

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

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

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## General Information

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

Aspire Public Schools has worked to be in compliance with the State’s executive order for distance learning. We assessed our students and families needs for technology and wifi services and have been able to provide requested laptops to students. Teachers have been trained on Google classroom and teachers across school sites collaborate each week to create meaningful, grade-appropriate lesson plans for all students. Teachers provide asynchronous instruction to students daily and students and families can access the lessons and the work at their own pace. Teachers also have weekly office hours with students in small groups to offer additional support with instruction. Teachers also use this as an opportunity to deliver a social-emotional learning curriculum for students.

Aspire Public Schools provides families weekly updates via our online platform and parent square messages. Students and families can receive technical support by reaching out to a technical liaison at their school. They can reach out to the tech liaison by calling the school’s direct line and/or emailing the designee.

Teachers track all progress monitoring in a centralized document that is accessed by the school’s administration, as well as our Central office Education team. Teachers also input progress and grades into Powerschool. Each school is also monitoring student’s weekly participation and tracking it in a school's centralized document.

As an organization we serve a majority Free and reduced lunch recipients. Many of our families are essential workers, therefore adding a complexity around supporting their children academically. In addition, it has been reported that many of our families have been a part of the unemployment phenomena as a result of the pandemic. Given these circumstances, many of our families did not have technology and/or internet services and therefore Aspire Public Schools prioritized the distribution of over 9,000 computers to students throughout our network. After providing technology, another task was to provide families and students technical support to access their child’s teacher and google classroom.

# Stakeholder Engagement

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

We have conducted two family surveys since COVID happened to gather feedback on the distance learning options, assess family needs in terms of food, shelter, and technology, and collect parents' sentiments about a range of options for school re-opening. Every family survey is sent by text message, email and school newsletter to maximize reach. Family surveys are also translated into Spanish as that is the primary language for many of our families. In addition, school personnel reached out directly to families via phone to assess their technology needs and to connect with families who were not participating in the DL program and find solutions to the barriers they faced.

In addition to families, we have also surveyed teachers and Ed Specialists twice to understand the barriers they faced, personal and professional, to providing effective distance learning experiences, gather their views on the most effective distance learning strategies, and assess their feelings about different school opening options. We also conducted individual interviews with teachers and focus group interviews with principals so that their viewpoint was represented to decision-makers. Finally, both teachers and principals participated in the working groups that made decisions around our fall distance learning/re-opening strategy.

In preparation for the reopening of 2020-2021, families from across all three-regions at Aspire (LA, Bay Area & Central Valley) were invited to participate in a focus group. The focus group reviewed materials and information regarding the start of the Fall 2020 school year including: Aspire's reopening stages, instructional models & health & safety procedures. Families were able to provide timely and critical feedback to help strengthen family facing materials to ensure that all parents and caretakers were able to navigate important information to support the success of their student in the coming school year.

Each Area Superintendent has provided weekly communications providing critical updates since COVID began to inform and gather feedback from families when we moved toward a Distance Learning instructional model. Our outreach has also helped to provide appropriate resources to assess family needs -- including technology and internet access. Each communication was sent via the ParentSquare platform, and hosted on our Scholar and Family Resources website to help reach. Translation is available for Spanish on ParentSquare as that is the primary language for many of our families, and our website contains even more language options to choose from. In addition, school leadership and personnel continued their standing communications and engagement directly with families via phone, email, text, and Zoom calls as necessary.

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

Board meetings will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors ("Board") and employees of the Aspire Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at <https://aspirepublicschools.zoom.us/j/91681103920> .

Members of the public may also call in using the Zoom phone number: +16699006833,,91681103920

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on Aspire Public Schools' [website](#) along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

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

Our first family survey, right after schools closed, revealed that families were overall happy with the level of communication and the workload during distance learning and that teacher check-ins, Google classroom and live Zoom classes were seen as the most helpful for students. The amount of live teaching desired by families increased as students got older from 30 minutes to 2 hours per day. It also revealed that  $\frac{1}{3}$  of FRL families had food access issues.

Our first teacher survey revealed that DL expectations were clear, collaboration was an important part of the program, and that while the majority of teachers found their current workloads unsustainable, they felt workloads were becoming more sustainable.

Our second family survey revealed that parents were evenly split on whether or not they felt safe sending their child back to school, but 75% said that if DL continued in the fall, it would be manageable. Safety protocols and a decline in community COVID cases were necessary for parents to feel safe. It also showed that all in-person learning, alternating each day, or all distance-learning were the most feasible models for families. Academic progress was families #1 concern for DL.

Our second survey and interviews of teachers, Ed Specialists and principals found that, across all grade levels, teachers felt DL should include interaction, independent work, assessment and accountability and that live teaching should be part of any DL program. Ed specialists were finding new ways to support SPED students. Teachers and Ed Specialists reported workloads were becoming more sustainable and collaboration was key and most teachers planned to return in the fall. Finally, participation and technology challenges were a concern and centralized tech support, reliable internet, an increase in synchronous learning and mandatory messaging & accountability were recommended as a strategies.

Our family focus group identified key areas that families were keeping “top-of mind” as schools prepare for reopening. The first area of priority being- how Aspire schools will reopen in the Fall. The second area of priority was based on the health and safety of students and staff should the reopening include in-person learning options. Families also expressed the importance of being able to maintain a sense of community and belonging if children return to distance learning. All families in the focus group articulated the need for supports that deepened social and emotional practices to help their scholars cope during these challenging times. Final takeaways included families sharing the need for clear and coherent safety protocols that keep the health and wellbeing of students and their families at the center of Aspire’s decision making. Families understand the importance and benefits of in-person learning for scholars but are also committed to keeping kids and communities safe by participating in distance learning in the Fall.

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

Stakeholder input had a significant influence on our Learning Continuity Plan. Whether we were going to be in-person or distance for the start of school year 20-21, our teacher and staff input truly gave leadership insight into how best to spend our resources and support our teachers during the complexities of 20-21. Specifically, this input helped shape the distance learning section of our plan and how to plan for live and recorded lessons for distance learning.

After surveying our families multiple times since our schools closed in March, it was clear that some families would opt for a distance learning option all year, if provided, to ensure the safety and well-being of their child. As a result, additional materials and hiring was made in order to support families that opted in for a distance learning year-round option.

## 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.]

Our organization has created an instructional model consisting of five (5) stages that outlines the different scenarios for instruction given the reality of the community surrounding the school at any given time. In Stage 1 students engage fully through distance learning, in stages 2-5 students engage in varying degrees of in-person instruction. The goal of Stage 2 is to provide a campus safety orientation where students will engage in 4 Days Distance Learning and 1 Day in-person at their school site each week. During Stage 2, in-person minutes should focus on 1) routines and expectations around safety 2) introduction to tech platforms 3) building community 4) SEL. Schools should dedicate two weeks to this stage.

Stage 3 provides a staggered schedule of smaller groups rotating on-campus and virtually. We have outlined and trained teachers on which instructional practices are better suited virtually and which are better suited in-person. Stage 4 and 5 allow for full-time on campus and students, with specific restrictions in stage 4 to ensure student safety.

The design of the instructional program intentionally selected a curriculum menu for teachers that allows for transition between distance learning and in-person instruction with an emphasis on priority standards in order to minimize loss of instructional minutes on learning new curriculum. The instructional program was designed in conjunction with Aspire's Ed Team and regional leadership using guidance from the state (SB 98), research on minimizing learning loss with a focus on acceleration and integrated feedback from all stakeholders.

Prior to the start of school, teachers received training on acceleration versus remediation; this development will continue to be offered and supported both centrally and regionally. Accelerated learning strategically prepares students for success in current-grade level content. Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current

learning. Teachers are asked to enter the 20-21 school year with a research-based approach to prioritizing grade level content. Research from previous disasters like Hurricane Katrina have shown that students do fall behind when school is missed, but focusing solely on remediation continues to create a larger gap for students. It is because of this that APS will focus on accelerating our students by focusing on the priority standards for that grade-level, this will occur during Virtual Learning and In-person instruction.

APS is also facilitating regional training on acceleration strategies and resources. We understand that the latter part of the 19-20 school year created inconsistency for students across the nation to access instruction. As a network, we oriented ourselves in research provided by TNTP and Achievement Partners to work on delivering Grade-level content with a good amount of content knowledge work and a small percentage of remediation. We have also used the priority content standards outlined in the 2020-2021 Priority Instructional content ELA/Literacy and Mathematics document to create our own pacing guides and curricular recommendations.

Research shows that the predicted learning loss is greatest in mathematics; therefore, the mathematics pacing guides have embedded diagnostics to further support teachers with acceleration. Teachers are also prepared to look at their internal progress monitoring data to support students with any unfinished learning. In order to support early learners all Tk-2 teachers are asked to administer the DIBELS diagnostic as a data source from which to plan small groups and 1:1 instruction as well as pacing adjustments focused on foundational skills. Similarly, the STAR benchmark assessment is available for 3-11 grade teachers to respond and adjust as needed.

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

Description	Total Funds	Contributing
<p><b>Mental Health Supports</b></p> <ul style="list-style-type: none"> <li>• RULER implementation and PBIS supports</li> <li>• Referrals for Lunch Bunch</li> <li>• Check in list</li> <li>• 1-1 and small group check ins</li> <li>• Weekly staff check-ins around needs, feelings, and adult strategies to support work/life balance.</li> <li>• Translations of Spanish and Irdu languages</li> <li>• Additional Site Actions to Support In-Person Instruction: Leverage blended learning programs, Lexia, MyOn, Happy Numbers, Zearn in order to provide additional practice opportunities for students outside of the in-person school day. (1.1)</li> </ul>	\$30,000	N
<ul style="list-style-type: none"> <li>• Use DIBELS, EL assessments, IReady to find potential “gaps” or pitfalls to support DL year</li> <li>• Use of data chats to support planning and further learning</li> </ul>		N

# Distance Learning Program

## Continuity of Instruction

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

Our organization has created an instructional model consisting of five (5) stages that outlines the different scenarios for instruction given the reality of the community surrounding the school at any given time. In Stage 1 students engage fully through distance learning, in stages 2-5 students engage in varying degrees of in-person instruction. Stage 1 is focused solely on Distance learning. During Distance Learning, teachers will be holding at least 2 hours of check-ins with students and families a week. These check ins help to support students and families who may be struggling accessing materials, serve as a social and emotional checkpoint for students and teachers, and provide opportunities for progress monitoring student's virtual academic progress. In addition to check-ins, teachers are encouraged to hold regularly scheduled virtual office hours for students and families to attend.

Stage 2 is a temporary one-time stage that invites our scholars on campus for two-weeks to work on the routines and procedures needed for a safe and smooth operation. In stage 2, we also begin to address social emotional learning and academic components that are better suited in-person. Stage 3 provides a staggered schedule of smaller groups rotating on-campus and virtually. We have outlined and trained teachers on which instructional practices are better suited virtually and which are better suited in-person.

The design of the instructional program intentionally selected a curriculum menu for teachers that allows for transition between distance learning and in-person instruction with an emphasis on priority standards in order to minimize loss of instructional minutes on learning new curriculum. The instructional program was designed in conjunction with Aspire's ED team and regional leadership using guidance from the state (SB 98), research on minimizing learning loss with a focus on acceleration and integrated feedback from all stakeholders.

Aspire Public Schools has provided clear guidance on required core courses, instructional minutes, pacing recommendations, and distance learning quality criteria for lesson planning in order to ensure students have access to the full curriculum. APS's distance learning model includes both synchronous and asynchronous learning opportunities for students. Teachers are expected to provide daily live interaction with students using Zoom and other tech platforms. In addition to synchronous and asynchronous instruction students will receive differentiated supports to access grade level content through 1:1 check-ins, office hours, and differentiated assignments.

Prior to the start of school, teachers received training on acceleration versus remediation; this development will continue to be offered and supported both centrally and regionally. Accelerated learning strategically prepares students for success in current-grade level content. Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning. Teachers are asked to enter the 20-21 school year with a research-based approach to prioritizing grade level content. APS will focus on accelerating our students by focusing on the priority standards for that grade-level, this will occur during Virtual Learning and In-person instruction.

## 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 an organization we are committed to equitable access to devices and connectivity for all our scholars. Aspire intends to make the necessary financial investments in additional devices across all our regions. Our intention is a 1:1 ratio for devices to support distance learning. Additionally, we are ensuring internet access is available to all families. We intend to provide hotspots and other connectivity options for families who do not have internet availability. We are engaging our families through surveys and site by site communication to ensure we have the right data to inform these critical and necessary investments.

## 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.]

APS will utilize live contacts and synchronous instructional minutes to assess pupil progress and administer diagnostics. APS has prioritized key content to be assessed during distance learning. Research shows that the predicted learning loss is greatest in mathematics; therefore, the mathematics pacing guides have embedded diagnostics to further support teachers with acceleration. Teachers are also prepared to look at their internal progress monitoring data to support students with any unfinished learning. In order to support early learners all Tk-2 teachers are asked to administer the DIBELS diagnostic as a data source from which to plan small groups and 1:1 instruction as well as pacing adjustments focused on foundational skills. Similarly, the STAR benchmark assessment is available for 3-11 grade teachers to respond and adjust as needed. Our progress monitoring policies are now being aligned to the priority standards and will continue in all 5 stages to ensure that we are measuring and communicating that information to families and students.

In stage 1 - 3, which includes distance learning and the distance learning hybrid, students will be marked as present in powerschool if they engage in distance learning in one of the following ways named below. Please note that students that miss all week and complete all their work at a later date can not count as present. A student must do one of the following below each day for their attendance to count for that school day.

- Student logs into Google Classroom and hands in a blank document
- Student attends a live session w/teacher and/or designated adult but does not participate
- Student logs into Google classroom and hands in work
- Student attends office hours with teacher and/or designated adult
- Student attends live session and participates
- Communication via text w/reply

Email with student w/reply

Students with Disabilities participate in Small group and/or check ins with IA or Ed specialists

Attendance should be submitted by the classroom teacher by noon the next day. Parents can check attendance using Power school mobile app and portal. School sites will designate one person to receive training on attendance protocols.

## **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.]

Aspire Public Schools has planned and already begun delivering professional development for distance learning starting in Summer of 2020. The Education Team content directors held office hours for principals and school administrators to understand the charter's new distance learning plan. Summer professional development was offered and provided via synchronous and asynchronous learning opportunities, with content that included safe opening of schools, cleaning, instructional guidelines and distance learning expectations tied to State expectations. Each region launched professional development at the start of the year for school sites and the work will include instructional planning, distance learning platforms, equity and SEL for adults and students. Our goal is to provide ongoing support to teachers by setting up regional collaborative planning meetings that will be led by our regional Associate Superintendents. Our school Management team has created a scope and sequence plan for professional development for principals to ensure that there is ongoing support for the year on our Organization's big Rocks (goals). These include Academic Acceleration, Reopening schools safely and resilience in terms of Personal Leadership. It is our goal to equip principal's to lead and develop their schools. We have also launched a new information system, TalentLMS that allows us to virtually record and deliver Professional development and training to all teammates. Our home office teams will continue to utilize this system to provide content specific work, in alignment with our BIG ROCKS to our Aspire teammates.

## **Staff Roles and Responsibilities**

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

The vast majority of our Aspire teammates will continue to serve in their roles but be providing their services remotely instead of in-person. Our educators, counselors, instructional assistants and others providing instruction and support in various ways fall into this category. Certain teammates whose roles are more closely tied to our school sites, ie our campus monitors, will serve in new capacities based on the needs of the site. Expanded responsibilities may include scholar and family remote check-ins, meal distribution, technology support during remote learning, etc. All of our site leaders are receiving support from our centralized Education Team and Human Resources team to consider role needs and adjustments to best support our scholars and their families as we transition



## 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.]

As an organization, we are committed to reflecting and enhancing our programs to meet the needs of our ELs, FY, and low-income students. For the 20-21 school year we are prepared to remain committed, although our approach will be adapted to enhance safety and maximize available resources. For grades Tk-8 our English Language learners will continue to utilize EL Achieve curriculum and be given access to online resources, lessons. Teachers will receive professional development to support implementation during distance learning. Prior to the first day of school, school leaders and teachers will also have access to asynchronous training developed by centralized content directors. The focus will be on adapting EL Achieve lessons to enhance engagement as well as integrate authentic opportunities for progress monitoring. With safety at the forefront, one major shift will be how students will be grouped. Being that students may not plateau until stage 4, we will be aligning proficiency levels to grade bands across the organization. Furthermore, lessons delivered through distance learning will be done so synchronously.

For grades 6-12, curricular supports offered to students in designated ELD must be aligned to the ELD Standards and Framework, as it is a core content. The curriculum utilized for secondary learners will be English 3D which meets the criteria for California-approved ELD Curricula. Similarly, our teachers will have access to online resources to support with planning and lesson delivery. Training will also be taking place across all three regions this August to support the transition to distance learning. Furthermore, it is imperative that English Learners have many, varied opportunities to practice speaking and listening skills. Teachers should leverage the majority of synchronous instruction to encourage student-to-student discourse.

Finally, we also provided access to a supplemental resource, Rosetta Stone to our newcomers as a part of a recent grant we received for our Tk-12 newcomers across the organization. Students who would benefit from this program have been provided access for 14 mont

Aspire's Special Education Directors continue to work in collaboration with our partner SELPAs (LAUSD and EDCOE) to create a plan of action for students with disabilities. The Special Education Directors also work closely with the Aspire Instructional Leadership Team to ensure the special education program and services are integrated with the General Education program, regardless of whether instruction is delivered virtually or in person. Prior written notices are being sent to all parents/guardians of students in Special Education, notifying them that the amendment IEPs that were written in during the spring closures will continue for this school year. Based on guidance from our two SELPAs and SB 98, all students with IEPs will have an emergency contingency plan developed as part of their next regularly scheduled revision of their IEP. Aspire will continue the use of virtual platforms to host IEP meetings with parents, and use Docu-sign in efforts to obtain parent consent to IEPs/Assessment Plans. Aspire hosted org-wide professional development to all Special Education staff prior to the 2020-21 school year starting, to review best practices in providing services on a virtual platform, procedural requirements for updating IEPs and completing assessments including communicating expectations related to IEP development and offers of a FAPE. Regular professional development for all Special Educators, including Related Service providers, will continue throughout the school year where updates/best practices are shared across the special education team. Specific Professional Development as it relates to identifying potential learning loss/regression for students with disabilities will be offered to all Special Education teammates in the beginning of the year which will include best practices for determining whether students are receiving Educational Benefit and how to adjust IEP services to address recoupment of

skills. Additionally, Aspire is investing in additional assistive technology tools to ensure distance learning is accessible for all students, regardless of their disabilities.

Foster and homeless students have frequent check ins with a site based staff member who is responsible for ensuring these students are connected to campus and receive support. Funds are set aside through private donation or Title I dollars to provide for school related expenses like uniforms, school supplies and food. Additionally, foster and homeless students are provided technology (laptops and hotspots) to engage in learning. Academic counselors engage students semi-annually to monitor academic progress and assess what supports are needed for continued success.

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

Description	Total Funds	Contributing
<p><b>Mental Health Supports</b></p> <ul style="list-style-type: none"> <li>• Whole school town halls and other virtual community building</li> <li>• Materials’ Bags Distribution, drive through meals distribution, other resources</li> <li>• Hello Parties</li> <li>• Clubs and tutoring</li> <li>• Wildcat Club</li> <li>• School Comms systems: Parent Square, Dojo, calls and texts</li> </ul>	\$30,000	N
<p><b>Technology support for all schools to get to 1:1 and support teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Utilize CARES funds to support with ensuring 1:1 devices for scholars AND all staff</li> <li>• Tech Team distributes devices and hot spots to all families in need</li> <li>• Tech Team supports with tech questions from families, reaches out for translation supports</li> <li>• Leverage BL learning programs</li> <li>• Purchase and train on Learn Zillion</li> </ul>	\$60,000	N
<p><b>Ensure equitable services for students with disabilities to meet IEP requirements</b></p> <ul style="list-style-type: none"> <li>• Provide Specialized Academic Instruction for students that qualify for Individualized Education Plans (2.4)</li> <li>• Provide tiered reading and eventually math intervention(Round C) to students needing additional academic support (2.4)</li> <li>• Tutoring outside of intervention program</li> </ul>	\$30,000	N

Description	Total Funds	Contributing
<p><b>Support being able to provide a quality 100% DL option to all families and to immunocompromised scholars</b></p> <ul style="list-style-type: none"> <li>• Edgenuity licenses, Tutoring Services</li> <li>• Hire a Hybrid Learning Coordinator to support scholars during Distance Learning</li> <li>• Edgenuity licenses, Tutoring Services</li> <li>• Hire a Hybrid Learning Coordinator to support scholars during Distance Learning</li> <li>•</li> <li>• Hourly Staff Tasks Structures doc to lead how to support in various ways like tutoring, clubs, intervention, etc.</li> </ul>	\$140,000	N
<ul style="list-style-type: none"> <li>• Use Powerschool to monitor student attendance. (2.2)</li> <li>• Use Powerschool to track student progress on standards in each content area. (2.2)</li> <li>• 90 minutes of weekly staff PD focused on instructional techniques. (2.3)</li> <li>• 3 hours of weekly collaborative planning time in teams for teachers (2.3)</li> </ul>		

## 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.]

Aspire will implement an equitable and responsive system of progress monitoring during distance learning. Doing so will provide conditions for students to accelerate in their learning.

Measuring learning status will consist of weekly feedback and monitoring of how students are demonstrating their learning of grade-level content. To make this process manageable for both students and teachers, educators will use no more than 2 assignments per subject per week to progress monitor. We are recommending that educators only use high-leverage or culminating tasks, as opposed to every supporting assignment, when giving feedback.

Teachers, in collaboration with their site leader and grade level teammates, will leverage a system for tracking work submitted by students, provide students feedback, and also respond to the demonstration of student learning. This could be:

- Teachers providing students feedback through digital platforms like Google Classroom or another LMS.
- Teachers using data from core tasks to create reteaching plans.

Teachers identifying students that need additional support and scheduling check-ins with those students.

If students have not submitted a core assignment that the teacher has communicated will be used for progress monitoring, teachers should do their best to follow up with those students via email, phone call, or other forms of communication weekly.

Teachers are also prepared to look at their internal progress monitoring data to support students with any unfinished learning. In order to support early learners all Tk-2 teachers are asked to administer the DIBELS diagnostic as a data source from which to plan small groups and 1:1 instruction as well as pacing adjustments focused on foundational skills. Similarly, the STAR benchmark assessment is available for 3-11 grade teachers to respond and adjust as needed.

As an organization, we are committed to reflecting and enhancing our programs to meet the needs of our ELs, FY, and low-income students. For the 20-21 school year we are prepared to remain committed, although our approach will be adapted to enhance safety and maximize available resources. For grades Tk-8 our English Language learners and school sites across the organization will continue to utilize EL Achieve curriculum and be given access to online resources, assessments, lessons, and professional development to support implementation during distance learning. Secondary teachers will have similar access to materials corresponding to English 3D. As an organization each school has named an ELD Point Person who will attend monthly meetings to support the completion of ELPAC administration and implications for programming.

	Stage 1	Stage 2	Stage 3	Stage 4
Elementary ELD	<ul style="list-style-type: none"> <li>Teachers will have access to EL Achieve’s online units to support planning and content delivery</li> <li>“Listen for Hallmarks” assessments will also be available virtually as needed</li> <li>ELD Point Person meetings commence (monthly)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will continue to engage their students in ELD through distance learning and online EL Achieve materials                             <ul style="list-style-type: none"> <li>“Listen for Hallmarks” assessments will also be available virtually as needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>While on campus students will engage with EL Achieve as it should be embedded in their daily schedule (4 x week for 30 min/day)</li> <li>During their off weeks they will engage in lessons through distance learning</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in 100% in-person EL Achieve lessons as it should be embedded in their daily schedule (4 x week for 30 min/day)</li> </ul>

<b>Secondary ELD</b>	<ul style="list-style-type: none"> <li>Teachers will have access to English 3D online materials to support planning</li> <li>If schools elect another program they will need to develop lessons compatible with online format</li> <li>ELD Point Person meetings commence (monthly)</li> </ul>	<ul style="list-style-type: none"> <li>Students will receive direct instruction using English 3D within their Academic ELD course and continue remaining minutes through distance learning and upload assignments on google classroom</li> </ul>	<ul style="list-style-type: none"> <li>While on campus students will receive direction instruction, engage in collaborative group work and potentially receive supplemental programming as needed</li> <li>When in distance learning they will engage with English 3D lessons/assignments and upload on google classroom</li> </ul>	<ul style="list-style-type: none"> <li>Students will engage in 100% in person English 3D lessons as well as additional supplemental programming as needed to support acceleration of language proficiency.</li> </ul>
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### 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.]

Aspire will leverage existing RTI team members to identify students needing tier two academic supports. In the younger grades, we will be assessing student’s foundational reading skills using DIBELS assessment suite to determine opportunities for additional support to accelerate learning. We will also be creating space for at least 90 minutes of professional development a week for all teachers with an emphasis on distance learning instructional techniques and outreach strategies to ensure all students are present and engaged.

Prior to the first day of school, school leaders and teachers will have access to asynchronous training developed by centralized content directors. The focus will be on adapting EL Achieve lessons to enhance engagement as well as integrate authentic opportunities for progress monitoring. With safety at the forefront, one major shift will be how students will be grouped. Being that students may not plateau until stage 4, we will be aligning proficiency levels to grade bands across the organization. Furthermore, lessons delivered through distance learning via our synchronous approach.

For grades 6-12, curricular supports offered to students in designated ELD must be aligned to the ELD Standards and Framework, as it is a core content. The curriculum utilized for secondary learners will be English 3D which meets the criteria for California-approved ELD Curricula. Similarly, our teachers will have access to online resources to support with planning and lesson delivery. Training will also be taking place across all three regions this August to support the transition to distance learning. Furthermore, it is imperative that English

Learners have many, varied opportunities to practice speaking and listening skills. Teachers should leverage the majority of synchronous instruction to encourage student-to-student discourse.

Finally, we also provided access to a supplemental resource, Rosetta Stone to our newcomers as a part of a recent grant we received for our Tk-12 newcomers across the organization. Students who would benefit from this program have been provided access for 14 months

For students with disabilities that may be struggling with the lack of traditional routines and structures the in-person classroom brings, teachers will support through:

Create new routines to build a sense of clear structure and expectations; align to what students already do as much as possible

Model & explain how each portion of the long distance learning should look, feel and sound for the student when they are doing their best work, and when they are not. (Be concrete!) Connect to criteria for success.

Spend time reinforcing and modeling routines continuously; provide feedback & guided reflection whenever possible.

Add places in the lesson plan for creating personal goals and how to self-monitor for those goals; provide examples of goals for students to select, and how to monitor. Give cues in lesson to stop & reflect on goals

Teachers will also support students with unique needs by Integrating real-time formative assessments that are engaging and multi-modal, for each lesson. Teachers will Continue to refer to student's SST document, 504 plan or IEP to understand if further accommodations or differentiation on a lesson plan would support greater access and successful learning.

In addition, teachers will implement the following strategies to prevent learning loss:

Provide pre-highlighted text, or "cliff's notes" text for your students who are low readers (see if newsela.com can supplement).

Provide supplemental materials to assist comprehension such as photos, pictures, videos, graphs, etc.

Make sure auditory copy is available for all reading texts. Provide clear instructions to students on where to get the text on audio for each text provided (e.g. free texts on audiobook, google translate; google chrome read & write extension; etc.)

Foster and homeless students have frequent check ins with a site based staff member who is responsible for ensuring these students are connected to campus and receive support. Funds are set aside through private donation or Title I dollars to provide for school related expenses like uniforms, school supplies and food. Additionally, foster and homeless students are provided technology (laptops and hotspots) to engage in learning. Academic counselors engage students semi-annually to monitor academic progress and assess what supports are needed for continued success.

## **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.]

Aspire has created a multi-pronged approach to measure the effectiveness of the services and supports provided to students to address learning loss and create academic acceleration. Administrators, along with their counselors, teachers, Ed Specialists, and additional staff, will develop responsive and collaborative action plans to support students' progress. This plan will include:

Weekly reports from PowerSchool or the school's work tracker with follow-up with families as needed --- A strong communication system will need to be implemented in order to ensure students and families are aware of the students' academic progress. This work should be distributed amongst school support staff and teachers.

SST processes and monitoring (4-6 week cycles)

Completing Equity Audits (4-6 week cycles)

PowerSchool has the capability to produce GPA reports by student demographic group - after our grading policy in distance learning is established and in practice, this tool can help with equity audits.

Establish a system for Grade-Level teams to review students' academic progress and teacher supports and strategies on at least a 2-3 week cycle.

Collaboration between General Education Teachers and Educational Specialists will be particularly important to ensure educators are providing appropriate accommodations and modifications for students with IEPs. .

In addition, each school will have an ELD Point Person attend monthly sessions in which they will collaborate with both department leads from the home office offering support around assessment, compliance, progress monitoring and so on. These sessions will also be an opportunity to share best practices, while collaborating to measure the effectiveness of strategies being implemented to support English Learners. The agenda topics include but are not limited to: ELPAC, RFEP, curriculum implementation, ELAC, supporting English Learners with disabilities, newcomers and more. We believe this forum will be effective in providing information, processing time, and tools for reflection and action.

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

Description	Total Funds	Contributing
<p>Program and PD support for MLLs and Pro-Black programming</p> <ul style="list-style-type: none"> <li>• Assign pro-black program advisor- Ms. Moore</li> <li>• Ms. Moore and team to plan:</li> <li>• Black Family Support group</li> <li>• Black History Program</li> <li>• Other back celebrations</li> <li>• Establish new ELPAC Coordinator and ensure she receives supports due to new role- Ms. Guzman new coordinator</li> <li>• PD on new EL Achieve program and GLAD</li> <li>• Hold ELAC meetings</li> </ul>	<p>Included in the \$140,000 identified above.</p>	<p>Y</p>
<p>Ensure equitable services for students with disabilities to meet IEP requirements</p> <ul style="list-style-type: none"> <li>• Provide Specialized Academic Instruction for students that qualify for Individualized Education Plans (3.2)</li> </ul>	<p>Included in the \$140,000 identified above.</p>	<p>N</p>
<ul style="list-style-type: none"> <li>• Assign RTI Team member and Family coordinator to support with family outreach to scholars that have absent for 3+ days. (3.3)</li> <li>• Assign MTSS members as Dojo point monitors to celebrate scholars on 90% point list</li> <li>• Supports List- Students not engaged in learning and placed on comms list</li> <li>• Weekly check ins about students needing housing or other resources</li> </ul>		<p>N</p>

**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.]

To address the mental health and social emotional well-being of pupils and support staff in their ability to address the traumatic impacts of COVID-19, Aspire schools have a variety of resources, protocols and professional developments. Students exhibiting mental health needs are referred to mental health staff for evaluation. Through the evaluation process, mental health professionals determine what services or resources a student might need and place students in the appropriate tiered service. Services include individual counseling, group counseling, referrals to outside agencies, check-in/check-out, classroom real-time coaching, SEL or social-skills coaching, and/or referral to a



Behavior Wellness Team. Special Education mental health services will continue to be provided to any student with these services identified in their IEP. Service providers will continue to progress monitor students and adapt services based on individualized student needs.

Aspire utilizes a Social Emotional Learning curriculum to meet the emotional well being needs of our school community. The program includes a research-based curriculum that is used on both a school-wide and classroom level and consists of individual lessons that are given by the classroom teacher. Teachers are supported in their implementation of the SEL curriculum through professional development and coaching. Additionally, tiered services offered by support staff and mental health professionals also integrate the SEL curriculum into their services.

Teachers are receiving professional development in the identification of Trauma and how to support and engage in de-escalation with students.

## Pupil and Family Engagement and Outreach

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

We have adopted a tiered intervention strategy to address non-engagement. Upon initial bout of non-engagement a staff member shall reach out to the student and family in their primary language to assess the nature of the non-engagement. Any needs that are identified are referred to the appropriate staff for follow-up. If the non-engagement persists, additional outreach efforts are undertaken in the primary language and the student is referred to a Behavior Wellness/Multi-Disciplinary Team for review and intervention. If the efforts of the BW/MD Teams are not successful, the student is scheduled for a Student Study Team Review. This team may recommend additional steps including, but not limited to, mental health supports, academic intervention or 504/SPED referrals for evaluation. All of these measures are conducted in English and the family's primary language.

## 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.]

Each of our Aspire school sites will offer a meal distribution program serving breakfast and lunch during the time period scholars engage in distance learning. When school sites make the pivot to in-person instruction, each school site will provide breakfast and lunch on campus and will ensure specific health and safety protocols are followed on a daily basis.

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

Section	Description	Total Funds	Contributing
NA	NA	NA	NA
NA	NA	NA	NA

## 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
30%	\$681,102

### 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.]

With over 40% low-income population, majority of our actions are intended to serve the entire school population. Some of the actions contributing to our unduplicated population are as follows:

- Program and PD support for MLLs and Pro-Black programming

We have hired an additional program manager to specifically support our low income, multi-language learners and black students. They will be providing a variety of professional development activities to all teachers and staff. The focus will be on instructional strategies to meet the ELD standards during distance learning and the continuity of learning to in-person and ensuring teachers are prepared to ensure all EL students have access to the core curriculum as they transition from distance to in-person instruction.

This role will also support family engagement efforts to leverage or families of English Learners to support participation and academic acceleration.

These funds will continue to be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment is above the 40 percent threshold required to expend funds school-wide. These funds are supporting Instructional

Deans, social/emotional counseling support, technology, instructional materials, books, and other supports that put the needs of our unduplicated students first.

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

This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.