Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Adelanto Elementary School District	Marguerite Williams, Ed.D. Assistant Superintendent	Marguerite_williams@aesd.net (760) 246-8691 Ext. 10215

General Information

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

The Adelanto Elementary School District serves approximately 7,800 students in grades TK-8. There are 15 schools in the district serving the cities of Adelanto and Victorville. The schools are comprised of nine elementary schools serving TK/K-5 grade students, two schools serving K-8 grade students, three middle schools serving grades 6-8, and one alternative school serving students in grades 4-8 in the Bridges to Success program, and grades K-8 in the Connections Independent Study program. The alternative school, called the Adelanto Virtual Academy (AVA), was opened in 2018-19 and serves students in need of an alternative learning environment and students with significant behavior issues.

The district has a 1.4% transiency rate and middle school drop rate is less than 1%. The district serves students from diverse backgrounds with 64.77% Hispanic, 20.12% African-American, 7.04% Caucasian and 7.77% other. 82% of our students participate in NSLP (National School Lunch Program/ FRL), 16% of our students are identified as English Learners, 13.5% are identified as Special Education, 3% identified as Foster Youth, and 77.7% of our students are identified as unduplicated as defined in the Local Control Funding Formula (LCFF).

The impacts of the COVID-19 pandemic have been disproportionately large on students and families who were already experiencing inequitable outcomes in the AESD system. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color – particularly African American, Latinx, and Native Youth. This disproportionate impact is resulting in the exacerbation of academic, chronic absence, and other inequities during a time that is already historic in the levels of stress it is placing upon our collective community.

In recent years, AESD has been identified by the state for Differentiated Assistance based upon the performance of specific student groups on the California School Dashboard. The groups that have recurred across the two years include Socio-Economically Disadvantaged, Students with Disabilities, Foster Youth, and Homeless Youth, with African American, American Indian or Alaska Native, and English Learners also demonstrating significant performance gaps. It is important to note that there exists a high degree of intersectionality between these student groups.

On March 13, 2020, Adelanto Elementary School District made the difficult decision to close all schools, and on March 17, 2020, district and school closures were extended for an additional two weeks which eventually led to extended closure through the end of the 2019-20 school year. These decisions were not taken lightly and were influenced by federal, state and local guidance. Immediately it was clear that school closures had a significant impact on students, families, staff and the community at large. Our students, families, staff and community were faced with challenges in their health, academically; physically; emotionally, and financially. In order to mitigate some of the most pressing challenges, attention was primarily focused on providing meals; adapting to delivering instruction via a distance learning model and ensuring stability for students, families, and staff. All staff and students were impacted with the transition to distance learning by not only moving teaching and learning online, but all services including, business services, personnel, pupil services, special education and academic services shifted to working remotely.

Maintenance and Operations: Since school closures, our Operations Department has been deep cleaning each and every classroom and office across the district to maintain healthy environments for our staff and students for when we return.

School Nutrition: Student meals were provided to all children under the age of eighteen five days a week. Meals were distributed at four locations using a “grab and go” model to adhere to social distancing guidelines. We distributed approximately 227,282 meals to students and families between March 17, 2020 and June 3, 2020.

Academic Services: Our Academic Service division designed independent study academic packets to create educational learning opportunities for students. Hundreds of parents picked up academic packets on a weekly basis to ensure their students were connected with educational opportunities to further their learning. Assignments in the packet included all core curricular content areas: ELA, Math, Science, Social Studies and PE activities. In addition, many teachers reached out to their students through Class DoJo, Google Classroom and Zoom the week following school closures supporting students with virtual synchronous lessons and positive SEL.

Addressing the Learning Loss: Digital devices were provided to students for access to IXL, online curriculum as well as many other digital platforms, including but not limited to Lexia and Accelerated Reader through their CLEVER accounts to facilitate single sign-on to digital core curriculum. The district purchased approximately 6500 additional licenses to ensure all students had access to the online curriculum. Utilizing IXL online curriculum, as a personalized learning opportunity, all students, specifically English learners, homeless, foster youth and low-income students had access to a comprehensive K-8 curriculum designed to meet their unique needs. This created consistency across the district and provided equity and access to high-need student groups (English learners, foster youth, homeless and low income students).

Technology: Approximately 2000 parents completed the survey and priority was given to low-income students for Internet hot spots. We distributed approximately 1500 Chromebook Devices to parents who completed the survey. The Board approved the purchase of 200 mobile hot spots.

Counselors: Provided positive SEL support for students through: check-in to play games such as charades, pen pals, and Zoom for 1:1 and groups. The Assistance League donated $2,600 in gift cards that was used to purchase food and household items. Gift baskets were provided to foster and homeless youth. Student birthdays were celebrated with drive-by caravans. Instagram and Twitter was updated daily with calming, self-care stories read by Interns. Counselors checked in with parents on a weekly basis. After School program: Provided daily virtual tutoring sessions with students, physical exercise activities through YouTube lessons; fun games through Zoom and positive SEL activities.

AESD Core Values states: We provide differentiated instructional supports to meet the needs of all students. In addition, we provide timely, transparent, and informative communication to staff, parents, and community members related to COVID-19 and school re-opening. In presenting plans to the public and Board of Education, staff have noted that significant improvement was needed in instructional coherence and consistency prior to COVID-19. With the additional challenges that distance learning brings, the need for coherence and consistency in instructional programs is even greater.

Stakeholder Engagement

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

AESD's efforts to solicit stakeholder feedback to inform the district's 'Reopening plan' and the Learning Continuity and Attendance Plan began in June and have continued beyond the first day of school. Throughout the district's planning process toward the reopening of schools best practices across the state were researched; surveys of stakeholders were taken; and data analyzed to build the foundation for the planning and development process. Engaging in outreach efforts and surveying stakeholders has provided and continues to provide staff with valuable input to inform the district's planning in academics, attendance & engagement, culture & climate, nutrition services, and public health.

As the 2019-20 academic year came to a close, the district administered a survey of families to gain their feedback on distance learning. This survey was made available in English and Spanish via Google Forms. A total of 919 parents/caregivers responded to the survey. The results indicated an equal selection, one-third for each reopening option: full distance learning, hybrid model, and traditional return.

Mid-July, the Executive Cabinet, led by the Superintendent, established a Reopening School Advisory Committee. The committee consisted of three sub-committees. The sub-committee were comprised of: parents, students, teachers, Board of Trustee, and community members. A series of listening sessions with the committee members were conducted to seek feedback on the district's draft reopening plans and thinking regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision, core values, speed of trust behaviors and meeting norms and full descriptions of the proposed models for reopening schools. The three sub-committees engaged all stakeholders for approximately four weeks.

The following advisory committees were established: Logistics, Instruction, and Communication.

The focus of these committees were as follows:

- Instruction: This sub-committee developed guidance for Curriculum, Instruction, and Assessment; Teacher and Parent Training; and Student supports for the Distance Learning & the Hybrid models.

- Logistics: This sub-committee developed guidance to implement COVID-19 guidelines (Personal Protective Equipment (PPE)/Social Distancing/Sanitizing), as well as logistics for student transportation and nutrition for the Distance Learning & Hybrid models.

- Communications: This sub-committee developed processes to provide timely, transparent, and informative communication to staff, parents, and community members regarding COVID-19 and school re-opening.

- Parents, students, AESD staff and the community were invited to participate in the committee meetings as well as attend general town hall meetings. The committees were composed of administrators, teachers, classified staff, parents, community and Board members. Committees met on a weekly basis to establish guidelines for the safe reopening schools and providing high quality education to all students. Over the course of four weeks, the district had approximately 1,000 parents, students, teachers, administrators, and community members participate in listening sessions where they were able to give critical feedback. Access to FAQs from these sessions were made available to our stakeholders. Interpreters provided translation services to parents and students during these reopening school meetings. Communication about meetings was provided to stakeholders through In Touch messaging phone calls; flyers in PeachJar, emails, Class DoJo, postings on school and district websites.

In addition to the committees, the district provided two virtual meetings specifically for students to discuss the school reopening plan and have their questions and concerns addressed. The Special Education Department held a parent meeting specifically for the parents/guardians of Special Needs students. School sites held meetings prior to the beginning of school, as well as, within the first week of school to discuss the reopening plan and address questions with parents, students and the community.

During August, key stakeholder groups were engaged to solicit input specific to the Learning Continuity and Attendance Plan Draft.

Engagement of stakeholders included presentation of draft material and solicitation of specific input to inform improvements to the plan occurred at the following meetings:

- LCP Parent meetings (7/9/2020, 7/15/2020 and 9/2/2020)
- DELAC Advisory Committee (8/14/2020 and 9/11/2020)
- CAC Advisory Meeting (9/17/2020)
- Student Advisory Committee (7/16/2020 and 7/27/2020)
- Adelanto Elementary Staff (9/3/2020)

To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on the website with an accompanying survey to solicit input across all stakeholder groups. This was publicized via the district's PeachJar, Intouch Message System, and the district website, and through email to all site leaders, classified and certificated employees. Additionally, hard copies were placed in the front office at the Central Office to reach stakeholders that may not have internet access. Materials were translated into Spanish to reach stakeholders that speak languages other than English. The district's efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began in July to ensure that the information received would meaningfully inform plan development.

From the survey in May, committee meetings, and listening sessions in July, the district gained a tremendous amount of input prior to engaging in plan revisions during leading up to and following the public hearing in early September.

Additional input received during the 9/8/2020 Public Hearing supported final refinement of the plan leading toward the approval date of 9/22/2020.

To enable input by stakeholders across all groups, a draft of the Learning Continuity and Attendance Plan was shared for comment. The draft was posted on the district's website with an accompanying google form to submit comments. The availability of the drafts and opportunity to comment were publicized through the district's multiple electronic communication channels that are sent to staff, students, families, and community members. Hard copy notifications were placed in the receptionist area at the District Office. Beginning with the 9.22.20 meeting, board meetings included the opportunity for members to provide public comments live, in addition to the method utilized since school closures - submission of comments by email prior to the meeting. Public comments submitted prior to the meeting are read aloud by staff and members of the public was allowed to speak. The Board of Trustees adopted the Learning Continuity and Attendance Plan on September 22, 2020 at a regularly scheduled Board meeting.

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

Stakeholders participated in AESD Board, reopening school task force committee, parent and student meetings through Zoom. The meeting dates, times and zoom links were advertised through flyers posted at www.aesd.net and PeachJar. Meeting information was communicated through emails and all call messaging. Interpreters were available during all of these meetings to support stakeholders and eliminate language barriers.

Stakeholders could remotely submit questions or comments through public.comment@aesd.net. During meetings, stakeholders were able to submit questions through the Chat or open their Zoom microphones to speak. For the public hearing, individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number

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

Feedback from the stakeholder surveys, task force committees and the school reopening meetings provided the following information that was used in developing stakeholder training, guidance documentation; providing supplies and services.

AESD did not receive any feedback on the draft posted in mid-August in the receptionist area.

Key ideas from several respondents identified as Board Members include:
• Options for enrichment activities and outdoor learning both need to be explored.

- Parents and students need flexibility - they are working and have other responsibilities in addition to supporting student learning.
- The needs of students with disabilities need to be met. • We need to address social emotional needs, mental health
- The board requested that the district provide information on the number of students participating in tutoring and enrichment.
- The Board of Trustees requested information regarding the meal services programs in the district. Specifically, information about any meal program related to the Governor's office.

Parents Feedback - LCAP Parent Advisory: September 2, 2020

- Parents were interested in how prepared teachers will be to provide quality instruction to students through distance learning. They wanted guidance on supporting students with online learning while the parents are at work. Parents wanted assurance that the service delivery and model would continue through virtual means. This included counseling and speech therapy services. They wanted information on the plans for the health and safety of students and staff at all district facilities.

- Parents expressed concerns about how Google classroom work will for primary students and students with disabilities. A great number of parents stated that both parents work and other caregivers will be responsible for their children while they work. Parents wanted to know if the district would be providing night classes for students of working parents.

- Parents have expressed concerns with balancing work and education for their students in a distance learning environment because of their work schedule. Parents have articulated frustration as it relates to the quality of education during distance learning. Parents conveyed their opinion of how in-person learning is best for their children to learn.

- Parents have communicated that "hands on" learning must be provided with virtual google classroom instruction. It is clear that parent want students exposed to a mixture of live zoom teacher interaction, pre-recorded instruction, teacher led demonstrations etc.

- Some parents stated that teachers struggled on Zoom and with Google Classroom. They what to make sure that teachers will be better trained and provide with internet connection. The internet of the teachers doing it from home lagged making it hard to keep up because her mouth did not match her voice.

- A majority of the parents of students with disabilities expressed frustration about how students will receive the accommodations and modification outlined in their IEP. There were ongoing questions about how students will have full access to speech therapy. Parents want alternatives to students who are unable to focus on the chrome book, due to their respective disabilities.

Student Feedback

- Tell us about your best experience with Distance Learning? A total of 84 students responded. Students responding positively did so because they felt safe, they had more time to work with their family and that they had a great experience with their teacher. Those responding in a negative manner did so because they did not like distance learning, they had a poor internet connection, or they wanted to be back at school.

- If you could give your teacher advice for a great Distance program, what would you say? A total of 81 responses were received for this question and by far the most popular response was to make the sessions more on Zoom and to make them interactive. The students also suggest making time to communicate with students, allow them time to as more questions, provide examples of the end product that the teacher would like to see, and increase the opportunities for interactions with the teacher and peers.

- What are some of the challenges you had with Distance Learning? Math proved to be a challenge for 8 respondents, while a lack of or no teacher support posed a concern for 6 respondents of the 78 students responding to this question. The other challenges were a lack of materials and supplies (including a reliable internet connection), a lack of communication from the site and teacher as it related to assignments/expectations and the teacher not explaining the assignments in an easy to understand manner, including not providing examples.

- What are some recommendations to make this a great experience? Based on the 71 responses, the number one recommendation is to increase the number of Zoom meetings that students participate in per week. However, the teachers need to ensure that these Zoom sessions are fun, engaging and interactive. Additionally, to provide an opportunity for 1:1 sessions, the students are recommending regular, scheduled office hours so that they know when the teachers are available and when they are able to get additional help.

District English Learner Advisory Committee (DELAC): 8/14/2020

- Communication is a critical component – it needs to be in the home language and responsive.
- We need technology training for parents/families and staff
- English Learner needs must be considered in our planning – there needs to be ways students to get additional time in groups.
- Parents are concerned that their students are not receiving ELD instruction
- Our technology and Wi-Fi access has not been reliable.
- Parents continue to loss connectivity while engaging in Synchronous learning, they are losing a great deal of instructional time when they are disconnect and trying to reconnect. Parents report having to use multiple devices access CLEVER during instructional time.

The Instruction Committee consist of approximately 87 stakeholders. Committee Meetings were held consistently from July - August 2020. The stakeholders were asked the following question and provided the following feedback:

How will we address pupil learning loss?

- I'll start out with a review of the previous grade then use whatever digital assessments are available to see where they're at and go from there using the digital form of the programs to help my students.

- Training the teachers on MTSS, RTI, and using the AAIIAC to create the grade-level RTI groups like we have had in the past to group students by ability levels to ensure the differentiation of instruction is maximize.

- Ensure the Special Education teacher and EL Coordinator support those students during the RTI block.

- Ensure the AAIIAC has grade level groups, PLC, to review student data for specialized groups, discuss teaching strategies that were successful, and regroup students to meet the needs of each student.

- Create parent involvement meetings and opportunities so parents are informed on student progress, excellent instructional teaching strategies, and ways to help their students with our Curriculum. Discuss teaching strategies that work across grade levels for our ELs, SWD population so all teachers are informed across the board.

In what ways are SEL strategies already being implemented to engage and meet the needs of students and their families in person and through distance learning?

- Allowing space for students to share experiences and feeling in class zoom meetings.
- Constant communication with student and parents with concerns/questions about lesson and assignments.
- Class Dojo provides instant feedback to parents and works as an incentive for students.

How can the curriculum guide act as a resource for teachers in their instructional planning for the first quarter?

- Curriculum guides are an essential component so teachers don't walk into the classroom not knowing what to teach and when to teach it. Living in a district with high transiency rate, if our student switch from one school to another and still be on at the same page.

- For teachers who are struggling on how to begin, taking the "what" to begin with could be helpful. As a teacher, I often begin a year needing to address the standards, goals and expectations of the current year while simultaneously meeting the individual skill needs of each student.

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

The Learning Continuity and Attendance Plan was developed through stakeholder input, guidance from the Center for Disease Prevention and Control (CDC); California Department of Public Health (CDPH); Cal-OSHA and California Department of Education (CDE). Based on the feedback, input and guidance from these entities, the Adelanto Elementary School Board made the decision to reopen school with full distance learning.

Stakeholder meetings opened communication between parents, students and the community as the district developed the Learning Continuity and Attendance plan. This influenced technology decisions such as: providing Chromebooks for every student; Hot Spot Internet connections for our highest need population; using the Zoom platform, Aeries Parent Portal and Google Classroom. The Academic Services Department has responded to the feedback by developing a Parent Training Calendar. Parent technology training classes were offered over eight weeks. All training was designed to prepare our parents to support their children in Google Classroom, Zoom; Aeries Parent Portal; Chromebook usage, and Clever. The need for this support will be monitored on a an-going basis.

Related to the through line of addressing variations in implementation and quality of the learning experience, parents/guardians expressed their priority of increased accountability for staff in the implementation of district learning. This message was repeated and reinforced throughout listening engagement and other feedback sessions. Professional development for our educators offered during the summer was

voluntary basis; however, we trained more than 50% of our teaching staff. Approximately 100% of our staff attended the professional offerings on August 5, 2020 which included training on Google Classroom, Online Lesson Design, Trauma Informed practices, Universal Learning by Design (UDL), grade level planning with the modified curriculum guides. Academic Services also provided training for teachers on how to use the Board adopted core curriculum using the digital components in Go Math, Reading Wonders and Collections. Teachers also received training on using Aeries Gradebook, Google Classroom 101, Google Plus, Classroom Management and Zoom 101 and 102. In addition, there were approximately six parent trainings on Google Classroom, Zoom, and IXL. The section of this plan detailing professional development to support distance learning outlines how teachers were trained to deliver high-quality instruction in a distance learning environment. It further outlines steps taken to ensure parents know how to navigate digital platforms such as Google Classroom, Zoom and IXL in order to be able to support their student(s). Furthermore, in addition to the August 5th Professional Development day, the district has scheduled two additional full-day professional development trainings for our teachers on November 30, 2020 and April 5, 2021. Finally, throughout the year, teachers will engage in professional development opportunities through the following structure:

- Forty-Five (45) minutes of Asynchronous monitoring, Collaboration twice a week
- Forty-Five (45) minutes of District Led PD/Collaboration/Staff Meeting, twice a week with the exception of the 7 early teacher release days.
- Forty-Five (45) minutes IEP/Asynchronous Monitoring once a week
- Thirty (30) minutes daily prep time (Traditional Middle School)
- Sixty-one (61) minutes daily office hours (Traditional Middle School)

The district was sensitive to the concerns of trauma that students, families and staff may have experienced during the COVID19 pandemic. Social emotional support for students and parents is being provided through district and site counselors; training for staff; outside agency resources and referrals. Child Nutrition Services provide mobile meal drop-off for our AESD students at Westside Park and El Mirage. The District will also continue to distribute meals at the schools to support families during this pandemic. For the previous three years, Student Services Department has hosted "the Annual Back to School Resource Fair" to assist families of students who are homeless, foster or at risk of becoming homeless prepare to return to school by providing the necessities students need to start the school year including, backpacks, shoes, lunch, supplies, etc. Due to COVID-19, the following services were provided with social distancing and in a drive-thru format:

- Backpacks and school supplies
- Books
- Care bags
- Dental exams and cleanings
- Immunizations and Physicals
- Shoes and Socks
- Afterschool Program sign-up
- Clothing Closet appointments

The focus on our most vulnerable students in our planning and implementation was imperative. Another through line of feedback across stakeholder listening sessions was the need for plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout. Distance learning is comprised of synchronous and asynchronous instruction. Students will continue to receive music and art instruction from Itinerant teachers. Students participating in the special education program will receive their services through the virtual platform. Parents, teachers and SPED staff will participate in IEP meetings through the Zoom platform.

To accurately assess learning status and monitor growth, the district has developed a common assessment calendar across grade levels for ELA and Math. To provide targeted supports to students, synchronous small group and individual instruction have been included within those activities to take place within a teacher's weekly schedule. To improve the differentiation of instruction and addressing of individual students needs every day for every student, the district is maintaining its professional development focus on online lesson design in distance learning. This Learning Continuity and Attendance Plan address our Multi-tiered System of Support which includes specific core and supplemental curriculum to support the needs of English Learners, Foster Youth, Homeless Youth, and Students with Disabilities are articulated.

For those parents who work during the day, the Adelanto Virtual Academy is an optional program for continued learning. Parents are asked to contact the principal of your student's school and then, the school will notify the Director of Student Services. Parents will have an intake appointment to discuss their need for the program, expectations, curriculum, etc. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for ongoing communication from teachers to students and families. Weekly communications through Google Classroom includes the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication takes form in various medium and is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are expected to work and be available during their normal contractual work hours and workdays. To provide students and parents with consistency and to avoid conflicts, office hours/interactive instruction shall be scheduled during the same times each week. Teachers shall have time each week designated to provide student support, feedback, and clarification and may be conducted via phone, email, and/or other virtual platforms.

With the additional challenges that distance learning brings, the needs for coherence and consistency in instructional programs is a major area of focus. As part of AESD Basics for Excellence, the District has outlined five specific expectations that parents/guardians, students, teachers, and the community should be able to see, hear, and feel in a high-quality distance learning environment.

The following identify the following things we will see in the respective areas:

1. **Relationships -** There will be positive connections, trustworthy, caring, and positive interactions

2. **Engagement-** Stakeholders will have meaningful participation by teachers and students. Students collaborating with each other, allowing for flexibility

3. **Equity -** Equity differentiation with a variety of materials, teaching strategies, and technology

4. **Social Emotional**- Social emotional learning (SEL) with meaningful participation between teacher and students. Additional support for trauma and for isolation.

5. **Professionalism-** Accountability for high quality instruction. Teachers are available to connect with students with frequency and consistency.

Continuity of Learning

In-Person Instructional Offerings

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

Through mid-July, the district was moving forward with plans to reopen the school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distance setting. 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, particularly for those groups of students who are most likely to be disproportionately impacted by school closures. Districts received guidance provided by Governor Newsom to schools in his press conference on July 17th. That detailed the conditions under which schools will be allowed to reopen, the requirements districts would have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. On July 28, 2020, AESD's Board of Trustees approved that the 2020-21 school year begins with full distance learning. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AESD will continue to refer to public health experts at the state and county level and to orders and guidance provided by Governor Newsom when making decisions. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Delivery of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a

100% distance learning model and a Hybrid In-School/Distance Learning Models in which each school is divided into four cohorts (25% of enrollment) and daily in school Instruction is given to one cohort a day, supplemented with Distance Learning instruction.

- Google classroom will be used in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

- To the extent possible, content shall be aligned to grade-level standards that are provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- All students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level.

To provide students and parents with consistency and to avoid conflicts, office hours/interactive instruction shall be scheduled during the same times each week.

Teachers have time each week designated to provide student support, feedback, and clarification. This additional support may be provided via phone, email, and/or other virtual platforms.

Student Cohort:

- The District shall adhere to the COVID-19 guidelines and orders issued by the Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH), California Department of Education (CDE), California Department of Industrial Relations Division of Occupational Safety and Health (Cal-OSHA), and the local Public Health department.

To effectively coordinate with San Bernardino County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all-district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.

- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times. The District shall ensure that all classroom spaces, restrooms, common spaces, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials. Disinfecting shall occur with sufficient time for any harmful chemicals to dissipate prior to the space being occupied by staff, students, administrators, or visitors.

Health screening, testing, notification, and quarantine protocols and procedures will be created prior to in-person learning occurring:

Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.

- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction.

- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 25% of students on campus for in-person instruction at any one time.

Elementary (and K-8 schools) Instructional Minutes:

According to Education Code 43501 as amended by SB98 minimum daily instructional minutes are in effect for the 2020-2021 school year. for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), 4-8 (240 daily minutes)

- TK/K students shall receive 180 instructional minutes, a minimum of 45 of which shall be synchronous per student daily.
- 1st grade students shall receive 230 instructional minutes, a minimum of 60 of which shall be synchronous per student daily.
- 2nd grade students shall receive 230 instructional minutes, a minimum of 90 of which shall be synchronous per student daily.
- 3rd grade students shall receive 230 instructional minutes, a minimum of 90 of which shall be synchronous per student daily.
- 4th-5th grade students shall receive 240 instructional minutes, a minimum of 120 of which shall be synchronous per student daily.
- 6th-8th grade students at K-8 schools receive 240 instructional minutes, a minimum of 120 of which shall be synchronous per student daily.

Middle School Instructional Minutes

- 6th-8th grade students shall receive 240 instructional minutes by attending seven 30 minute periods daily and six 5-minute passing periods. A minimum of 20 minutes synchronous per period for a daily minimum of 140 shall be synchronous daily.

Staffing:

Teachers may work remotely or may access and work from their assigned classroom/office workspace during regular school hours as they deem necessary. Teachers must be available during the established school hours and daily schedule. Administrators will notify teachers if their regularly assigned workspace has been occupied, entered or visited by any other individual, with the exception to the normal custodial staff.

Academic Success:

The foundation of AESD's school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and full distance learning with highly-engaging and rigorous curriculum and staff to support the learning at all levels. The use of online ENTER SUPPLEMENTAL PROGRAMS and IEPs will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others. An MTSS Intervention Matrix will be created providing Tier 2 and Tier 3 supports and interventions that will be implemented for students still struggling after Tier 1, Universal Supports. AESD provides two district counselors and utilizes social work and school counseling interns to provide individual and small group counseling support upon referral from the site administrator/teacher. If more intensive counseling is needed, a referral may be made to the Desert Mountain Children's Center.

Mental Health Support:

Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. AESD will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. Counselors and Psychologists assist with monitoring and supporting the mental health needs of students as they transition between distance and in-person learning.

Related Services for Students during COVID-19:

- Psychologists will work in collaboration with teachers during academic instructions and or schedule specific times to provide services.
- Occupational Therapist and Physical Therapist will schedule a specific time daily or weekly to collaborate with parents/ and provide services virtually to students according to the IEP document.
- Adaptive Physical Education teacher and nurse will also schedule specific times to provide services using virtual platform to students
- Occupational Therapist /Physical Therapist will provide direct services to students using virtual means.
- School Nurse will ensure that all health charts are updated with changes in students' health needs during closure due to COVID -19. They are also contacting every family that has reported a positve COVID-19 test to offer support.
- Language speech services will be provided virtually by a contracted Non Public Agency. The mechanisms for virtual services are already in place within AESD since this was the main modality for speech/language services for the past school year.

Medical Fragile Students:

Personal Protective Equipment (PPE)/Essential Protective Gear (EPG) (i .e., for those requiring medical procedures, toileting, lifting and mobility assistance)

- Parents will have the option to place medically fragile students in temporary Home/Hospital placement.
- School will provide special protective garments for staff who work with medically fragile students.
- Students with disabilities who refuse or are not able to wear masks.
- Students who are not wearing masks will be given the option to be placed in Home/Hospital program
- School will make all attempts to provide the appropriate masks for students; Students will benefit from extra distancing in the school
- Planning for Students who are Medically Fragile and/or Immune Compromised:
- Staff will place medically fragile students in the H/H program.
- Medically fragile students will be placed in special classroom designed for students with this disposition
- Students will be provided with the necessary staff and support to meet the special education needs.
- Students medical needs will be determined on an individualized basis
- The IEP document will be updated to reflect the new placement and service needs of students

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

Other Health and Safety Issues

Daily Cleaning and Disinfecting

The District shall ensure that all classroom spaces, restrooms, common spaces, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials. Disinfecting shall occur with sufficient time for any harmful chemicals to dissipate prior to the space being occupied by staff, students, administrators, or visitors.

Daily cleaning and disinfecting as described in Section 3.09 shall be done by trained custodial personnel. Certificated unit members shall not be required to perform daily cleaning and disinfecting that falls outside the scope of the normal duties in our bargaining unit.

Air Ventilation and Filtration

The public health officials indicate that proper ventilation is necessary to minimize the transmission and infection from COVID-19 especially for individuals in a closed space for extended periods of time by reducing the airborne concentration of the virus and thus the risk of transmission and infection of COVID-19 through the air. All locations with functioning windows shall be encouraged to keep them open depending on weather, temperature, or air quality conditions.

The District shall ensure all HVAC systems operate on the mode which delivers the freshest air changes per hour, as the system allows.

Portable classrooms and/or other classroom spaces or workspaces shall be equipped with portable H13 HEPA filtration systems with a large enough capacity and flow rate for the square footage of the room.

If an individual tests positive for COVID-19, the District will replace the HVAC filters in the affected areas and adjoining rooms.

The District shall assess all HVAC systems for efficiency and will determine the need for replacement.

Health Screening, Testing, Notification, and Contact Tracing

The District shall ensure that employees and visitors are checked daily for symptoms associated with COVID-19 infection prior to entering school including temperature checks via no touch thermometers.

Health screening, testing, notification, and quarantine protocols and procedures will be created prior to in-person learning occurring.

No volunteers or non-essential visitors will be allowed.

Staff and visitors with any symptoms consistent with COVID-19 or who have had close contact with a person with COVID-19 shall be sent home or sent to an isolation room on site pending travel home or to a medical facility.

Upon notification that an employee or student has been infected with COVID-19, the District shall initiate contact tracing procedures in conjunction with the San Bernardino County Public Health Department. All persons who may have come in contact with the infected individual shall be notified. It is understood that privacy rights under the Health Insurance Portability & Accountability Act (HIPAA) and Confidentiality Medical Information Act (CMIA) will be maintained.

Promoting Healthy Hygiene:

- Employees will be required to wear face masks, face coverings such as draping mask, face shields, or cloth mask. District will be providing mask for employees to wear in case they are forgotten.

- Soap will be available in all classrooms that have sinks.
- Students will be allowed to have hand sanitizer that is provided by parents/guardians.

Providing PPE:

Screening of Employees and Students:

- All screenings will be done before students and staff enter the school campus.
- Screening will possibly be administered by health clerks and admin.
- The District has ordered enough infrared thermometers. Each site will have at least 3 thermometers.
- If students/staff fail temperature checks, they will be sent to an isolation classroom or under pop up tents.
- District will provide training (Target Solutions) to staff and students about COVID-19
- Any employee that tests positive or has been in contact with someone with COVID, will be contacted by a personnel specialist.

The district will continue to communicate with parents/guardians and students regarding plans to solicit their input regarding the method of instruction that best meets their needs. AESD recognizes that each of its students and families has different preferences and criteria for returning, 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. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

Passive Screening
Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. If an individual is sick or exhibits symptoms of COVID-19, they must stay home until they have had no fever without the use of medicine for at least 24 hours, their symptoms are improving, and at least 10 days have passed since the day the symptoms first appeared. If an individual has been in close contact within the last 14 days with a person confirmed to have COVID-19 or has traveled outside of the country in the last 14 days, they must stay home in quarantine for 14 days.

Active Screening

Active screening will require that all students and staff entering a site are screened with a temperature check and review of signs/symptoms. Any students or staff with symptoms of COVID-19, or who are required to quarantine per CDC guidelines, may not enter the school site and will be advised to return home. Active screening will include a temperature check, looking for any visible signs of illness, and asking if the individual meets any of the pre-screening criteria.

The Adelanto Elementary School District in response to the COVID-19 pandemic has implemented a host of protocols to ensure that our staff and students are working and learning in a safe environment. To maintain the utmost safety at our sites and buildings, entrInance has been limited to only those individuals who are essential for operations and student support. Nonessential visitors are not permitted in the buildings. Those visitors that have essential business must wear a facial covering at all times in the building and will be denied access if not in compliance.

Employees and visitors are asked to enter their workplace at one of the designated entry point to allow for temperature checks. Any person that exceeds 100.4 or that answers “Yes” to any of the questions on the “COVID-19 Symptom Monitoring Certification” (see attached), then they must return home. In the event an employee tests positive for COVID-19, the following guidelines are followed:

In the event an employee tests positive for COVID-19, the “Protocols for Addressing Potential Exposure” guidelines are followed (see attached). Each site has two identified liaisons that are responsible for contacting Human Resources, if notified of a possible or known case. One of the liaisons is an administrator at the site.

When HR is notified of a possible case, we work with the employees that are involved and notify any employees with possible exposure. Information is given for testing and guidelines for quarantine. We also contact The San Bernardino County Department of Public Health for additional guidance.

To provide students access to the full curriculum in both distance and in-person learning, Academic Services worked collaboratively with teachers to create grade-level Curriculum Guides in English Language Arts and Math for the 1st Quarter. This document have been developed for each grade level K-6 and by content area for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level weekly concepts
- Instructional content alignment to the core curriculum
- Identification of grade-level standards taught with ample time for practice
- Identification of formative assessments to guide instructional modifications based on students' mastery of concepts
- Overview of SBAC Claims, SBAC targets, common core standards, core textbook alignment and formative assessments

The alignment of teaching and learning to prioritized standards clusters, effective use of district assessments, consistent implementation of Universal Design for Learning (UDL) instructional practices, and other identified actions within this plan are not only for addressing the impacts of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, hybrid, or in-person) and for the long term. AESD’s distance learning plan will both maintain continuity of instruction during the coming year AND serve as a stepping-stone in the district’s overall

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

Description	Total Funds	Contributing
Professional Development: Training teachers in Google Classroom 101, Google Classroom plus, online lesson design, Zoom, online digital core content in Go Math, Reading Wonders, Collections, etc.	$450,000	X Y
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	$20,000	Y
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school 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.	$75,000	X Y
Purchase of Chromebook devices and hotspots for access and connectivity. In addition, purchase of warranty insurance for each device.	$1,300,000	X Y
Portable classrooms and/or other classroom spaces or workspaces shall be equipped with portable H13 HEPA filtration systems with a large enough capacity and flow rate for the square footage of the room.	$110,000	X Y
Plexiglas to provide barriers when close contact is possible and does not allow for physical distancing of 6 feet such as the front desk.	$21,000	X Y
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	$20,000	Y

Description	Total Funds	Contributing
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$35,000	Y

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.]

AESD's 'Reopening Schools' vision is driven by the following Core Values:

To ensure the re-opening of our schools SAFELY, as well as provide a high quality instructional program, we will

- Adhere to COVID-19 safety guidelines to protect the health, safety, and wellness of students and staff.
- Identify and develop supports to meet the social and emotional needs of students and staff.
- Provide school leaders, teachers, and support staff with training, resources and supports to successfully implement a high quality instructional program.
- Provide differentiated instructional supports to meet the needs of all students.
- Provide timely, transparent, and informative communication to staff, parents, and community members related to COVID-19 and school re-opening.

To provide students access to the full curriculum in both distance and in-person learning, Academic Services worked collaboratively with teachers to create grade-level Curriculum Guides in English Language Arts and Math for the 1st Quarter. This document have been developed for each grade level K-6 and by content area for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level weekly concepts
- Instructional content alignment to the core curriculum
- Identification of grade-level standards taught with ample time for practice
- Identification of formative assessments to guide instructional modifications based on students' mastery of concepts
- Overview of SBAC Claims, SBAC targets, common core standards, core textbook alignment and formative assessments

The curriculum guides were modified in 2020 are intended to guide teachers in a clear alignment of standards, curriculum, instruction and assessment upon which to focus lesson planning and guiding them in using core textbook and supplemental resources that can differentiate support for students in mastery of standards. We understand that during COVID-19, we need to be more intentional about depth over breathe. Teachers recognize that pacing will need to be adjusted and they will make decisions about where their time and effort will be invested to create a greater depth of knowledge. This is vitally important to creating consistence across subjects and grade levels. Our teachers recognized prior to COVID-19, there will be students who were performing below grade level and the need to assess students in order to provide them with supplemental programs to fill gaps in learning. All teachers will use Google Classroom for providing distance learning based on appropriate standards-based instruction, their resources, and their students' abilities to access the curriculum. Teachers are planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, building rapport and connections with students, regularly monitoring student work completion and participation, providing students feedback. Teachers will report non-participation to the site administrator and/or attendance clerk for additional outreach and follow-up.

Note: The terms ‘synchronous learning’ and ‘asynchronous learning’ are used throughout this document.

Following are AESD’s definitions of these terms:

- “Synchronous”– is online or distance education that happens in real time.
- Teacher led or synchronous online learning includes having an educator at-the-ready to guide and assist students during their online learning and offers many advantages.
- Synchronous online learning, happens in real time. The learners typically log on to an eLearning platform, such as a web conferencing or webinar tool, and engage with the instructor and peers. T
- “Asynchronous” – is learning that occurs through online channels without real time interaction.
- Asynchronous online learning can either follow or proceed teacher led instruction. Asynchronous learning can provide the opportunity for students to practice and apply newly acquired skills and knowledge. Asynchronous learning can also provide student background understanding and schema building prior to introducing a new topic.
- Asynchronous online learning, can occur at any time. Learners are able to complete modules whenever they like, regardless of whether other members of the online class are logged on.

A quality distance learning plan will include a combination of synchronous and asynchronous learning. AESD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district’s planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support. All students will receive synchronous and asynchronous instruction and content five days per week through distance learning. Content shall be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. All students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

The District will ensure equitable access to education for all students and make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. In order to provide equitable access to the educational program, special education and other related services, for pupils with an individualized education plan (IEP). Special Education teachers will continue to have the support of para-professionals in order to provide 1:1 support to our most vulnerable students.

Teachers and staff are also using a variety of curriculum and materials to fill learning gaps in order for all students to access grade-level, standards-based materials at their designated level.

Supplemental materials used by staff include, but are not limited to, the following:

- Lexia
- Ellevation
- N2Y Curriculum
- IXL
- Reading Wonders (ELD) &
- SPED - Wonder Works
- Go Math Personal Math Trainer (intervention for math)
- Into English 3D 6-8
- Renaissance Learning Accelerated Reader & 360
- MyOn

When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. The district believes that all students should receive a minimum of 240 minutes of instruction and student support per day, which will include both scheduled synchronous and asynchronous instruction. According to Education Code 43501 as amended by SB98 minimum daily instructional minutes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), 4-8 (240 daily minutes), are in effect for the 2020-2021 school year.

The instructional minutes to be provided by grade level are as follows:

Elementary (and K-8 schools) Instructional Minutes

- TK/K students shall receive 180 instructional minutes, a minimum of 45 of which shall be synchronous per student daily.
- 1st grade students shall receive 230 instructional minutes, a minimum of 60 of which shall be synchronous per student daily.
- 2nd grade students shall receive 230 instructional minutes, a minimum of 90 of which shall be synchronous per student daily.
- 3rd grade students shall receive 230 instructional minutes, a minimum of 90 of which shall be synchronous per student daily.
- 4th-5th grade students shall receive 240 instructional minutes, a minimum of 120 of which shall be synchronous per student daily.
- 6th-8th grade students at K-8 schools receive 240 instructional minutes, a minimum of 120 of which shall be synchronous per student daily.

Middle School Instructional Minutes

- 6th-8th grade students shall receive 240 instructional minutes by attending seven 30 minute periods daily and six 5-minute passing periods. A minimum of 20 minutes synchronous per period for a daily minimum of 140 shall be synchronous daily.

A decision supporting coherence in the district was the identification of Google Classroom as the Learning Management System (LMS) for teaching and learning. In combination with curriculum guide documents, staff and schools will be able to maintain continuity of instruction through distance learning and future transitions to in-person learning. Google Classroom maintain continuity of course assignments and resources so that teachers and students will be able to maintain resources through any transition to in-person learning. The above decisions were important for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. AESD's distance learning plan that will both maintain continuity of instruction for the coming year and will be opportunity to continue to "be the best at getting better" on this journey of continuous improvement.

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.]

As AESD begins the 2020-21 school year in a full distance-learning context, ensuring access to devices and connectivity for all students is imperative.

During the spring school closures, IT administered a technology survey resulting in approximately 2000 requests for Chromebook devices. The responses heightened the District's awareness of the digital divide across the District that mirrored the need across teh State of California to provide all students with technology access and connectivity. A Chromebook device was distributed one per family to those who did not have a device or internet access at home. Distribution took place for a period of two weeks using a drive-through model adhering to the social distancing regulations at four school sites, across the district, during Phase One. We finished Chromebook distribution from the central office during the second week. Site administration ensured Chromebooks were delivered to families who could not pick up at the school site. This includes specific technology support following Home Visits conducted for ‘unreachable’ students. On a case-by-case basis, hot spots will be provided to families who are in need of internet access.

For the 20-21 school year, every student has received a Chromebook device. Hotspots were distributed to families who did not have internet connectivity. In addition, the District received received a donation of 1623 Chromebooks which increased our inventory to ensure all students have a device. The IT department continue to work closely with site administration to determine technology needs for families. With that information, the District continues to determine additional purchases for technology access and connectivity.

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.]

The District's third Core Value states that we will "provide school leaders, teachers, and support staff with training, resources and supports to successfully implement a high quality instructional program". The District is committed to identifying and addressing gaps in learning and monitoring students’ progress on grade level appropriate assessments. AESD's comprehensive assessment plan supports our systematic problem solving process in order to make informed instructional adjustments and provide students with multi-tiered systems of support. The

purpose of each assessment individually is to monitor mastery of standards, adjust instruction based on student needs, as well as to report progress to parents. The following modifications are being considered for the 20-21 School Year to accommodate our full distance learning schedule including the focus on essential standards and have been informed by feedback received from teachers during teacher feedback.

Due to COVID-19, Academic Services is modifying our current Assessment Calendar to align with the curriculum guides during distance learning. The 2020-2021 District Assessment Calendar includes Universal Screenings, Common Formative Assessments, District Benchmarks, and State Testing. Several assessments such as STAR Early Literacy, STAR Reading, STAR Math, Interim Comprehensive Assessment (ICA), and the Interim Assessment Blocks are available for use by students asynchronously at home. ELPAC Initial and Summative assessments will continue during 2020-2021 school year. School sites will make appointments with parents to bring their students to a school site to complete testing. The District will only administer the ELPAC Summative to students who qualify for reclassification.

Teachers will document daily attendance; students who does not attend all sessions in distance learning when assigned to do so will be documented as tardy or left early by communicating with the attendance clerk. Evidence of daily student participation in distance learning shall be obtained using evidence of participation in online activities, completion of regular assignments and/or assessments; and contacts between employees of the District and pupils or parents or guardians.

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.]

Building upon this spring work, the goals of professional learning for school leaders and teachers to support effective delivery of distance learning is priority for the district. To enhance teachers' skills, in-depth training in the use of the Canvas learning management system (LMS) and Google applications is provided. Canvas and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Professional development for our educators offered during the summer was voluntary basis; however, we have trained more than 75% of our teaching staff prior to the start of school. Approximately 100% of our staff attended the professional offerings on August 5, 2020 which included training on Google Classroom, Online Lesson Design, Trauma Informed practices, Universal Learning by Design (UDL), grade level planning with the modified curriculum guides. Academic Services also provided training for teachers on how to use the Board adopted core curriculum using the digital components in Go Math, Reading Wonders and Collections. Teachers also received training on using Aeries Gradebook, Google Classroom 101, Google Plus, Classroom Management and Zoom 101 and 102. In addition, there were approximately six parent trainings on Google Classroom, Zoom, and IXL. The section of this plan detailing professional development to support distance learning outlines how teachers were trained to deliver high-quality instruction in a distance learning environment. It further outlines steps taken to ensure parents know how to navigate digital platforms such as Google Classroom, Zoom and IXL in order to be able to support their student(s). Furthermore, in addition to the August 5th Professional Development day, the district has scheduled two additional full-day

professional development trainings for our teachers on November 30, 2020 and April 5, 2021. Finally, throughout the year, teachers will engage in professional development opportunities through the following structure:

- Forty-Five (45) minutes of Asynchronous monitoring, Collaboration twice a week
- Forty-Five (45) minutes of District Led PD/Collaboration/Staff Meeting, twice a week with the exception of the 7 early teacher release days.
- Forty-Five (45) minutes IEP/Asynchronous Monitoring once a week
- Thirty (30) minutes daily prep time (Traditional Middle School)
- Sixty-one (61) minutes daily office hours (Traditional Middle School)

To further teacher support in the distance learning program, including technology support, principals will lead their schools in the creation a professional development plan for each school site. The following components will lead this initiative:
The district will create a Basics for Excellence Document outlining with stakeholders want to see, hear, and feel in a high-quality distance learning program
A subcommittee will create a "Success Criteria" document to collect data on an agreed upon success criteria for distance learning.
Principals will virtually visit classrooms to collect data use the "success criteria" document of effective strategies through appreciative inquiry. This data will be analyzed and used to modify the "success criteria" document for the upcoming month's focus.
Principals will also administer a survey to teachers, analyze the data, and generate findings. This will result in a professional learning plan resulting in 1-2 foci and a professional development calendar.

Upon completion of each school's professional development plan, the district will analysis the achievement data on the universal screeners and the professional development plans from across the district. Then, Academic Services will create a district professional development plan consisting of 1-2 foci that will be implemented across the district.

Successful implementation of professional development plan will benefit all students, and in particular will support improved outcomes for student groups who have historically been underserved. Professional development for our AESD Staff was critical prior to COVID and is even more urgent during the time of school closures and distance learning, given the acknowledged disproportionate impact on specific student groups.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the Adelanto Elementary School District's instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to district offices.

Certificated employees providing service may work remotely or may access and work from their assigned classroom/office workspace during regular school hours as they deem necessary. Teachers are expected to work and be available during their normal contractual work hours and work days.

Counselors: AESD has two district counselors serving the two K-8 sites and all nine elementary schools. We have partnerships with four universities providing us with social work and school counseling interns that assist in providing services at the school sites. Each of the three middle schools has two counselors.

Probation Officer: Each middle school is assigned a probation officer. Under the full distance model, the probation officers will provide their classes virtually. These include anger management, Boy's Group, Girl's Circle, drug counseling and theft deterrence. For a student to be eligible, they must be at least 12 years old. In order to refer students for support, schools email their probation officer to refer students.

Paraeducators will identify students who required one-to-one and or small group interventions. These students will then be placed in a different room or group for more supports or interventions by paraeducator or other services providers.

Speech and Language Pathologists services will be structured before and after synchronous instructions. Language/Speech services have begun in the Mod/severe classrooms. This will performed using a virtual platform, Zoom.

Occupational Therapists/Physical Therapists will develop materials which can be followed at home; provide direct services to students when they attend school. They will also provide indirect services virtually, develop pre-recorded videos of strategies and deliver synchronous and asynchronous to students.

Operations/Custodial Staff: Our custodial staff engage in routine disinfecting of all high-touch areas on a daily basis. All schools are currently undergoing deep disinfecting and cleaning. Desks, tables, chairs, countertops will be cleaned daily.

Food Service Staff: The CNS team actively models and supports all required public health measures. Since COVID-19 the team has implemented a drive-thru model for meal pick up. Meals provided are "grab & go" style.

Bus Drivers/Transportation Staff: The transportation staff ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats must be left vacant to ensure the physical distancing. We further increase student/staff safety by ensuring good ventilation on the buses by having open/partially open windows, and thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

Expanded Learning Staff:

- Our AYA team will be available to support teachers within Google Classroom and help students with assignments.
- Additionally, AYA Staff will develop Google Classrooms to support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement.

School Site Administrators will:

- 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 teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Ensure that support staff, substitute teachers, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.

- Monitor teacher office hours/synchronous learning to students/families in monitor teaching and learning.

Promoting Healthy Hygiene:

- Students/staff will be encouraged to wash hands frequently throughout the day. Hand sanitizer will be offered to everyone entering a school site or District building
- Students and staff will be discouraged from using other students'/staffs' desks, supplies, tools or equipment.
- Students/staff will be provided with appropriate hygiene training videos.

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.]

The Adelanto Elementary School District provided and continues to support to English learners, foster youth, and low-income students with a variety of services. During the last three weeks of distance learning, our Expanded Learning staff leaders provided tutoring to approximately 120 students from our high need student groups (i.e.SWD, ELLs, Foster Youth, and Socio-economically disadvantaged students) three days per week for approximately one hour. They will provide tutoring using the same model during the 2020-2021 school yea. Tutoring schedules will be set for the same day and time each week for each group of students. Selection of students was made in collaboration with teachers and site principals. Students received support in the area of their academic need based on student assessment data

During the spring, Academic Services provided teachers of English Learners (EL) with strategies for working with EL students that would strength students in the areas of speaking, listening, reading and writing through the English language Development Curriculum. Board approved ELD programs for our district includes the following: ELD Wonder for grades K-6th grades, English 3-D for grades 7-8, and Elevation for data tracking. Teachers were provided with training including, but not limited Google Classroom, Zoom, and IXL Online Curriculum, Class Dojo. To increase parent engagement with English Learners, we held two virtual meetings with our District English Language Advisory Council Committee (DELAC) where we shared the District's Distance Learning Plan.

For the 2020-2021 school year, teachers will be provide tutoring and intervention to students during their office hours and beyond the school day to ensure targeted support is provided to all students specifically, SWD, ELLs, Foster Youth, and Socio-economically disadvantaged students. During the spring, the district strengthened our MTSS implementation. MTSS is a three-tiered framework of support that provides interventions for the whole child in the areas of academics, behavioral and social emotional. For those students struggling with the instructional model, each school site has a team that is trained to determine the "why" and provide the appropriate interventions to support the student. For example, the student may be struggling in language arts because he/she cannot read which is resulting in behavioral problems. A student may be acting out with aggression because of the abuse being suffered at home because she does not have the words to explain the emotional pain. Once a team understands the why, they will be expected to utilize the Tiered Intervention Matrix to tailor the appropriate support for the student's success. The Matrix includes a variety of academic, behavioral and social emotional resources at each tier. For example, social emotional Tier II resources include group and individual counseling, Restorative Practices, expanded learning program support, daily check-ins, mindfulness strategies, and more.

Role of the Special Education Office Staff during COVID-19:

The Special Education Department will provide all the logistics, assistance and support to special education staff, students and parents throughout the school district in order to ensure the students receive all services according to the IEP. The department will continue to work with the SELPA and CDE (SEP) to interpret and disseminate special education information to teachers and other service providers in a timely manner. Whenever appropriate the department will coordinate with the district's safety guidelines to provide the best possible services to students with disabilities. The director or coordinator of special education will continue to provide expert guidance to special education teams and service providers at school sites to provide ongoing updates about special education practices and procedures during COVID-19.

The Special Education Department continued to collaborate with CDE/SELPA to garner information during the COVID-19 closures to ensure that the needs of SWDs were met. This information was used to direct special education services to students. Special Education teachers provided academic support for SWDs through the digital platforms including, but not limited to e.g Zoom, Class Dojo, Google Classroom. APE teachers collaborated with parents to provide instructions by phone and/or through a virtual platform. Students continued to benefit from interventions from Non-Public Agencies through virtual platforms as per the IEP document or as a result of a settlement.

While adhering to safety guidelines from CDPH, OT, APE, SP/Lang, Counseling will continue to be provided for students to benefit from according to the IEP. Related service providers will include district employees and or other agencies. Whenever necessary service providers will provide written instructions or through telephonic means with parents

The IEPs will be updated to reflect the new needs of students.

- Assessment for SWDs.
- Assessments will be done virtually or in person
- Whenever necessary in-person assessments will be done at mutually agreed upon location
- Parents can elect to waive re-assessments for students in the Mod/Severe program

Impact on Free and Appropriate Education (FAPE):

- The IEPs will be updated to reflect the new placement and services
- IEP meeting will continue to be scheduled within the expected timelines
- Team will ensure that all pertinent service providers are invited to the IEP meetings
- Parents may attend IEP in person, participate by zoom, or participate by phone

In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) and CDE provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning. However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs. This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.

Educating Homeless Youth:

Through the McKinney Vento program, the district strives to support the needs of the students identified as homeless. Students are allowed to maintain school stability despite housing instability, we provide transportation and immediate enrollment. We operate a clothing closet so that students and parents can get the necessary clothing, shoes, socks, undergarments and diapers. However, this year we will expand the services offered to our homeless youth through the support of the CARES Portal, a program we are piloting on behalf of the Department of Children and Family Services and San Bernardino County Superintendent of Schools. The CARES Portal will allow us to match the needs of our students and families with donors. They will meet needs from clothes and shoes to rental assistance or new tires.

English Learners:

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week
- Grades 1-6: 60 minutes/week
- Grades 7-12: Designated class or 60 minutes/week

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. During the August PD, we offered a Universal Lesson Design workshop to teachers. We will continue to provide professional development on ELD instruction within the Professional Development offerings.

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

Description	Total Funds	Contributing
Purchase of N2Y Curriculum and provide teacher training on the curriculum	$50,000	N
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	$95,000	N
Assistive technology for Students with Disabilities to access distance learning instruction from home.	$6,000	N
Consultants: supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective development of district's curriculum documents, integration technology	$80,000	N
Collaboration Time: Continue weekly "walk in hours" for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	$300,000	N
Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	$17,000	N

Pupil Learning Loss

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

The fourth Core Value of the district is to provide differentiated instructional supports to meet the needs of all students. The instruction subcommittee agreed that the monitoring of students' progress on universal screeners, formative assessments and adjusting supports based

on student results is the criteria to address learning loss. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

The plan to address learning loss will include the use of the following supplemental programs:

- Lexia
- Ellevation
- N2Y Curriculum
- IXL
- Reading Wonders (ELD)
- Wonder Works for Students with Disabilities
- Go Math Personal Math Trainer (intervention for math)
- Into English 3D for grades 6-8
- Renaissance Learning Accelerated Reader & 360
- MyOn

An assessment calendar has been developed to establish coherence and consistency in how student learning needs are assessed and, in turn, appropriate instruction or intervention is identified and provided to improve student outcomes. The district has emphasized that 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. The assessment calendar outlines assessments for English Language Arts and mathematics.

Adelanto Elementary School District is addressing pupil learning loss through providing daily live synchronous and asynchronous instruction. Academic Services is modifying our current Assessment Calendar to align with the curriculum guides during distance learning. The 2020-2021 District Assessment Calendar includes Universal Screenings, Common Formative Assessments, District Benchmarks, and State Testing. AESD will continue to utilize Renaissance Learning's STAR programs and ESGI as our Universal Screeners, Interim Assessment Blocks (IAB) in grades 3-8, core textbook benchmark assessments in grades1-2 and ESGI for grades TK-K will be utilized as the Common Formative Assessments. Interim Comprehensive Assessments (ICA) will be utilized as our District benchmark assessment for grades 3-8 while assessment from the core textbook will be utilized as District benchmarks for grades TK-2. State Testing including the Initial ELPAC, Summative ELPAC, CAASPP, CAST, CAA, and PFT, will be assessed. The results can inform lesson design, unit design, and most importantly, identification of specific support needs for students. When 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 minutes and provision of tiered intervention support through small group or individual opportunities.

It is important to mention that the assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. School sites are being provided an additional five days in which to administer the universal screener assessment, STAR Reading, STAR Math and ESGI, to allow teachers to effectively establish a safe learning environment and re-engage students in school.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. English Learners face language barriers with are exacerbated during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access.

To address these issues, teachers, counselors, paraeducators and Expanded Learning staff will identify, reach out to and support any students who are not attending remote learning sessions, logging into their Zoom meetings or not submitting assignments regularly. Identified students will begin to attend semi-weekly tutoring sessions conducted via videoconference. Staff will assess students using supplemental programs such as Lexia, IXL, N2Y, Wonders Work, STAR Reading and Math to develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.

Pupil Learning Loss Strategies

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

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. Our district mission is to prepare every student to be successful in high school, in college, in career, and in the 21st century global community. Our vision is to be the High Desert's premier learning establishment where dreams are awakened, academic achievement soars, and integrity leads the way to future success.

Tier 1, all students will receive standards-aligned instruction. This will allow for "good first teaching" of 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 identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.

Tier 3 supports will be provided for students who require more intensive support through 1 on 1 instruction during individual sessions. Both the small group and individual sessions will take place virtually with the teacher and paraeducator. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator.

A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. Programs were implemented in a full distance model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020-21.

These include:

- Use of Google Classroom as the Learning Management System (LMS)
- Five hours of teacher collaboration built into the weekly schedule
- Daily live instruction
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math curriculum guides to focus on curriculum, instruction, and assessment alignment
- Universal screeners and diagnostics to assess students learning to make instructional content adjustments
- Use of Universal Design for Learning (UDL) to plan and deliver lessons
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance model.

Eligible Foster Youth will be provided online tutoring services based upon needs identified through small group instruction intervention groups after school. The district is creating a leadership team to address Intervention and Acceleration. For those students struggling from learning loss, tiered interventions will be implemented through the RTI Process. Acceleration may be created for the student who is at grade level and that would benefit from acceleration.

In addition, school sites will pay teachers to provide tutoring and/or acceleration to students beyond the school day to address student learning loss and fill learning gaps. Each school will allocate a bank of 250 hours to be used for intervention/acceleration which is approximately $13,000 for the year. Principals will decide on how the hours are assigned to teachers. Teachers will determine effectiveness through the use of pre and post assessment(s). Teachers should develop the formative assessment based on the foci identified for their cycle of tutoring. There are 650 students benefiting from tutoring support. There are 568 students receiving enrichment services. This number will increase as schools are reviewing assessment data and identifying students who need this support. The following student groups are eligible to receiving these services: English Learners, low-income, foster youth, students with disabilities, and homeless.

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. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. We believe that growing the skill and knowledge of all staff through clarity of goals will lead to positive achievement outcomes for students. The District will continue to support teacher development in order to successfully deliver high-quality lessons, monitor students' progress, and make adjustments to meet the needs of students. The results of the interim assessments in ELA and math can be disaggregated by student group, including for English Learners by their ELPAC levels. In this manner, teachers can assess how effective their instruction has been on specific standards in ELA and math for English Learners based on their ELPAC level, and can make adjustments to their teaching as necessary. School sites will continue to use local and state assessments to measure effectiveness of services provided to students.

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

Description	Total Funds	Contributing
Student Intervention & Acceleration Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.	$180,000	Y
Purchase Supplemental programs to meet the needs of students, Renaissance Learning, Lexia, IXL, Core Curriculum consumables.	$649,000	Y

Mental Health and Social and Emotional Well-Being

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

AESD has developed five Core Values to ensure the safe reopening of our schools while providing a high quality instructional program for our students. One of the Core Values is, “Identify and develop supports to meet the social and emotional need of students and staff.” This value has guided the work that the Student Services department has been doing since last March. The counseling team is composed of two district counselors who primarily serve foster and homeless youth, social work and counseling interns (for the 2020-2021 school year we have six interns) and two counselors at each middle school. We also have three probation officers, one per middle school, that support our sites with group counseling services and relationship building.

In support of social emotional learning, our counselors and interns run groups on social skills, grief, and anger management. They do classroom presentations, meet with students 1:1, send postcards to students that do not like talking on the phone or Zoom, prepare SEL lessons for teachers, have lists of students for weekly check-ins and more. Our teachers have access to lessons through Second Step, Boys Town, Class Dojo, and Google Classroom which houses the counselor curated lessons. Additionally, the district counselors and interns provide daily office hours to the Virtual Wellness Center and the elementary school sites. The Virtual Wellness Center offers student self-referrals to the counselor and resources for mindfulness, yoga for students and adults, self-care, live action animal viewing cameras, digital coloring, calming activities and more. When students return to campus, we will also have Walk-in Wellness Centers at the sites staffed at least twice a week. Lastly, students with the highest level of need, may be placed in our Bridges to Success Program which is a program under the Adelanto Virtual Academy. The Bridges Program utilizes Restorative Practices for classroom management. The teachers are trained in Mental Health First Aid, Restorative Practices, and Trauma Informed Practices. One of the teachers is also a Freedom Writer Teacher. The staff at Bridges to Success create an equitable and respectful environment where students learn how to resolve conflict, communicate effectively and accept ownership for their choices. By using restorative approaches, a culture of connectivity is created where

everyone within the “family” feels valued and respected and thrives academically, feels safe and grows socio-emotionally. The AVA program is setup to support students dealing with their current trauma then returning to their traditional program if appropriate.

The district is monitoring student mental health through a variety of avenues. We conduct annual student surveys similar to the California Healthy Kids Surveys that ask questions about students’ mental health, support systems, perceptions of safety, etc. Additionally, the counselors run small group, weekly check-ins, have a Bullying Reporting app on our website for students and parents to report sensitive issues anonymously. We use Lightspeed Relay to monitor key phrases and words types by students on any district account indicating that a student might be in crisis, and utilize Restorative Practices strategies to create a safe space for students to build relationships of trust so that students feel comfortable confiding in their teachers.

Suspension rates are used to determine successes and areas in need. While as a district, we are “red” on the Dashboard, many schools that have implemented Restorative Practices, are utilizing the strategies learned during the Equity Training and trauma informed practices training. After implementing PBIS with fidelity are showing multi-year decreases in their suspension rates such as Gus Franklin, Morgan Kincaid Elementary School, Westside Park, Melva Davis STEAM School and Mesa Linda Middle School. However, we are not just looking to see that suspensions have decreased, but that suspensions for violent reasons have decreased. Additional metrics are overall attendance rates, chronic absenteeism rates, rates of parent complaints and the nature of the parent complaints, the number of bullying reports submitted, and the results of the student and parent surveys. Counselors also look at the statics related to the students that they see for 1:1 and group counseling, the numbers of crisis interventions done each year and the numbers of foster and homeless students supported. As a result of this data we implemented the Virtual Wellness Center this year, began training staff with Restorative Practices, provide annual training on Trauma Informed Practices and send staff to receive training on Youth Mental Health First Aid.

On the August 5th PD Day, the Director of Student Services, presented Trauma Informed Practices and the Importance of Relationships. Additional Training will be provided throughout the year about strategies to support social emotional learning and Restorative Practices. Additionally, SBCSS will be providing suicide intervention and prevention training to all staff. All training material is maintained in a Google Classroom for teachers to access as needed. SBCSS is also supporting the PBIS Leadership Team and District MTSS Team this year. We have a contract for their team to support the principals in building their capacity to implement PBIS with fidelity during this challenging time of COVID. They will also support the site PBIS Leadership teams regularly. SBCSS is helping our MTSS Leadership Team reestablish itself and to build and implement a districtwide plan that address behavior and social emotional learning as well as academics.

In addition to providing staff with the suicide prevention and intervention training, the district has a Suicide Prevention and Intervention Protocol provided to all counselors and administrators. All staff have been provided with SEL Lessons by grade level through the Google Classroom. Over the past two years, all staff have been provided training on trauma informed practices, with the additional training this year providing strategies about how to best support students with backgrounds of trauma. Through monthly office hours and additional PD Days, training will be customized to meet the needs of staff but topics will include SEL during Distance Learning. Trauma Informed Practices and the Importance of Relationships, PBIS while distance learning and MTSS supports for behavior and SEL are scheduled for September 15th.

MTSS will be the district’s structure to provide tiered supports for our students in the area of mental health. We are currently in the process of building an intervention matrix to support academics, behavior and SEL. In addition to district counselors and interns, we are able to refer students to the Desert Mountain Children’s Center for mental health counseling. We have other resources available for those students that need immediate assistance. However, the most exciting new tool that we have is the Virtual Wellness Center because in addition to

resources for students and staff, it will have information about hotlines and other community resources that student, parents and staff can access even if they are not comfortable confiding in a teacher, counselor or administrator.

Pupil and Family Engagement and Outreach

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

As stated previously, the district has adopted five Core Values that we adhere to provide a high quality instructional program for students to ensure the safe re-opening of our schools. One of the Core Values is, "Provide differentiated instructional supports to meet the needs of all students." The MTSS Leadership Team developed the "why" for the work done in the district: "To use our talents, passion and resources to transform education so that it is beneficial and provides equitable access to every student to achieve academic, behavioral and social-emotional success. We combine this "why" with the Core Value, "shows a steadfast commitment to the success of all students" and a tiered intervention process to support that effort.

As we transitioned to distance learning last March, the district faced multiple challenges in tracking attendance, the biggest of which was lack of access to technology including how to use technology, lack of internet service/reliable service, and a lack of devices. After we provided devices, many students still did not take advantage of the instruction. However, these experiences were able to guide us as we planned to re-open with the distance learning model for the current school year. We knew we needed to provide teacher and parent training on Zoom, Google Classroom, Aeries Gradebook, Aeries Parent Portal and more. We purchased hotspots for families to use and provide one Chromebook per student rather than one per family. Additionally, we have been taking a "Warm Body Count" daily for the first three weeks of school, to account for student loggings. This data provides which students need a home visit vs. parent call.

Our Attendance Committee with a representation from both unions, administrators, and district office staff met on August 25 to finalize the district's Weekly Engagement Record Process and Daily Participation Procedures. Teachers will be taking attendance which will double as the Daily Participation Record. Teachers will be able to record student attendance in Aeries for 24 hours each day which will allow them to capture synchronous and asynchronous participation for each student

Tier 1

- Engaging, differentiated lessons and assignments
- 1:1 and small group assistance for students needing additional support
- Impact of absences on achievement widely understood (shared at B2SN, ELAC, other parent meetings)

- Recognizing good and improved attendance
- Barriers to attendance identified and monitored

Tier 2

- Personalized Attendance Action Plan (PAAP) addressing the barriers to the student's attendance
- On-going monitoring of students' attendance
- Support system establish such as CI/CO, Mentor, counseling check-in, preferred teacher, etc.

Tier 3

- SARB
- Change student's learning program
- Revisit PAAP

While the tiers above specifically address overall strategies to re-engage students with poor attendance, the steps that will be expected by school site staff are as follows:

Week 1:

- The teacher will be expected to monitor attendance daily. Any day a student is deemed to be absent, the parent shall be notified by the attendance clerk. If a student fails to log-in 3-days in any week, the teacher shall attempt to make contact with the parent by phone, email and text. If the teacher is successful, he/she shall work with the parent to resolve the issue.
- If the teacher is unsuccessful, she/he shall immediately notify the school's attendance clerk who will then attempt to make contact with the Emergency Contact Numbers on record.
- If the attendance clerk is unsuccessful, she shall notify the district's Attendance Officer and request a home visit.
- If the student has additional days in the week that he/she does not log-in/complete the work or repeats the same pattern a second week, the teacher shall notify the attendance clerk for assistance. The clerk shall attempt to make contact with the parent and check-in.

Week 2:

- If the same students are not completing their work/logging-in for another week, the Attendance Clerk shall forward the student's name to the Student Services Department for the Attendance Officer to attempt to make contact. If the Attendance Officer/Clerk is unable to make contact, a home visit will be conducted by the Attendance Officer.
- Once contact is made, the Principal will develop the Personalized Attendance Action Plan with the site team, parent and student. As a component of this plan, a support system wll be identified to provide regular check-ins for the student. This system may include a counselor, preferred teacher, Check-in/Check-out or mentor

Week 3:

- If there is one additional week when the same student is still not completing the work/logging-in, a home visit will be conducted and an empathy interview will be done to determine the barriers for distance learning and an action plan maybe revised after consultation with the Director and Principal.

- If appropriate, SARB Board may determine if student's educational program needs to be changed.
- The SARB process will be enforced and letters will be sent through our partner, A2A, as well as a letter we developed for students missing instruction through distance learning. We will utilize this letter for any student who we are unable to make contact by phone, email, text or home visit.

Teachers and district support staff will be trained on the distance learning attendance model on September 1, 2020. Attendance Clerks will receive ongoing training as necessary to insure that they have implemented the changes with fidelity. A2A, the district's attendance partner, also assists with monitoring student attendance, that the procedures are implemented with fidelity and assists with training of staff.

"Providing timely, transparent, and informative communication to staff, parents, and community members related to COVID-19 and school re-opening," is another core value that is essential to the successful implementation of new attendance procedures and in getting parents/guardians to understand the importance of daily attendance for their students. This year, "Every Student, Every Day" is the messaging that we want to spread because not only does it support our attendance program but also our SEL platforms. A2A will be sending a positive message to help us start the year positively and the Student Services team will message this at every opportunity.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Grab and Go meals will be distributed every Monday. Breakfast and lunch menu items will be provided to students for the entire week. Adelanto Elementary School District provided Grab and Go breakfast and lunch simultaneously for all student in need at four pick-up school sites (Adelanto Elementary, George, Morgan Kincaid, and Ted Vick) across the district. Locations for meal distribution were strategically selected to ensure all students were able to receive meals geographically throughout the district. Nutrition Services served meals from 11:00am to 12:30pm weekly from Monday through Friday. Gathering and consumption of the meals were not permitted at any of the school sites. Administrators along with Child Nutrition Services' staff supported meal distribution on a daily basis. Staff was provided with masks and gloves in order to be compliant with Executive Order N-56-20 regarding personal protective equipment and social distancing to ensure the safety of our staff and the families of Adelanto Elementary School District. Staff maintained six foot minimum social distancing both in the workplace and when dealing with the public. Parents were notified in English and Spanish of meal distribution days, times and locations with a flyer posted in Peach-jar, on District's website, and through the In Touch automated phone messaging system.

AESD Child Nutrition Services had a 5-week donation agreement with "Farm to Families Food Box Program". The "Farm to Families Food Box Program" is a community feeding project. It is a partnership between the USDA and farmers. The USDA, through a non-binding agreement, partners with The Los Angeles Regional Food Bank who in turn partner with a variety of distributor (like food banks and School

districts, churches) to pass out food boxes. Distributors must ensure that only needy people, or the food insecure population, will receive products through the FFFB Program. The food is then donated from the USDA to the distributors. We passed out food boxes to about 420 families each week, for a total of 847 cases a week. Each family received 2 cases each, one box of dairy and one of Meat, pork or chicken. We were also able to rotate out some of our stock that we needed to move before it expired like milk, bread, and Fresh fruit. We notified parents in English and Spanish of meal distribution days, times and locations with a flyer posted in Peach-jar, on District's website, and through the In Touch automated phone messaging system.

In Person-Instruction
Meal services will be served as normal adhering to six feet social distancing guidelines. All meals will be prepackaged for each individual student.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines, i.e., canopies.	$5000	Y
Pupil Engagement and Outreach	Home Visit Program: Work with schools sites to target students with the highest percentage of high chronic absenteeism.	$2000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.99%	$20,234,391

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and across grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Student Intervention & Acceleration Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training "Highly Qualified" Supplemental Intervention Teachers; providing tools, software, and resources to enhance student language and literacy acquisition.

Instructional Materials and Supplies - To provide necessary and relevant print and digital instructional materials and supplies to help teachers incorporate research-based instructional strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through specialized health care services response and management.

School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

Performance Management - the District provided Title II funds to all sites this year to conduct two levels of data analysis with all teachers in each grade/subject area and across the district. With this fund, each of the three sites can expand data chats after school as well in

2019--20. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through Monthly data chats- with a trainer from SBCSS to support administrators and teachers in collecting and evaluating appropriate data for best impact.

Curriculum Coordinators and Training Specialist
The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching co-administrators, and designing professional development based on 1-2 foci identified across the district. Their recent work has been focused in a number of areas related to online teaching and learning that are specifically targeted at supporting the needs of unduplicated students. The Curriculum Coordinators and Training Specialists will be key leaders in building the capacity of teachers to deliver high-quality instruction in a distance learning environment.

Foster Youth Counselors
In the 2017--18 school year, the District employed two Foster Youth counselors to expand the services to our foster youth and families. The counselors also expanded professional development training for staff. The counselors were able to increase services from one day a month to weekly at most sites and provided1:1 and group support, observed students in the classroom, worked with families and parents, and regularly worked with social workers to best support Foster Youth. The District introduced a Community Resource Fair during which students and families identified as Homeless and Foster Youth were provided with resources for back to school.

Expanded Learning
After School Program (ASES grant) offers opportunities for at--risk youth and provided priority enrollment for Homeless and Foster Youth. The educational content of our ASES Program focuses on supporting struggling students and closing the achievement gap. Both the elementary and middle school program is very structured with a variety of intentional programming, resources, events,
and train staff designed to meet the student's needs. Program provides the necessary daily homework support for students struggling to get the homework executed and or submitted on time or for those at risk of retention.

Devices and Connectivity The access of devices and connectivity access is being distributed throughout the entire 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 computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades TK-8. Targeted outreach is occurring through Homeless Youth services and the Student Services Department to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided. The Board of Education has approved approximately 750 hotspots and we have purchased approximately 2300 Chromebook devices. With partnership through California Department of Education, we received approximately 1600 donated Chromebook Devices.

The District is above 80% unduplicated count and therefore all the actions and services identified above meet the requirements for success for all students. While services are targeted for English Learners specifically, they also meet the needs of the at-risk students who require similar support in mainstream classes and benefit from the strategies used for English Learners. Similarly services with tutoring, parent education, and professional development for staff benefit unduplicated students across the district.

[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 Services
- Homeless Services
- Psychologists
- Consultants
- Counselors
- Teacher Collaboration Time
- Enrollment Center
- Multi-Tiered System of Supports include Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Nurses
- District Connect Center
- District Parent Resource Center
- Home Visits
- Expanded Learning Programs

Some of the actions described focus primarily for unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), English Learners, Homeless Services, and district resource center serving our homeless students.

Actions described in the plan that represent an increase in services above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, include:

- **Computers and Wi-Fi Hotspots to Support Distance Learning**: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was first and foremost directed towards students who did not already have a device and would not be able to obtain a device on their own.
- **Student Intervention & Acceleration Strategies and Support** - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training "Highly Qualified" Supplemental Intervention Teachers; providing tools, software, and resources to enhance student language and literacy acquisition.
- **Foster Youth Counselors** In the 2017--18 school year, the District employed two Foster Youth counselors to expand the services to our foster youth and families. The counselors also expanded professional development training for staff. The counselors were able to increase services from one day a month to weekly at most sites and provided1:1 and group support, observed students in the classroom, worked with families and parents, and regularly worked with social workers to best support Foster Youth. The District introduced a Community Resource Fair during which students and families identified as Homeless and Foster Youth were provided with resources for back to school.
- **Student Intervention & Acceleration Strategies and Support** - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- **Consultants:** Supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective development of district's curriculum documents, integration technology
- **Student Intervention & Acceleration Strategies and Support** - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.
- **Supplemental Instructional Supports**: Purchase Supplemental programs to meet the needs of students, Renaissance Learning, Lexia, IXL, Core Curriculum consumables.
- **Professional Development:** Training teachers in Google Classroom 101, Google Classroom plus, online lesson design, Zoom, online digital core content in Go Math, Reading Wonders, Collections, etc.
- **Home Visit Program:** Work with schools sites to target students with the highest percentage of high chronic absenteeism.

Other actions and services that continue to be provided as an increase or improvement to unduplicated students include:

- School site funds to be allocated through the School Plan for Student Achievement (SPSA)
- School Psychologists
- Advancement Via Individual Determination (AVID)
- Music and Arts Electives
- Teacher Technology Specialist
- Invention and Acceleration Offerings
- Multi-Tiered System of Support