

California Department of Education, July 2020

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

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

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## General Information

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

The mission of Adelante Charter School is to develop biliterate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society. Adelante implements the 90/10 two-way immersion model where 90% of the instructional minutes are delivered in Spanish for all students in Kindergarten and 1st grade and instructional time in English increases each year until 5th and 6th grades where Spanish and English are used equally, 50/50. Adelante remains committed to its mission and dual language model of instruction during the COVID-19 pandemic and is deeply committed to the health and safety of students, families, staff, and the community. This plan calls for providing rigorous, high quality instruction while ensuring a safe environment for all.

Adelante Charter transitioned to distance learning immediately after being notified that schools were required to close on March 13, 2020 due to COVID-19. Teachers and staff prioritized connection and communication with families as well as assisting those families who did not have devices or internet in their homes to get free devices and internet access through the school. Teachers were able to maintain close contact with families and provide distance learning opportunities for students through both synchronous (in person Zoom) and asynchronous learning (online platforms, screencasts, videos, paper packets) throughout the remainder of the '19-'20 school year.

The impact of COVID-19 and resulting school closure has been significant on Adelante families. It has impacted the physical, emotional, social, and educational needs of many of our students and caused high levels of anxiety in families. Adelante Charter currently serves 300 students. Families have expressed concerns about the stress of working remotely while trying to support their student/s during distance learning, securing reliable childcare for the essential workers, or the very real concern of food insecurity and unpaid rent and bills. Many of

our immigrant families lost their jobs early on and because of their legal status, do not qualify for unemployment or any assistance. This has caused a tremendous amount of stress as they attempt to navigate so much uncertainty while also supporting their children with distance learning. Adelante recognizes that our most vulnerable families have been the ones impacted most severely. The situation has not improved for many of these families even after five months. Adelante is committed to providing equitable learning experiences for all children and has been intentional about centering the stories of our most vulnerable students as we planned for the distance learning model and a return to school “hybrid” model. As a dual language program, Adelante has the added complexity of supporting academic and social development in two languages with the goals of: bilingualism and biliteracy, grade-level academic achievement and socio-cultural competence. We are drawing on experiences and expertise from other dual language program leaders and teachers across the state as we design engaging lessons and learning experiences for our students.

## Stakeholder Engagement

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

Input from all stakeholders is invaluable and necessary, particularly during so much change and uncertainty.

During the Spring, teachers maintained close communication with families which resulted in strengthened home/school relationships. This was an unexpected benefit that came out of an unfortunate situation. The yearly school satisfaction survey was set to be administered during parent teacher conferences, the week after school closure. We sent out the survey via Parent Square but had very limited responses (30% response rate) since parent conferences were done remotely and the survey is historically completed in person after or before the parent teacher conference. A few additional questions were added to the beginning of the survey asking families how well Adelante was responding to school closure and the crisis overall. 92.5% of English speaking families (40 total) and 100% of Spanish speaking families (19 total) reported that Adelante was responding well or very well. We also asked for input on what would be helpful and what they would like to see in distance learning. Most comments referenced the need for flexibility in assignments and deadlines and the stress the pandemic was causing due to loss of work. Teachers prioritized the social emotional well being of their students and worked to maintain close communication with families. The office worked to communicate information about resources available for families regarding food distribution, COVID 19 testing, financial assistance, health and safety.

As school came to a close in June we surveyed families about their experience with the emergency distance learning we provided. With a 74% response rate, 94% of English speaking families (87 total) and 88.5% of Spanish speaking families (61 total) reported that they felt Adelante had responded good or excellent to school closure due to COVID 19. Additionally, 92% of English speaking families and 90% of Spanish speaking families reported that the quality of education during school closure was good or excellent. Parents were also asked about their level of comfort with the idea of returning to school in person in August. 42% of English speaking families and 67% of Spanish speaking families reported that they agreed or strongly agreed with the statement *As of right now, I feel comfortable with my child/children attending school in person when SBUnified schools re-open on August 18*. We also asked why they responded that way and what their concerns were

about reopening. Many expressed fear of spreading the virus. This was just as hospitalizations and cases were beginning to rise in Santa Barbara County.

Two more surveys were administered regarding the return to school hybrid design models and perceptions about returning to school given the rise in COVID-19 cases in Santa Barbara County.

After being presented details of a two-day a week hybrid model for two cohorts, 75.8% of English speaking families (95 total) and 79% of Spanish speaking families (62 total) responded that they would agree or somewhat agree to sending their student to school. The survey had a 95% response rate. When asked about whether or not they felt comfortable sending their child to school without a vaccine in place 26.3% of English speaking families and 38.7% of Spanish speaking families reported they “don’t know yet”. The survey confirmed support for a hybrid model but also revealed uncertainty and concerns from parents about safety and many questions about the logistics of all the protocols for safety.

A separate survey was sent to staff in order to gain a sense of their needs and concerns about returning to school including questions about childcare needs.

Later in the summer a survey was administered asking about student needs for devices and internet connection so we could plan accordingly and have this ready for students as we started the new school year on August 18th.

During the summer Adelante formed two working groups (design teams). The School Reopening Design Team and the Academics Design Team. The teams consisted of administration, office staff, teachers, support staff and a Board member who is also a parent. The Academics team had many of the same participants with the addition of teachers from all but one grade level. The teams met multiple times throughout the summer and used a design thinking approach to creating plans. (Details of the plans are found in sections below). A high-level overview of each team’s work was shared at the Adelante Board of Directors meetings in July and August. Simultaneous interpretation is provided at every meeting. Many families tuned in to the Zoom board meetings during the summer months to stay up to date as our plans for returning took shape and new guidance was released.

Adelante intentionally designed the first four weeks of school to focus on building relationships with teachers, students and families. Establishing routines, expectations, training everyone on the use of devices and the learning management platforms as well as opportunities for assessing strengths and areas for growth. While this typically happens during in-person instruction, it is essential for distance learning as families and teachers will need to work together closely to support the academic and social development of students. This approach also allows for input from families as we design innovative models of instruction.

A survey was sent home asking for feedback and suggestions during the third week of distance learning for the 20-21 school year. Staff spent time in grade level teams reviewing the responses from families and identifying key learnings and needs from parents to address at their virtual Back to School Nights. Nearly every family responded to the survey- 94% response rate. When asked how well they thought Adelante has responded to the challenge of distance learning 94.3% of English speaking families (106 total) and 95% of Spanish speaking

families (81 total) responded Good or Excellent. 89.5% of English speaking families and 92.5% of Spanish speaking families reported the quality of interaction with teachers and peers during distance learning was good or excellent. 95.3% of English speaking families and 93.8% of Spanish speaking families reported the quality of communication with parents was good or excellent. Families identified areas where they need support and provided feedback or questions. We have been able to respond to these questions and concerns by grade level.

The Director's cell phone number and email address was provided to parents so they can ask questions and provide feedback on their experience. Each classroom teacher makes themselves available via phone, text or email. Some have made socially distant home visits to support parents with technology.

A Zoom with the Director was hosted by the principal and open to all families where some aspects of the Learning Continuation and Attendance Plan were shared. Simultaneous interpretation was provided via Zoom with a question and answer period the Director and Director of curriculum and Instruction addressed questions as well as referencing some of the questions brought up in the Back to School (3 weeks in) survey.

Public Hearing - Sept 14th Board meeting - Initial presentation of the Learning Continuity and Attendance Plan as well as a draft budget.

Board Adoption - Sept 28th Board Meeting

During the school year empathy interviews and regular surveys will be conducted to gather more information from stakeholders and inform decision making.

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

Details related to time and Zoom login information for all public meetings and public hearings are posted (physically in front of the school and digitally in parent communication on Parent Square). Simultaneous interpretation was provided in Spanish and English as the meetings were conducted with a combination of both languages. An option to call in via telephone is also provided.

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

See above - detailed under each description.

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

Improved communication - fewer, summarized Parent Square posts

Expectations about Zoom time vs asynchronous time made clear

Families struggling with childcare during remote learning, not always possible to have support from an adult, flexibility with due dates and clear directions

Commitment to the dual language model

Social emotional needs of students and overall wellness

Technology needs and ongoing tech support for families, internet connection

Individual support for students with disabilities

Continued reading intervention support

Resources for families dealing with food insecurity, job loss

## Continuity of Learning

### In-Person Instructional Offerings

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

Adelante planned to reopen school using a hybrid model with social distancing and protective measures in place until receiving official notification on July 17th after Governor Newsom’s press conference stating that because Santa Barbara County was on the watch list we would need to open using a fully remote, distance learning model. While it is still not safe for students to return to campus for in-person instruction, Adelante continues to prepare for a hybrid (a combination of both in-person and remote instruction) model once it is safe to do so.

The hybrid model includes:

Students in each classroom will be divided into two cohorts (A and B) with cohort A attending classes Monday and Tuesday and cohort B attending classes on Thursday and Friday. Wednesday is reserved for deep cleaning of the entire campus and teacher collaboration and professional learning. Students will engage in asynchronous learning on the days that they are not in the classroom. Below are some of the protective measures established:

PPE provided to staff and students as needed, masks required on campus, class cohorts limited to 12 students max to allow for 6ft distance between desks, siblings will be placed in same day cohorts, multiple entrances to reduce traffic, health screening at entry (temperature checks and exposure/symptom questions), handwashing stations installed, increased cleaning and sanitization protocols, social distancing protocols, designated supplies and protective equipment for students, staff, removal of non-essential classroom furniture, windows and doors open to allow ventilation, outdoor classrooms as much as possible, recess and lunch schedule to maintain social distancing, plexiglass

installed in the office, breakfast and lunch in the classroom, individual student materials to avoid sharing, no visitors, quarantine protocols in the event of possible exposure, contact tracing in collaboration with County Public Health, increased sanitation throughout the day.

Adelante will closely monitor the situation along with the County Public Health Department and SB County districts and reevaluate when it is determined safe to open. At that point, we will prioritize in-person instruction for our most vulnerable students and have them return in small cohorts for targeted support. To further linguistic and academic skills, teachers will maintain a focus on oracy by designing opportunities for students to engage in sustained quality discourse in all content areas. We will make every effort to support the assessment of Special Ed. students and look for ways to meet their needs. If Santa Barbara Count drops from the monitoring list Adelante will work closely with the design team to provide information about the safest way to have in-person schooling. In doing so, it will be a consensus work with the Board of Directors, parents, teachers and staff to arrive at a decision.

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

Description	Total Funds	Contributing
PPE for staff and students to use when on campus	[\$2000]	[Y/Grants]
Handwashing stations, increased supplies: soap, hand sanitizer, bleach wipes	[\$5000]	[Y/GF]
Plexiglass partitions and thermometers	[\$9000]	[Y/GF]
Signage: Posters, floor markings, communication	[\$1000]	[Y/GF]
Individual supplies for students to avoid sharing	[\$3500]	[Y/GF]
Storage - extra furniture and supplies	[\$2700]	[Y/GF]

**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.]

Adelante Charter began the 2020-21 school year 100% online with the goal of moving to a hybrid model only when it is safe to do so. The Adelante Board of Directors approved the distance learning model through December 2020 at that point they will re-evaluate the viability of returning to school.

Adelante’s distance learning model aligns with Senate Bill (SB) 98’s expectations for remote/online learning. These expectations include: Access for pupils connectivity and devices to participate in learning and to complete assignments; Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring and maintaining school connectedness; Content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction; Supports to address the needs of



pupils who are not performing at grade level, or need support in other areas; Implementation of appropriate accommodations and specialized instruction necessary for students with exceptional needs to access services listed in their individualized education program in a remote/online learning environment; and Designated and Integrated English language development for English learners.

Equity is central to Adelante's mission and access to technology is one aspect of that. We have worked very hard to support children and families who needed internet connection and devices for distance learning. Office staff is ready to support any family who may encounter additional technology needs.

Adelante is committed to providing the highest quality instruction and support for all our students. The multi-tiered systems of support (MTSS) will continue, including reading and math intervention, English and Spanish language development, social emotional support through school-based counseling services, special education and speech support.

Distance learning at Adelante takes place online through a learning management system (an online learning classroom or hub). This is where teachers can post and receive assignments, provide ongoing feedback to students, and communicate learning back to families. Seesaw is Adelante's official learning management system for grades K-2, while Google Classroom is our learning management system for grades 3-6. Teachers provide both synchronous (in person Zoom) and asynchronous learning (online platforms, screencasts, videos, projects). Each grade level has a website with information for families to assist with communication. The Distance Learning Plan and links to class websites are available on the Adelante Charter website. All teachers provide online as well as tech-free activities and experiences to support student learning. Specialist teachers (Art, Music, Dance and PE) also have a website with videos and other online support as well as providing weekly Zoom classes for instruction. The Reading Intervention Team will provide support through small group or 1:1 Zoom meetings once students' literacy needs have been assessed. Routine feedback will be provided to students and parents and teachers will respond directly to questions or concerns regarding their students. Progress reports and parent conferences will happen each trimester as before. It is important now more than ever that teachers and parents function as partners in the academic and social development of each student. Teachers communicate regularly with families in the language that is most comfortable for the family. All teachers (with the exception of Art) are bilingual and able to support families without the assistance of additional interpretation.

As a dual-language program, it is critical that students have opportunities to interact in small groups and practice language structures and modes of communication. For this reason, teachers facilitate synchronous small group instruction and breakout rooms to allow students more opportunities for interaction with peers and teacher support. Additionally, the use of video in Seesaw and Flipgrid allow students to share their thinking and see the thinking of others. Teachers address all content areas as well as integrated and designated ELD. Designated ELD will be provided through synchronous instruction (Zoom) via small groups differentiated by proficiency level. Students engage in language learning, use and practice with the teacher and peers in the four + one language domains (reading, writing, listening, speaking and metalinguistic awareness). Guidelines were provided to teachers around CDE required instructional minutes at each grade level as well as the school's expectations for

Suggested breakdown of minutes Synchronous vs asynchronous			
Grade	SB 98 Required minutes	Zoom (live) Synchronous Learning (includes Art, Music, Dance, PE, whole class and small group instruction, 1:1 intervention)	(on demand or independent) Asynchronous learning (includes screencasts, hyperdocs, online platforms: Dreambox, RazKids, NewsELA, Epic, Flipgrid, Seesaw, GoogleClassroom)
Kinder	180	120 (2 hours)	60 (1 hour)
1st - 3rd	230	140 (2 hours 20 min)	90 (1 hour 30 min)
4th - 6th	240	140 (2 hours 20 min)	100 (1 hour 40 min)

synchronous vs asynchronous learning each day, but grade levels were given flexibility to determine the appropriate schedule based on student needs. All students log on to Zoom at 8:30am and again at 12:30 after a lunch break, but small group sessions take place throughout the day. Teachers are supported with instructional coaching, weekly grade-level and grade-band collaboration time. Teachers also engage in professional learning tailored to their needs in order to support high quality lesson delivery.

## 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.]

Adelante had 1:1 devices for grades 3rd - 6th, but prior to COVID-19 these devices were not sent home. They were used only in the classroom. Although many efforts were made to support families with devices and internet connectivity throughout the school year with help from Computers for Families, we found that many families still lacked devices and connectivity. In the spring Adelante was able to provide every family with a device that needed one and hotspots for the families who needed internet connection but were not able to get the free or reduced-price Cox internet service. During the summer parents were surveyed about their technology and connectivity needs for the 20-21 school year. iPads were ordered for the primary grades and chromebooks for 2nd grade and above. The MacBooks that had previously been used in classrooms were updated and repairs made before distributing them to students prior to the start of school. Hot spots or chromebooks with internal hotspots were delivered to families who needed them. Alternate internet provider hotspots were secured for families living in areas with poor connectivity. iPad delivery was delayed as well as district updates to some of the new devices. Fortunately, Adelante was able to still provide a device to every family who needed it so students could start the school year online. As the new devices arrive they will be exchanged for the older ones.

## 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.]

Daily attendance is taken in Aries by certificated teachers during the synchronous Zoom sessions. Students will participate in both synchronous (Zoom) and asynchronous (on demand independent) learning each day. All students begin the day with a synchronous morning meeting community building/*equipazo*. Students will also participate in small group instruction and discussions throughout the day. A majority of the instructional minutes are delivered synchronously to support development of the target language (Spanish) as well as English language development. The total amount of instruction delivered synchronously may vary by student depending on the level of support needed, but all students will be provided the recommended number of instructional minutes delivered in a combination of synchronous and asynchronous time. All student work is submitted through the learning management system - Seesaw in K-2 and Google Classroom grades 3rd - 6th and monitored by the teacher. Teachers also submit weekly engagement reports/plans detailing content/assignments and indicate whether it is synchronous or asynchronous learning.

The importance of a strong home/school partnership is emphasized. Close communication is essential during this time of distance learning. Frequent formative assessment takes place in all content areas using the different language domains with feedback provided to students and



families through Google Classroom or Seesaw. Teachers have designated time every week to work with students in small groups to support language development, literacy and content understanding.

## 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.]

Many of the Adelante teachers participated in professional learning during the summer. Virtual professional learning was offered through the Association of Two-way and Dual Language Education (ATDLE). 9 of the teachers participated. Teachers returned to school on August 13th and engaged in professional learning about the distance learning model and supporting our students academic and social emotional needs. Teachers also participated in asynchronous learning targeted at supporting English learner students through the design and implementation of Designated ELD in a distance learning model including the purposeful use of technology to support learning and uncovering student thinking. The teaching staff also participated in a design thinking workshop for dual language educators put on by the San Diego County office of Education with ongoing resources and support to be offered throughout the year to dual language programs. EL Rise webinars and their focus on dual language programs during distance learning are also a support to teachers. One benefit of the pandemic is that dual language professional development opportunities have become more easily accessible for staff because it is offered virtually.

All staff trained on the RazPlus online running records and benchmark assessments for progress monitoring in Spanish/English literacy.

Weekly professional learning and coaching will continue throughout the school year. Teachers meet with the instructional coach to refine remote instructional strategies, discuss ways to support social-emotional needs, and monitor progress of students.

Additional professional learning opportunities (synchronous and asynchronous) will be made available to teachers based on need and interest.

## Staff Roles and Responsibilities

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

COVID-19 and the requirements for distance learning have greatly changed the roles and responsibilities of many of the Adelante staff. We know that as we transition to in-person learning, more changes will be necessary. All staff are now responsible for following and supporting all health and safety measures presented by SB County Public Health and SBCEO.

**Teachers-** are responsible for developing and maintaining their online class learning management system; Seesaw for K-2nd and Google Classroom for 3rd - 6th grades. Teachers also create content for asynchronous learning through screencast/videos and interactive assignments. Synchronous learning has required new technology and strategies for creating opportunities for collaboration in a remote setting. Instructional support staff is responsible for supporting the classroom teachers during synchronous instruction and supporting small groups. Attendance is taken in Aries in the morning synchronous meeting but teachers are also expected to monitor engagement throughout

the day and as students engage in asynchronous learning. Teachers are in regular communication with families to ensure students are able to connect.

**Administration**-If a student has been marked absent three days in a week the intervention team will engage with the parents and determine which supports are needed in order to bring the student back into the distance learning classroom. Following our Multi-Tiered Systems of Support (MTSS) parents will be contacted by either the director, school psychologist or our counselor. The team will work closely with the family to identify supports. This team began the school year engaging with families in numerous ways; technology support, answering questions,

**Office Staff**- are now responsible for ensuring that health and safety protocols are followed including a health screening for anyone entering the campus following the guidelines presented by SB County Public Health Dept. Upon return to school they will take on the added responsibility of maintaining an isolation room, reporting any cases to SBCPH and working with staff to ensure guidelines are followed.

**Custodial staff** -Actively model and support all required public health measures. Maintain a stock of PPE to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Daily cleaning of classrooms where teachers are working remotely.

## 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.]

Adelante recognizes the devastating toll that COVID-19 has had on families and our students, especially those students with unique needs. Adelante has worked to center the experiences of our most vulnerable students while planning for instruction and support. Structures have been put in place to help families and students navigate these difficult times and provide the support needed so students can reach their full potential.

**English learners** - All communication is provided in Spanish and English and all classroom teachers are bilingual and able to communicate with Spanish-speaking families. Teachers have identified and use the best means of communication to ensure parents and students remain connected. The negative financial impact of COVID-19 has been particularly difficult for families of English Learner students. In response, we have worked to support families with information about resources available in the community that are addressing food insecurity, utility and rent assistance for undocumented immigrants as well as mental health services. Access to working devices was also addressed promptly and all students are now all connected to remote learning. Adelante believes the languages and cultures of all students are assets for their own learning, foundational for developing English proficiency and important contributions to the classroom environment. As a dual language program, primary language is valued and built upon through culturally sustaining curriculum and instruction that promotes and develops biliteracy. Adelante has worked hard to maintain rigorous Spanish instruction and to elevate the level of Spanish during school closure. Adelante teachers value and have built strong family, community, and school partnerships which were critical during this time of distance learning. Assignments and student projects during school closure take families and culture into account and as a result, students have shared their projects with incredible pride. Teaching and learning even during this time of school closure emphasizes engagement, interaction,

discourse, inquiry and critical thinking with the same high expectations for EL students as for all students. Students who need additional support to meet these expectations are provided small group instruction via Zoom or 1:1 with the teacher.

EL students also receive designated English Language Development in small groups determined by their English language proficiency. We also know from extensive research that the greatest predictor of academic success in English for ELs is learning, developing and maintaining their home language which is inherent to Adelante's instructional model and making cross-linguistic connections is emphasized across all content areas.

**Students receiving targeted support/ intervention** - Successful implementation of a Multi-Tiered Systems of Support -MTSS will benefit ALL students, and in particular will support improved outcomes for student groups who have historically not been supported to achieve at their fullest potential. This was critical prior to COVID-19 and is even more urgent during the time of school closures and distance learning, given the acknowledged disproportionate impact on specific student groups. The Tier II Intervention team provides intensive reading support to students who have gone through the SST process and were identified for intervention support. The Intervention team works closely with the classroom teacher to schedule time for small group or 1:1 support so as not to pull the student from content or Tier I (classroom) instruction. The Intervention team monitors progress and reports back to the classroom teacher. Benchmark assessments and progress monitoring through running records are administered to all students and more frequently to those receiving targeted intervention.

**Students receiving Special Education services-** Students with disabilities will have assignments designed to meet the needs of their IEP and 504 plans. Throughout distance learning, the classroom teacher will be the main resource for help on assignments and lessons. If a child ordinarily leaves the classroom and goes to another teacher for math, reading, or some other subject, then that teacher designs the distance learning assignment for that particular area. It is important to note that a distance learning plan cannot completely replicate an in-session school day, every effort will be made to provide the support needed by particular students. Each student will be provided with Special Education services, including Related Services, identified in their IEP to the greatest extent possible.

Special education teachers will conduct weekly check-ins with general education teachers to determine what assignments and learning activities are being assigned to students and determine what accommodations and supports need to be provided.

Special education teachers and staff will provide services (reading, writing, math, social skills, etc.) based on IEP goals and objectives.

Familiarize students with Google Classroom, so students will be able to access and complete any online assignments.

Develop a plan or daily schedule to ensure students have access to IEP services during Distance Learning

Gather Progress Monitoring Data for Progress Reports.

Ensure paraprofessionals provide support for students engaged in distance learning in the regular and special education setting.

Access to the general curriculum,

Small group support during online general education class via breakout sessions

Online Specialized Academic Instruction support

Other related services through an established distance learning tool

**Students experiencing homelessness-**

Students experiencing homelessness receive social emotional counseling support from the school’s counselor who also works closely with school administration, the classroom teacher and any intervention teachers who work with the student in order to monitor academic progress. Adelante will provide students with all learning tools required by teachers including devices, hotspots, pencils, notebooks, etc.,

**Actions related to the distance education program [additional rows and actions can be added as required]**

Descripción	Total Funds	Contributing
Devices - iPads, Chromebooks	[\$128000]	[N]
Hotspots	[\$ 26400]	/N]

**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.]

Adelante will address learning loss and accelerate learning progress for all students. As mentioned above, stressing the importance of a close partnership with every family is critical to accelerating learning this year and mitigating learning loss. We know the students who have been most acutely affected by COVID-19 have been students who are English learners, low-income students, pupils with exceptional needs, and students experiencing homelessness. Our plans for addressing gaps in learning have centered the experiences of these families. Close home/school connections and regular progress monitoring are at the heart of Adelante’s plan.

Adelante implements the Multi-tiered System of Support (referenced above) that was revamped in the spring in anticipation of learning loss because of COVID-19. Our goal is ensuring equitable access and opportunity for all students to engage with grade-level standards and high expectations. This requires coordinating the supports offered to best serve the children most vulnerable to learning loss. Core classroom instruction (Tier I) in literacy, math, science, and the arts happens primarily synchronously, ensuring that students interact in Spanish daily. Small group instruction allows for sensemaking discussions (a foundational part of classroom instruction) which supports both content understanding and advancement of students’ linguistic development through these authentic opportunities to use both languages. Small groups are also used to support students who need targeted support from the teacher in reading, Designated ELD and math.

Teachers will use the first month of school to assess students and identify possible gaps in learning since March of last year. Teachers will then work in small groups to accelerate learning and bring in intervention support as needed. Ongoing progress monitoring through running records in reading will occur as well as benchmark assessments each trimester in DRA (English) and EDL (Spanish) - online versions purchased. Online progress monitoring supports are also utilized through RazPlus, Dreambox Learning, Epic and NewsELA. Teachers are monitoring the data generated from these programs regularly to address gaps in learning by assigning content specific to a child’s learning needs and monitoring their success in that content. Regular formative assessments also happen in each classroom to inform the teacher

about next steps for instruction. Oral language development in English is still monitored with the FLOSEM via Zoom. LAS Links will also be administered to all English learner students in order to monitor progress towards English language proficiency.

Additionally, the Tier II reading intervention team is working closely with classroom teachers to support students in need of more intense support. Students who have been identified for reading intervention receive reading instruction from their classroom teacher as well as additional literacy support four days a week from an intervention teacher with regular progress monitoring.

## 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.]

As mentioned above, close home/school connections and regular progress monitoring are at the heart of Adelante’s plan. This is true for all students. For our students with unique needs, the supports are tailored to meet their individual needs whether it is related to physical, emotional or academic needs. The specific supports for English learners, low-income, pupils with exceptional needs, and pupils experiencing homelessness are outlined in the above section “supports for pupils with unique needs”. Ongoing progress monitoring of literacy and numeracy as well as language development is essential in determining which supports are needed for these students. This year Adelante has hired a biliteracy specialist to support progress monitoring and benchmark assessments. Students who display gaps in learning in their initial screening are monitored more frequently and offered targeted support to close those gaps in learning early on. Sometimes the gaps in learning are directly related to social-emotional needs or the lack of basic needs being met. Adelante is committed to knowing each child and supporting their unique needs.

## 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.]

All students are given an initial screening for literacy and language development. Then students are provided targeted instruction at their appropriate level with regular progress monitoring. Students who demonstrate gaps in their learning since the start of the pandemic will be monitored more frequently and if needed, referred to SST for Tier II support if that is not already in place. The Biliteracy Specialist will assist. Close communication with the family will be maintained throughout. Formative assessments are also administered regularly by classroom teachers in all subject areas.

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

Description	Total Funds	Contributing
Biliteracy Specialist	[\$15,000]	[Y/GF]
RazPlus Running Records	[\$ 600]	[N]

Classroom Libraries	[\$7000]	[Y/GF]
Leveled Guided Reading Digital copies	[\$5000]	[Y/GF]
LAS Links	[\$3000]	[Y/GF]

## 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.]

Mental health and social and emotional well-being of pupils will be identified with screening tools and needs assessments administered to students and families. Teachers and school staff will be vigilant for anxiety and depression descriptors provided by school counselor and school psychologist. Professional development and resources will be presented by the school counselor and school psychologist. Resources will come in the form of emails, meetings, handouts, video conferencing, and videos. Professional development on trauma informed practices based on professional learning from Ventura County Office of Education Foster Youth Services, Los Angeles County of Education Foster Youth Services S.T.A.R., and California Teacher Association Distance Learning Support: Social Emotional Learning series. Staff will be encouraged to provide a safe place for students who are struggling based on race, gender, socio-economic status and other important identities. Staff will help students identify how these identities can affect stress during the crisis and provide coping strategies to students who are affected.

Staff will be supported by the school counselor. Professional Quality of Life Scale (PROQOL) screening will be administered to staff to help them self-identify compassion satisfaction, burnout and secondary (vicarious) traumatic stress. Self-care resources are provided regularly to staff with ideas, suggestions, and visuals. Staff will be supported in creating a self-care action plan.

School-based counseling services are offered to students via zoom/phone calls, classroom presentations, and individual/group sessions. Additionally, parent consultations regarding a student's academic and social emotional concerns are available. Families, students or staff seeking services can contact the school office and complete a request form.

## 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.]



Teachers are the first to respond to families and reach out when students are not engaging in distance learning. Attendance is taken at every synchronous session as well as the monitoring of asynchronous engagement through Seesaw or Google Classroom.

If a student does not engage in distance learning one day the teacher will reach out to the family through a phone call or text.

If a student is absent 3 days in a week, a re-engagement team member (Counselor, School Psychologist, principal) will make contact with the family in addition to the teacher and office staff. Every attempt will be made to re-engage the student in the classroom instruction and identify supports if needed to ensure the family is able to access instruction. This will take place through a virtual meeting or when safe, a socially distanced in-person home visit.

Attendance will be reviewed every week by the office and the re-engagement team to evaluate if other strategies need to be employed.

## 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.]

SB Unified is providing grab and go meals at all the district schools between 11:30 - 1:00pm. These meals also include a grab and go breakfast for the next day. Students may walk or drive up to the school closest to their home, provide their student identification number and they can get lunch and breakfast for the next day. A parent can pick up the lunch as well if they provide the student ID#.

\*As of 9/8/2020 any student may take advantage of the federal meal program similar to the summer programs.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well-being	School counselor	[\$40000]	[Y/GF/Grant]
Pupil Learning Loss	Academic Design Team and Reopening Design Team working groups	[\$1000]	[N]

# 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
13.24%	\$321,047

## 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.]

Adelante Charter is committed to centering the realities of our most vulnerable students and families. The Reopening Design Team and the Academics Design Team both use a Design Thinking approach to all planning. Specifically the idea of “Designing for the Margins” which suggests that by starting with students at the margins and ensuring enough flexibility so they are fully included and able to participate to the fullest, then we are actually designing inclusive spaces for all students. Additionally, the teams use the **Liberatory Design mindsets** created in partnership with the National Equity Project and Stanford’s dschool to guide the work.

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

- Technology - devices and internet connectivity
- Online progress monitoring
- Classroom libraries
- Biliteracy Specialist support
- RazPlus
- LAS links
- K-3 Literacy Instruction (online access) Canciones y Cuentos
- Everything in the Pupil Learning Loss section
- Tier II Reading intervention