NOTICE OF PUBLIC HEARING

September 17, 2020
5:00-6:00 pm

Zoom Virtual Meeting (Link)
Meeting ID: 635 876 1750

THE GOVERNING BOARD OF AVESON CHARTER SCHOOLS WILL HOLD A PUBLIC HEARING AND COMMENT ON SEPTEMBER 17, 2020 REGARDING THE 2020-2021 LEARNING CONTINUITY AND ATTENDANCE PLANS FOR AVESON SCHOOL OF LEADERS AND AVESON GLOBAL LEADERSHIP ACADEMY.

The public hearing will be via teleconference. The public is cordially invited to participate in this meeting. Should you wish to make written public comment, you may email your comments to boardmeeting@aveson.org. To be considered, your email must be received at this email address prior to the beginning of the public hearing.

THESE MATERIALS:

ASL Draft for Review: Learning Continuity & Attendance Plan
AGLA Draft for Review: Learning Continuity & Attendance Plan

ARE OPEN FOR PUBLIC REVIEW IN:

Public Hearing Folder 09/17/20

DATE POSTED: September 14, 2020

ASL DRAFT Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan follow the template.

Revised 09/14/2020

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson School of Leaders	Eva Neuer, Executive Director	evaneuer@aveson.org 626-797-1440

General Information

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

On March 13, 2020 the LEA notified its community, the school would be closing due to the COVID-19 pandemic. The LEA was fully closed effective Monday, March 16, 2020 through Friday, March 27, 2020. The following two weeks, March 30, 2020 through April 10, 2020 the school continued to be closed due to the regularly scheduled spring break. This decision was made with an abundance of caution for the health and safety of our school community and with an eye towards sharing responsibility with the broader community to mitigate the spread of the coronavirus. The LEA resumed school in a distance learning format on April 11, 2020.

The LEA remained in distance learning through the end of the school year, which ended on June 2, 2020. During the spring and summer months the LEA began developing a hybrid model for the fall. On July 17, 2020 Governor Newsom announced school districts within counties on the governor's monitoring list were required to begin the school year in distance learning. On August 19, 2020 the LEA began the school year in distance learning. At the time of this plan's adoption in September, Los Angeles County COVID-19 metrics still prohibit K-12 schools from reopening. Furthermore, the State waiver process for elementary schools to reopen is not yet being offered/approved by the County Public Health Department.

The pandemic and our operating in 100% distance learning mode has placed additional stressors on students, families, and staff. Students are not able to benefit from frequent peer and teacher interaction and support. Families are not able to meet and support each other, or to support the teaching and learning on campus. Staff have been tasked with teaching remotely: pedagogy for which most had not prepared nor planned to do in their careers.

Aveson School of Leaders also operates an independent study program for three classrooms. Where different, independent study program details will be included in this document under the heading of Aveson Center for Independent Study (ACIS).

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.

Timeline of Stakeholder Engagement
- May 10: A survey was sent to all students to gather their feedback on their distance learning experience.
- May 28: A survey was sent to all families to gather their feedback on their distance learning experience, as well as to determine their comfort level for the 2020-2021 school year.
- June 11: Leadership Team of Teachers and Administrators met to brainstorm for plan
- July 27: Aveson Charter Schools Executive Directors emailed parents to inform them a draft plan was being developed and announced the scheduling of a virtual town hall meeting to review the plan with parents and gather their feedback. This communication was translated to Spanish for families who do not speak English.
- July 29: Leadership Team of Teachers and Administrators met to draft plan
- August 10: ASL held a virtual town hall meeting to gather feedback from parents about the plan. ACIS held an SB98 update meeting to explain program changes to parents.
- August 12-18: ASL staff returned for professional development, which included a review of various aspects of the plan.
- September 8: ASL held a virtual town hall meeting to review the updated plan and gather feedback from parents about the plan.
- September 14: ACIS Town Hall Meeting to receive parent feedback on the middle school independent study program.
- September 17: Special hearing held to gather feedback from the community.
- September 24: Aveson Charter Schools Board of Directors approved the plan.

A description of the options provided for remote participation in public hearings.

Public Hearings Remote Participation
- Public hearings are held virtually using Zoom.
- Each virtual zoom session is set up with a call in option.

A summary of the feedback provided by specific stakeholder groups.

Feedback from surveys from May showed that the majority of families did not want to send their children back for regular, full-time schooling while the pandemic continued. The majority of students had felt supported by school staff. A sampling of survey questions and results follow here:

My child feels more engaged in their learning when interacting in real time with their Advisors: 67% very true; 27% somewhat true
My child learns best when they read, conduct research, and complete their work independently: 12% very true; 41% somewhat true
Advisor office hours to answer questions via email. 38% very important: 39% important
One-on-one phone calls with Advisors: 42% very important; 36% important
There is an Advisor or other adults at my school who really care about me: 65% very much true: 21% pretty much true
There is an Advisor or other adults at my school who provide me with interesting activities to do while I'm learning from home: 36% very much true; 39% pretty much true; 23% a little true
Preference of on-site and at-home learning with synchronous and asynchronous learning: 30% strongly preferred; 52% preferred

Feedback from Town Halls revealed that parents and caregivers would like additional guidance from staff to know if their children are making satisfactory progress. Families requested teaching tips and support for tracking grade level progress. An ongoing question where different families hold different viewpoints is the question of how much screen time is best? Prior to returning to campus in hybrid form families will want further opportunities to review and understand safety protocols for on-site instruction.

ACIS held a town hall meeting on August 11 to discuss changes to the program based on SB98 regulations. While parents were still interested in having their students participate in ACIS synchronous online classes, they were overwhelmingly opposed to the idea of those classes being mandatory. Likewise, they were unhappy about the new requirements for tracking daily participation and weekly engagement. A number of families disenrolled due to the fact that non-classroom based schools are not being held to the same standard, and are therefore currently more appealing to our traditional ACIS population. Conversely, families who have not participated in independent study in the past, but rather transferred over from our regular ASL program, have expressed gratitude for the ACIS option and not minded the increase in required documentation, as they have no other previous experience. The majority of ACIS parents have expressed that they are not in a hurry to return to campus. Many will opt to keep their scholars home until such time and social distancing protocols are no longer needed. A second town hall meeting is scheduled for Tuesday, September 15th to request updated feedback now that we are nearly one month into the school year.

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

Stakeholder input requesting smaller group sizes and more frequent synchronous interaction with teachers were two priorities for our Learning Continuity Plan. Additionally, the need to support students with mental health and social-emotional learning was also voiced by all stakeholders and incorporated into our plan.

As a result of the staff survey, we purchased new laptops for staff working remotely. Every credentialed and licensed staff member was provided a summer stipend of $3,000 to allow them the time to convert their curriculum to become distance learning compatible. Licensed/credentialed staff also received a discretionary tech supply budget of $300 to better equip themselves for working remotely.

As the result of parent input, ACIS synchronous online classes have remained largely optional. We have strongly encouraged all students to participate in at least some of the class offerings. Further, online classes may be required of some students as a part of our tiered reengagement plan. Additionally, we have creatively used parent input to create a schedule of weekly class options that meets the requirement to provide daily synchronous engagement, while varying the goals of each session. Two days per week contain explicit content, including SEL, number talks, reading, writing, STEM and PBL. One day per week is focused on presentations and the sharing of student work. The other two days are advisory class meetings where advisors will address student needs for tutoring and personal academic goal setting.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, **with an emphasis on 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.**

Hybrid instruction at ASL provides continuity between in-person and asynchronous learning for all students. Hybrid learning at ASL also emphasizes targeted instruction in order to support students with significant learning loss and is unique by grade level spans. During Hybrid learning, students would stay in their same small 10-12 student cohorts as they are in Distance Learning, either in Cohort A or B. Both cohorts would attend live, on-campus school two days per week and would participate in asynchronous learning two days per week. In addition, asynchronous days would include 30 minutes of synchronous instruction in the afternoon. All afternoons, M-Th includes targeted synchronous instruction for students who need extra support due to significant learning loss.

Fridays are reserved for synchronous social and emotional learning for all students in the morning with staff professional development taking place the rest of the day.

Self-contained Hybrid
-On-campus time:
*Same two lessons for groups A and B
-At-home time:
*Same two lessons for groups A and B
*Live online instruction in the afternoon (30 min)

**Lessons are not chronologically dependent

TK/K Hybrid
On-campus time:
- Math: guided lesson by advisor each day
- Literacy: Writers and Readers Workshop lessons
- SEL: guided lesson by advisor each day
At home time:
- Math: Eureka math lessons and workbook assignment
- Literacy: Independent lessons in handwriting, writing and reading
- STEM: STEM activity/Mystery Science lesson
*Live online instruction in the afternoon (30 min)

1-2 Hybrid
-Math: Assign 2 Eureka videos and 5 practice lessons per week
-On-campus time:
- Math: Watch 2 Eureka videos(for review and those who didn't watch at home), Live reteaching by homeroom advisor if needed and guided practice (not same practice for A & B)
- Literacy: Readers and Writer's workshop (planned by content specialist, but taught by homeroom advisor), possible video viewing of intro topic by content advisor

-At-home time:
- ● Math: Eureka video and independent practice 2 days (not the same lessons for A & B)
- ● Literacy: Spelling, Journal-writing, Reading 20 min
- ● SEL focused Live online instruction in afternoon (30 min)

3-5 Hybrid
-On-campus time:
- ● content advisor lesson, homeroom advisor reteach/support/guided practice (Same two grade-level lessons for A & B)
-At-home time:
- ● Google classroom assignments
- ● SEL focused Live online instruction in afternoon (30 min)

Daily Schedule:
TK/K=180 min. 3 hours per day
1-3=230 min. 4 hours per day   -
4/5 =240 min. 4 hours per day
TK & K On Campus Daily Schedule (Group A two days, Group B two days)
- ● 8:20 - 11:20
1-2 On Campus Daily Schedule
- ● 8:20-12:30
3-5 On Campus Daily Schedule
- ● 8:20 - 12:30
1:30-2:00 Zoom Instruction for at home kids
2:10-2:40 Zoom instruction in different subjects for identified students with learning loss

**M-Th students on campus
**Fridays, no students on campus
**Fridays, all students participate in Zoom SEL in the morning. Rest of day devoted to staff PD, collaboration and meetings.

ACIS will also begin offering on-campus classroom experiences when health metrics allow. We have always been a hybrid independent study program. While ASL is on a hybrid schedule and observing social distancing measures, ACIS will begin by offering a half day on campus in addition to our synchronous online classes on the other four days of the week. This in-person class time will serve to build a stronger connection with the school family. Our focus will be on SEL, STEM challenges and student presentations/sharing of work. Core academics will continue to be personalized for each individual and largely completed remotely. While we will want to have ACIS students back on campus as soon as feasible, this will likely be the last group to return to campus due to the nature of independent study and the feedback we have received from parents. That said, ACIS students will have the same access to intervention and special education services provided on campus as their ASL peers, in order to prevent and address potential learning loss.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE)	$7,000	N
Cleaning/Disinfectant Supplies	$3,500	N
Supplies/Equipment, e.g. sneeze guards, hand-washing stations, signage	$18,500	N
Health Office Supplies	$1,000	N
COVID-19 Testing for employees	$25,500	N

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.

Distance Learning at Aveson School of Leaders includes:

- Structured daily schedules for students and teachers, with daily live interaction that meets AB 77 & SB 98 universal requirements for California school districts (Daily live instruction with credentialed teachers)
- Standards-based curriculum
- Combined ASL adopted core curriculum with a supplemental online resources (InSync and Seesaw)
- Tech survey was used to identify needs for devices. Every student with a needwill be provided with a device to access online learning.

Systems
The educational program is delivered through a virtual setting using a learning platform for delivering the core curriculum.
Delivery Method for Distance Learning via the following platforms:
Tk/K-2nd: SeeSaw
3rd-5: Google Classroom
Zoom - video conferencing tools for live classroom environment

Structure
Daily schedules for students and teachers with increased live interaction
[Daily Schedule](#)

Instructional Resources
Curriculum - Utilizing school core adoptions and pre-built online programs

Math: Eureka digital (In Sync) and print materials will be used. Every student will be provided with a workbook in addition to the online format of student materials.
Literacy: Handwriting Without Tears (TK/K-2nd), Lucy Calkins Units of Study, Words Their Way
Social Studies/Science: Standards aligned project based learning model
Social Emotional: Mind-up, Conscious Discipline, Diversity/Anti Racism Pollyanna curriculum
Assessment tools: Dibels for Literacy, Eureka Equip for Math

Supplemental Instructional Resources**:**

Eureka Equip data generates instructional plans to address learning loss in Math. Literacy assessments from Dibels are used to identify students at risk in learning to read. Small group instruction in literacy utilizing programs such as SIPPS and Barton are used to provide literacy intervention.

Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Language Learners will be made as needed.

This section of the plan aligns to key aspects of our authorizing district's guidelines and recommendations: PUSD https://pusd.granicus.com/MetaViewer.php?view_id=15&clip_id=732&meta_id=118357

ACIS students were already engaged in independent study prior to the pandemic, so for most families, learning remotely is not a big leap. In response to the pandemic, ACIS is ensuring that all students have access to their advisor and peers on a daily basis, through Zoom Classroom offerings. Further, ACIS provides a lot of flexibility and support when it comes to providing curriculum and driving personalized learning. Each student receives access to our Universal Curriculum Package. Furthermore, ACIS scholars may use available instructional funds to request additional hard copy or online curriculum materials. ACIS advisors meet individually with each family within every 5 school weeks to perform additional assessments and progress evaluations, set goals and determine the course of the student's instruction. When we are able to bring students back on campus, the focus of our in-person instruction on each weekly campus day will be on SEL and sharing student projects/work. Students will continue to use the same process of accessing curriculum and engaging in personalized academic learning at home for the remainder of the week.

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.

- During Spring 2020 distance learning a tech survey was sent to each parent to ask them to inform the school if they had wifi at home and if their student had a dedicated device (i.e. chromebook) to access distance learning.
- For all students who did not have a dedicated device, they were provided one by the school. They were told to keep the device so they would have it for use for the 2020-2021 school year.
- For families who needed access to wifi, the IT Coordinator made phone calls to them to provide them with information about how to access free services.

- An updated survey was sent to all families in August to determine if any new families or continuing families need a device or need their Aveson owned Device replaced (i.e. due to not working properly).
  - This survey was developed in both English and Spanish.
  - All families who require a device will be provided with one. For consistency of student experience, it is preferred that students use a chromebook or laptop to access the distance learning curriculum since the learning experience on mobile devices (i.e., Smartphones/tablets) may be different.
- When campus re-opens in a hybrid model, students will continue to use devices for the days that are not on campus.
- The IT specialist is working with internet providers to provide families with wifi or hotspots to access wifi.

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.

Pupil Participation

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. In both the hybrid and distance learning models measures will include participation in live (on campus or virtual synchronous) instruction, completion of weekly asynchronous assignments, and other forms of contact/communication with the teacher (i.e. office hours, email or phone support).

With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Hybrid Attendance/Participation Tracking

Teachers will input attendance directly into the Student Information System (Illuminate) each in person instructional day. For students who continue to participate in distance learning, teachers will document attendance/participation for each student in a distance learning attendance and participation tracking sheet. This information is tracked daily. Documentation of attendance in Illuminate is not unique to distance learning and is required when students are attending in-person or live synchronous classes.

Distance Learning Attendance/Participation Tracking

ASL will use the CDE template to track daily/weekly work and to assign full/partial credit.

ASL School-wide Assessments
DIBELS - to be administered for all grades for ELA
Eureka Equip - to be administered for all grades for Math
Lucy Caulkins Writing Assessment (timed)

Progress Checks
Optional per teacher discretion:
San Diego Quick; BPST;
EasyCBM (Reading and Math)
Flipgrid for reflection
Kahoot, Pear Deck (Google Slides add-on), or Quizlet for fun in-person, informal, content knowledge checks (need to check how these work in a remote learning setting)
ACIS will track daily participation and weekly engagement through our 2020-21 Weekly Assignment and Work Record Form. This form will list all of the assignments completed by the student each day and will include work samples for the week. Advisors will review the work record and assign time value in full or partial days.

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.

ASL Leadership Team of Advisors and Directors planned the weeklong professional development prior to school opening. The team will continue to collaborate for P.D. throughout the year in the areas that follow:
Online Teaching Pedagogy
- *** EXCELLENT SOURCE with live recordings, webinars, slides incorporating Virtual Learning Strategies, student engagement and connection, and technologies FREE! https://go.blackboard.com/virtual-teaching-academy#datesAnchor
- Understanding online learning standards https://www.nsqol.org/
- Webinars on a variety of topics (online student engagement and more) https://learningforward.org/webinars-2/
- Best practices in Asynchronous Learning (and more topics) webinars https://pogil.org/teaching-online-during-the-covid-19-crisis
- Distance Learning Playbook https://us.corwin.com/en-us/nam/the-distance-learning-playbook-grades-k-12/book275865

Technology

Zoom Tutorials to better acclimate with the program and to explore functions that will better student engagement:
https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials
3-5 educators: Google Classroom tutorials and fulfill Google Certification Level 1 and Level 2 (?)
https://edu.google.com/teacher-center/certifications/educator-level1/?modal_active=none
3-5 Nearpod technology and implementation in to Google Classroom https://nearpod.com/
K-5 educators: Webinars on Transforming Learning via technological opportunites/apps
https://www.edweek.org/ew/marketplace/webinars/webinars.html

Anti-Racism Education
- *** Teaching Tolerance Virtual Workshops (You can request a training that is done via Zoom). Some costs do apply.
  https://www.tolerance.org/professional-development/workshops
- *** Teaching Tolerance Webinars -- plethora of topics that can be watched independently and then group
  discussions/reflections/action plans https://www.tolerance.org/professional-development/webinars
- *** Pulitzer Center webinars/professional development on justice and race
  https://pulitzercenter.org/pulitzer-center-education-resources-and-programs
- Virtual training/conference "Talking about Race in the Classroom" workshop PD
  https://centerracialjustice.org/register-for-a-training/
- Webinar: Equipping educators with anti-racist strategies
  https://learningforward.org/webinar/educating-for-racial-equity-equipping-oneself-with-anti-racist-strategies/

SEL for staff and students
- ASCD's talking points/discussion/reflection on Whitewashing Social Emotional Learning:
  http://www.ascd.org/publications/newsletters/education_update/apr19/vol61/num04/Why_We_Can't_Afford_Whitewashed_Social-Emotional_Learning.aspx
- Mindful Schools offers a variety of programs (Some free!) that speak to teachers and students. Certification courses available
- ****K-5: Understanding Digital Citizenship Webinar for teachers (lessons are also provided)
  https://www.commonsense.org/education/training/teaching-digital-citizenship
- *** Mind Up How-to videos to refresh mind up curriculum and adapt to digital platform: https://mindup.org/category/videos/

- Webinars that support SEL in Distance Learning Environment http://info.apertureed.com/archived-resources
- Self-Compassion for Educators - Kristen Neff 2-part videos (1 hr long) https://greatergood.berkeley.edu/video/item/kristin_neff_on_self_compassion_for_educators_part_1

Eureka math implementation

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 resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key roles and responsibilities of staff, organized by area.

Health Office Assistant

ASL has hired a Health Office Assistant who is being trained in school health clerk responsibilities, and is being trained as a member of the COVID compliance team for ASL.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:
- Executive Directors: Consult with Pasadena City Public Health Department to verify all information. Provide guidance to the school site regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Teachers: Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- Front Office Staff: Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with Executive Directors to follow protocols that lower the risk of infectious students being on campus.
- Support Staff: Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

- Custodial Staff: Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis.
- Food Service Staff: Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

Additional Staff Expectations for Distance Learning

Advisors
- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators to join Google Classrooms.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments.
- Track distance learning attendance and participation.

Special Education Staff
- Provide virtual services for all students assigned to their caseload.
- Develop and administer regular, common formative assessments.
- Join live virtual classes and host individual or group zoom sessions.
- Collaborate with Advisors to support student access to distance learning curriculum.

Administrators
- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to Advisors to improve student learning.
- Engage in collaborative time with teachers and special education staff virtually and facilitate regular virtual staff meetings.
- Ensure that special education service providers can work as co-teachers in Google Classroom.

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
English Learners will be invited for PML small group instruction as needed based on assessment results and teacher and family feedback.

Students with Disabilities
Per new legislation, IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days for emergency situations. Given the current emergency situation, an individual emergency services plan for distance learning will be developed for all students with an Individualized Education Program (IEP). The emergency services plan will remain in effect until school resumes in a hybrid model.

Most supplementary aids/support can be offered in distance learning. If a supplementary aid/support needs to be modified for distance learning, the support will be added to the individual emergency services plan and the plan will indicate how the support will be modified and who will deliver the support.

Most IEP goals can be appropriately addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals that are not able to be addressed in distance learning will be indicated on the individual emergency services plan.

The emergency services plan will also detail the delivery model for all services, the goals the services will address and the frequency of the service. The delivery models are:

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher/staff appointments (virtual or in-person, if allowed)
- Scheduled email check-ins (parent of student)

- Virtual office hours (parent or student)

For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.

Homeless Youth
Distance Learning supports specific to Homeless Youth will include:
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.

Foster Youth
Distance Learning supports specific to Foster Youth will include:
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

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

Description	Total Funds	Contributing
Student Chromebooks	$15,000	Y
On-line assessments	$3,000	Y
Software licenses/Digital curriculum materials (great minds	$8,000	Y
Staff laptops and tech supplies	$26,000	N

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 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.**

Assessments will be key to identifying learning loss and providing data to inform instruction to address learning loss. The following assessments will be utilized:

Math: Eureka Module assessments, Eureka Equip Assessments which creates suggested learning loss plans for each student demonstrating a gap in grade level skills.

English Language Arts: Dibel reading assessments, Units of Study Writing Assessments, and the Words Their Way Spelling inventory. In August, ACIS advisors wanted to get to know each child as a whole person and build connections, so we began the school year with SEL in the online classrooms and informal assessments of where students are in their learning through individual intake meeting discussions and evaluation of student work products. In September, we are administering online EasyCBM assessments for math and reading comprehension. For grades TK-1, this includes assessment of phonemic awareness and phonics development that will be conducted live one on one by the advisor. In early October, all students will take a Words Their Way spelling inventory assessment and Writer's Workshop timed writing assessment. Simultaneously, we'll be administering DIBELS reading assessments to students on the basis of need. With some young or struggling students, we'll use additional reading assessments to gather more data. These benchmark assessments for reading and math will take place at the beginning, middle and end of the year. Where intervention is required, we will set up an individualized plan for each student which may include goal setting, intervention resources/assignments, and/or progress monitoring.

Pupil Learning Loss Strategies

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

Aveson School of Leaders also has an Advisor (Credentialed Teacher) on special assignment. To oversee the administration of assessments and data collection. Data collection is prioritized for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness as well as students new to our school This data is

then analyzed to identify learning loss and create instructional plans to address the identified needs for identified students. The Director of Personalized Mastery Learning will hold data meetings with advisors (teachers) to support planning instruction to address learning loss. Our distance learning and hybrid schedules include small group instruction opportunities in addition to the regular time -value attendance day to implement instruction which addresses learning loss..

Eureka Equip data generates instructional plans to address learning loss in Math. Literacy assessments from Dibels are used to identify students at risk in learning to read. Small group instruction in literacy utilizing programs such as SIPPS and Barton are used to provide literacy intervention.

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 effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. The use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness.

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

Description	Total Funds	Contributing
Teacher On Special Assignment: assessments and small group support	$73,756	Y
SpecEd Staff	$31,486	Y

Mental Health and Social and Emotional Well-Being

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

The social and emotional well-being of pupils and staff has always been at the forefront of Aveson's commitment to serving the whole child and the staff as adult learners. Aveson is keenly aware that the effects of COVID-19 are far reaching and potentially long lasting. Aveson will monitor and support mental health and social and emotional well-being of pupils and staff by taking a school-wide,

multi-layered approach. Any and all mental health and Social and emotional actions will necessarily be inclusive of diversity, inclusion and antiracist practices.

<u>Students:</u>

1. Provide 5 days per week of direct mental health and SEL instruction via our advisory based learning model. Teachers and students will thoughtfully engage in topics such as Self-Awareness, Self-Management, Growth Mindset, Relationship with Others and Social Problem Solving. Teachers will use school-wide adopted curriculum such as Conscious Discipline, MindUp, and The Zones of Regulation. School developed resources such as our School Family Agreements, SEL Learning Outcomes and our founding Guiding Principles will also be used.

2. Provide students increased opportunities to connect with their peers via school-wide programming efforts such as Lunch Club (a fun, SEL based "hang-out" time for students guided by a credentialed staff member), Buddy Day (a morning each week where younger students and older students get to connect and learn from each other) and School Family Assemblies (a time for our whole school to come together and discuss our school-wide SEL focus areas of Safety, Connection and Composure).

3. Provide opportunities for students (especially in grades 3-5) to share their SEL successes, challenges and needs via anonymous SEL student surveys. Surveys to be administered at least twice per year. The data collected from these surveys will help drive SEL advisory instruction and identify students at risk who will need referrals to other school or community resources.

4. Provide increased outreach efforts to those students and families who appear less connected as indicated by attendance, participation/engagement and work completion measures. Weekly check-ins via phone, Zoom and/or email will be conducted by teachers and/or other support staff.

5. Provide increased access to our school-based counseling program to those students identified as at risk. The MFT supervisor and the Director of Student Support will collaborate regularly to determine student need and space available in the program.

<u>Staff:</u>

1. Provide opportunities for staff to share their SEL successes, challenges and needs via anonymous SEL staff surveys. Surveys to be administered at least twice per year. The data collected from these surveys will help drive SEL professional development and identify staff at risk who might need referrals to other school or community resources.

2. Provide mental health and SEL professional development no fewer than one time per month for all staff members. PD will be largely planned by the Joint Leadership Team (composed of 6 teachers and administration) and in response to staff SEL surveys. In addition, PD will focus on staff mental health and self-care and how to provide SEL instruction to students utilizing our school-wide curriculum.

3. Provide staff increased opportunities to connect with their colleagues via monthly self-care programming efforts. Such opportunities will include, but not be limited to yoga, art, mindfulness, breathing and meditation.
4. Provide staff increased coaching via weekly coaching meetings by which staff will be able to set SEL goals, express their personal and professional needs and co-develop an action plan to meet those needs with their coach.
5. Create a new Healthy Living Coordinator staff position dedicated to assisting students and staff with SEL supports.

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 is not engaging in instruction and is at risk of learning loss.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like. ASL does not only want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.

The district's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. The district has created a plan to monitor student attendance and participation and provide support to students and families when needed.

The components of engagement will be monitored and assessed through regular monitoring of attendance, completion of class exit tickets, frequency of use of various online tools (i.e. Google classroom), participation in online discussions, percentage of assignments completed, participation in support opportunities. When students are not engaging during distance learning a tiered approach to reengagement will be followed for pupils who miss three days or 60% of any school week:
Tier I: Advisor will email and/or call the family and offer support.
Tier 2: Director of PML and/or Director of Student Support will email and/or call the family to offer additional support.
Tier 3: Executive Director, Advisor, and Directors of PML/Student Support will meet with family to determine and individual support plan for reengagement.

ACIS will implement a tiered re-engagement strategy for pupils who miss 3 days or 60% of any school week.

Tier 1: School personnel will contact the student and guardian by phone call or video chat to determine the student's connectivity and accessibility.

Tier 2: School personnel will contact the student and guardian by phone call or video chat to implement daily Zoom check-ins with the advisor.

Tier 3: School personnel will schedule a Zoom meeting between the student, parent, advisor and ACIS Director to determine whether ACIS is an appropriate placement for the student. If it is determined that the student will continue in independent study, a plan will be written to provide additional support.

School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in person instruction and distance learning, as applicable.

Aveson will ensure families who apply and qualify for Free and Reduced-Priced meals will receive breakfast and lunch from the Aveson kitchen throughout the school year whether the students are attending school in person or are learning from a distance. Aveson recognizes the effect the current economy and loss of jobs has on our families, and the Front Office and food services staff are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. Additionally, the Free or Reduced-Priced meal program information flyers and applications have been distributed in English and Spanish.

Recently, the USDA's Food and Nutrition Service (FNS) extended a suite of nationwide waivers for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) through the end of 2020, or until available funding runs out. Aveson has secured the appropriate waivers to ensure ALL students have the opportunity to receive breakfast and lunch through the fall months.

The distribution of meals will look different depending on whether students are attending school at home through distance learning or on campus.

In Distance learning, to ensure social distancing and "no-touch" pick up, families line up six feet apart, wear a mask, and then pick up pre-assembled weekly meal kits. The kits include the makings of 5 breakfasts and 5 lunches per student in the family. Each kit has

fresh produce, grains, proteins, dairy and ready-made meals to be reheated at home. Families can pick up their meal packs at two locations located on the east and west ends of Altadena.

When students attend in-person instruction, meals will be delivered in a to-go meal bag for the student to consume at home.

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

Description	Total Funds	Contributing
Food Service Director including hazard pay	$31,140	Y
Part-time Registered Associate MFT	$15,182	Y
Consultant for support with Diversity/Equity/Inclusion/Anti-RacitstEducation	$25,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and LowIncome students
20.10%	$137,789

Required Descriptions

For each action 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 goals for these students.

Class Size
One of the key choices we made to support their success in a distance learning model was choosing to assign students to small cohort groups so that each teacher has a Cohort A and Cohort B.

Devices and Connectivity

The provision of devices and connectivity access is being applied across the district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need. On a case-by-case basis, Wi-Fi hotspots will be provided.

Nutrition Services and Supplies
The Food Services team implemented weekly meal pick-ups during school closures and throughout the summer and the focus was primarily intended to provide food access to students and families facing food insecurity. Implementation of the action included a change in our weekly meal program menu, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across multiple charter school sites. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:
- Foster Youth Supports
- Multilingual Staff
- Homeless Youth Supports
- Curriculum, Instruction and Assessment Specialists
- Social Emotional Learning (SEL)
- Home kits to provide students with supplies and materials

Learning Continuity and Attendance Plan (2020–21)
The instructions for completing the Learning Continuity and Attendance Plan follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aveson Global Leadership Academy	Keith Simmons, Co-Executive Director Kelly Jung, Co-Executive Director	keithsimmons@aveson.org kellyjung@aveson.org

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

On March 13, 2020 the LEA notified its community, the school would be closing due to the COVID-19 pandemic. The LEA was fully closed effective Monday, March 16, 2020 through Friday, March 27, 2020. The following two weeks, March 30, 2020 through April 10, 2020 the school continued to be closed due to the regularly scheduled spring break. This decision was made with an abundance of caution for the health and safety of our school community and with an eye towards sharing responsibility with the broader community to mitigate the spread of the coronavirus. The LEA resumed school in a distance learning format on April 11, 2020.

The LEA remained in distance learning through the end of the school year, which ended on June 2, 2020. During the spring and summer months the LEA began developing a hybrid model for the fall. On July 17, 2020 Governor Newsom announced school districts within counties on the governor's monitoring list must begin the school year in distance learning. The school campus can open when the county they are in is off the monitoring list for 14 consecutive days. On August 19, 2020 the LEA began the school year in distance learning.

For many students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also of paramount importance in AGLA's distance learning model. The School Counselor and tutors will reach out to students to continue guiding students on the path toward graduation and college and career readiness.

Aveson Global Leadership Academy also operates an independent study program for roughly 15 middle school students. Where different, independent study program details will be included in this document under the heading of Aveson Center for Independent Study (ACIS).

Due to our high level of students with identified needs (20%) and socioeconomically disadvantaged students (32.2%), we knew that we were going to be uniquely impacted by this event. This Learning Continuity and Attendance Plan will address our plan to assist these students and the rest of our affected community.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback

Timeline of Stakeholder Engagement

- May 10: A survey was sent to all students to gather their feedback on their distance learning experience.
- May 28: A survey was sent to all families to gather their feedback on their distance learning experience, as well as to determine their comfort level for the 2020-2021 school year.
- July 17: Co-Executive Directors held a teacher leadership meeting to discuss hybrid and distance learning plans. Decisions made at this meeting were used to develop this plan.
- July 23 & 24: Additional teacher leadership meetings were held to gather educator input to develop the plan.
- July 27: Aveson Charter Schools Executive Directors emailed parents to inform them a draft plan was being developed and announced the scheduling of a virtual town hall meeting to review the plan with parents and gather their feedback. This communication was translated to Spanish for families who do not speak English.
- July 30: Co-Executive Directors held another teacher leadership meeting to gather input to be used to develop the plan.
- August 7: An overview of the plan was emailed to parents in advance of the town hall meeting.
- August 11: AGLA held a virtual town hall meeting to gather feedback from parents about the plan. ACIS held an SB98 update meeting to explain program changes to parents.
- August 12-18: AGLA staff returned for professional development, which included a review of various aspects of the plan.
- September 9: AGLA held a virtual town hall meeting to review the updated plan and gather feedback from parents about the plan.
- September 14: ACIS Town Hall Meeting to receive parent feedback on the middle school independent study program.

- September 17: Special hearing held to gather feedback from the community.
- September 24: Aveson Charter Schools Board of Directors approved the plan.

A description of the options provided for remote participation in public hearings.

Public Hearings Remote Participation
- Public hearings are held virtually using Zoom.
- Each virtual zoom session is set up with a call in option.

A summary of the feedback provided by specific stakeholder groups.

Student Survey
According to the student survey administered May 10, 2020, 52% of students rated their distance learning experience as a three on a five point rating scale. Students identified advantages such as "I get to set my own schedule," and "I can work at my own pace." Students identified disadvantages such as "I am not always able to work when I want, because other people need the [computer]," and "We don't have actual lessons for our assignments." When asked which live platform they preferred, 68.6% of students identified Zoom as their preferred virtual class platform. The final question on the survey asked students what they suggest to improve distance learning. Answers included suggestions such as "If there were not so many different schedule times that keep changing for zoom and different passwords and we had more help," "more online meetings with teachers and students," and "I think that it would be fun to have more zoom classes."

Family Survey
According to the family survey administered May 28, 2020, families felt more comfortable with a structured distance learning model for the 2020-21 school year than in person instruction, or a hybrid model. When asked about their willingness to send their student back to Aveson, 75.7% of families chose that they were either going to send their student back regardless of instructional plan, or that they would only send their student back if an online/distance learning option was available. Only 19.3% of families would only send their students back to Aveson if some form of on campus instruction was offered. 16% of families opposed an online synchronous/asynchronous schedule, with 84% of families preferring or strongly preferring this model over other proposed models, including a traditional every day schedule administered online, a hybrid online/in person model, and full time independent study. The main reason for this choice was student interest (41.3%), followed by health reasons (29.2%), and parent preference (15.4%).

Staff Survey
According to the staff survey administered May 27, 2020, staff had a variety of technology concerns. Several advisors were running classes off of their phones or personal computers. School issued chromebooks did not have the capacity to run Zoom meetings successfully. Over half of advisors were concerned that their current technology setup would not allow them to successfully lead class.

Public Stakeholder Feedback
52 stakeholders attended the public hearing on September 9, 2020. Staff, family, and students were in attendance. According to the Zoom poll, when asked how easy it has been for students to follow the synchronous bell schedule, 81.4% of the meeting participants indicated their student has been able to follow the schedule with ease. When asked how easy it is to understand how to use google classroom, 79.1 reported their student was having success with this. Participants who answered the devices and connectivity support poll indicated 93% received the support they needed. Participants reported at a 93.3% rate, the fall distance learning program is more rigorous than the spring distance learning program. When presented with the budgeted supports for mental health and social emotional supports, 77.8% of families felt these measures would help to create a safe and supportive school environment and currently 91.2% of families report they and their student(s) feel supported.

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

Student Survey
Based on the results of the student survey administered May 10, 2020, several decisions were made about the Learning Continuity and Attendance Plan. Since 68.5% of students preferred Zoom, the LEA elected to make Zoom the default platform for live instruction. Due to the suggestions for clear schedules and live instruction, regular Zoom classes on a standardized schedule were established with unchanging links and passwords.

Family Survey
The results of the family survey administered 5/28/20 bolstered the decisions made based on the student survey, and solidified the LEA's decision to choose a structured distance learning model for at least the first semester. We will solicit additional stakeholder feedback and use public health department guidance to inform our decisions for the second semester.

Staff Survey

Based on the results of the staff survey administered May 28, 2020, the decision was made to purchase a Windows computer for every staff member. They were also provided a technology budget of $500 out of the Learning Loss Funds to allow them to make the purchases they deemed necessary, since the needs were diverse. Every credentialed and licensed staff member was provided a summer stipend of $3,000 to allow them the time to convert their curriculum to become distance learning compatible.

Public Stakeholder Feedback
Based on the results of the polls and feedback received during the meeting, the continuity plan was updated to provide more clarity with on-campus hygiene practices. Additionally, more professional development will be offered to the staff regarding the use of Google classroom and a streamlined approach to using google classroom school-wide will be implemented.

Continuity of Learning

In-Person Instructional Offerings
A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on 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.

Hybrid Overview
Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. When LA county is removed from the monitoring list and remains off the monitoring list for 24 consecutive days, Aveson Global Leadership Academy will take a phased approach to returning students to campus, with a focus on the most vulnerable students first.

- Students with an IEP who are placed in the learning center (moderate needs);
- English language learners;
- Students who are struggling to access online curriculum (connectivity concerns at home);
- Students who need to recover credits to graduate from high school;
- Students whose parents are essential workers.

Eventually all students will return to campus in a hybrid model to limit the number of students on campus at one time and ensure social distancing in the classrooms. A hybrid model is defined as a combination of in person and remote instruction. Students will be divided into two cohorts: A and B. Students in cohorts A and B will attend courses in person on their assigned days (cohort A: M/W; cohort B: T/Th). For students whose parents have elected to participate in distance learning and not physically attend school, their student will maintain their same Cohort (A or B) and join their classmates via a livestream link.

If any students in cohorts A or B become ill or are unable to attend school for an extended period of time, they will be allowed to transfer to distance learning until they are able to safely return to school.

Access to campus will be limited to individuals who are required to be on site. The LEA will continue to hold meetings with parents electronically to limit large groups of individuals gathering. When students are on campus, they will remain with a group of students within their cohort in one classroom for the entirety of the bell schedule while staff rotates among classrooms to provide instruction. For middle school students, lunch will be delivered to their classroom in a brown lunch sack for consumption at home. High school students will receive their brown lunch sack in the classroom for consumption prior to period 5.

Hybrid Schedule

Hybrid Model Schedule

	Cohort A	Cohort B
Synchronous Days	M/W	T/TH
Asynchronous Days	T/TH	M/W
Advisory Days	M/W/F*	T/TH/F*
Ind. Work/Support	F	F

* Please see the bell schedule for Friday's Advisory time

Bell Schedule

Monday - Thursday					
Middle School			**High School**		
Period 1	8:30am	9:10am	Period 1	8:30am	9:10am
Period 2	9:20am	10:00am	Period 2	9:20am	10:00am
Period 3	10:10am	10:50am	Period 3	10:10am	10:50am
Period 4	11:00am	11:40am	Period 4	11:00am	11:40am
Advisory*	11:50am	12:20pm	Advisory*	11:50am	12:20pm
			Lunch	12:20pm	12:50pm
			Period 5	12:50pm	1:30pm
			UC Electives	1:40pm	2:20pm

* Please refer to the cohort schedule at the top of the page for which days of the week your student will take content classes live and which days they will have advisory classes live.

Friday		
Middle School		**High School**
Advisory Cohort A 11:10am 11:40am		Advisory Cohort A 11:10am 11:40am
Advisory Cohort B 11:50am 12:20pm		Advisory Cohort B 11:50am 12:20pm
Independent work day Remote support available upon request.		Independent work day Remote support available upon request.

The LEA's plan to mitigate risk of transmission between students and staff includes, and is not limited to, the following:

- Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.
- Face Coverings: Wearing a cloth face covering is required for all AGLA staff, students, and visitors unless it is not recommended by a physician. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open.
- Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Good hygiene will be modeled and reinforced and frequent hand washing and sanitizing breaks will be offered to students. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, provide reminders of mask protocols, and help maintain cohorts.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering the school site are screened with a temperature check and review of signs/symptoms, will be implemented. Staff will work with Pasadena County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each. Activities that are potentially allowable include:

- 1:1 Assessments and Evaluations
- English Language Proficiency Assessments for California (ELPAC) Administration

AGLA recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in June. Details about this survey are provided in the Stakeholder Engagement section of this plan.

If the Los Angeles County Health Department, State or Aveson Charters School Board orders AGLA to physically close for health and safety reasons, teachers will continue instruction according to the bell schedule and all students will maintain their cohort schedule from home for the duration of the closure and distance learning will resume again.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$7,000	N
Health Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	$1,000	N
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$3,500	N
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	$500	N
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19.	$8,000	N
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus.	$10,000	N
Covid Testing Staff Covid testing	$25,500	N

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.

Distance Learning Overview
In Distance Learning, all students will be divided into two cohorts: A and B. All students will participate in synchronous learning activities via zoom, asynchronous learning activities, advisory, and independent work time/additional support based on their cohort schedule (see the next page). When a return to campus is possible, parents may elect to maintain enrollment in distance learning. Your student will maintain their same Cohort (A or B) and join their classmates via a livestream link.

Livestream will be a minimum of 50% of the instructional period inclusive of direct instruction, interactive assignments, class opening and closing for all students. Independent seat work may not always be livestreamed, but will be counted as asynchronous instructional minutes.

Distance Learning Features
- Zoom will be used to host synchronous virtual classrooms and/or meetings to discuss content, engage in dialogue and answer questions and/or address misconceptions. Expectations around frequency of meetings and flow of meeting will be provided.
- Structured daily schedules for students and teachers, with increased live interaction that meet AB 77 & SB 98 universal requirements for California school districts (Daily live instruction with credentialed teachers)
- Standards-based curriculum
- Combines AGLA's adopted core curriculum with supplemental online resources, which include the following, but are not limited to these listed below:
    - Edgenuity
    - Edgenuity MyPath
    - Thrively
    - Kesler Science
- Daily live instruction with credentialed teachers
- All assignments will be pushed out through Google Classroom.

Schedule Overview

Distance Learning Model Schedule

	Cohort A	Cohort B
Synchronous Days	M/W	T/TH
Asynchronous Days	T/TH	M/W
Advisory Days	T/TH/F*	M/W/F*
Ind. Work/Support	F	F

Please see the bell schedule for Friday's Advisory time

Bell Schedule

Monday - Thursday						
Middle School				**High School**		
Period 1	8:30am	9:10am		Period 1	8:30am	9:10am
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Period 4	11:00am	11:40am		Period 4	11:00am	11:40am
Advisory*	11:50am	12:20pm		Advisory*	11:50am	12:20pm
				Lunch	12:20pm	12:50pm
				Period 5	12:50pm	1:30pm
				UC Electives	1:40pm	2:20pm

Please refer to the cohort schedule at the top of the page for which days of the week your student will take content classes live and which days they will have advisory classes live.

Friday						
Middle School				**High School**		
Advisory Cohort A	11:10am	11:40am		Advisory Cohort A	11:10am	11:40am
Advisory Cohort B	11:50am	12:20pm		Advisory Cohort B	11:50am	12:20pm
Independent work day Remote support available upon request.				Independent work day Remote support available upon request.		

Instruction and Curriculum

- Math: Eureka digital (In Sync) and electronic worksheets, CPM, Delta Math, Outcome Trackers
- English Language Arts: Lucy Calkins Readers & Writers workshops, Outcome Trackers, CommonLit
- Social Studies: C3 Frameworks
- Science: NGSS Integrated Project Based Learning model utilizing Kesler Science curriculum
- Social Emotional: Advisory including weekly circles according to standards set by IIRP International Institute for Restorative Practices)
- Assessment tools:
    - ELA
        - Timed Writing
        - Commonlit pre-reading assessment
        - easyCBM fluency assessment
        - Edgenuity benchmark assessment
        - Edpuzzle
        - Quizizz
        - Kahoot
        - Outcome Tracker Master Check (High School)
    - Math
        - Course Study "Mastery Checks"
        - Mini quizzes
        - Periodical course study assessments
        - Edgenuity benchmark assessment
        - Delta Math Quiz and Assessments

Distance Learning for ACIS (Grades 6-8 Independent Study)
ACIS students were already engaged in independent study prior to the pandemic, so for most families, learning remotely is not a big leap. In response to the pandemic, ACIS is ensuring that all students have access to their advisor and peers on a daily basis, through Zoom Classroom offerings. Further, ACIS provides a lot of flexibility and support when it comes to providing curriculum and driving personalized learning. Each student receives access to our Universal Curriculum Package. ACIS advisors meet individually with each family within every 5 school weeks to perform additional assessments and progress evaluations, set goals and determine the course of the student's instruction. When we are able to bring students back on campus, the focus of our in-person instruction on each

weekly campus day will be on the continuation of our "Pathways for Middle School" enrichment program, currently offered online. Thos students who've opted into one or two classroom-based core classes, will attend those on campus, as well. Students will continue to use the same process of accessing curriculum and engaging in personalized academic learning at home for the remainder of the week.

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.

- During Spring 2020 distance learning a tech survey was sent to each parent to ask them to inform the school if they had wifi at home and if their student had a dedicated device (i.e. chromebook) to access distance learning.
- For all students who did not have a dedicated device, they were provided one by the school. They were told to keep the device so they would have it for use for the 2020-2021 school year.
- For families who needed access to wifi, the IT Coordinator made phone calls to them to provide them with information about how to access free services.
- An updated survey was sent to all families on August 4, 2020 to determine if any new families or continuing families need a device or need their Aveson owned Device replaced (i.e. due to not working properly).
    - This survey was developed in both English and Spanish.
    - All families who require a device will be provided with one. For consistency of student experience, it is preferred that students use a chromebook or laptop to access the distance learning curriculum since the learning experience on mobile devices (i.e., Smartphones/tablets) may be different.
- When campus re-opens in a hybrid model, all students will receive a 1:1 chromebook device. A dedicated device reduces the likelihood of spreading germs that can happen with shared devices.
- The AGLA IT department is working with internet providers to provide families with wifi or hotspots to access wifi.

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.

District Common Assessments
Student learning needs will be assessed through frequent classroom assessment practices and period benchmark assessments. Appropriate instruction and intervention has been identified to improve student outcomes. The district has emphasized these

assessments should be low stakes. Their purpose is to inform teaching and learning and to monitor student progress on grade level content. The results should not be confused with students' capacity to learn. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson design, unit design, and most importantly, identification of specific support needs for students. Where a student demonstrates significant gaps in a specific skill or cluster of skills, targeted support can be provided. This can include differentiation of instruction during live or synchronous instructional minutes and provision of tiered intervention support through small group or individual opportunities, such as tutoring sessions. English Language Learners will take the ELPAC and the data gathered from the results of their assessment will be used to analyze progress.

Pupil Participation
Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. In both the hybrid and distance learning models measures will include participation in live (on campus or virtual synchronous) instruction, completion of weekly asynchronous assignments, and other forms of contact/communication with the teacher (i.e. office hours, email or phone support).

With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Hybrid Attendance/Participation Tracking
Teachers will input attendance directly into the Student Information System (Illuminate) each in person instructional day. For students who continue to participate in distance learning, teachers will document attendance/participation for each student in a distance learning attendance and participation tracking sheet. This information is tracked daily. Documentation of attendance in Illuminate is not unique to distance learning and is required when students are attending in-person or live synchronous classes.

Distance Learning Attendance/Participation Tracking
Teachers will document attendance/participation for each student in a distance learning attendance and participation tracking sheet. This information is tracked daily. Every Monday of the following week, the attendance and support staff input live synchronous attendance information into Illuminate. Documentation of attendance in Illuminate is not unique to distance learning and is required when students are attending in-person or live synchronous classes.

Time Value of Work

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

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.

AGLA will provide professional development opportunities and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to:

- Social Justice Standards - Teaching Tolerance
- Black Minds Matter Webinar - 5 part series
- Anti-Racist Education - developed in partnership with an outside educational consultant and our new Diversity, Equity and Anti-Racism Team
- Universal Design for Learning (UDL)
- Google Classroom
- Zoom Training
- SnagIt Training
- Kami Training

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 resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key roles and responsibilities of staff, organized by area.

Attendance and Participation

Within distance learning and blended models, teachers will be responsible for monitoring attendance and participation using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments (Google classroom), attendance at live synchronous instruction, and other forms of contact. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous attendance/participation each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. The staff will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education
All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:
- Inclusion Specialists will set-up and conduct virtual IEP meetings. Inclusion Specialists will facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Behavior Intervention Specialists will be available for consultation on behavioral strategies that can be implemented in a distance learning model.
- Behavior Intervention Implementators (BIIs): BIIs that are assigned to individual students will assist those students during distance learning by attending zoom sessions. BIIs will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety Protocols
Broad responsibilities applicable to all staff include:
- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.

- Immediately contact the Support team and Executive Directors if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.
- Actively model and support all required public health measures.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:
- Executive Directors: Consult with Pasadena City Public Health Department to verify all information. Provide guidance to the school site regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Teachers: Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- Front Office Staff: Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with Executive Directors to follow protocols that lower the risk of infectious students being on campus.
- Support Staff: Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.
- Custodial Staff: Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis.
- Food Service Staff: Implement one-way passageways through meal delivery. Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

Additional Staff Expectations for Distance Learning
<u>Advisors</u>
- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators to join Google Classrooms.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments.
- Track distance learning attendance and participation.

Special Education Staff
- Provide virtual services for all students assigned to their caseload.
- Develop and administer regular, common formative assessments.
- Join live virtual classes and host individual or group zoom sessions.
- Collaborate with Advisors to support student access to distance learning curriculum.

Administrators
- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to Advisors to improve student learning.
- Engage in collaborative time with teachers and special education staff virtually and facilitate regular virtual staff meetings.
- Ensure that special education service providers can work as co-teachers in Google Classroom.

School Counselor
- Build upon the structures that have been put in place over the past few years to support a range of student needs within the distance learning and in-person contexts.
- Counselors will increase collaboration with college access partners so that all students receive one on one or small group support with the submission of college applications and the Free Application for Federal Student Aid (FAFSA).
- Post their virtual and/or in-person office hours to ensure parents/guardians and students are aware of their availability.

Support Staff
- Support families and students with access to the distance learning program.
- Monitor attendance concerns.

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 Language Learners

Students with Disabilities

Per new legislation, IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days for emergency situations. Given the current emergency situation, an individual emergency services plan for distance learning will be developed for all students with an Individualized Education Program (IEP). The emergency services plan will remain in effect until school resumes in a hybrid model.

Most supplementary aids/support can be offered in distance learning. If a supplementary aid/support needs to be modified for distance learning, the support will be added to the individual emergency services plan and the plan will indicate how the support will be modified and who will deliver the support.

Most IEP goals can be appropriately addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals that are not able to be addressed in distance learning will be indicated on the individual emergency services plan.

The emergency services plan will also detail the delivery model for all services, the goals the services will address and the frequency of the service. The delivery models are:

- Teacher-posted lessons, asynchronous (online or other media)
- Virtual class meetings, synchronous
- Personalized learning tools (virtual or paper packets, as available)
- Scheduled teacher/staff appointments (virtual or in-person, if allowed)
- Scheduled email check-ins (parent of student)
- Virtual office hours (parent or student)

For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:
- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of Homeless Services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.
- Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth

Distance Learning supports specific to Foster Youth will include:
- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

Actions related to the Distance Learning Program

Description	Total Funds	Contributing
Devices and Connectivity - Students Computers made available for all students who need a device to access distance learning at home and Wi-Fi hotspots on an as needed basis.	$45,000	Y
Counselors, Master Scheduling, and Credit Recovery The School Counselor will provide students academic, college, and other supports, including referral to appropriate services.	$67,508	Y

Special Education Staffing Continue providing appropriate staffing for both 1:1 aides, school psychologists and behavior specialists, and adapt delivery of services and supports to distance learning context.	$92,025	Y
Curriculum Kesler Science subscription was purchased for the science department, Edgenuity comprehensive subscription was purchased for school-wide use, CPM ebooks were purchased for all HS math students, school supply packets were distributed to MS and HS students, and Eureka. These purchases will be used by all of the AGLA programs (Site-Based, ACIS, and Flexible Studies)	$32,000	Y

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 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.

> AGLA will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, English Language Arts (ELA) and mathematics scope include specific guidance for administration of common assessments. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

Pupil Learning Loss Strategies

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

> The primary means of addressing learning loss and accelerating learning for pupils will be through a tiered instructional delivery approach during synchronous instructional time. The strategies at each Tier of Instruction are:
>
> **Tier 1:**

All students will receive standards-aligned instruction focused on essential common core state standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2:
Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3:
Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions. The focus will be on the key prerequisite skills that students need to successfully master the content rather than broad reviews.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted support to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, and ensuring that students are referred to and receiving the appropriate support.

For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available.

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 effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. The use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness.

AGLA will follow the following protocol and procedure:

1. Standardized three assessment windows during which time students are administered benchmark assessments during the 2020-2021 school year.
2. Teacher access to individual and class data. Administrator access to school wide data.
3. Professional time set aside to review, assess, and plan. This time will include monitoring a comparison of student levels currently and data from previous years (for returning students).

This will include the interim/benchmark assessments for Math and ELA administered over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), advisors will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Curriculum Edgenuity Intervention online curriculum subscription	$23,600	Y
Staffing Two tutor roles and a Director of Curriculum, Instruction and Assessment role was created. Behavior interventionists to support with one to one sessions with students who have been identified with that need through the IEP process.	$145,363	Y

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any 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.

Aveson has been championing social emotional support and learning since its founding. AGLA will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on exemplifying the characteristics of R.I.S.E.:

- Responsibility
- Integrity
- Safety
- Equity

Each student is assigned to a grade level specific Advisory led by a credentialed advisor. This year, Advisories meet tr-iweekly live on Zoom. The goal of these Advisories is solely mental health support, community building and social emotional learning. Prior to the shut down, half of the staff was trained by the International Institute for Restorative Practices on leading restorative circles. The plan to train the entire staff was halted due to the pandemic, but will resume as soon as safely possible. However, the staff that attended the multi-day training led a series of Professional Development opportunities for the other staff members in how to implement these circles in their Advisory practice. This training has become even more valuable as the pandemic has unfolded. Advisors are leading restorative circles in their Advisories at least once per week to address the well-being of students and give them support in a non-academic setting.

Our Licensed Marriage Family Therapist (LMFT) and School Counselor will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support. Marriage Family Therapy Trainees, under the supervision of the Licensed Marriage Family Therapist, began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions. Additionally, the LMFT and School Counselor will provide resources to families to access support in their areas. Finally, AGLA budgeted to employee a Registered Associate Marriage Family Therapist in addition to the Marriage Family Therapy interns assigned to AGLA this year.

Our board certified behavior analysts (BCBAs) will provide training and support to all general education and specialized teaching and support staff on managing challenging behaviors within the classroom (both remote and in person) setting as well as teaching functionally equivalent replacement behaviors. Our behavior support team has implemented a process to submit virtual behavior incident reports. The response to behaviors will be based on a tiered approach.

- Tier 1: Advisor communication/conference with students and parents
- Tier 2: Behavior support team conference with students and parents. Coaching support provided to advisors.
- Tier 3: Admin meetings with students and parents.

Our student support team will work with the team of advisors to identify families who are experiencing barriers to accessing distance learning and work to ameliorate those barriers. There are several ways that a family or student can receive additional support. When an advisor identifies a family or student in need of support, they can reach out to our student support team, who can contact the family over the phone, through email, or with a home visit. Support staff will also regularly review attendance data, and independently contact families and students who are chronically absent or not participating.

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 is not engaging in instruction and is at risk of learning loss.

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like. AGLA does not only want students to be present or "logged in," we want them to be engaged: interacting, thinking and connecting.

The district's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. The district has created a plan to monitor student attendance and participation and provide support to students and families when needed.

Student Participation Defined
- Virtual class attendance and participating in classroom discussions.
- Interacting with the learning material such as attending, writing, reading, studying, or watching and submitting assignments.
- Meta cognitive reflection on the process of learning.
- Emotional engagement reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus or in virtual sessions.
- Participating in office hours for additional support.

Monitoring Engagement
The components of engagement will be monitored and assessed through regular monitoring of attendance, completion of class exit tickets, frequency of use of various online tools (i.e. Google classroom), participation in online discussions, percentage of assignments completed, participation in support opportunities, and participation in co-curricular and extracurricular activities (i.e. Student Ambassadors, Debate, GSA Club, lunch club).

AGLA is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. Teachers, administrators, and staff across the school site have a shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/participation are:
- Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- Advisors: Document attendance/participation every school day for each scheduled class period, regardless of the instructional model.
- Front Office and Support Staff: Monitor attendance/participation, work with teachers and families, and provide tiered interventions when necessary.
- Administrators: Ensure that attendance/participation is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the Front Office and Support Staff.

Outreach
Throughout the spring school closures, advisors and support staff, made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and

supporting reengagement with the learning process. As school reopened this fall, school communications were sent out in English and Spanish via email and follow up phone calls were made to families who required additional support. Additionally, AGLA hired an additional Student Support Coach to support families with access.

Tiered Reengagement - Advisor
- Tier 1: Students attending school regularly. (81-100%)
    - Positive relationships, engaging school climate, clear and consistent communication between school and families
- Tier 2: Students who attend/engage moderately (51-80%)
    - Advisors email or phone the student and parent to check in.
    - If the advisor is unable to make contact with the parents of a student who is absent at least two times during the week, the teacher will alert the support team.
    - Provide device for distance learning (as needed)
    - Contact made in families home language
- Tier 3: Students who attend 50% of the time or less
    - Advisors will schedule a zoom conference with the parent to develop an attendance plan.
    - Advisors will share the attendance plan with the behavior support team.
    - If the support team is unable to make contact with the parents, administrators will be alerted.
    - Contact made in the family's home language.

Tiered Reengagement - Support Team and Administration
The support team will monitor attendance reports in Illuminate and continue to follow the truancy policy.
- Tier 1: When a student reaches 5 unexcused absences truancy letter #1 will be sent via email to parents.
- Tier 2: When a student reaches 10 unexcused absences, truancy letter #2 will be sent via email to parents.
    - A meeting will be scheduled with the parents and behavior support team.
- Tier 3: When a student reaches 15 unexcused absences, truancy letter #3 will be sent via email to parents.
    - A meeting will be scheduled with parents, co-executive directors and behavior support staff team.
    - Behavior support support team will start to plan home visits
        - Wellness checks by local authorities
        - AGLA staff home visits.
        - Referrals to outside agencies

● Tier 4: When a student reaches 20 unexcused absences, they will be reported to their home district.

To support implementation of the above strategies, the support team will conduct weekly data reviews.

Additional Resources and Outreach Efforts
Multiple supports exist for families in their communities. These resources will be shared with families on a case by case basis based on individual need.

School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in person instruction and distance learning, as applicable.

Aveson will ensure families who apply and qualify for Free and Reduced-Priced meals will receive breakfast and lunch from the Aveson kitchen throughout the school year whether the students are attending school in person or are learning from a distance. Aveson recognizes the effect the current economy and loss of jobs has on our families, and the Front Office and food services staff are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. Additionally, the Free or Reduced-Priced meal program information flyers and applications have been distributed in English and Spanish.

Recently, the USDA's Food and Nutrition Service (FNS) extended a suite of nationwide waivers for the Summer Food Service Program (SFSP) and Seamless Summer Option (SSO) through the end of 2020, or until available funding runs out. Aveson has secured the appropriate waivers to ensure ALL students have the opportunity to receive breakfast and lunch through the fall months.

The distribution of meals will look different depending on whether students are attending school at home through distance learning or on campus.

In Distance learning, to ensure social distancing and "no-touch" pick up, families line up six feet apart, wear a mask, and then pick up pre-assembled weekly meal kits. The kits include the makings of 5 breakfasts and 5 lunches per student in the family. Each kit has fresh produce, grains, proteins, dairy and ready-made meals to be reheated at home. Families can pick up their meal packs at two locations located on the east and west ends of Altadena.

When students attend in-person instruction, meals will be provided through meal purchases or the Free or Reduced-Priced meal program. For middle school students attending in-person instruction, meals will be delivered in a to-go meal bag for the student to consume at home. For high school students attending in-person instruction, meals will be delivered to their classroom for consumption.

Additional Actions to Implement the Learning Continuity Plan

Description	Total Funds	Contributing
School Nutrition Dochub license subscription for food services staff to send electronic Free or Reduced meal program applications.	$41.00	N
Essential Worker Hazard pay for the Food Services Director being onsite as an essential worker.	$30,918	N
Mental Health and Social Emotional Well-Being Hired an outside educational consultant to work in partnership with to conduct an audit, review of the audit, and recommendations for corrective actions. The consultant will also work with us to develop our new Diversity, Equity and Anti-Racism Team and professional development. Hired a Registered Associate Marriage Family Therapist to provide additional counseling services.	$37,638	N
Multiple Areas Computers made available for all staff, reimbursements for Wi-Fi and cell service was added to staff payroll, tech budgets were provided to licensed and credentialed staff to make additional tech purchases (i.e. wifi booster, document camera), Zoom educator licenses were purchased for all staff, and SnagIt screen recording software was purchased for all staff.	$70,000	

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 LowIncome students

32.92%	$210,708

Required Descriptions

For each action 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 goals for these students.

Aveson Global Leadership Academy believes in providing the right instruction to every student, every day. We extend this mission to all students, including foster youth, English learners, and socioeconomically disadvantaged students. We realized that this pandemic would hit these students the hardest, and developed the following strategies to support these students:

Student statistics
- 0.2 % of our students are foster youth,
- 1.9 % of our students are homeless youth
- 32.2% of our students are socioeconomically disadvantaged
- 4.7% of our students are English learners

Class Size
One of the key choices we made to support their success in a distance learning model was choosing to keep class sizes extremely small. The largest classes this year are 16 students, which allows for instruction that fits each student and their language needs. We also pushed Google Read & Write onto all Chromebooks, allowing English learners to choose how they access their material.

Devices and Connectivity
The provision of devices and connectivity access is being applied across the district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to new and returning students in grades 6-12. On a case-by-case basis, Wi-Fi hotspots will be provided.

Nutrition Services and Supplies
The Food Services team implemented weekly meal pick-ups during school closures and throughout the summer and the focus was primarily intended to provide food access to students and families facing food insecurity. Implementation of the action included a

change in our weekly meal program menu, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across multiple charter school sites. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

School Counselor
Implementing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success.

Teacher Collaboration Time
Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)
These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:
* Foster Youth Supports
* Multilingual Staff

- Homeless Youth Supports
- Curriculum, Instruction and Assessment Specialists
- School Counselor
- Teacher Collaboration Time
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Home kits to provide students with supplies and materials
- Home Visits