Learning Continuity and Attendance Plan (2020–21)

Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone
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General Information

The COVID-19 pandemic has had a profound impact across all levels of Academia Avance Charter School. Avance worked quickly to transition from in-person to distance learning in the Spring. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. Achieving equity for our students has been, and remains, at the forefront of Avance’s work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through targeted instructional support, mental health support and increased and intentional family and student outreach.

Although Academia Avance is starting the year in a fully distance learning model, the school continues to actively work towards getting students back into our school buildings. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. Avance is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

Since school closures in March 2020, Academia Avance has continued to actively engage stakeholders at all levels: students, parents, community members, educators, site administrators, and Board Members. The LEA continued to hold its Parent Advisory Council (PAC), District English Learner Advisory Council (DELAC), Educator Advisory Council (EAC), and Parent Wellness meetings and used these spaces as opportunities to provide the community with updates on budget and school closures.

From April through June, Academia Avance held meetings. The meetings were intended to both inform stakeholders of the latest health agency updates and the impact on schools, and obtain input from attendees. The meetings were targeted to all students and families. Throughout this time, the Executive Director was also holding meetings open to all Avance educators, as well as engaging with principals during their weekly leadership meetings.

Academia Avance also administered surveys to its community. A June 2020 survey with a response rate of two thirds gauging the comfort with in-person (hybrid) and remote learning for families and for educators. A follow up survey was done in August of 2020 asking families their preference for program models, technology needs and other resource needs for the start of Fall 2020.
On September 14th, during an all stakeholders meeting, school representatives provided information about Senate Bill 98 and changes to accountability for the 2020-2021 school year, including the new requirement for creating our district’s Learning Continuity and Attendance Plan (LCP). The LCP was then presented and adopted in open session at the Avance Governing Board Meeting on September 19, 2020. In addition, information about the changes in accountability and the full draft LCP were posted to the district website including information on how to provide feedback via written comment through an email address accessible from the site.

All of the aforementioned engagement was held during the stakeholder meeting on September 14, 2020 and during the Avance Governing Board Meeting on September 19, 2020. The information was shared through the school mailing list, via SMS, and email, and on the school website. The engagements included not only participation via computer, but also call-in numbers for those participants joining for audio only or without internet access. Questions are available and captured via chat and time was allotted for call-in participant questions, which are answered in real-time by the Executive Director and applicable staff.

The June 2020 survey administered showed that 49% of parents/guardians were very or mostly comfortable with hybrid (in-person) learning. In general, comments and questions during parent meetings, School Board Meetings and other meetings raised concerns around social emotional learning and mental health, equity challenges for Academia Avance’s most disadvantaged students, continuing to have high expectations for instruction, and a need for clarity going into the 2020-2021 school year. Gathering student feedback was also a critical piece of the district’s community engagement process.

The feedback that Academia Avance received from its students, families, educators and community was imperative to developing the school reopening plan for Fall 2020. Given the strong call for equity and the desire to elevate the needs of our most vulnerable students, schedules were designed with explicit equity-based small group support for these students. These small groups will be determined by teachers and change throughout the year, based on emerging and changing needs of students. The high school schedule was also significantly modified in response to the needs of students.

Continuity of Learning

In-Person Instructional Offerings
Academia Avance’s goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by the County and City Departments of Public Health, the Hybrid Model mode of instruction will be prioritized over distance learning.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our plans will focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, Academia Avance is committed, to the maximum extent possible, to maintaining the extracurricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

**School Environment**

Academia Avance Task Force created a plan to reimagine schools and reopen facilities to students with COVID safety in mind. The Task Force includes teachers, administrators, mental health professionals, and other certificated and classified staff who have been researching numerous instructional models for elementary and secondary classrooms. Models are being analyzed based on the following criteria:

- Aligned with our Core Values of Consciousness, Reason, Synergy and Action.
- Grounded in culturally relevant research that focuses on teaching and learning
- Equity for all students with an emphasis on our English Learners, Low Income Students, Students with Disabilities, and our Homeless/Foster Youth Students
- Intervention and Support Plans via Multi-Tier System of Supports (MTSS)
- Classroom configuration options that maximize the health and safety of our students and staff
- Informed data gathered from stakeholder surveys
- Using the Strategic Plan Focus Areas and Core Values as guides, combined with the data that we were able to collect from our families

**Current Situation:**

Schools were completely cleaned, disinfected, and provided necessary PPE over summer break, and will continue to adhere to all necessary safety precautions. Campuses will follow guidelines developed by the California Department of Public Health (CDPH), and the Los Angeles County Health Officials for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).
IN ADDITION

- Physical barriers were installed in front office, common areas, walkways, and other areas where face-to-face interaction with the public will occur.
- The installation automated hand washing stations have been authorized for every campus and design/construction is currently underway.
- Every classroom and workstation will be provided hand sanitizer to use.
- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily.
- Personal Protective Equipment (PPE) such as masks, disinfectant wipes, and disposable gloves will be provided.
- On-campus signage will promote healthy hygiene practices and remind individuals to stay home when ill.
- Staff will be provided COVID-19 online training covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety.

All staff and students will be advised to stay at home when they are sick. Staff members and students are not to return until they have met California Department of Public Health (CDPH) criteria for a safe return to school. Sick leave may be used for personal illness, including quarantine, disability and necessary appointments for health treatment. In addition, Avance employees may use the following types of leave: Families First Coronavirus Relief Act. Two weeks (up to 80 hours) of paid sick leave at the employee’s regular rate of pay where the employee is unable to work because the employee is quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis.

Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who have had symptoms, may return to work or school when:

- At least 10 days have passed since symptoms first appeared, AND
- At least 24 hours have passed with no fever (without use of fever-reducing medications), AND
- Other symptoms have improved.

Individuals who test positive for SARS-CoV-2 who never develop symptoms, may return to work or school 10 days after the date of their first positive test for SARS-CoV-2. Requiring a negative SARS-CoV-2 test prior to returning to work or school is not recommended. Instead, employers and schools should follow the time and symptom based approach described above in determining when individuals can return to work or school following COVID-19 diagnosis.

In-Person Learning Protocols

Before we are able to reconvene back to full in-person instruction, we will likely return back to school in a hybrid learning model. Our hybrid learning model combines in-person learning and distance learning. In the hybrid model, while a majority of our students will be attending school in-person with a modified school schedule, a full distance learning model will be offered to support families who choose not to return to in-person instruction for a variety of reasons, including health concerns, and will serve as a backup in the event that a classroom or school
must go into quarantine. Any stakeholder in a high-risk group, or who lives with someone in a high-risk group may request accommodations. This staff may be assigned to deliver distance learning from their own home in that case. In a hybrid model the following protocols will be put in place:

- Students will be grouped in learning cohorts
- Symptom screening will be required, and students will be monitored by staff throughout the day for signs of illness
- There will be a hygiene plan to address hygiene practices ensuring personal health and safety, including classroom layouts
- Handwashing and hand sanitizer protocols
- A plan to meet physical distancing standards in school facilities
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads
- Cleaning and Disinfecting plan to meet cleanliness and disinfecting standards in school facilities
- All staff and students will practice social distancing with a plan that ensures physical distancing among staff in their work environment
- Cloth face coverings will be required for students and all school staff
- Signage - to promote and remind ALL of social distancing at school sites
- Students and staff will not share common items. Students will have their own supplies which might be kept in a box or pouch
- Students will be encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains
- Campuses will limit outside visitors

Teaching and Learning

Students will be taught simultaneously at school and at home. Each grade level will be divided into groups, with no more than fourteen students in each group depending on classroom space. Each group will come on campus two days a week for in-person learning, on a rotation basis, with three days of distance learning. Staggered start times will be in place, allowing for time and space for health screenings. Students with unique needs including low socio-economic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra time on campus for specialized educational support via MTSS. This will be a time for students to receive specialized instruction from our response to intervention teachers, literacy coaches, special education teachers, and
other support staff including counselors to provide mental health support. This extra support will be in addition to the standard offerings in the hybrid model, and targeted for our most vulnerable students with unique needs including low socioeconomic students, English learners, special education students, foster youth, and homeless students.

As with our distance learning model, all students are required to have a minimum amount of instructional minutes per day - for hybrid learning, this can take the form of in-person instruction, live online instruction, independent work, or work assignments.

- Student assignments and instruction will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms.
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for our distance learning and hybrid models identifying the essential standards, which will allow for more focused instruction.
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures.
- Assignments will be reviewed and graded by teachers. Students will receive A-F letter grades.

**Actions Related to In-Person Instructional Offerings**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| Cleaning and disinfecting schools over the summer in preparation for the possible opening in a hybrid school plan | $14,400.00   | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Purchase Electrostatic machines for spraying an electrostatically charged mist onto surfaces and objects for the purpose of clinging to and coating any surface for a more efficient and complete cleaning | $3,000.00    | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Install physical barriers in office areas including but not limited to where face-to-face interaction with the public will occur | $11,250.00   | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Purchase on campus signage to inform and remind all campus personnel of safety protocols to avoid Covid-19 transmission and safety protocols | $3,000.00    | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Purchase Personal Protective Equipment (PPE) - disinfectant products      | $5,000.00    | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning

Purchase air purifiers for each school site to help reduce airborne contaminants, including particles containing viruses

$37,000.00

- Securities Act (CARES)
- School Emergency Relief Fund (ESSER)
- Learning Loss Mitigation Funding (LLMF)

- Coronavirus Aid, Relief and Economic Security Act (CARES)
- School Emergency Relief Fund (ESSER)
- Learning Loss Mitigation Funding (LLMF)

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## 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.]

On July 17, California Governor Newsom announced that counties on a State Monitoring List due to elevated disease conditions, including Los Angeles County, must not open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Reopening guidance should be implemented only with health officer approval following review of local epidemiological data and local preparedness, including contact tracing and testing capacity. In Academia Avance, we are committed to opening our school campuses to students and staff when it is safe to do so. We look to external conditions, including local and state health orders and guidance, as well as internal conditions, including facility preparations, screening and safety protocols, and staffing and program readiness in determining when we will be able to open our schools for hybrid or in-person instruction.

### Using Data to Inform our Plan:

At the end of the 2019-2020 school year, after being in distance learning since school closures on March 20, 2020, we surveyed families, staff and students, and held multiple meetings as discussed in earlier sections of this document. We used the online platform, Google Meets and Zoom, at the community engagement events. This made it possible for large, diverse groups to contribute ideas and surface priorities among those ideas in order to help inform and improve our decisions. Top priorities included offering a uniform distance learning plan, releasing our distance learning plan in a timely manner to provide time to plan, increase small group time, and balance that time with whole group sessions so that students could connect with their teachers and peers more intimately.

### Developing a Plan:

School administrators worked in collaboration with teachers over the summer to create our distance learning plan. Our Student Success Plan highlights this work and how we will support student learning with a redesigned and strengthened Distance Learning model.

During times in distant learning, students will have structured schedules to allow for clarity and consistency. Teachers will set clear expectations and communicate them to students and families. They will build continuity, routine, and connection for students. Students will regularly participate in live interaction, including class meetings and instruction from their teacher(s). Mondays will be set aside for teacher professional development, independent work, and some group instruction through the House class. Our distance Learning program will
address the needs of the whole child by placing academic learning in the context of physical, mental and emotional well-being. Daily participation is required for students. This could take the form of being present in online class meetings, completing assignments and assessments, and teacher contacts with students and families. Student engagement is a top priority.

Our middle school students will have 4 periods of live instruction every day except Mondays where they'll meet for House. Our high school will operate on Semester terms. Each student will have 5 periods of live instruction every day, except Monday where they'll meet for House.

- Students' assignments will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for distance learning and hybrid models identifying the essential standards, allowing for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum
- Assignments will be reviewed and graded by teachers. Students will receive A-F letter grades.
- ELA: Close the gap between Avance and The State of California by 10 points (estimated distance from norm = -30) on CA Dashboard in the 2020-2021 school year.
- Math: Close the gap between Avance and The State of California by 4 points (estimated distance from norm = -88) on CA Dashboard in the 2020-2021 school year.

Identifying Potential Factors for Roadblocks:

**Students:**
- Arriving with low skills
- Social Promotion leads to unpreparedness
- Stress over responsibilities at home (child care, jobs)
- Lack of familiarity with technology

**Teachers/School:**
- Need for additional professional development
- Follow through and planning time for recommended programs

**Parents:**
- Schedules
- Ability to help due to understanding of the materials
- Don't share Avance vision of the importance of college
- Communication and technology challenges
First Two Weeks of School:
During these two weeks, students will meet instructional minutes by participating in:

● Class meetings
● Asynchronous work from teacher daily
● Tech Lessons, distance learning connectivity

Extra Support:
Serving students who require extra support is structured time in the distance learning plan schedule. Specific times are held for students to receive this extra support outside of their scheduled live interaction class meeting time.

Middle Schools & High School

● Teachers will hold small group sessions for students who require additional support. Students will have advisory period once per week where the focus will be on social-emotional learning

● Our Expanded Learning Program is up and running virtually. We have a 2.0 FTE positions to manage tutoring, match students with tutors, reach out to staff and students, etc. Our EXL teams will also work to offer their usual array of supports for all students.

During student independent work time on Mondays, teachers will be working with small groups of students who need extra support, preparing lessons, engaging in professional development, and reaching out to engage families of students with extra communication.

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.]

When schools suddenly closed mid March last school year, our technology department leapt into action. They gathered any and all available Chromebooks in our school. Avance distributed chromebooks in the month of March - June and in August 2020 via a drive-through model that allowed Avance families to pull in, pick up essential learning supplies, and head back home while staying safely inside their car. Chromebooks are always available at Avance for pick-up or exchange along with replacement cables. Hot spots are available for families who are not able to afford home Internet access.

Academia Avance will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

● The process used to ascertain the needs of students. In doing so, the LEA may consider the needs of teachers and families in order to ensure that all have access to devices and connectivity.

● The plan for ensuring access to devices and connectivity for all pupils to support distance learning, whenever it occurs, and for providing technological support to ensure access to devices and connectivity.

● Students and families were surveyed, as well as provided an email and a phone number to contact if they needed a Chromebook or HotSpot.

● 300 Chromebooks were provided to students before school ended in June 2020
The main campus was open Monday - Friday, 8am - 12pm starting March 23, 2020 throughout the summer. Operating hours for the 2020-2021 school year are Monday - Friday, 8am - 4pm starting August 1, 2020.

As of September 17, 300 Chromebooks had been lent to families, as well as 42 TMobile & Verizon HotSpots

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.]

Avance will track and monitor student progress through live contacts and synchronous instructional minutes in two main ways.

1) All teachers will use the current PowerSchool attendance system to enter daily attendance (participation in distance learning) based on a modified version of our usual attendance procedures, see table below. Attendance will be entered each day the teacher is scheduled to see the student in a live, synchronous learning environment.

<table>
<thead>
<tr>
<th>PROPOSED NEW CODE</th>
<th>DISTANCE LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present (default)</td>
<td>Student is present for live synchronous activity</td>
</tr>
<tr>
<td>Absent (UXA)</td>
<td>Student did not attend live synchronous activity.</td>
</tr>
<tr>
<td>Tardy/Partial (PAR)</td>
<td>Student partially attended a live synchronous activity.</td>
</tr>
<tr>
<td>Excused Absence (EXA)</td>
<td>Parents have provided note. (e.g doctor’s appointment, student is ill)</td>
</tr>
</tbody>
</table>

2) All teachers will be required to track student participation including assignment completion, assessment completion, and contact with students, and/or parents/guardians. Teachers will be required to track assignment completion and assessment completion in the PowerSchool Gradebook. All teachers will also keep a log of student and/or parent/guardian contacts.

All teachers will also use a video conferencing platform such as Zoom or Google Meet. These platforms allow teachers to track if a student attended as well as how long a student was in the session.

Distance Learning Professional Development
Towards the end of the final Semester of the school year, 2019-2020, while in distance learning and hearing obtaining feedback from our teachers, we were able to reflect on the need for teacher training. In response, our professional development department and instructional technology created a professional development plan after the end of the school year. During that week, the team offered an extensive menu of PD options for teachers to choose from. Teachers were able to attend virtual training sessions that focused on digital technology support as well as mental health and wellness. Teachers appreciated this training, but wanted more. Our next step was to prepare for August.

In preparation for providing the most engaging instruction for our students in distance learning, teachers participated in two weeks of professional development in August, prior to the start of the school year. District staff developed a new menu of robust offerings that were delivered using a distance learning model with online platforms. Sessions were designed to support instruction and further student learning. Menu items included professional development on topics such as on using audiobooks and ebooks for student learning, how to use learning management systems, Google Classroom and other educational resources. These professional development offerings gave teachers an opportunity to build confidence in their new role as a distance learning teacher. Another area of focus in the offerings was wellness. The PD included offerings in mindfulness, mental health maintenance during Covid, and self care. Additionally, many curriculum subjects were explored through the new teaching environment such as math for middle school teachers. Additionally, student wellness and engagement were popular topics, with an emphasis on trauma-informed practices and support for underserved student populations. Teachers appreciated having the opportunity to collaborate and share ideas which eased the anxiety many of our teachers were burdened with.

This professional development series was attended by classroom teachers, paraprofessionals, and after school staff. The distance learning two weeks of PD was a resounding success. Faculty & staff will continue to participate in regular professional development throughout the school year with the goal of continuing to improve instruction whether in distance learning, hybrid learning, or in person learning, focusing on strategies to best support our students. Before school closures teachers had weekly collaboration time. We structured this time for collaboration into our distance learning and hybrid plan as well. Now more than ever staff needs this time to share best practices and learn from each other.

**Staff Roles and Responsibilities**

With the Covid-19 pandemic and school closures, all site staff have had to change the way they do their job out of pure necessity. On March 20, 2020, all students moved to remote learning, the Middle School campus was closed, but the main campus remained open for meal pickup. Staff shifted to a rotating schedule to ensure safety and promote social distancing. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this...
Teachers and Classroom Instruction:

In distance/hybrid learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

- Attendance and Participation Tracking: In distant/hybrid learning teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into PowerSchool weekly.

All Teachers: All teachers will continue to deliver designated ELD and will support teachers in delivering integrated ELD, except that it will now be in a virtual classroom. Time blocks are embedded in our distant learning plan so that teachers will be able to pull students into groups. This is different in distance learning. Normally, students are pulled from class for designated ELD support. Students will receive these services outside of time with their teacher.

Multi-tiered System of Support (MTSS): The MTSS Team: Teachers, Special Education Teachers and tutors (EXL staff) will still provide intervention and extra support, but in a new way. Our distant/hybrid plans allocate specific times for small group support. These teachers will also need to change engagement strategies for an online environment. Their teaching will need to be better focused so that students will stay engaged with the learning. They will also have to constantly monitor student response during their sessions. Specialist teachers will be required to create complex schedules to be certain that their services supplement classroom instruction and don’t supplant it.

Instructional Assistants: Special Education Instructional Assistants (IA) will now need to engage and support students in a new way. IAs will sit in Zoom sessions rather than classrooms. They may work with students in breakout rooms so technological knowledge will be important. They will need this new training along with the tools in order to be successful. They may need to learn new online learning platforms so that they can guide students. They will need to find new, creative ways to form relationships with students.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special
needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

**Principals:** Communication and outreach will become a major part of the principal’s job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

**Site Office Staff:** School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Google Meet session alone will not suffice. When a student is ill, staff will have to proceed according to the County of Los Angeles Health Department guidance.

**Custodial:** During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

**Professional Development Director:** Our professional development director worked outside of the work calendar to pull groups of teachers together for work on re-pacing curriculum, and developing and running professional development sessions for staff and families.

**Extended Learning Staff:** As we were originally planning for a hybrid model, our extended learning staff worked to develop plans for “in-classroom” tutoring in order to provide extra support targeted towards all students.

**School Psychologists:** School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

**Nutrition Services Staff:** This school year, while in distance learning, instead of working out of their usual sites serving breakfast and lunch for students, they are distributing grab and go breakfast to all students.

**Nurse:** Avance contracted to provide nurse services. All district nurses’ work has changed. They are now looking at all of our students’ health conditions through the lens of Covid-19 and how this is impacting each student uniquely. They are also responsible for collaborating with state and local health departments to update emergency operations plans for all sites.
Counselors: Counseling staff in Academia Avance advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support. Counselors have needed to adapt to an online format requiring them to develop new skills for creating a personal relationship while in an online platform.

District Office Staff: Staff are able to continue supporting the schools by working from home with rotating schedules to work from the main office.

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.]

English Learners

Designated and integrated instruction in English language development is included in our distance learning model. The distance learning plan schedules time daily for English learners to receive designated ELD by the ELD teacher. The times for instruction do not impede on EL students' regular classroom schedule, but rather are an added support. We will continue to use our adopted ELD instructional curriculum and materials, a comprehensive EL learning program that encompasses the four main language skills, listening, speaking, reading, and writing.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support. The EL teacher will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners. Our new distance learning plan provides for more online interaction both with the teacher, and also through the opportunity to attend our many enrichment offerings.

The initial ELPAC will be available to all students who require ELD testing according to the Home Language Survey. Necessary precautions will take place in order to ensure the safety of the students and faculty/staff. A classroom will be designated for testing and equipped with barriers, air filters, hand sanitizer, social distancing and PPE. Academia Avance is committed to supporting English learners during distance learning, by differentiating instruction, ensuring access to the curriculum with added support, and building relationships with our EL students and families.

Students with Disabilities

Distance Learning Emergency Plans (DLEP):
The Director of Student Support Services sent parents/educational rights holders for SWD a Prior Written Notice notifying parents/ed holders of change of placement and learning modality.

An Avance Distance Learning Plan has been developed specifically with student’s needs in mind and is aligned as closely as possible to the offer of FAPE in his/her IEP. The Distance Learning Plan is personalized and details an explanation of specialized academic instruction, and the amount of time a student is to be online with live service providers (synchronous.)

Students with less than 60% engagement in 2 weeks, or who are struggling with learning will be supported in-person beginning in October 2020 and/or an IEP will be held to develop an Emergency Distance Learning Plan and add support.

**Assessments**

After much consideration and guidance from L.A. Co Department of Public Health officials and LACOE SELPA, Avance has moved forward with in-person assessment for students who have an upcoming triennial evaluation and Initial assessments. The assessment project team will consist of a school psychologist, speech pathologist, occupational therapist and special ed teacher. The project will involve coming up with assessment guidance documents, implementation of the guidance via assessments and adjustment of the guidance based on the implementation.

**Instructional Aide (IAs)/Paraprofessional Training:** Paraprofessionals were invited and compensated to participate in Academia Avance’s Professional Development Series alongside General Education, Special Education and Related Service Providers. In addition, training was provided to IAs on supporting positive student online behaviors and accessing and using technology during the first two weeks of school. Training will continue to be provided. Paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan support for students based on their learning goals and adjust support based on progress.

**Students in Foster Care and Students Experiencing Homelessness:** Our goal was to connect with each other about equity and shared vision across agencies. We shared program information and described resources and plans in support of homeless children and families in Los Angeles. Inter-agency collaboration will improve the health and educational outcomes of students who experience homelessness. They will meet regularly throughout the school year.

Currently, our School Social Worker is identifying agencies that can offer a physical location for our students to remote learning. She will continue to work with families in enrollment, accessing school materials, chromebooks, hotspots as well as referrals to shelter, food and medical services and home visits.

Foster Youth- The same support and services identified will be available to support our Foster Youth and their parents. Students will be provided with Nutrition Services daily. This will be submitted on a weekly basis for as long as we are providing remote instruction. Our counselor continues to work to ensure all of our most at risk families are identified and supported.
## Actions Related to the Distance Learning Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Personal Protective Equipment (PPE) - face masks, gloves, wipes for employees allowed to be on sites extra disinfecting supplies</td>
<td>$5,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Pay teachers and other staff for developing and facilitating PD for two weeks prior to school starting</td>
<td>$46,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Pay teachers for attending PD two weeks prior to school starting</td>
<td>$115,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Purchase new Chromebooks to replace Chromebooks given out to unduplicated students in the spring</td>
<td>$71,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Replace all certificated teachers’ Chromebooks, including non-classroom teachers. The new devices have powerful processors, 8GB of memory, as well as USB-A, USB-C, HDMI, and headphone ports</td>
<td>$50,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Purchase Hot Spots specifically to support low income families who do not have access to Internet</td>
<td>$12,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Purchase Labster subscription to provide supplemental online science education for grades 6-12</td>
<td>$2,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Los Angeles County Office of Education SELPA training to provide Professional Development Services and Training Materials to Special Education Teachers for student with reading disabilities</td>
<td>$2,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Purchase Sora to provide audiobook licenses for the Library department providing online reading resources for all students</td>
<td>$5,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Purchase Newsela an instructional content tool that allows teachers to find articles with appropriate reading levels for their students. Newsela articles also feature questions and writing prompts that align with common core standards</td>
<td>$5,500.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)  &lt;br&gt; ● School Emergency Relief Fund (ESSER)  &lt;br&gt; ● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
</tbody>
</table>
### Grades 6-12

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Funding Sources</th>
</tr>
</thead>
</table>
| Centralized distribution site for giving out Chromebooks, hot spots, books, and school supplies during school facilities closure due to COVID-19 | $3,000.00 | - Coronavirus Aid, Relief and Economic Securities Act (CARES)  
- School Emergency Relief Fund (ESSER)  
- Learning Loss Mitigation Funding (LLMF) |
| Contract an additional district Nurse to collaborate with state and local health departments to update emergency operations plans (as noted in “in-person” section) | $35,000.00 | - Coronavirus Aid, Relief and Economic Securities Act (CARES)  
- School Emergency Relief Fund (ESSER)  
- Learning Loss Mitigation Funding (LLMF) |
| Teacher Professional Development via Success For All Foundation | $16,800.00 | - Coronavirus Aid, Relief and Economic Securities Act (CARES)  
- School Emergency Relief Fund (ESSER)  
- Learning Loss Mitigation Funding (LLMF) |

### 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.

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed patterns in participation rates. Notably, participation was lowest across our high school program, especially for students experiencing homelessness, students experiencing socio-economic disadvantage, and students with IEPs. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. Avance intends to administer the NWEA MAP Reading and Mathematics Assessments. The initial administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from the initial administration will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores from the NWEA MAP assessment.

Learning loss will be addressed in both our distance learning and our hybrid learning models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

### Pupil Learning Loss Strategies
For both our hybrid models and distance learning models, time will be embedded in the schedule for equity based small groups led by the classroom teacher. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and submit logs of these activities. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, site specialists including Response to Intervention Teachers, will track achievement data and meet to coordinate potential services for students performing below grade level standards.

The team collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well. In addition to providing designated ELD support, teachers will meet and collaborate with the team considering EL students’ academic progress and the potential for providing additional support through small group focused instruction by another specialist.

For English Learners: Audiobooks, breakout rooms for small groups instruction, addressing co teaching issues on zoom, Google Meet for co teaching, additional check in, class Dojo, point for screen check, google breakout rooms to monitor, translating on chat or through support, providing books in Spanish

Foster Youth, Homelessness, Pupil with exceptional needs: Ensuring they have access to School Counselor, School Social Worker, providing necessary resources: food, giftcards, transportation money, etc.

Special education teachers participate on the Team and collaborate closely with the specialists. We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. In addition school closures upended many students’ Individualized Education Plans (IEP). Our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students, the IEP team will develop a Distance Learning Emergency Plan for each student with an IEP. The DL Emergency plan describes the means by which an IEP will be provided during emergency conditions. It does not change the district’s offer of a Free and Appropriate Public Education (FAPE) to students. This emergency plan description must include all of the following: special education and related services; supplementary aids and services; transportation services; and extended school year services, to the extent they apply to the students. The DL Emergency Learning Plan must include synchronous learning, unless daily live interaction is not feasible, and may include asynchronous learning activities. Case managers in collaboration with families will develop Emergency Learning Plans in the first two weeks of distance learning.
Summer School:
Avance will provide a variety of summer school learning options, to mitigate learning loss for our most vulnerable and unduplicated students and maximize the number of seniors who will meet graduation requirements.

Middle School - 6th-8th
The middle school program is focused on providing academic support for students who would benefit from extra support over the summer. The program provides intervention in Math and English literacy. Students are identified by teachers and counselors. The Middle School summer school program will have the following classes:
- Rising 7th Grade Math and English
- Rising 8th Grade Math and English
- Rising 9th Grade Summer Bridge

High School -
The high school program will include various A-G courses as determined by student need, including Credit Recovery via Acellus. Credit Recovery classes are open to 9-11th grade students. Summer credit recovery classes may be taken for remediation only, which means either to raise an existing grade from “D” or “F” in a class a student has already taken, or to make-up a missed grade-level class. Students behind on credits are identified through counselor recommendation and invited to enroll.

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.]
The goal is to identify and address learning loss that results from COVID-19 and measure the effectiveness of the services and supports in place to address student learning loss.

In addition, the School Student Team consisting of site specialists which may include, the principal, counselor, House Teacher, Special Education Teacher(s), School Psychologist, Instructional Coordinator, Dean of Students and the School Social Worker will track achievement data, and/or other formative and benchmark assessments, and social-emotional and behavioral data as reported.

The Team academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth. If a student is not making progress, the team will collaborate to regroup students and try different research based interventions and strategies. The Team collaborates and coordinates with a focused eye on not only students’ academic achievement level, but also on their social-emotional well-being. The Team also focuses on our most vulnerable students including low socio-economic students, English learners, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

Actions to Address Pupil Learning Loss
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| Acellus Online Credit Recovery Program to provide access to client users for courses, curriculum, tools and resources, prioritizing Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery | $9,250.00     | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| High School Summer School Program for students fail a class needed for graduation, 4 weeks, priority given to Seniors | $30,000.00    | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| 6-12 Summer School, 4 weeks, full day or half day program provided for low socio-economic students, students with special needs, and students who need extra support in math or literacy | $15,000.00    | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Expanded Learning Tutors - staff will be paid hourly for tutoring students who, based on assessment data, are experiencing learning loss - the focus will be on low income, EL, Foster Youth, and homeless students |               | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Expanded Learning Tutors, to provide academic support and college preparation programs for low-income students |               | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Blackboard online communication platform subscription to provide SMS-based communication software to improve communications with families | $2,000.00     | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| MTSS Team - Responsible for identifying, tracking, and providing services for students performing below grade level students and students in need of behavioral supports | $5,000.00     | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| School Social Worker - Responsible for supporting our unduplicated students and families by providing outreach, resources, and specialize support | $64,000.00    | • Coronavirus Aid, Relief and Economic Securities Act (CARES)  
• School Emergency Relief Fund (ESSER)  
• Learning Loss Mitigation Funding (LLMF) |
| Career Technical Education (CTE) course for rising 9th grade students introducing resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration | $135,000.00   | • CTEIG Grant Funds |
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.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Students and Family Needs:

We must place academic learning in the context of physical, mental, and emotional well-being. Students were supported in the transition back to school with an increased focus on social-emotional learning, and the school year opened with community-building activities. During the first two weeks of the school year, in elementary schools teachers conducted meetings with families and students in order to:

- Meet students in person (on-campus and outdoors), or online
- Discuss the family's circumstances and supports they might need
- Distribute individualized student schedules
- Teachers providing equity based student/parent communication

Social-emotional Support

Developing strong social-emotional skills improves the academic performance of students. These skills can help students manage depression, anxiety, stress and social withdrawal. It is the foundation for all learning and success. Students will be supported in the transition back to school with an increased focus on social-emotional learning (SEL). Teachers will be intentional in using strategies to help give students the tools to adapt to these major changes in their schooling experiences.

Academia Avance provides mental health counseling and will be available to provide counseling during school closures through a video conferencing platform. The services include:

- Individual & group counseling
- Crisis intervention
- Relationship counseling
- Family counseling
- Stress management
Depression
Students and families can also be connected for support through these mental health resources (linked on our website):

- California Youth Crisis Line: 1-800-843-5200 (24 hours)
- California Peer Run Warm Line: 1-855-845-7415 (24 hours)
- National Sexual Assault Hotline: 800-656-HOPE (4673) or Live Chat (24 hours)
- A New Way of Life (323) 563-3575 Women & Girl's Housing Support; Peer Support, Legal Clinic
- Much More Bounce Inc. Youth Found (323) 535-0663 Gender Specific Girls Focused; Gang Intervention; Prevention; Education
- Community Coalition (323) 750-9087 Youth Support, Family Support, Neighborhood Support
- Youth Justice Coalition (323) 235-4243 Continuation High School; Counseling; Advocacy Training; Drop in Center for Youth by Youth
- CRCD (213) 743-6193 Youth Development; Neighborhood Development; Social Entrepreneurship Programs
- Homies Unidos (213) 383-7484 Violence Prevention; Intervention; Gang Prevention; Youth Services; El Salvadorian Community
- The Positive Results Corporation (323) 787-9252 Teen and Youth Violence, Violence Prevention; Education; Teen Summit; Events
- L.A Youth Network (800) 843-5200 LA Youth Network Office Phone: (323) 467-8466
- Emergency Shelter: (323) 957-7364 Hotline for teens that deal with bullying, violence, & pregnancy
- Children's Institute International (213) 385-5100 Children Institute Treatment, Foster care, Parent Education, and childcare for sufferers of child abuse, neglect, and domestic violence
- Family Life Programs (800) 833-6235 altamed Teen program offers pregnancy and parenting services. Aims to help teen parents gain independence. Serves East L.A, Bilingual.
- Big Brothers Big Sisters of L.A (800) 207-7567 BigSistersLA Provides mentors for Pregnant or Parenting Teens
- Concerned Citizens of South Central LA (323) 846-2500 Housing; Advocacy; Community Economic Development; Violence Prevention
- L.A.U.R.A / Project Cry No More (323) 816-9651 or (310) 961-6856 Peer Support for Someone, Family Member loss to Violence / Murder
- Ollin Law Center (213) 413-0144 Community Legal Services Immigration Family and Criminal Law and Consultation

Staff Needs:
Throughout the Covid-19 pandemic, teachers and other school staff have remained focused on supporting students and continuing to do their jobs. This may mean working, care-taking (their own children or other loved ones), and continuing to go through the same challenges as everyone else. As a result, our staff’s health and wellness may be at risk. Principals will need to be mindful and proactive when planning staff meetings and collaboration times, being sure to embed time and opportunities for staff to share experiences and process emotions, and allow for, and normalize, emotional expression. Staff are encouraged to refer to mental health resources from Los Angeles County. The City of Berkeley offers comprehensive tips and resources to care for your mental health during the COVID-19 pandemic, and suggest things you can do to support yourself including:
● Be informed: Understanding the facts about COVID-19 and the actual risk to yourself and people you care about can make an outbreak less stressful. Turn to trusted sources of information.

● Take Breaks: Watching, reading, or listening to news stories, including social media, about the pandemic can be upsetting. Be sure to take a break from the news and engage in activities you find relaxing and enjoyable.

● Take care of your body: Take deep breaths, stretch, or meditate. Try to eat healthy, well-balanced meals, get plenty of sleep, and avoid alcohol and drugs. Exercise regularly while adhering to the need for social distancing.

### 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.]

If a student misses learning opportunities, school staff will reach out to the student and family. If the student continues to miss learning opportunities, the school will develop an individualized re-engagement plan with the family. Case workers and the Student Success Team may also perform in-person visits. Pupil re-engagement strategies will take effect following the first time a student hits a threshold of low participation, in this case, the equivalent to 60% absent in a week (per day in elementary and per class in secondary) The following outlines the tiers of the re-engagement plan.

<table>
<thead>
<tr>
<th>ATTENDANCE INDICATOR</th>
<th>RE-ENGAGEMENT STRATEGY</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unverified in one or more classes for the day</td>
<td>Phone calls made home</td>
<td>Co-teacher and Office Staff</td>
</tr>
<tr>
<td>First time missing 40% of participation opportunities 1 unverified = 20% 1 Late = 10% 1 tardy = 5% Triggered by 2 absences, 1 absence and 1 late, and 2 tardies, 4 lates, etc.</td>
<td>Phone call home. If the phone number is incorrect, email parent/guardian/caregiver. If phone and email are unavailable or unsuccessful send a referral to School Social Worker</td>
<td>House Teacher and Office Staff</td>
</tr>
<tr>
<td>Second time missing 40% in a week OR Marked unverified every day of the week</td>
<td>Step 1: Contact principal or designee Step 2: Possible in-person visit by SchoolSocial Worker and Dean of Culture</td>
<td>Step 1: Class or House teacher Step 2: School Social Worker</td>
</tr>
</tbody>
</table>

**Outreach** This school year attendance will look different. For distance learning, sites will track participation in both synchronous and asynchronous learning. In accordance with the re-engagement protocol included here, when students are absent steps will be taken...
progressively. When the absences repeat, the teacher will reach out to the family and/or student to assess the situation and determine the reason for non-participation. The teacher will offer strategies, accommodations, and/or supports to help re-engage the student. After the teacher and office staff has made multiple attempts without success, the Student Success Team will respond as a tirage. The Student Success Team uses data to track student progress in regards to academics, socio-emotional well being, and attendance. Once non-participation becomes a pattern, the Student Success team will respond. The Team can include the Principal, School Social Worker, Dean of Culture, Special Education Teacher, Office Staff, and Counselor/Dean of Students, depending on the school level. The Team member who best knows, and/or has a relationship with, the family will be the first to respond. Depending on the reason for non-participation, the Team will be prepared to reach out to the family, recommend interventions including available resources provided by the district or community, and if needed, go to the students home to bring items. When families speak a language other than English, interpretation will be provided.

Family Engagement Strategies:

* STRATEGY I – Create a welcoming environment
* STRATEGY II – Practice two-way communication
* STRATEGY III – Facilitate respectful interactions
* STRATEGY IV – Share power and responsibility

There are varying layers of outreach to families when students are not meeting compulsory education requirements. The Student Success Team is involved with supporting families. They are: Student Services, Counselors, teachers, principals, Intervention teams, Student Welfare & Attendance, and other Avance staff. Student Services adopts attendance guidelines and develops systemic plans to improve attendance. Student Welfare and Attendance staff engages school leaders to customize and implement attendance plans. Plans include outreach such as home visits, and attendance review team meetings to educate students and families on the importance of regular attendance, identify barriers and develop strategy for improvement. Families for whom attendance is a struggle for their children receive targeted support from staff to help with balancing the power dynamics when communicating with school representatives. This team also identifies barriers and works closely with families, school staff, city and community organizations, etc. to provide resources that remove barriers, and to create equitable opportunities for their children to progress. Outreach to families often begins with teachers, followed by the Student Success Team that meet to collaborate with families. Together the teams strategize and develop action plans for improvement.

PAC Meetings and Parent Forums

Every first Tuesday of the month the PAC leaders participate in a meeting led by the Parent Coordinator where they plan and organize parent/community events. The second Tuesday of each month the parent forum meetings are held, these are set up to share information by school leadership, including but not limited to the Executive Director and school Principals. Plans made by the Parent Advisory committee are also communicated during this time.

Parent Support Group

We will be continuing our series of Parent/Guardian Support Groups to offer our most disadvantaged families guidance on supporting their children during distance learning and COVID-19 related grievances. The purpose of this group is to provide a space for parents to bring up any issue they may be facing. This group meets every Friday via Google Meet and call-ins and is spearheaded by the School Social Worker and Parent Coordinator.

Parent Wellness Group
In partnership with the Los Angeles County Mental Health Department, Academia Avance has been hosting Parent Wellness Groups to address mental health related topics to inform parents and equip them with tools that can assist them and their children. The groups meet every Wednesday, there’s a morning and evening session available to accommodate all of our families. The topics for the Fall are listed below:

- Importance of emotional care during COVID 19
- Mental Health and Stigma
- Healthy Relationships with Ourselves
- Effects of the Pandemic on our Emotional Well-Being
- Healthy Relationships with our Significant Others
- Loss and Grief
- Depression
- Healthy Relationships Within Social Life and Community
- Anxiety
- Abuse and Trauma
- Childhood Disorders (Parts 1, 2 and 3)
- Drugs and Alcohol
- Domestic Violence
- Mental Health

**Main Campus Office**

During school closures and the COVID-19 crisis, the main campus has remained open to ensure our families have a centralized site for all things teaching & learning during school facilities closure. The walk-up site allows for students and their families to pull in, pick up essential learning supplies, and head back home while staying safe.

Chromebooks are always available for pick-up or exchange along with replacement cables. Any family in need may pick-up a Chromebook. We also offer hotspots for families without Internet access. Here’s what is available:

- Technology needs (Chromebooks, computer exchanges, power cables, headphones, internet tools, or tech support)*
- Desks and chairs
- School supplies
- Art supplies
Avance staff will also be available to deliver supplies to families unable to access the main campus. Task runners can deliver Chromebooks/Hotspots, Meal Service and student supplies.

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.]

Academia Avance Nutrition Services are operating under a Grab and Go model for distance learning. Meals are prepared by our provider, in advance. Meals are delivered to our Main Campus where site staff prepares grab and go bags that include the requisite items to meet each meal period and meal pattern including fresh fruit and (two kinds) milk portions for the number of days of meals and the number of meal services being distributed on that day. We provide curbside pick up so that no one goes inside the building. Our Meal Service is Monday - Friday from 8am - 11am.

We will provide meal pick up in the mornings so that students and parents can easily pick up the meals before the parent goes to work and has time to return home with meals and child/children. Students will have ample time at lunch to reheat their meals (if necessary) and eat them with consideration for their distance learning schedule. We are representing the colors of the rainbow in our meals, calorie restrictions, sodium targets, no trans fats, sat fat requirements, etc., in our meals over the course of the week.

We are currently operating under the Seamless Summer, but are expected to resume NSLP in January. At time of pick-up, student ID or last names will be provided to the site staff who will input information into PowerSchool.

When requested, we will provide meal delivery service to students enrolled in our school and have no means of transportation.

If there are a handful of students on campus (Special Ed, for example) we will have Grab and Go meals available to distribute in a safe fashion.

All staff are required to receive safety training under covid conditions for food service. Our staff will have PPe, hand sanitizer and clean paper towels available at the pick up site. Staff will wear gloves and change them accordingly.

Additional Actions to Implement the Learning Continuity Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>School Social Worker</td>
<td>$64,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act (CARES)</td>
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<td></td>
<td></td>
<td>● School Emergency Relief Fund (ESSER)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Learning Loss Mitigation Funding (LLMF)</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Referrals</td>
<td>$2,000.00</td>
<td>● Coronavirus Aid, Relief and Economic Securities Act</td>
</tr>
</tbody>
</table>
Well-Being

<table>
<thead>
<tr>
<th>Stakeholder Engagement</th>
<th>Zoom Video Communications, Inc., to provide District Zoom meetings for the 2020-21-S</th>
<th>$3,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Coronavirus Aid, Relief and Economic Securities Act (CARES)</td>
<td></td>
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<tr>
<td></td>
<td>- School Emergency Relief Fund (ESSER)</td>
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<td>- Learning Loss Mitigation Funding (LLMF)</td>
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</tbody>
</table>

Pupil and Family Engagement and Outreach

<table>
<thead>
<tr>
<th>Provided housing for our homeless families</th>
<th>$10,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coronavirus Aid, Relief and Economic Securities Act (CARES)</td>
<td></td>
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<tr>
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</tbody>
</table>

Pupil and Family Engagement and Outreach

<table>
<thead>
<tr>
<th>House Advisory Teachers are first point of contact for the families</th>
<th>$1,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coronavirus Aid, Relief and Economic Securities Act (CARES)</td>
<td></td>
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<tr>
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</tbody>
</table>

Pupil and Family Engagement and Outreach

<table>
<thead>
<tr>
<th>Support groups to offer our most disadvantaged families guidance on supporting their children during distance learning.</th>
<th>$5,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coronavirus Aid, Relief and Economic Securities Act (CARES)</td>
<td></td>
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<tr>
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</tbody>
</table>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>$82,500.00</td>
</tr>
</tbody>
</table>

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.]

When we first went into distance learning in March, and started engaging students online, we found out quickly that many of our low income, EL, foster youth, and homeless students were not showing up to class meetings. We immediately started tracking attendance at sites, then using a weekly log in our data system, we found that attendance was disproportionately lower with the said groups. As our Teachers, School...
Social Worker, Principals, Social Worker and other staff reached out to these families, we realized that a major obstacle was a lack of technological resources. We responded by forming a MTSS Team and an online Family Success Referral form. Avance provides the family a safe way to get equipped with these important tools including Chromebooks, technology and family services.

**Blackboard Communication System:**

Though our student information system holds contact information for all Avance families, we found, especially during distance learning, that many of our families were not receiving communications from our district. With major decisions being made and communicated frequently, both announcing school closures and updating families on health information pertaining to schools from local, county-wide and state-wide agencies, we knew we had to figure out a better communication strategy. After collecting attendance and participation data in the Spring, we could see that this problem with communication was particularly pervasive with our unduplicated students, who were often the students disengaging from distance learning. Our site MTSS Team found that families sometimes change their phone numbers and don’t update this information with the district, are more responsive to text messages, and rely more on their cell phones for communication than computers and email. In response, we purchased a subscription for Remind which provides SMS-based communication software to improve communications with families. With Remind, we can communicate directly with students and families to answer questions and provide individual support. Teacher and family personal contact information is never shown. Class participants can send messages in the same way they receive notifications—by text, by app, and online.

**Academic Counseling/Life Prep:**

Resources including academic supports, counseling, extracurricular activities, and advising to support successful academic planning and college and career exploration. This program is offered to all students starting in the 10th grade. It gives them the opportunity to increase the likelihood of attending and graduating from college through exposure and information.

**Internet Hot Spots:**

After school closures last spring, we had quite a few students never joined in on distance learning, or participated in the beginning then fell off. After digging deeper, we determined that many who fell into this category were unduplicated students. In response, we purchased Internet Hot Spots specifically to support low income families who do not have access to the Internet. We made Hot Spots available through our main office, which had extensive family outreach mechanisms in place.

**MTSS Team** provides direct services to students and to ensure implementation of a district-wide model for best instructional support and intervention. Responsible for identifying, tracking, and providing services for students performing below grade level and students in need of behavioral support. These systems provide school-wide interventions targeted to the students that need them through a layered intervention model. The effort emphasizes an integration of measurable outcomes, data-based decision making, and evidence-based practices. The MTSS team for Avance will identify and allocate resources to appropriate students at their schools, targeting English Learners, Foster Youth, Students with disabilities, and/or students who are African-American, Latino, and/or Socio-Economically Disadvantaged groups. The structure includes all students being assessed and, if identified, offered support services.

**Parent/Teacher Conferences:**

During the COVID-19 pandemic, home is school for most of our students, and families are playing the role of administrators, educators, facilitators, and coaches for student learning. The upcoming Parent Teacher Conference (PTC) is an important opportunity for teachers to
hear from parents/guardians about how your student is doing and how remote learning supports are working for them. During this uncertain time, it is critical that we hear from our families about how the student is doing and how the school’s supports are working.

**NWEA MAP Assessment:** Without clear assessment and data collection in place as part of a systemized structure for identifying and supporting students, it’s possible that some students could fall through the cracks, specifically our unduplicated students. In order to ensure that we are monitoring all students’ academic progress, we must have a comprehensive assessment system in place. Having a clear system is in accordance with LCAP goals two to ensure that all systems are culturally and linguistically responsive to the needs of our students. We will ensure monitoring of all students by implementing our developed assessment plan, and making sure that we use this data to inform our practices.

**Tutoring with EXL Staff:** Tutoring is being put in place for our students who need extra support so that they can get instruction directly related to what teachers are teaching. The support can include extensions of lessons and/or pre teaching so that students will be better prepared and ready to learn. We believe that providing this intensive intervention will improve academic outcomes for our students performing below grade level standards.

**School Social Worker:** Our goal of ensuring our sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn. This goal is a large part of the work for our School Social Worker. By supporting our unduplicated students and families providing outreach, resources, and specialized support, our students and families are more trusting of schools and more likely to engage with school committees, activities, and volunteer opportunities which has been shown to improve student achievement outcomes. Responsible for supporting our unduplicated students and families by providing outreach, resources, and specialized support to families of unduplicated students. School Social Worker were designed to meet the unique needs of our unduplicated students and their families, this added support benefits the entire school since the specialist is involved with all school events and family outreach.

**Avance CTE Courses:** This program aligns with our LCAP by providing high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success. This 5 credit course for rising 9th grade students introducing Avance resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration, will give students who historically have not had access to higher education better access. The ultimate goal is to increase the likelihood of our students to attend and graduate from college.

**PAC Meetings and Parent Forums:** This action creates a more inclusive school structure. Academia Avance engages in monthly meetings and collects feedback so that we can communicate with, and learn from, families to improve our practice. This is particularly important for our unduplicated families who are not always heard. Parent Forum Meetings create transparency which improves trust, and is more likely to keep families engaged.

**Temporary Housing for our homeless families:** Focused on students who are experiencing homelessness and offered support during Covid-19 and school closures. This support gives our students safety and security in a very insecure situation. The goal is to help with a safe environment so that these students can have access to their education.