who is well known around the mental health network will support the founding of a mental health program for the school as a school based mental health program.

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.]

AMCS understands the importance of attendance for all students. It is also understood that connecting parents/guardians to the school and what is occurring helps their students become successful. Therefore, different pupil and family engagement and outreach activities have taken place and are scheduled to continue to take place. To maintain the students engaged, we have both synchronous and asynchronous learning. Everyday for four hours, students are learning in a whole group and then hold intervention groups in the afternoon. While students are not working with their teachers, then they are working asynchronous on extended activities. Extended Learning also provides fun activities to keep students engaged throughout the week. Parents receive training on the importance of and how it connects to the success of the students.

Family engagement takes place in different modalities. Both the superintendent and school principal hold meetings weekly with the parents. They are also engaged with what is called parent university and parent center. Parent university hosts guest speakers to provide parents current information on topics that parents requested such as *how to be an educational partner through COVID-19* and *how do I help increase my child's self esteem*. Whereas parent center is for activities for parents to do based non requested themes.

The virtual parent center will be available for parents and guardians multiple times a day and throughout each week. The topics are based on their choice of preference and that leads to a certificate indicating the area of growth. Sessions are held in both English and Spanish as those are the preferred languages of parents/guardians and by experts in the designated field. Parents have the option to work on the calendar of events and debrief on the topics, dates and times the parent center will be open.

Based on the attendance, outreach is done periodically by phone calls, emails, letters sent home, and home visits with care packages. Families are provided with both chromebooks and hotspots as needed at no cost for the family.

Definition	Re-Engagement Strategies
Students attending school on a regular basis	Positive relationships, engaging school climate, clear and consistent communication between school and families.
Students who attend moderately	Phone calls home, informational text messages, device provided (as needed), personal call from parent coordinator and teacher

Students who attend less than 50%	Referral to administrator, School Attendance Review Team meeting
Students who have yet to attend school	Home visit, wellness check by the local sheriff, referral to outside agencies

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.]

AMCS remains committed to providing our students and families with nutritious meals on a daily basis. While maintaining all social distance orders and ensuring staff wear proper masks and gloves, we have been providing food to our students at two Alta Public School sites since schools closed in mid-March to prevent the spread of COVID-19. This change required that we become intentional and organized about how to serve meals effectively. With safety and efficiency at the forefront, we worked with Alta Public School staff and planned meal deliveries to coincide with Chromebook, school supplies, and curriculum packet distribution. Staff members were tasked with identifying our most vulnerable students by calling families directly and keeping record of those who responded to our auto-dial phone calls. In addition, a parent survey was sent to parents in order to identify how to increase meal participation. The survey showed that parents wanted to pick up 5 days-worth of meals at one time, they wanted curbside grab and go, and they wanted alternate pick-up times such as later in the day and on Saturdays. Based on this information, Alta Public Schools has modified their meal service to include multiple day pick-ups, Saturday meal service, as well as a drive-thru model for pick-up.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation	$409,574.00	Y

	supplies, and Personal Protective Equipment			
Mental Health and Social Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement the school's programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	$54,992.00		Y
Pupil and Family Engagement and Outreach	Parent Coordinators Maintain existing staffing and supports to support the school's wide parent engagement. Within the school closure context, the Family and Community Engagement staff are partnering closely with the Attendance and Superintendent to conduct home visits and other outreach to make contact with 'unreachable ' students.	$64,067.00		Y

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
24.78%	$1,858,034.00

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.]

The needs of foster youth, English learners, and low-income students were considered first by ensuring that each student was provided with a Chromebook, hot spot, desk and chair.

Actions per the Local Control Accountability Plan (LCAP):
- Addresses holistically students' intellectual, social, emotional and physical well –being
- Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- Ensures breadth and depth of understanding through study in eight subject groups
- Requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- Empowers students to participate in service within the community
- Helps to prepare students for further education, the workplace

The overall philosophy of the program is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on (1) intercultural awareness; (2) holistic learning; and (3) communication.

The school offers students an academically rich program incorporating the following characteristics:

Standards-Based Curriculum: A rigorous education for all students in line with the Common Core State Standards in English Language Arts, Mathematics, History, English Language Development and NEXT Generation Science.
Family-Community-School Partnerships actively engage families and the community in the life of the school, and students engage in community service to the community.
Technology Integration: By implementing technology with the curriculum, the school ensures that students learn computer skills while pursuing academic goals.
Small Learning Communities: Students are given the opportunity to work in small cohort groups throughout their four years at school, thereby increasing teacher-student interaction.
Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Core academic and technical classes link with work-based learning opportunities to increase engagement and ability to apply academics to real world situations.
Culturally Relevant Instruction: Culturally relevant instruction is integrated into the instructional experience to increase the relevance of school in students' lives.

To establish a community of 21st century learners where each one of our members feels invited and welcomed to a school culture where they feel safe, supported, motivated, and challenged to achieve and thrive academically, socially, and emotionally. The school aims to implement the International Baccalaureate Program with fidelity. Using internal measurements and standardized test scores annually by at least 10 percentile points above LAUSD's schools average.

Continue to use the International Baccalaureate Program design an effective and systematic academic intervention program to provide intensive support for each student performing below the 25th percentile in Language Arts that they advance to the next performance level of achievement.

To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. A Student Study Team (SST) will write an Individualized Learning Plan for these students that details classroom modifications, in school and after school intervention programs. The bell schedule will be utilized to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so,

interventions can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Individualized Learning Plan, and a second round of interventions begins. If the second round of interventions fail to help catch up the student, they may enter into the Special Education assessment process.

The process of looking at interim assessment data and formulating a proper Individual Learning Plan takes practice and will be the focus of both in formal professional development and ongoing collaborative discussions. Our teachers will spend a significant amount of time analyzing overall class performance to identify key instructional areas of focus for the whole class and for individual or small groups of students. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

English Language Development

The school is committed to the California State Board of Education (SBE) adopted California's Common Core State Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, to ensure students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

The Alta Public School's Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

To serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population is 47.3% English Learner ("EL") and 95.3% Free and Reduced Lunch ("FRL"). As discussed above, we will identify at- risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Students will progress from low-achieving to grade level proficiency and ultimately high-achieving during their time at school, over a three year period. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that the school will have a majority of socioeconomically disadvantaged students, who have unique academic challenges and come from varied demographic backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve

student learning. These specific interventions will be provided through the use of Title I and after school funding.

Through assessment, Student Success Teams, and parent-teacher communication, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that the school will have a majority of socioeconomically challenged students, which have unique academic challenges and come from varied backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

Schoolwide Positive Behavior Support and Intervention
The school believes that every student should have the opportunity to learn skills and values that are necessary for personal development. In order for children to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. In order to achieve this goal, it is necessary for students to behave in a safe and orderly way for an effective learning environment.

Parents and teachers will be actively involved in helping students understand their choices and that they have either a positive or negative effect. Our progressive discipline plan is designed to assist children in being aware of their behavior. It applies to classroom as well as playground and cafeteria behavior.

Guiding Principles
Respect: Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
Responsibility: take responsibility from my actions; choose how I respond to others; return what I borrow.
 Appreciation of Differences: look to the good in others; respect each person's right to be different; see cultural diversity as an opportunity for learning
Honesty: be honest with yourself and others; act with integrity; avoid spreading rumors or gossip
Safety: engage in safe activities; keep body and mind healthy; choose only those things that are really good for me
Life-Long Learning: come to school prepared to learn; give me best in everything I do; be open and alert to solutions
When students model the guiding principles, they will treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain honesty and integrity; show empathy and compassion; defend others rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline students are expected to:

1. Learn and follow school and classroom rules
2. Solve conflicts maturely, without physical or verbal violence
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs
4. Be good role models and help create a positive school environment
5. Report any bullying harassment, or hate motivated incidents
6. Display good sportsmanship on the field

7. Attend school on time, have school books and supplies and be prepared to learn
8. Keep social activities safe and report any safety hazards

Following final determination of the funds to be allocated to specific actions, this section will be updated.

 Key findings from the parent/caregiver Distance Learning survey included: About 24% of our students did not have stable internet access. 69% wanted a hybrid learning model while 31% wanted online distance learning. Throughout the Coffee with the Superintendent, parents/guardians had a clear understanding of what they should expect from: distance learning, guidance/support for how they can support their students, opportunities to provide input, participate in planning. We will focus on all students and ensure that we provide equity to the most vulnerable students in our planning and implementation. The groups are inclusive of English Learners, Students with Disabilities, Foster Youth, and Homeless Children & Youth. We will provide ongoing professional development for staff. Part of the PD is the accountability portion. Our teachers have two weeks to build relationships with the students and to foster it throughout the school year.

We are also prioritizing school culture mental health by providing Social Emotional Learning professional development to both our educators and parents. We have established two partnerships with non-profit organizations and currently working on a third one.

Under the supervision of a licensed social worker, practicum students will also provide 1-1 mental health counseling, small group sessions, professional development for staff, and family sessions. This will increase the percentage of services provided to students who are in need of them. Several times per week, tiered 2 and 3 levels of supports will be provided to ensure services are being met through an IEP, Section 504 Plan, Response to Intervention as prescribed by the student needs and SST, and meetings will be held to plan specific unique needs to children who fall under the following areas: foster youth, English learners, and low-income students.