Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Valli Andreasen	vandreasen@lcer.org

General Information

Lewis Center for Educational Research (LCER), the Academy for Academic Excellence (AAE) school administration and staff have worked to prepare the best possible educational options for students for the coming school year. The contents of this Learning Continuity and Attendance Plan are aligned with the LCER School Plan for Safe Reopening and the LCER Board Policy 3500: Health and Safety Policy for COVID-19. These plans are cited throughout the document and can be viewed in full on the organization's webpage (www.lewiscenter.org). The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-2021 school year.

LCER operates two schools, AAE and Norton Science and Language Academy (NSLA), which to the extent possible, are working collaboratively in addressing the COVID-19 pandemic and safe reopening. AAE is an independent, direct-funded charter school that was first authorized in 1997 by the Apple Valley Unified School District. The AAE serves a TK-12 population of approximately 1,450 students on a 150-acres campus. The demographic breakdown of the 1,433 student population is 3% African American, 3.5% Asian, 2.4% Filipino, 38.5% Hispanic, 44.5% White, 7.5% Two or More Races. Students qualifying as unduplicated are low income (39.7%), English learner (2.8%), and foster (0%). Students with disabilities account for 9.1% of the population.

Since the original school closures in March 2020, we have all grappled with the best way to safely educate our children during times of COVID-19. When AAE closed its campus to in-person instruction in March 2020, students were transitioned to distance learning. The impact was felt by every member of the school community: students, families, teachers, administrators, staff, and community partners. It drastically altered the daily lives of all stakeholders, creating higher levels of stress and trauma. The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes.

The 2020-2021 school year has begun in Phase 1 with all students participating in full distance learning. We are working diligently to meet the challenges of a global pandemic while providing a more robust, rigorous distance learning instructional model that meets the academic, social, and emotional needs of students and families. We are preparing to safely return students to in-person teaching and learning as soon as local, county, and state data and guidelines allow schools to reopen.

AAE is committed to meeting the challenges posed by our current conditions while continuing to provide children a quality education within a safe and supportive environment. Students will continue to be supported in academic and social growth needs through social-emotional support, grab-and-go meals, and daily interaction with staff. The success of any educational model requires the partnership between the school and families. Stakeholders have been actively engaged in the planning and implementation of the Learning Continuity and Attendance Plan.

Additional Resources:
LCER School Plan for Safe Reopening
http://www.lewiscenter.org/documents/LCER%20Reopening%20Plan.pdf

LCER Board Policy 3500: Health and Safety Policy for COVID-19
http://www.lewiscenter.org/documents/Board/Bylaws-and-Policies/3500_BP_Health-and-Safety-Policy-for-Covid-19.pdf

San Bernardino County COVID Guidance for Schools
https://sbcovid19.com/

Senate Bill 98
http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98

California Department of Public Health COVID-19 Industry Guidance: School and School-Based Programs
https://files.covid19.ca.gov/pdf/guidance-schools.pdf

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools
https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf

Stakeholder Engagement

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

To ensure that all stakeholders have input in school planning and improvement including the development of the Learning Continuity and Attendance Plan, LCER and AAE administration routinely meets and works together to discuss and determine all possible avenues of communication channels available. The collaborative planning process for the safe reopening of LCER schools for the 2020-2021 school year began in April 2020. The LCER Management Team consisting of President/CEO, Executive Team, AAE and NSLA Administration, District Nurse, and Facilities Manager meets regularly to discuss and plan for all phases of reopening. A task force consisting of administration, classified and certificated staff has been formed for Health and Safety to ensure that broad perspectives are considered throughout the planning stages. Teachers also meet in grade levels to look at key challenges for distance learning and a phased reopening. The feedback from the teachers and task force is reported back to the Management Team. This feedback was used to develop the LCER School Plan for Safe Reopening and LCER Board Policy 3500 and continues to be used to address ongoing issues such as attendance reporting, technology integration, and scheduling.

LCER and AAE Administration also actively seeks input from families utilizing a number of formats. All outgoing information is made accessible in English and Spanish. Stakeholders who do not have online access for surveys and virtual meetings are provided a hard copy of the information.

In response to COVID-19 and the continued development of the school's Reopening Plan, the school has implemented several methods to glean stakeholder input including, but not limited to:

- Staff and parent surveys using Survey Monkey
- Mail and email letters
- Messenger on Infinite Campus
- Weekly staff meetings on Zoom
- Regular updates posted on social media
- Parent forums which have been held weekly in August and will be held bi-weekly moving forward using GoToWebinar
- LCER Board meetings broadcast on GoToWebinar
- Apple Valley community leader meetings
- San Bernardino County Superintendent of Schools meetings

Dates, type of engagement, and the purpose for stakeholder input since the closure in March 2020 until present in response to COVID-19 are listed below.

April 2, 2020

AAE Home Technology Survey

This survey assessed LCER Family technology needs at home. These results were used in the 2020-2021 budget development process. COVID-19 funds were prioritized to ensure that all students had access to wi-fi and a device. The IT Department followed up with each family who expressed a technology need and placed them on a list for a device or hotspot as needed. Additional support was given to support other technology needs such as troubleshooting home internet issues or securing a free or low-cost internet provider if needed. The IT Department and AAE staff also followed up with families who had not filled out the survey and/or whose students were not engaged in distance learning. This has been an ongoing process to ensure 100% access. Beginning in August 2020, AAE administration has also begun to conduct home visits with translation services if needed to reach out to all non-participatory families. As additional COVID relief funding has been allocated, AAE has purchased one-to-one devices for all students and hotspots for families in need.

May 19, 2020

AAE Fall Reopening Parent Survey

This survey assessed AAE parent concerns over reopening plans for the coming school year. This survey provided the foundation for planning for a phased reopening and hybrid instruction. Based upon the results, it was determined that a majority of the classroom

occupancies with social distancing in place could support a return of in-person instruction in two cohorts. It was also determined that an option for full distance learning was still in demand by approximately 30% of families.

June 1, 2020

Fall Reopening Teacher Meeting

The purpose of this meeting was to engage and inform teachers of the possible reopening plans for the coming school year. The current guidance from California Department of Education, California Department of Public Health, San Bernardino County and Center for Disease Control were shared. After questions were answered in this forum, the teachers were given time in the following two weeks to collaborate with their teams and provide additional feedback via Survey Monkey regarding the reopening plan.

Fall Reopening Parent Letter

This letter was sent via Parent Square and posted to the website and social media to engage and inform parents of the possible reopening plans for the coming school year.

Weeks of June 1st and 8th

Time was allocated for teachers to work in grade level teams to give feedback on many aspects of reopening. Each team completed the survey, "LCER Reopening Grade Level Input." These suggestions and concerns were reviewed by the LCER Management Team and incorporated into the LCER School Plan for Safe Reopening, LCER Board Policy 3500, and the Learning Continuity and Attendance Plan.

June 9, 10, & 15, 2020

Fall Reopening Planning Sessions held (all LCER/AAE management included)

The LCER Management Team utilized the feedback from the task force, grade level teams, and surveys to draft COVID-19 protocols for 2020-2021. Topics focused on health and wellness measures for staff and students, facilities needs to address new guidelines and mandates, instructional programming, social and emotional wellness supports, food services, and communication planning. The efforts from these planning sessions were reflected in the adoption of LCER Board Policy 3500 and LCER School Plan for Safe Reopening.

June 15, 2020

LCER Board Meeting

LCER President/CEO presented the current reopening plans for 2020-2021. At this time, the plan was to offer full distance or an in-person hybrid option. Students who opted for in-person instruction would be assigned to either Cohort A (meeting on campus each Monday and Tuesday) or Cohort B (meeting on campus Thursday and Friday). All students would participate in asynchronous instruction on Wednesdays

to allow teachers time to provide additional instructional support to mitigate learning loss and to plan for a more robust distance learning model. LCER President/CEO also provided an update of local COVID-19 data, as well as new guidelines from CDE and San Bernardino County.

June 17, 2020

Parent Letter

A letter was sent electronically and physically to all families discussing possible instructional models and when the reopening plan will be available to view. This letter was also posted to the website and social media accounts to keep the lines of communication as broad as possible.

July 13, 2020

Letters were sent to staff, families, and LCER Board containing GoToWebinar meeting information (online and telephonically) to discuss the potential routes the school may take to reopen safely.

July 14 and 15, 2020

Preparation for Safe Reopening Plan Meetings

LCER Management Team met to plan and prepare the presentations for the upcoming staff and family meetings regarding the reopening plans. Final revisions were made on the LCER School Plan for Safe Reopening.

July 16, 2020

LCER Staff Meeting to present LCER School Plan for Safe Reopening

Special Board Meeting to approve LCER School Plan for Safe Reopening

The presentation for these meetings included discussion about the hybrid and distance learning instructional models, the proposed phased approach to reopening, social-emotional supports and services, family and community support resources, plan for students with disabilities, and plan for sports and extra-curricular activities. The input from the all staff meeting was shared as part of the board presentation. The LCER Board approved the plan unanimously.

July 17, 2020

1:00-2:00 AAE Parent Meeting

5:00-6:00 LCER Parent Meeting (for those from either school who were unable to attend the previous session.)

The presentation for these meetings included discussion about the hybrid and distance learning instructional models, the proposed phased approach to reopening, social-emotional supports and services, family and community support resources, plan for students with disabilities, and plan for sports and extra-curricular activities. The input from the Special Board Meeting was shared as part of the presentation. The adopted plan was posted to the website and social media accounts and shared out electronically to all AAE families.

August 7, 2020 (and each subsequent Friday)

1:00-2:00 AAE Parent Meeting

These open parent forums allow administration to receive input on safety, reopening, instruction, and technology. The LCER President/CEO, Prinicipal, Director of IT, and vice principals attend to share information and provide clarification. Parents and attendees can submit questions on GoToWebinar which can be answered privately or whole group. This has allowed the administrative team to better respond to widespread or individual needs in ways that would not otherwise be possible during closure.

September 14, 2020

Public Hearing and Regularly Scheduled Board Meeting

During the public hearing, staff will present an overview of the Learning Continuity and Attendance Plan. Stakeholders will have an opportunity to provide feedback through public comment to the board. Public comments will be electronically submitted to the Secretary. The window for public comment will begin when the agenda and draft plan is posted and will continue throughout the public hearing time. Stakeholders who would like to share additional feedback for staff consideration will also be able to post questions, comments, or concerns in the Question and Answer box throughout the meeting. Staff will utilize this feedback for the final draft submitted to the Board for approval at a subsequent Special Board Meeting to be held prior to September 30, 2020.

September 21, 2020 (to be voted on September 14, 2020)

Special Board Meeting

The final draft of the Learning Continuity and Attendance Plan will be submitted to the Board for review and approval.

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

Due to COVID-19 restrictions, meetings are limited to virtual or telephonic contact. Most of the stakeholder meetings are held through GoToWebinar, an online platform, with options to join via computer or telephone. The meeting information and details are sent out through email as well as posted on all website pages and social media platforms. Stakeholders are able to submit questions, comments, or concerns via the chat or Question and Answer dialog boxes. An administrator moderates these comments throughout each meeting. This feedback is

collected to inform future decision making and planning. GoToWebinar also has additional features such as analytics, reports, polls and surveys that enhance participant engagement and tracking.

Multiple virtual meetings have been made available for easier access to all parents and stakeholders with a variety of schedules. These include reopening plan meetings, weekly parent forums, Back to School Night, and Board meetings.

Virtual Board Meetings are posted on the website at least 72 hours in advance. A public comment link that is monitored by the Secretary is also included. Attendees can join virtually or telephonically. The annual calendar for regularly scheduled board meetings is posted on the website, and meeting reminders are sent to staff via email. Public hearings are advertised via Infinite Campus Messenger, social media and school website.

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

Both Lewis Center schools, AAE and NSLA, have a high percentage of parents interested in utilizing as much in-person instruction as possible for their students. More than 70% of all Lewis Center families are eager for their children to attend in-person instruction regardless if there is social distancing in place or not.

92.86% of AAE families state they have a strong enough internet connection to be able to support current distance learning measures.

Over 96% of Lewis Center families state that they will continue to send their children to a Lewis Center school.

Results from the school's first parent survey was used to develop the school's safe reopening plan.

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

Stakeholder input aided in the development of the school's Reopening Plan. The majority of families want their children to return to school in an environment that is safe for staff and students. To keep both safe, Phase I of the Reopening Plan has all students engaged in full distance learning. Stakeholders voiced their concerns in regards to distance learning, stating there needs to be an increase in rigor and expectations including synchronous learning. To support a quality distance learning program, teacher training, technology access, adapted staff roles, mental health, and nutrition services needed to be in place.

Stakeholder engagement influenced the following in support of Phase I, distance learning:

Technology access:
- 1:1 devices were purchased for every student (only students in grades 3-8 were issued devices in previous years)
- SWIVL robots were purchased for teachers to facilitate synchronous instruction and support the transition to hybrid instruction. iPads were also purchased to support the SWIVL if teachers did not already have one issued.

- Hotspots purchased for families with wifi access issues
- Document cameras were purchased to support teachers' ability to teach remotely if needed.
- Writing tablets are being purchased for teachers, upon request, who will benefit from integrating these tools into their math or writing instruction
- The free Zoom accounts were upgraded to Zoom Pro in order to better facilitate distance learning through single sign ons, rostering capabilities, polling features and enhanced reporting for engagement and attendance.

Online Curriculum and Assessments:
- Allow teachers to identify learning loss in Reading and Math
- Provide instructional strategies for all groups in core areas
- Provide enhanced progress monitoring for students

Professional development:
- -Professional Development provided by in-house personnel, Special Education Local Plan Area (SELPA), and curriculum publishers, to support best practices and technology use with distance learning
- -Training Topics include, but are not limited to: Infinite Campus, Zoom, Google Classroom, Distance Learning Best Practices, Cyber Security, SWIVL, mindfulness, and Love and Logic.

Staff roles:

- Classified staff roles were made more flexible to support facilities cleanliness, student support services and staff child-care.

Food services:
- Meal pick up times have been extended by an hour each day to add flexibility for families
- Families are also now able to pick up five days worth of meals at once

Mental Health:
- Social Emotional curriculum purchased and implemented across the grade bands
- Counseling services (SAP - Student Assistance Program) is available to all students through Desert Mountain SELPA
- An additional counseling tab was added on the school's website to highlight available resources
- Enhancing access to the school's counseling team

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The school's Reopening Plan describes three Phases of transitioning students back to in-person instruction. In Phase I, students will receive a combination of synchronous and asynchronous instruction delivered virtually via Zoom video conferencing and Google Classroom, the school's learning management system (LMS). Once local community and state guidelines deem it safe for students to come back to school, Phase 2 will begin. In Phase 2, families will be surveyed to choose between full distance learning and hybrid learning, a combination of in-person instruction and distance learning. In-person pupils will be separated into Cohorts A and B, each meeting 2 days on campus and the remainder in distance learning. In Phase 3, families will again be surveyed to choose between full distance learning and hybrid learning. Cohorts A and B will be combined so that all students attending in-person will be physically present 4 days a week with one day of distance learning.

Safety Measures
LCER has taken measures to mitigate the spread of COVID-19 as described fully in LCER Board Policy 3500 (http://www.lewiscenter.org/documents/Board/Bylaws-and-Policies/3500_BP_Health-and-Safety-Policy-for-Covid-19.pdf). These measures include:

1. LCER is incorporating CDE guidance with respect to physical distancing between staff and students by keeping at least six feet away from others when feasible.

2. LCER is requiring face coverings to be worn by staff, students, and visitors unless the individual qualifies for a medical exclusion. LCER is also requiring designated staff to wear Personal Protective Equipment ("PPE") as appropriate. LCER will continue to follow CDE and CDC guidance and state and local health orders on the use of face coverings and PPE.

3. LCER is allowing only necessary visitors and volunteers on the LCER campus and limiting the number of students and staff with whom they come into contact. Parents/guardians will be encouraged to stay in their vehicles during pick up/drop off. Ingress and egress pathways will be established to promote social distancing.

4. Daily wellness Checks and Temperature Screening protocols are in place for students, staff and visitors. Staff logs are monitored weekly. All visitors are screened at the kiosk or front office upon entering campus.

5. COVID-19 tracking, testing and response to suspected or confirmed cases and close contacts will be conducted and monitored in accordance with the San Bernardino County Department of Public Health and other applicable agencies.

6. Enhanced sanitizing and hygiene materials and practices are in place including: the installation of additional handwashing and hand sanitizing stations, posting of signage throughout the campus, handwashing and hygiene education for staff and students, and purchases of additional supplies to promote health and wellness.

7. Staff has been trained in the safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA. Additional custodial supplies have been purchased to support enhanced cleaning and disinfecting efforts. These include, but are not limited to: foggers, pressure washers, cleaning carts, and classroom/office cleaning kits.

8. LCER has followed the CDE guidance for maintaining healthy facilities. Specific safety measures include, but are not limited to: installation of air ionizers in shared ventilation spaces, installation of plexiglass barriers in public-facing areas, instruction to keep doors and windows open when possible, installation of MERV-13 filters or equivalent in all HVAC units, posting of maximum room occupancy numbers, posting of directional pathway signage where appropriate, and rearranging of shared spaces to promote physical distancing.

Learning Loss Mitigation Measures
At the beginning of the school year, diagnostic and formative assessments will be administered remotely to identify learning loss. Data from these assessments will be analyzed during Professional Learning Communities (PLC) to drive the improvement of the instructional program. Time for small group instruction--intervention and designated English language development--is built into the school's schedule within the normal school day. Additionally, the school's Multi-Tiered Systems of Support (MTSS) team will review data with teachers during PLC time to determine the best intervention strategies to put in place within the regular classroom instruction. Students in need of Tier 2 intervention will attend small group intervention led by the Teacher On Assignment (TOA). During Phase I, the TOA will support teachers within the classroom during synchronous learning, enabling breakout rooms to work with individual students or small groups. The TOA will model intervention strategies with teachers to use remotely during synchronous instruction. In Phase 2, teachers will use the data collected during Phase I and through PLC, to identify students needing further intervention. The TOA will develop an eight week intervention cycle with scaffolds and supports in place to aid the student in meeting their identified goal. Progress monitoring is collected during each small group session with a mid and post assessment administered to identify growth at the end of the intervention cycle. This eight week cycle will repeat three more times during the school year.

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

Description	Total Funds	Contributing
Personal Protective Equipment/Health Materials. To mitigate the spread of germs and viruses including COVID-19 the LEA will purchase face coverings, thermometers, nursing supplies, hand sanitizer, hand sanitizer stations, spray bottles, disinfectant, paper towels, gloves, goggles, disinfectant foggers, and plexiglass for offices	30,000.00	No

Description	Total Funds	Contributing
Hydration Stations. Conversion of current drinking fountains to bottle filling stations to provide safe access to drinking water for staff and students.	500.00	No
Handwashing Stations. Additional handwashing stations throughout the campus where sink access is insufficient. Handwashing is a preventative measure for germs and viruses including COVID-19.	5,000.00	No
Classroom air quality improvement. High-Pressure Washer, Merv 13 filter, ionizers for all classrooms without exterior accessibility, air purifying station to help mitigate the transmission and spread of germs and viruses including COVID-19.	20,800.00	No
Visual Cues and Materials for Social Distancing. Directional signs, capacity signs, distancing signs, handwashing signs, face-covering signs, entry and exit signs	1,000.00	No

Distance Learning Program

Continuity of Instruction

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

It is imperative that all students receive a standards-aligned curriculum and instruction during all phases of the school's reopening plan. The school's adopted curricula lends itself to both in-person instruction and distance learning creating a seamless transition when moving from one phase to another or whether a student chooses hybrid or remote learning. During Phase 1, all students will participate in distance learning accessed through school devices and wifi. Delivery of instruction will be given both synchronously and asynchronously so that all students have access. All teachers will use Zoom video conferencing to provide synchronous instruction and record for asynchronous learning.

Synchronous Learning: Synchronous learning takes place between a teacher and students where students are engaging and interacting simultaneously during live instruction.
- Students can ask questions and receive immediate feedback
- Socialize and collaborate with peers
- Closely models on-site instruction
- Formative assessment data can be observed
- Just-in-Time support between student and teacher

Asynchronous Learning: Asynchronous learning is learning that occurs outside of the designated classroom period during a time convenient to families.
- Flexible learning of the day's lesson for students
- Provides students with the ability to review lessons for better understanding
- Feedback provided to students through Google Classroom
- Students can ask questions and receive answers at a later time
- Collaboration with peers on assignments

As the school proceeds to Phase 2 of its Reopening Plan, families will have the option of continuing full distance learning or hybrid where students will learn in-person part of the week and part remotely. Curriculum and instructional resources will remain the same for both in-person instruction and hybrid, making a smooth pathway for whichever model the family chooses. While curriculum and instruction will remain constant in the transition to in-person instruction, delivering through technology will be enhanced with additional equipment. The school has purchased a Swivl robotic mount for an iPad, camera, or smartphone for each teacher. This robot includes a remote control and microphone to allow the teacher to instruct synchronously via Zoom with distance learning students and in-person students simultaneously. Additional iPads were also purchased for classroom teachers.

The adopted curricula combines both online learning and physical textbooks or consumables. While hard copies of materials are not necessary to instruct online, they do make learning easier especially for primary grades and mathematics courses. The school schedules distribution days and times to provide students with the necessary materials to support classroom instruction while maintaining safety protocols for staff and families. Any remaining textbooks or consumables are labeled and sorted by grade and kept in the school office. For families that cannot physically pick up materials, staff members have made home visits and dropped off the necessary materials and technology.

Teachers use a common learning management system (LMS), Google Classroom. Parent feedback from multiple surveys and forums mentioned that there were too many platforms for communication during the school closure in the spring of 2020. Therefore, teachers are using only Google Classroom to help both parents and students understand the expectations of the class/course. Parents have the ability to join their child's Google Classroom(s) via email and receive the same notifications their child does. Zoom links are provided in the Stream and materials for each classroom and are consistent. Both schedules and syllabi are included for student and parent reference. Google Classroom is where students will access the asynchronous video of the day's lesson in case they were unable to attend the synchronous session. It is also where students will find their assignments with supporting documentation (e.g. reading materials, scoring rubrics, links to

materials, etc.) and where they will turn in assignments, monitor feedback, and see grades. Teachers are also able to facilitate small group instruction for English language development (ELD) and intervention through Google Classroom.

Access to Devices and Connectivity

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

Upon the school's closure in March of 2020, students were participating in asynchronous distance learning. Family surveys went out through the school's mass messaging system, Parent Square, to inquire which families were without student devices. Families who did not respond were called directly by staff. Responses in the affirmative were contacted and devices distributed. Families indicating a lack of connectivity were given an LTE device which would allow students to participate in their school work. Over the summer, two additional device/connectivity surveys were sent to families as the school transitioned to synchronous and asynchronous learning for the start of the 20-21 school year. Those families indicating further need in light of their students being on simultaneously were allocated additional devices. Verizon Wireless JetPack hotspots are available for families who indicate they require home connectivity.

The school's Information Technology (IT) Department will continue to reach out to families to ensure students to have access. This information is housed in the IT database and reviewed as needed. Families can access the school's HelpDesk support staff to troubleshoot device and connectivity issues at home via in-person, phone, and email. During the work week, IT staff is available from 7:00 a.m.–4:00 p.m. at the school site. A ticketing system is available for after-hour requests.

The attendance office will reach out to families identified as non-participatory which may include technology support. If technology is the problem for the family, IT staff will reach out to the family to solve any issue they may have. Both IT and the attendance office will continue to monitor student engagement for these families.

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.]

Within the school schedule for distance learning, synchronous learning takes place to meet the grade level requirements for instructional minutes. Participation is measured by attendance during the class period when synchronous learning occurs or asynchronous learning the same day. Time value of work is assigned by the teacher for all assignments given in Google Classroom. For tracking purposes, teachers use an electronic planner within the school's student information system, Infinite Campus where all units, lesson plans, and assignments are given a time value.

To meet the state requirements for distance learning, the school has developed procedures for attendance reporting that documents daily participation for each student, for each school day, on which distance learning is provided. Attendance guidelines for distance learning:

- Teachers will take attendance for participation in distance learning through either student presence in synchronous Zoom meetings or asynchronous viewing of the recorded video. Students may confirm asynchronous participation by completing and submitting any video-related assignment. Other assignments and assessments turned in on the same day may also be used.
- Synchronous and asynchronous activities must be completed by a student before 11:59 PM that same day to count as attendance. While weekend work may increase student learning and submitted assignments graded, it does not count as attendance on a school day.
- The school will continue to note excused and unexcused absences. Parents should contact the Attendance Office to verify a child's absence.
- Elementary teachers and secondary homeroom teachers will report Wednesday attendance for asynchronous participation. Before 11:59 PM on Wednesdays, students must log-in to their teacher's Google Classroom to complete that day's assignment.

The current schedule developed to support distance learning will transition into Phase 2 and Phase 3 of the school's reopening plan with little disruption. Students will be identified as virtual or physical for attendance. The school will continue to monitor guidelines and data provided both locally and at the State level to determine the beginning of Phase 2. The school will begin returning students needing the most intensive support, such as students with disabilities then monitor the school's eligibility to submit a waiver to the San Bernardino County Department of Public Health to bring elementary grades back. Once the County of San Bernardino falls off the State's watch list, the school will fully transition into Phase 2 with TK-12 students returning in-person, small cohorts two days per week, and three days in distance learning.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The teaching schedule was developed to support the student minutes mandated by the California Department of Education and built-in time for professional development purposes. Professional development is being provided to teachers to support the curriculum, online resources, and technology implementation.

To support distance learning, the school's adopted curriculum publishers have developed additional online resources to support distance learning. Teachers began training with its newly adopted NGSS aligned curriculum, Twig Science, in the spring of 2020 to prepare for the upcoming school year. This training included the use of modifying the curriculum and online resources to meet the needs of distance learning. The adopted math curriculum, Curriculum & Associates Ready Curriculum Math, provided professional development for implementing the curriculum through distance learning and differentiating instruction based upon iReady diagnostic assessments. Other publishers have offered webinars teachers can watch during their designated professional development time.

Online assessment programs have provided professional development to support remote testing. iReady diagnostic assessments for Reading and Math training covered how to assess remotely and how to analyze results to support student instruction based on the level a student scores in both subject areas. iReady training also included the identification of students for small group instruction and the resources available to support distance learning instruction. Reading A-Z provided professional development for the use of its reading assessments

including running records, letters and sounds. Professional development included how to use the results to assign leveled readers and monitor student progress, how to use leveled readers for small group instruction, and the use of the English language learners (ELL) module resources including assessment, progress monitoring, and instructional components to support English Learners.

The school has its own Information Technology (IT) department to support teachers with technology integration. Supporting IT and teachers, the site has both a Teacher on Assignment (TOA) and Coordinator of Assessments & Programs who understand the integration of instruction with technology. Together, these staff members are able to assist on-site or virtually as needed.

The school implemented a new student information system for 20-21, Infinite Campus. Several PD trainings occured before the start of school and will continue as needed. Trainings have included taking attendance, setting up grade books, viewing student contact information, creating and tracking small groups, and mass messaging to families. Future trainings will include running reports and posting report cards. A Google Classroom specifically for distance learning is available with a multitude of resources both for Infinite Campus, other software, and platforms teachers can access at any time.

Trainings have been provided for using Google Classroom as the school's learning management system and using Zoom to deliver both synchronous and asynchronous instruction. IT also provided videos for staff to help students with online access to the school's platform such as Google Classroom and Clever. Technology trainings will continue as new technology is purchased or as needed.

Staff Roles and Responsibilities

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

Part-time classified staff was moved from a salary to hourly pay. This allowed flexibility in their job assignment to cover other employees in case of illness.

Additional Roles and Responsibilities of Character Development Officers (CDO) during Phase I.
At AAE, CDO's and Kindergarten Instructional Assistants (IA's) provide both supervision and instructional support for staff children in 4 separate grade band locations. Responsibilities include assisting students with the Zoom and Google Classroom logins, technology questions, general questions the teacher may not have time to respond to, and enrichment activities to include socially distanced physical activity such as stretching, jogging in place, and dance.

CDO's have taken on the responsibility for disinfecting these respective areas with the new fogging machines purchased by the Facilities Department. On Wednesdays, when the number of staff students is greatly reduced, CDO's have also been cross-trained to disinfect offices, unoccupied classrooms, outside door handles, light switches, hand railings, and any other high touch surfaces.

CDO's were surveyed regarding willingness to take on tasks that were not included in their job description. The results will be utilized to assign willing personnel to voluntary tasks and cross-training in reception areas, kiosk health screening, attendance, and resident and guest

substitute teacher coordinating and scheduling, as well as support in food services, facilities, janitorial, and groundskeeping. Hours may be adjusted to provide effective support in these supplemental areas.

Additional Roles and Responsibilities of Reception Staff during Phase 1.
Receptionists are responsible for taking employee temperature with a hands-free thermometer each day as staff arrives at their work site. They record each employee as a pass/fail in order to preserve staff privacy. Receptionists are also responsible to health screen any visitor who was not screened at the kiosk prior to coming on campus.

Additional Roles and Responsibilities of CDO Staff during Phase 2.
As the school moves into the hybrid learning model, CDO's will once again have the responsibility for supervision of students during recess, lunch, and passing periods. Signage requiring the wearing of masks, 6-foot social distancing, and one-way directional foot traffic patterns have been posted. CDO's will monitor and correct students to follow all CDC safety protocols.

Additionally, support will continue for children of staff members and will be supervised by CDO's and Instructional Assistants on Wednesdays and the days they are not in their academic cohort. CDO's will continue to assist with disinfecting procedures and fogging daycare areas/high use areas and time permitting, assist the custodial staff with classrooms.

The cross-trained CDO Team will support other classified staff in the areas of elementary and secondary reception, attendance, resident and guest substitute teacher coordination and scheduling, food services and other key areas, should a classified staff member need to quarantine at home or become ill. The school's goal is to have a minimum of two back up layers of CDO's to be able to take on other assignments should other Classified personnel be exposed to, or infected with COVID-19.

Additional Roles and Responsibilities of Receptionists during Phase 2.
As school partially reopens and there are more students and parents on campus, receptionists will be the primary health screeners to prevent a delay at the kiosk for vehicle traffic. The kiosk will direct individuals to the appropriate reception area, where the COVID-19 questions will be asked and the individual's temperature checked and marked as pass/fail.

Both CDO's and office staff will help with first aid should a staff member or child need assistance.

Additional Roles for facilities staff to reduce the risk of COVID-19 in all Phases.
Facility technicians will support the custodial department. In doing so, they will be on a routine schedule for disinfecting high touch surfaces and all shared spaces. Once a week, the facilities department will disinfect the whole school through the use of foggers. In Phase 2, 50% of the facility technician's time will be dedicated to the routinely use of the disinfecting fogging equipment to disinfect high touched surfaces and all shared spaces. Facility technicians will also be responsible for groundskeeping.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Pupils with unique needs receive the same classroom curriculum and instruction as all other students. For pupils identified as an English Learner or students with disabilities, additional services will be provided within the instructional day both during classroom instruction and in small group time.

The English Learner population will receive integrated ELD instruction through the adopted curriculum as needed. Designated ELD instruction will take place in small group delivered by a certificated teacher within the school day for a total of 60 minutes weekly. Both integrated and designated ELD will continue during distance learning and in-person learning. The school has purchased Reading A-Z English Language Learners (ELL) program to assist teachers in using research-based instruction to meet the needs of their EL students. This program includes assessments to determine the student's language ability. These results combined with the most current ELPAC scores, help teachers to adjust their ELD instruction.

For students on an Individualized Education Plan (IEP), the Education Specialist, Counselor, and School Psychologist have been meeting with families to discuss the student's current needs both academically, physically, and emotionally. The IEP team will review the current levels of performance based on both diagnostic and formative assessments to identify these first data points to develop intensive interventions targeting basic skills and regression patterns. Through Distance Learning Plans established since March of 2020 due to COVID-19 closures, the IEP team will discuss these regression patterns or learning loss with parents, students, and staff and develop appropriate interventions to begin restoring fluency and proficiency levels. The IEP team will continue to utilize standardized measures to monitor progress and development of students with special needs. School Psychologists will also continue to test and develop comprehensive reports for students with disabilities and students referred for Special Education Services through the Student Study Team (SST) process.

Pupils in foster care will receive the following in support of distance learning:
- Monitoring of attendance and engagement with teachers
- Communication with foster family weekly by phone, email, or in person
- Referrals to community support services and resources as needed
- Delivery of materials needed for distance learning if the family is unable to pick up
- Counselor will reach out to student for weekly check-in determining if there are any additional needs both academic and mental health

Pupils experiencing homelessness will receive the following in support of distance learning:
- Delivery of devices and hotspot as determined by contact with IT or administrative staff
- Monitoring of attendance and engagement with teachers
- Communication with family weekly by phone, email, or in-person
- Referrals to community support services and resources as needed

- Delivery of materials needed for distance learning if family is unable to pick up
- Counselor will reach out to student for weekly check-in determining if there are any additional needs both academic and mental health
- Collaboration with local homeless agency for resources to continue student engagement

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

Description	Total Funds	Contributing
Diagnostic Assessments. Reading A-Z Training, iReady Diagnostic Training	5,482.00	Yes
Devices and Connectivity: hotspots for connectivity, Chromebooks, iPads, Swivl, Zoom license, GoToMeeting license, drawing pads, document cameras, TVs and mounts, firewall upgrades and wired and wireless infrastructure upgrades to support distance and hybrid learning, technology support	211,000.00	Yes
Additional Role Assignments. Instructional Assistants, Character Development Officers, Facility Technicians, Custodial, Kitchen Support	220,000.00	No

Pupil Learning Loss

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

AAE will continue to implement its annual assessment plan to determine each student's academic abilities. This plan combines diagnostic assessments, formative assessments, and benchmark assessments. Beginning of the year diagnostic assessments for ELA and math will be given remotely as the teacher monitors progress to garner the most honest results. Communication with families about these assessments will be given prior to administration. Testing will begin during the fourth week of instruction with the testing window ending five weeks later to allow for students to acclimate fully into the distance learning environment.

The school will implement iReady diagnostic suite of assessments in the areas of reading and math to determine the student's current academic progress in meeting the Common Core State Standards (CCSS). iReady will be given four times during the school year to monitor progress. Both assessments provide unique plans mapping the specific standards needed for students to make progress on current grade-level standards. Electronic resources are provided to help guide teachers in the instruction needed for differentiated groupings in both reading and math. For math, students are provided a map of skills for online instruction based on their diagnostic results. Math teachers in secondary grade levels assess basic skills at the beginning of the school year to determine learning loss along with various formative assessments. To meet these needs, both homeroom and before/after school tutoring are available. Teachers also use their online program Mathia through Carnegie Learning, to provide access for students to practice needed skills to address learning loss, extra practice for current instruction, and the opportunity for students to excel their learning in math. Access to small group instruction and Mathia are available to all students in middle school and high school.

Along with iReady diagnostic results, teachers will use Reading A-Z to assess students remotely for letters/sounds and running records to determine current reading levels. Results help guide students in choosing leveled reading books they can read and assess online. Results will help teachers support students with small group, guided reading instruction. This assessment will be administered as needed for progress monitoring and scheduled for benchmark data four times during the school year. An additional component of Reading A-Z is the English language learners (ELL) module to support English Learners. This program includes an assessment to evaluate English language development and progress monitor throughout the school year. It is scheduled to be administered four times during the school year.

Primary age students and students with learning disabilities will assess with Orton Gillingham for literacy. Teachers assess letter recognition, letter sounds, and sight words. Results from the battery of tests will help teachers choose Orton Gillingham instructional strategies to help students improve their reading. Teachers use assessment results to help determine student grouping, students who need individual support, and to help develop future lesson plans.

Teachers will use formative assessment methods to gauge understanding of the current skills being taught and to identify what skills students are missing that hinder them from doing grade level work. This just-in-time support will allow teachers to continue with instruction of the grade level standards while using the scheduled small group time to teach those missing skills. Formative assessments range from writing, fluency practice, and word study. Small group time is built into the school's schedule to facilitate Tier I intervention. The Teacher on Assignment (TOA) will be instructing small groups throughout the week including designated EL instruction and reading intervention for secondary grade levels.

To address learning loss in the areas English language arts, English language development, and mathematics, the interventions, small-groups, and assessments will be delivered remotely during Phase I of distance learning. Access for English Learners, low-income students, foster youth, students with disabilities, and homeless students will be met through 1:1 student devices, hotspots for wifi, and printed materials if needed. Teachers and administrators will continue with several avenues of communication including home visits to ensure students are continuing to be successful both academically and emotionally.

Pupil Learning Loss Strategies

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

Through formative assessment strategies, teachers will be able to determine the best just-in-time support for the whole class. Posing questions before the lesson to gauge whether students have the prerequisite skills to move forward with the day's lesson, allows the teacher to know how they need to approach instruction that day. Through observations of student work, teachers can also determine what skills are missing then address these skills whole class. For students needing more intensive instructional support based on these formative assessments, small groups will be assembled to meet outside of the class period, during scheduled small-group time. This Tier I support will address the identified areas of need. Progress monitoring will be done during these small-group sessions to evaluate growth. Students needing further instruction will continue in small-group until adequate progress on the identified skills is made. Teachers also have designated office hours to further support instruction. All students have access to this time to receive extra help with current standards being taught or ask verifying questions. In all Phases of Reopening, this access will be done remotely and in-person.

Students who are not responding to small-group intervention with the classroom teacher, will be recommended to the Multi-Tiered Systems of Support (MTSS) team for additional support. The site's Teacher on Assignment (TOA) will review with the teacher the intervention that has taken place to decide a new course of action. This may be the TOA supporting the teacher and student during synchronous learning in Phase I, creating a breakout room to virtually help the student individually. Further action may need to be administered if the student is still not responding within the class period. If this is the case, the TOA will implement small group or individual instructional time. After 4-6 weeks, the TOA will report progress to the teacher and MTSS team where it will be decided whether further intensive support needs to be implemented.

The TOA will develop the Tier 2 intervention needed and create an eight-week cycle with scaffolds and supports to aid the student in meeting their identified goal. Progress monitoring is collected during each small group session with a mid and post assessment administered to identify growth at the end of the intervention cycle. This eight-week cycle will repeat three more times during the school year. Students who show progress will continue to be monitored through MTSS and the teacher.

English Learners will receive integrated ELD through the adopted curriculum which provides strategies for instruction English language learners (ELL) including accessible reading and vocabulary within the unit being taught. Designated ELD will be developed by the TOA, meeting in small groups. ELL will be administered a language development assessment through Reading A-Z to give the TOA another data point to combine with data from diagnostic and formative assessments to determine the best instructional strategy. Resources provided through Reading A-Z give ELL content specific instruction to improve reading, speaking, writing, and listening skills such as leveled readers, vocabulary both academic and social, and conversation tools, all aligned to the CCSS.

Students with exceptional needs will receive support for learning loss through the Educational Specialist and the Instructional Assistants (IAs). This will consist of in classroom support during synchronous learning using breakout rooms to meet individual needs. The Ed. Specialist will work with the teacher to administer assessments with accommodations as designated by the student's Individual Education Plan (IEP). Results from these assessments and teacher's formative assessment will facilitate the development of Tier 3 intervention. The

Ed. Specialist has several resources available to meet a student's individual needs including iReady Instruction for reading and math, mapped based on diagnostic results and IEP goals. IXL Learning for ELA and math provides skill practice as designated by the teacher. Analytics from student practice are reviewed by the teacher as progress monitoring. Mathia is used as another supplemental instructional resource specifically for math. The teacher can assign specific skills based on the student's assessment data and analyze growth on these skills. These resources are accessible online and will continue to be used throughout all Phases of Reopening. The adopted curricula has modified lessons for delivery to students with exceptional needs giving students access to the same curricula as their peers. This curricula is accessed both online and in print. Printed materials have been safely delivered to students either through scheduled pick-up or home visits.

To address learning loss using the strategies mentioned above, low-income students, foster youth, and homeless students will be met through 1:1 student devices, hotspots for wifi, and printed materials if needed. Teachers and administrators will continue with several avenues of communication including home visits to ensure students are continuing to be successful both academically and emotionally.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

To measure the effectiveness of services and supports to address learning loss, the school will use the following points of data:
- Attendance - attendance will help determine student engagement and student readiness to address learning loss
- Diagnostic assessment cycle - assessments for reading, mathematics, and English Learners will be monitored for growth
- Formative assessments - ongoing formative assessments will be monitored by the classroom teachers
- Feedback - feedback given to students on assignments will help students make improvements
- Benchmark assessment cycle - summative assessments on current learning standards given at the end of unit/cycle, trimester/semester, and end of year
- Progress monitoring - evidence of learning from intensive classroom instruction and Tier 1 and Tier 2 interventions
- Participation in instruction - student presence in synchronous learning and completion of asynchronous work
- Student surveys and advisory teams - students will have the opportunity to anonymously (surveys) and virtual meetings (advisory) to voice concerns and what is working well in their opinions

These measures will be reviewed by school administration and teachers to determine if the strategies and approaches to instruction for learning loss and grade level standards is working. The data will determine any changes that need to be made including communication, technology, access to curriculum, and social-emotional health. Continued professional development will be provided to staff and will be redefined if data proves a change is needed. Data will be disaggregated to guarantee the needs of English learners, low-income, foster youth, pupils with exceptional needs, and homeless students, are addressed.

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

Description	Total Funds	Contributing
Online Programs for Assessment and Learning. iReady, Reading A-Z, IXL, Mathia and Gizmos to facilitate remote learning and instruction.	110,528.00	Yes
Home Visits. Mileage reimbursement to staff delivering materials and devices to families unable to travel to the school site.	3,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

The Lewis Center for Educational Research staff will be provided professional development and resources that align with the California Department of Education Safe School Reopening Guidelines around Mental Health and Wellbeing. Teachers will receive a 2-hour professional development, which will include content about (a) the relationship between trauma and poverty (b) how trauma impairs learning (c) symptoms of trauma in the classroom (d) importance of teacher-student relationships in regard to trauma (e) how mindfulness, movement, and community circles can help in the classroom.

After the professional development, the school counselor will follow with weekly lessons and resources that are designed to help teachers deliver social-emotional learning lessons to students with minimal preparation. This includes video and virtual lessons during COVID-19 virtual learning. Teachers will also receive wellness information weekly. The Counselor will also model lessons in the classroom every three weeks.

The school's counseling team will continue to support mental health and social-emotional well-being by providing social-emotional learning (SEL) courses through curriculum implemented at the K-12 level. Teachers will support the distribution of SEL resources and will support the implementation of the adopted SEL curriculum during their live interactions with students. Academic and socio-emotional counselors will provide ongoing support and training on how to collect SEL data and implement appropriate interventions.

A counseling and crisis response team was specifically defined this year in response to COVID-19 and based on stakeholders' input. This team includes three credentialed school psychologists and two school counselors. Biographies and areas of expertise were made public and

easily accessible for parents and students through the corresponding websites. After reviewing and analyzing concerns with accessibility, visibility and scheduling, the counseling team has made available their personal contact information with students, parents and staff. The team is providing weekly reminders to all stakeholders via parent forums, teacher meetings, and weekly notifications. Professional development opportunities for staff include direct trainings provided during staff meetings and online resources provided by clinicians.

The counseling team is also available to staff for consultations regarding heightened levels of anxiety and stress as a result of COVID-19. An open-door policy is in place to consult with school psychologists and counselors based on their needs. The counseling team can also refer staff members to outside agencies. Administrators and the Human Resources Office, can make other resources available l counseling services can be procured for staff. A consultation with administrators and counselors is needed to process referrals.

At the school site level, students are participating in weekly SEL lessons provided by their teacher and the adopted SEL curriculum. Cou

Elementary
All TK-5 elementary students participate in the Second Step curriculum weekly. The curriculum covers a range of SEL skills focusing on empathy, communication, problem solving, and emotion management.

Middle School
All 6-8th graders participate in the Second Step program. Through weekly lessons during homeroom, students learn a variety of SEL skills focusing on mindsets/goals, recognizing bullying & harassment, thoughts/emotions/decisions, and managing relationships/conflicts. Small group counseling provided by the School Counselor to address a variety of social/emotional conditions including anxiety and anger management.1-on-1 clinical counseling provided by DMCC through the Student Assistance Program (SAP).

High School
Small group counseling provided in cooperation with DMCC. Students work on a variety of topics including anxiety management, anger management, relationship skills, etc.1-on-1 clinical counseling provided by DMCC through the Student Assistance Program (SAP). Solution focused-brief counseling is provided by the School Counselor on a 1-on-1 basis.

Pupil and Family Engagement and Outreach

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

Attendance and engagement in school are essential for academic growth and social interaction for every student. Whether the learning is done virtually or on-site, it's imperative that every avenue is explored to reach students. During Phase I, all students are engaged in distance learning. This model of learning closely resembles in-person instruction but defining how engagement should be measured, has provided a challenge. Using the released guideline from the California Department of Education, "Stronger Together", the school has defined attendance through the following methods:
- attending daily synchronous learning
- responding to asynchronous learning on the same day
- completing assignments or assessments turned in on the same day

It is the responsibility of all staff to ensure the engagement of its students as it is the key to students being successful no matter the model of instruction they receive. In a virtual environment, there are a variety of ways to measure this engagement, such as:
- participation in synchronous learning
- completion of assignments and assessments
- asynchronous participation in discussions
- passing grades
- collaboration/interaction with peers
- survey participation

Upon transitioning to Phases 2 and 3, synchronous participation in learning will include both distance learning and in-person. In Infinite Campus, the school's student information system, attendance will be divided into distance learning and in-person learning sections.

The school's staff are responsible in the following ways:
- Teachers: Record attendance and engagement each school day for each class period and contact non-participatory students.
- Students: Attend class for each scheduled day for each class period either synchronously or asynchronously.
- Administrators: Determine how and what measures will be in place for attendance, verify that attendance and engagement are documented correctly, and support re-engagement of non-participatory students.
- Attendance Staff: Monitor that attendance and engagement is logged daily and verified weekly by teachers and support efforts to make contact for non-participatory students.

Outreach to families is provided through email, mass-messaging, phone, mail, social media, parent forums, and the school's website. Information relayed to families includes the school calendar, attendance policy, the school's reopening plan, and the school's bell schedule. Through the first month of the 20-21 school year, attendance for TK-5 is 92.3% and grades 6-8 is 89.87%. For those students not in attendance or engaging in learning, the school has designed a re-engagement plan to assist in reaching these families.

Within the first three days of disengagement, the teacher will make contact with parents by phone, email, or Infinite Campus messaging. After a week of absences and no contact, a school administrator will reach out to the family by any means necessary. If the family is not accessible through electronic methods, administrators will make a home visit to determine what needs to be in place for students to engage. This could be the delivery of a computer, hotspot, or materials needed for instruction. Translation services are also available. After two weeks of absences and no contact, an attendance letter will be sent out and a parent conference scheduled. If further absences occur, the student will be recommended to the Multi-Tiered System of Supports (MTSS) team to determine the next steps. These steps could include the development of an SST (Student Study Team), small-group intervention upon return, or referral to the Student Attendance Review Team (SART).

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.]

Food services will continue to provide healthy meals to students during all phases of reopening. During Phase I, while students are participating in distance learning, Grab & Go Breakfast and Lunch meals are available for pick-up during the specified times of 8:00 a.m.-10:00 a.m. and 12:00 p.m.-2:30 p.m. Families may receive both breakfast and lunch during one of the scheduled pick-up times. They also have the opportunity to receive a week's worth of meals if they choose. The pick-up process follows the guidelines for social distancing and appropriate personal protective equipment is in place. Families will be charged for the meals based on household eligibility determined by the Free/Reduced Meal Application. The school's vendor is Preferred Meals and they provide the school with prepackaged meals that comply with USDA & CDE guidelines.

In Phases 2 and 3, the school will continue to provide meals to students who choose to continue to participate in distance learning. Pick-up windows will stay the same with families having the option of receiving both breakfast and lunch either daily or weekly. For families choosing in-person hybrid learning, the school will provide both breakfast and lunch during specified times adhering to social distancing guidelines. Students choosing the hybrid model will attend in-person two days a week and three days of remote learning. Students will be able to pick up meals during their in-person learning days for the days they attend remotely.

To follow social distancing requirements, students receiving in-person learning will continue to obtain prepared meals then eat in their designated area. There will be three designated areas both indoors and outdoors, separated by grade levels. The maximum number of grade levels being served at one time will be three. Families will have the option of cashless payments, pre-paying online or by check.

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

Section	Description	Total Funds	Contributing
School Nutrition	Individual plexiglass barriers for indoor eating areas to mitigate germs and viruses including COVID-19.	9,500.00	No
In-Person Instructional Offerings	Additional custodial staff for increase sanitation protocols for Phases 2 and 3.	30,000.00	No

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
4%	25,872.00

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.]

Foster students, English learners, homeless students, students with exceptional needs, and low-income students were addressed as the first priority in the school's plan for the 2020-2021 school year. Their needs for academics, social-emotional, and safety were taken into

account when developing programs, supports, and communication. Continued data acquired from families over the course of the school year allows the school to improve services for these identified students.

The most important element to providing for our unduplicated students is to ensure that they are healthy and safe. This includes nutrition, social-emotional supports, and safety measures to mitigate the spread of COVID-19 and other viruses.

Nutrition Services
Grab & Go Breakfast and Lunch are available for pick-up during the specified times of 8:00 a.m.-10:00 a.m. and 12:00 p.m.-2:30 p.m. These times have been increased since the first school closure to give families a broader window for pick-up. Families may pick-up both breakfast and lunch for the day or a week's worth of meals. Additional PPE, sanitation, improved air quality, hand-washing stations, and social-distancing signs were needed to provide meals during Phase I of distance learning and will continue through Phases 2 and 3. This action will provide the nutrition necessary while keeping with social distancing guidelines for the safety of students and staff.

Social-Emotional Health
Counselors and support staff are readily available to help students either virtually or in-person. Other services outside of the school are available on the school's website for families to access when needed. Students who identified as non-participatory receive home visits from administrative staff to ensure their needs are being met and they are safe. Teachers also provide SEL lessons within the school day on a weekly basis to encourage students to support each other. This also helps teachers identify those students who may need additional support.

Health and Safety
For health and safety, additional efforts have been implemented to prioritize the return to school for unduplicated pupils. An increase in PPE, sanitation, air quality, hand-washing stations, and social-distancing signs have been purchased for the school site. Staff roles have been changed and additional staff hired to keep up with the continuous demand for sanitation around campus.

Academics for the population of unduplicated students can be negatively affected if they are unable to participate in learning. To ensure continuity of learning, students need access and support.

Device and Connectivity
The necessary access for students to connect with distance learning was provided first to unduplicated students who did not have full access at home. The IT department connected with families either through email, school messaging, the school's website, or social media to ensure students had a device and connectivity. Those families who did not respond received a phone call and in some cases, a home visit to deliver computers and hotspots as needed. Additional devices and hotspots were ordered to meet all the identified needs.

Professional Development and Trainers
Teachers are provided professional development from curriculum specialists and in-house trainers specifically for small-group instruction. Training includes supports for English learners both integrated and designated ELD instruction. Support from in-house trainers focuses on assisting teachers in meeting the needs of unduplicated students including building small-group time, implementing research-based interventions, and monitoring progress.

In response to COVID-19, services were identified in the Learning Continuity Plan to assist in meeting the needs of the school's foster students, English learners, homeless students, students with exceptional needs, and low-income students. It is essential that we improve and increase these services for our unduplicated students so they can continue to receive a rigorous, high-quality academic program whether the learning is virtual or in-person.

Actions that improved services:
- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps created due to school closure.
- Training for teachers to implement small-group within their adopted curriculum both virtually and in-person.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.

Actions that increased services:
- Additional 1:1 devices to ensure student access to instruction and curriculum for students to continue their learning without interruption.
- Hotspots provided to families with limited or no connectivity to access daily live instruction or asynchronous instruction.
- Home visits were implemented to deliver devices, hotspots, materials as needed to families that are unable to drive to the school. Home visits are also used to check-in on families and help with any other needs they may have.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.