California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Almond Acres Charter Academy has a core philosophy of the disposition of the learner being the highest priority. In order to make academic gains, the student must have a positive attitude and perception about learning. When the school was forced to move to distance learning due to COVID-19, AACA felt the loss of daily face to face interaction with the students and families very strongly. It was immediately apparent that methods had to be developed to maintain connectedness with all of the families. AACA staff quickly made use of digital platforms to have daily interaction with students and families through a virtual shared start assembly each morning, daily parent communication in Parent Square, and individual calls for our more at risk families.

Academically, distance learning has affected AACA programmatically and technologically. From a programmatic perspective, lesson delivery had to be adjusted to be performed virtually. Grading practices needed to be adjusted to not punish students who do not have support in the home for academic tasks. Pacing guides were adjusted to reflect weekly pacing as opposed to monthly pacing to give teachers more specific guidance in their planning. Engagement strategies had to be examined and expanded to assist with virtual lessons. COVID-19 has forced the school to grow its capacity for technological applications for all tasks. The use of virtual meetings and online learning platforms has required all staff members to greatly increase their technological skills. The reliance on internet and devices highlighted areas of need for both staff and students. Internet strength in the home setting of staff and students can be intermittent for our rural families. For staff, access to school as a workspace was offered but balancing child care is always a conversation. For students, alternative instructional methods have been developed to address these issues.

COVID-19 affected AACA's school-wide MTSS (Multi-Tiered Systems of Support) system. Tiers of support needed to be developed to address attendance, parent support, and teacher accountability. The PBIS (Positive Behavioral Interventions and Supports) team had to create expectations for distance learning and those expectations had to be taught with specificity. Behavioral interventions needed to shift to include this new virtual environment. In some cases, students who had struggled behaviorally in traditional instructional models greatly improved with the virtual learning process. In turn, some students who did not struggle in the traditional model started to struggle in the virtual environment due to many factors including home environment, lack of support, and lack of connection to peers.

A social-emotional toll has been noticed among staff at all levels. A primary recurring struggle is how to balance work with the need to have children learning at home. Many staff who are single parents or staff whose partner also works are experiencing a much higher level of stress and are working longer hours to accomplish all of their daily tasks. This concern is mirrored with many of the AACA families and consequently, the teachers and administration works to be as flexible as possible with families regarding assignments and timelines while upholding state mandates.

From an accountability perspective, COVID-19 caused difficulty in measuring progress with a host of initiatives implemented during the 2019-2020 school year. AACA revamped its LCAP for the 2019-2020 school year to include a variety of tier 1 and tier 2 academic supports. For example, AACA adopted Big Ideas Math for K-5th to provide curricular coherence from Kindergarten through 8th grade. AACA was already using Big Ideas in grades 6th-8th grade. Step Up to Writing was implemented to assist writing instruction and Read Naturally was used to address reading gaps. AACA staff was eager to see progress on the summative CAASPP assessment but this was not possible due to the elimination of testing for 2019-2020. Benchmark data was showing promise so not being able to demonstrate the learning on high stakes testing was a disappointment to staff.

Stakeholder Engagement

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

Distance Learning Surveys: A distance learning survey was sent to families at the end of Spring 2020. The survey was overwhelmingly positive about the format of distance learning for the close of the 2019-2020 school year. 100% of parents (over 104 responses received) were satisfied with the school's distance learning approach, while 95% said the approach "exceeded" or "greatly exceeded" their expectations.

LCAP Video and Survey: A video describing the components of the 19-20 LCAP was distributed to parents, all staff members, and board members via Parent Square and email. Attached to the video was a survey asking for feedback on the various actions implemented in 19-20 LCAP. Many of those actions were intended as the start to a multi-year implementation of a Multi-Tiered System of Support and could transfer into the distance learning model of instruction. For example, all of the social-emotional supports and academic supports that were a part of the LCAP still play a role in the various programmatic elements of AACA.

LCAP Stakeholder Meetings: On two different occasions, live LCAP stakeholder meetings were held during the month of February. These meetings described the components of the 19-20 LCAP and offered the attendees to ask questions. Once the informative portion of the meeting was completed, the same survey mentioned above was sent out to the attendees.

Program Site Council (PSC): The PSC serves in a similar capacity as a PTO/PTA in other schools. The group was provided updates regarding school goals and programming at officer meetings. PSC webinars regarding initiatives and goals occurred for all parents.

Fidelity Integrity Assessment (FIA): Twice yearly AACA conducts the FIA to assess progress on the implementation of the various components of MTSS. Teachers, administrators, parents, and classified staff are members of the team that complete the assessment.

Tech Surveys for staff and families: Two separate technological surveys were sent out to families during the distance learning model. One was sent in March of 2020 and the second was sent in August of 2020. Families were surveyed about a variety of technology including access to the internet and access to devices.

Parent Square Posts/Parent Emails/Phone Calls: Parent Square is the primary platform used for feedback from families. General posts go out weekly, at a minimum, and ask for feedback on a variety of topics (surveys, signups, etc). For the 2020-2021 school year, these opportunities for feedback have included meals, technology, uniforms, materials pickup, and other curriculum needs. Families who do not respond to general school or classroom requests for information on Parent Square are emailed or called by staff members. Also, parents who are not english speaking are contacted weekly by a bilingual paraeducator to ensure they have completed the surveys, accessed Parent Square, and are offered help for any other needs. Parents were sent an interest form for meals and those that normally access during in seat instruction, and did not respond, staff called them individually to ensure they get the food their families need.

Social Media Outreach: AACA maintains a social media presence on Facebook and Instagram. School information is dispersed through these platforms (in addition to Parent Square) and comments/questions are monitored by AACA staff. Many topics for the 2020-20201 school year have been posted on social media seeking input including, but not limited to, technology needs, meal needs, and uniform needs.

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

All public meetings are being held virtually. Parents are encouraged to attend via Google Meets or Zoom. For the parents who can not access that option, staff follows up on essential items via phone calls.

Board meetings have the added option of in-person attendance but remote attendance is encouraged for everyone except board members and administration due to social distancing and group size requirements.

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

Teachers: Teacher feedback largely centers around the logistics of lesson planning, use of technology, grading, and student engagement. Teachers shared that logistically certain elements of distance learning were very successful and some needed addressing. For example, the use of time came up as a concern so the administration set up a schedule for the teacher's day that would provide time for them to meet with students (whole group, small group, and individuals), have time for recording necessary lessons, and collaborate with their grade level

partners. Time was also set aside for grading, long term planning, and weekly PLC (Professional Learning Communities). Teachers also shared that Google Classroom was a success and they found it easy to navigate. The administration had considered not using it for kindergarten and first grade but after hearing the teacher feedback, Google Classroom is used across all grade levels. Teachers shared creative ways to engage students during distance learning and time was provided during professional development for teachers to collaborate on additional strategies for engagement and share best practices.

Families: Feedback from families has been overwhelmingly positive and they shared appreciation for the clear communication AACA has provided. When launching distance learning both in the spring and for the 2020-2021 school year, families were given almost daily updates on what to expect and how to navigate the various tech platforms, how to pick up materials, and how to seek help when needed. They also shared the need for flexibility with distance learning due to work schedules and child care. AACA created schedules that allowed for in-person learning as well as flexibility with pre-recorded lessons. Parents were also very positive about the social-emotional supports provided through the MTSS implementation. Many families had experience with AACA's Check In Check Out system, mentorships, or other supports and greatly supported these continuing during the 2020-2021 school year. Our EL (English Learner) families shared that having a bilingual para reach out to support them was very helpful during the spring and this was continued into the 20202-2021 distance learning plan. Families did raise several concerns on the various surveys. Many shared that they were not in support of students returning to school if they were required to wear masks.   They also asked that the Google Classroom formatting be consistent across grade levels. Many families have multiple students and this consistency makes navigating distance learning much easier. Finally, they shared concerns about screen time and a hope that it can be minimized. Administration did create schedules for the classes that allowed for breaks and flexibility but could not completely eliminate screen time. During professional development time, ideas for engaging students using paper/pencil methods or hands on activities were discussed. This would allow students to be on screens during live meetings and to view recorded lessons, then to be away from screens while completing work. Prior to starting school, families were sent a message to indicate if they had a basic level of supplies to engage in school. Those that did not have the essential supplies were sent home with a supply kit at the first materials pick up.

Board Members: The AACA board members have provided feedback regarding programming and budget. The board shared that they encouraged the continuing of the various elements of MTSS and with the staffing related to overseeing those initiatives. Administration presented LCAP snapshot information and updates on progress regarding initiatives during monthly board meetings so the board was fully informed about progress toward our school goals. The board shared that since we have staff working from home for distance learning, they wanted a system in place for ensuring equity among the lessons presented. A clear set of expectations was developed and administration will have scheduled drop ins for all of the grade levels. Finally, they encouraged continued communication with families to ensure the families know what is expected and how to find help when necessary.

Administration: The administration has shared the need for consistency across the grade levels in many areas. These areas include, but are not limited to, Google Classroom designs, grading/feedback to students, small group schedules, behavioral expectations, teacher/parent communication, and lesson structure. Professional development was designed with these topics in mind. Administration also shared the

need to be more consistent about looking at student data in terms of significant subgroups, in particular our English Learners. Previously, data was examined at the individual level, the class level, the grade level, and as a school aggregate.

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

The influence of the feedback lies heavily within the realm of our distance learning program. AACA was able to take the feedback from the various stakeholders and make adjustments to the distance learning program.

Additionally, AACA developed its Reopening plan with the information provided by the stakeholders. A continuum of instructional models was developed to allow for the needed flexibility for moving between distance learning, 50/50 models, and full reopening. 5% of students requested a program that is fully at home and are not intending to return to an in-seat model in the foreseeable future. They were considered in program development and the At Home Academy was developed as a Distance Learning option to meet their needs.

Integrated - AACA Distance Learning Teaching & Learning Options 2020.21 School Year

100% At-Home Distance Learning	Site Based Learning (A Continuum of Options)
- All students engage with peers, teachers, and staff from home. - Students directly interact with certificated staff daily. - Site-based resources, curriculum, and programs when appropriate. - Primary instruction is provided by parents/guardians. - Families commit to this program for a trimester.	**State Mandated Distance Learning** • Curriculum is delivered live virtually and through Google Classroom. • Teachers deliver instruction from school site. • Students interact live virtually with peers and teachers when working from home. • All pandemic safety measures prescribed by health officials will be implemented by students and staff. **50/50 Hybrid Model** • Classes are split between two cohorts. • Half of our students work on campus while the other half from home. • Cohorts attend campus part time and access distance learning for the other days. • Curriculum is delivered live, as well as through Google Classroom. • Teachers deliver instruction from school site. • All pandemic safety measures prescribed by health officials will be implemented by students and staff. **Full Reopening** • All students attend campus daily. • Teaching and learning strategies will continue to incorporate online methods and resources. • All pandemic safety measures prescribed by health officials will be implemented by students and staff.

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.]

Below is the proposed 50/50 in seat model AACA is considering. This is a draft proposal and adjustments may be made based on the outcome of distance learning.

- Students will be split into groups: Group A and Group B. Families will be placed in the same group.
- Group A will attend school Monday and Thursday; Group B will attend Tuesday and Friday (this provides the shortest distance between direct interaction with the teacher: two or three days between classes).
- Group A will be using distance learning on Tuesday and Friday; Group B will be using distance learning on Monday and Thursday
- Wednesday will be a distance learning day for all students
- Wednesday will be a day for deep cleaning of the campus
- Attempts will be made to schedule IEPs, 504s, and SSTs on Wednesdays via zoom
- PLCs will occur on Wednesdays
- OH meetings will be held on Thursday afternoons
- Shared Start will be recorded live at 8:00am each morning
- School release time would be 2:25pm
- K-5 Teachers will be responsible for the following:
  - Math and ELA will be instructional focuses for in seat instruction
  - Social Studies and Science will be a focus of distance learning
  - SPBL will be a focus of both in seat instruction and distance learning
- 6-8 Teachers will be responsible for the following:
  - Schedule will shift to a three blocks per day (one block for ELA, one block for Math, and one block that shares science/social studies)
  - ELA and Math will be inseat instruction
    - Group students per their math class (ex: all algebra kids are in Group A - that would have to be the starting point for establishing the two school wide groups)
  - Social Studies and Science will be primarily distance learning while having each subject once a week during in seat days
  - Have Science and Social Studies do videos for science and social studies for all three grade levels and arrange virtual field trips for distance learning days
  - Sample Middle School Schedule available in the master schedule spreadsheet
- Support Services staff will be responsible for the following:
  - Amend all IEPs to reflect a combination of direct services and virtual supports.
  - Provide in class supports per the IEPs
  - Provide necessary supports during distance learning (1:1 paras will support in seat instruction then virtual supports when their student is in distance learning)
  - School Psychologist will provide counseling, assessments, parent coaching, and assist with behavioral needs.

Full reopening is the ultimate goal for AACA. Students and staff would be observing all safety guidelines set forth by the department of public health in terms of social distancing, face masks, and sanitization.

SELPA Mental Health Clinicians are available for students who require plans and intervention strategies related to classroom engagement and reintegration. AACA can also access SELPA support with navigating agencies and community services (DHHD, bridges, Regional Center, etc); professional development for staff regarding compassion fatigue, work/life balance, and self care; parent training on warning signs of anxiety, depression, lack of student engagement, and accessing community resources. Support from SELPA can aslo address strategies to mitigate learning loss and assist with skill recoupment.

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

Description	Total Funds	Contributing
Program Director (30% of total cost contributing to increases and improved services)	$19,829.94	Y
Curriculum Coordinator (30% of total cost contributing to increases and improved services)	$25,457.25	Y
Technology/Intervention Teacher (30% of total cost contributing to increases and improved services)	$19,333.86	Y
PBIS Reinforcers	$2,000	N
Homeless/Foster Youth Liaison	$1209	N
Read Naturally	$690	Y
Step Up to Writing	$1448.70	N
SIPPS phonics intervention for homeless/foster, ELLs, and Low Income students. No cost since the program was purchased during the 2019-2020 budget cycle.	0	Y
ST Math	$250.80	Y
Learning Ally	$5840.50	Y
Bilingual Paraeducator to work with ELLs on engagement and work completion	$9,020	Y
Additional Adult Support to work with homeless/foster, ELLs, and Low Income students on engagement and work completion	$9,720	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.]

The curriculum and instructional resources utilized by AACA did not change significantly as a result of distance learning. Many of the programs already in use had digital platforms that provided virtual use of the materials and interaction with students and curriculum virtually. Example, Big Ideas Math provides a robust digital platform that allows students to complete practice work, access manipulatives, and supplement games that support learning online. STMath was an intervention that continued throughout distance learning. Teachers used technologies to create digitally friendly assessments and tasks. Studies Weekly, our adopted curriculum for Social Studies and Science (K-5), provided online access

to materials and assessments, while also integrating learning supports like read aloud text and multimedia activities. Teachers provided access K-2 to EPIC, a digital library system, in grades 3-8 teachers provided access to physical books for literature circles and individual student reading. Teachers K-8 utilized read alouds to continue teaching core reading strategies and ELA content standards.

Materials & Curriculum
- Initial Materials Distribution will take place on August 19th and will occur approximately every 2 weeks.
- AACA will provide all core instructional materials such as consumables (one time use instructional materials) and online subscriptions.
- AACA will provide students with books at their reading level in order to give all students access to appropriate texts.
- AACA will provide a chromebook (or iPad in K-2) when needed.
- A teacher will prepare, plan, and deliver curriculum daily.
  - Curriculum and programs will include, but not be limited to: Daily 5 and CAFE, Step up to Writing, SPBL (Service Project Based Learning), Scholastic News, Big Ideas Mathematics, Studies Weekly (Social Studies), and Science Weekly (Science)

Learning Experience
- The Distance Learning Plan for Kindergarten through 8th Grade students will include engaging experiences and assignments in English Language Arts (Reading/Writing), Math, Science, Social Studies, and SPBL (Service & Project Based Learning).
- Interactive calendars will be provided for daily Art and Recreation (Physical Education) lessons.
- Additional optional online activities will be included in Google Classroom to extend learning.
- Families will receive the next day's lessons from the grade level teachers via Google Classroom.
- Teachers will create digital assignments, as well as paper/pencil and hands on assignments.

K Elementary Distance Learning Plan	
Learning Plan: The daily learning plan below is designed to take approximately 3 hours per day for required learning in the core subject areas. An additional 1 ½ hours of enrichment is included as well. Parents are encouraged to guide their child as they engage in the learning tasks and to offer support as needed throughout the day.	
Approximate Time Per Day	**Subject Area**
15 minutes	All School Shared Start
15 minutes	Morning Meeting
20 minutes 20 minutes 30 minutes 5 minutes	Independent Reading ELA (English Language Arts) Lessons Independent ELA Work High Frequency Words

15 minutes 30 minutes 10 minutes	Math Lesson Big Ideas Math Independent Work Math Facts
20 Minutes	Science/Social Studies/ SPBL (Service & Project Based Learning)
180 Minutes/3 Hours	**Required Learning**
30 minutes 30 minutes 30 minutes	Art Recreation Online Enrichment
90 Minutes/1.50 Hours	**Enrichment**

1-2 Elementary Distance Learning Plan
Learning Plan: The daily learning plan below is designed to take approximately 4 hours per day for required learning in the core and supplemental subject areas. Parents are encouraged to guide their child as they engage in the learning tasks and to offer support as needed throughout the day.

Approximate Time Per Day	Subject Area
15 minutes	All School Shared Start
15 minutes	Morning Meeting
20 minutes 20 minutes 30 minutes 5 minutes	Independent Reading ELA (English Language Arts) Lessons Independent ELA Work High Frequency Words
15 minutes 30 minutes 10 minutes	Math Lesson Big Ideas Math Independent Work Math Facts
20 Minutes	Science/Social Studies/ SPBL (Service & Project Based Learning)

30 Minutes	Recreation
30 Minutes	Art or Online Enrichment
240 Minutes/4 Hours	Required Learning

3-5 Elementary Distance Learning Plan	
Learning Plan: The daily learning plan below is designed to take approximately 4 hours per day for required learning in the core subject areas. An additional 1 hour of enrichment is included as well, along with 40 minutes of intervention. Parents are encouraged to guide their child as they engage in the learning tasks and to offer support as needed throughout the day.	
Approximate Time Per Day	Subject Area
15 minutes	All School Shared Start
15 minutes	Morning Meeting
30 minutes 15 minutes 30 minutes 15 minutes	Independent Reading ELA (English Language Arts) Lessons Independent ELA Work High Frequency Words/Spelling
30 minutes 30 minutes	Math Lesson Big Ideas Math Independent Work
30 Minutes	Science/Social Studies/ SPBL (Service & Project Based Learning)
30 Minutes	Recreation
240 Minutes/4 Hours	Required Learning
30 minutes 30 minutes	Art Online Enrichment
60 Minutes/1 Hour	Enrichment

10 minutes	Math Facts
20 minutes	ST Math
40 Minutes	Intervention

Middle School Distance Learning Plan (6-8)

Learning Plan: The daily learning plan below is designed to take approximately 4 hours per day for required learning in the core subject areas. An additional 1 ½ hours of enrichment is included as well, along with 30 minutes of intervention. Parents are encouraged to guide their child as they engage in the learning tasks and to offer support as needed throughout the day.

Approximate Time Per Day	Subject Area
15 minutes	All School Shared Start
15 minutes	Morning Meeting
30 minutes 15 minutes 30 minutes	Independent Reading ELA (English Language Arts) Lesson ELA Independent Work/SPBL
15 minutes 30 minutes	Social Studies Lesson Social Studies Independent Work/SPBL
15 minutes 30 minutes	Math Lesson Big Ideas Math Independent Work/ SPBL (Service & Project Based Learning)
15 minutes 30 minutes	Science Lesson Science Independent Work/SPBL
240 Minutes/4 Hours	Required Learning
30 minutes 30 minutes 30 minutes	Art Recreation Enrichment Activities

90 Minutes/1.50 Hours	Enrichment
30 minutes	ST Math
30 Minutes	Intervention

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.]

On August 19th, based on a parent survey sent on August 5th, all students who require a device to access distance learning and virtual platforms will be assigned a chromebook or an iPad.

Almond Acres is using REAP grant funds to purchase 80 new chromebooks to provide devices to all students. Due to high demand, those devices are on back order and will be distributed upon receipt in the Fall.

Hotspots for students who require internet access will be provided by AACA.

For families that are needing support with the user aspects of technology, AACA provides a tiered approach to tech support. Links to various how-to videos are posted on the home page of our parent communication system, Parent Square. A Technology Troubleshooting Form is also linked on Parent Square and this allows parents to submit a request for specific issues related to technology. The technology teacher responds to those requests within 24 hours. In addition, a designated email address was developed for parents to use when they require password help for the various online platforms used for instruction and communication. As a last layer of support, the technology teacher schedules individual appointment times to do screen captures and perform individual technology training to parents.

AACA also provides assistive technology support including devices and consultation from specialists to students, staff, and parents to ensure student access and engagement.

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.]

AACA will be monitoring and assessing pupil progress and participation through a tiered system of support. Daily attendance is taken for both synchronous and asynchronous instruction.

Multi-Tiered System of Support Attendance Continuum

Tier 3/Few
- Resource Officer contacts parents
- SAS System
- Parent Conference

Tier 2/Some
- Teacher contacts parent after 3 absences
- Submit RFA for attendance
- Administration call to parents
- CICO/mentorships

Tier 1/All
- Daily Schedule with clear meeting times (S)*
- Live Morning Meetings (S)
- Daily assignments (A)
- Small Group Instruction appointments (S)
- Google Classroom posts (A)
- Parent Square Communication regarding attendance
- Daily attendance tracking

*S =Synchronous Instruction; A= Asynchronous Instruction

Tier III

Tier II

Tier I
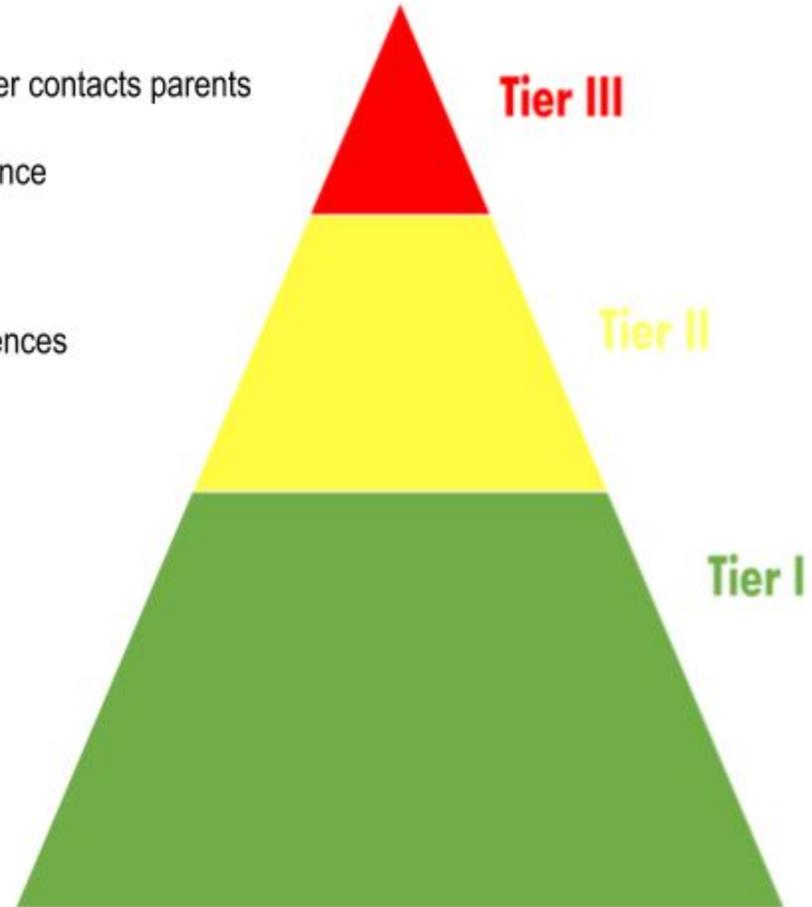
For measuring participation, students will participate in a rewards point system for being an active member of live interaction and thoroughly completing independent work. Class rewards will be given for participation. Time value will be tracked through submitted task completion since all assigned tasks are given a time expectation for completion. All submitted assignments will be given weekly feedback by the teacher and adjustments are made if the time it takes to complete assignments is too short or too long. Teachers will also be completing the state provided template for tracking weekly engagement.

Pupil progress will be monitored through regular assessment. Virtual assessments will be provided in core content areas using multiple platforms. These assessments include, but are not limited to, chapter tests, reading level assessments, and writing samples. Benchmark

tests will be conducted each trimester in reading, writing, and math. AACA uses the Interim Assessment Block tests through CAASPP at strategic points in the year for summative assessment of grade level standards.

Students will be graded on the AACA rubric system (1-4) and grades will be reported to parents at the close of each trimester. Students not demonstrating proficiency may receive a progress report halfway through the trimester if necessary.

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.]

Various professional development has been provided to staff to support distance learning. In March of 2020, AACA administration implemented a professional development plan for technology related to distance learning. The school was closed for 10 instructional days and during that time, the staff was expected to complete tutorials for Google Classroom, Youtube videos, FlipGrid, and curriculum digital platforms. Following the tutorials, staff was expected to complete a task that demonstrated mastery of the use of the given technology.

Prior to school starting in the fall of 2020, professional development was designed to allow staff to successfully begin distance learning. The focus was curriculum and instruction content, pacing, and feedback. Individual coaching was provided to staff that demonstrated a technology-based need for implementing distance learning. The following agendas outline the professional development offered. Live links are included to reflect resources provided to the staff during professional development.

August 12th Agenda:
*Denotes a deliverable
- 8:00-8:30: Welcome/Community Building
- 8:30-10:00: Distance Learning Expectations, Revisions, and Logistics
- 10:00-10:30: PBIS/SEL Overview
    - Multi-Tiered Systems of Supports Overview
        - Defines supports in:
            - Academics
            - SEL
            - Behavior
            - Coaching
            - Attendance
            - Parent Support
            - Teacher Accountability
    - Master Forms List
        - Digital access to all necessary forms including:
            - Requests for Assistance (students and staff)
            - Tech support
            - Training Videos
    - School Wide PBIS Matrix

- Outlines behavioral expectations across environments
- 10:30-11:00: Establishing Your Virtual Classroom
- 11:00-12:00: Collaboration Time to Create Virtual Classroom Plan*
  - K-2
  - 3-5
  - 6-8
  - Create plans for setting new expectations, classroom routines, classroom management plans
    - Online expectations
    - Routines
    - Student Interactions w/adults and peers
    - Work quality
    - Work completion/submission
    - Communication
    - Reinforcers
      - School wide point system
    - Student Engagement
      - Examples provided
    - Consequences
      - Examples provided
  - Deliverable:
    - Complete grade level plan for establishing your virtual classroom
- 12:00-1:00: Lunch
- 1:00-1:30: Morning Meetings Overview
  - Disposition (SEL Check In, Sparkle Farkle, Would you Rather)
  - Instruction (Reviewing Learning Objectives, Expectations, Assignments, Projects, Pre-teach)
  - Live Interaction (Tracking Attendance)
    - Use Continuum of Attendance Support
  - Same time daily
  - Work as a grade level where one teacher leads/one teacher monitors (including attendance for synchronous instruction, chat, hand raising)
  - Set student expectations for meeting
  - Daily live interaction includes:
    - Building a class community
    - Creating a connection with students
    - Check in regarding disposition
      - Creative check in ideas, especially for middle school students
      - Trauma check in for students
    - Setting up academic expectations (tasks)
    - Instruction delivery (content)

- Deliverable:
  - [3 ½ Week Plan for Morning Meetings](#)
    - Grade levels for K-5
    - Middle School Combined
    - 3 ½ Weeks of Morning Meetings (use the Framework and Philosophy sections from [1st 3 Week Plan](#))*
- 1:30-3:00: Grade level/Middle School Collaboration Time to Plan
- 3:00-4:00: Prep

August 13th Agenda:
- 8:00-8:15: Update w/Executive Director
- 8:15-8:45: Student Engagement Overview (screens vs. not)
- 8:45-10:00: Collaboration on Student Engagement Tiers*
  - Complete the [tiered chart](#)s for Instructional Strategies and Tech Applications
- 10:00-10:15: Sharing Student Engagement Best Practices
- 10:15-10:30: Distance Learning Space(s) Overview
  - Background
  - Visual Supports
  - Materials/Supplies
  - Deliverable:
    - Snap a photo so we can share best practices!
- 10:30-12:00: Set up Distance Learning Space(s)*
- 12:00-1:00: Lunch
- 1:00-1:30: Placing Plan Overview and Expectations
  - Purpose: Need to have placing plans that align to provide consistency for students, especially if going back & forth between programs
    - Due to the At Home Academy beginning core instruction on the 2nd week our site based program needs to do the same.
  - Paced consistently across grade bands to allow for shared responsibility in creation of instructional videos and making less work for all
  - Monthly to Weekly: allows us to stay on track
  - SPBL: Teachers to revise to virtual one unit @ a time
  - Foundational skills: Paced to complete required curriculum
  - Math: Used Big Ideas pacing and # of available teaching days, made consistent modifications
  - Science/Social Studies: Used monthly calendar (if paced) otherwise used Studies Weekly pacing
- 1:30-4:00: Review & Revise [Pacing Plans](#)*

August 14th Agenda:
- 8:00-8:15: Updates
- 8:15-8:45: Academic Tiers 1, 2, and 3 Overview
  - [Multi-Tiered Systems of Supports Overview](#)
- 8:45-9:15: Overview of Tier 1 Structure and Strategic Groupings
  - Tier 1 ELA for distance learning

- Read to Self (Teacher Directed)
- [D5 and CAFE Strategies](#) and Foundational Skills Videos Assignments
  - K-2
  - 3-5
- [G/L Content Standards](#)
  - Tier 1 Math for distance learning
    - Video Lesson
    - Explore and Grow (do not use)
    - Think and Grow
    - Show and Grow
    - Independent Work
    - Show & Grow
    - Apply & Grow
    - Modeling Real Life (Level 4 Opportunity)
- 9:15-10:00: Collaboration on Tier 1 Structure
- 10:00-12:00: Collaboration on Tier 1 Strategic Groupings & Schedules*
  - Deliverables for K-5:
    - Reading:
      - K: Initial ELA assessments performed during small group instruction times.
      - 1-5: Using 2019-2020 data, establish a schedule for individual assessing during small group instruction time that will be shared with families. Plan to meet with students who are performing below expectations first.
    - Math: Create schedules to be shared w/families
      - K: Initial math assessments performed during small group instruction times.
      - 1-2: Using 2019-2020 data, establish a schedule for individual assessing during small group instruction time that will be shared with families.
      - 3-5: Using 2019-2020 data, establish strategic student groupings for small group instruction time.
    - K-3: Determine which teacher will meet w/students for ELA which one for math.
  - Deliverables for 6-8:
    - Reading:
      - Using 2019-2020 data, establish a schedule for individual assessing during small group instruction time that will be shared with families. Plan to meet with students who are performing below expectations first.
    - Math, Science, and Social Studies:
      - Create schedules to be shared w/families
      - Create a publishable calendar for small group meetings.
  - Tier 1 Instruction
    - Instructional Videos for basic instruction (HFW, phonics, spelling, CAFE strategies)
      - K-2
      - 3-5
    - Middle School

- Start to prep instructional videos
- 12:00-1:00: Lunch
- 1:00-4:00: Collaboration on plan revisions for 1st 3 week for Social Emotional Learning*
  - 1st 3 1/2 weeks
    - Topic will be covered daily in Shared Start
    - Make lessons digital friendly

August 17th Agenda:
- 8:00-8:15: Updates/Follow Up
- 8:15-9:00: Assessment, Grading, and Feedback Overview
  - Grading Policy
  - Providing feedback
    - Frequency and type
  - Using data to refine instruction
    - Individual/Small group meetings
  - Rubrics
  - Level 4 opportunities
- 9:00-9:30: Google Classroom Set Up and Criteria
- 9:30-10:00: Tech---Student Information
- 10:00-12:00: Outstanding Deliverables, Prep, Record Videos, and Post on Google Classroom
- 12:00-1:00: Lunch
- 1:00-4:00: Outstanding Deliverables, Prep, Record Videos, and Post on Google Classroom

August 18th Agenda:
- 8:00-4:00: Outstanding Deliverables, Prep, and Record Videos
- Throughout the day: Meet with Support Services to review IEPs and 504 plans

Staff Roles and Responsibilities

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

As a result of COVID-19, certain staff roles and responsibilities were adjusted. Overall, those changes were minimal and below is a listing of the changes necessary for distance learning:

1. Physical Education teacher continued to offer a weekly calendar of physical education activities but was also assigned to be a support teacher in the 5th grade class.

2. Campus Supervisor was reassigned to custodial and maintenance work.

3. Bus Driver was reassigned to a para-educator role.

4. One Special Education paraeducator was reassigned to support the 4th grade class and provide regular check in meetings with the English Learners.

5. Intervention and Technology teacher and three other teacher leaders shifted away from leading initiatives on campus and will support students enrolled in the At Home Academy (students whose families require more flexibility with scheduling during distance learning or will not return to in-seat instruction due to various reasons).

6. Food Service lady was given additional tasks to assist with curriculum inventories and attendance accounting.

7. Middle school social studies teacher and the lower grade At Home Academy teachers will also be providing designated ELD for all grade levels during distance learning.

AACA continues to employ a Program Director, a curriculum coordinator, and an SEL lead teacher to support the school-wide goals.

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 following supports will be provided to the stated group:

English Learners: A para-educator has been reassigned to hold weekly check in meetings with the families to ensure the families are understanding the expectations. The para-educator's role is to also provide resources as necessary for instructional support, technical support, and materials support. This was implemented in the spring of 2020 and increased the engagement of AACA's English Learners in the instructional program.

Students with Disabilities: For academic skills and speech and language, groups were eliminated and AACA is using one on one services to ensure that each student is accessing their instructional program and is maintaining progress toward their goals. AACA is using paraeducators and credentialed teachers to provide this level of support. Occupational therapy is providing parent training and collaboration with the family to have the student practice the skills necessary to make progress on their goals. Assessments will be conducted within the legal timelines and assessors will perform as many assessments that can be done virtually as possible. Where virtual means will not be sufficient, AACA has developed a protocol for assessing students on campus. The protocol adheres to all health and safety guidelines. Finally, staff is using DocHub to allow parents to sign documents digitally.

Foster Youth: AACA currently does not have any foster youth enrolled. IF we were to have foster youth enroll, supports would include additional adult support during distance learning. This support would provide resources as necessary for instructional support, technical support, and curriculum support. This effort supports engagement and work completion. Social emotional supports would be implemented depending on the individual need in adherence to our MTSS.

Homeless: AACA has only doubled up families. Those families have weekly check in meetings with a paraeducator to ensure the families are understanding the expectations. The para-educator's role is to also provide resources as necessary for instructional support, technical

support, and curriculum support. This effort supports engagement and work completion. They were also offered basic materials and desks if they needed supplies and a place to work in their homes.

Low Socioeconomic: A survey was completed to determine which families had a need for basic materials (pencils, paper, markers, etc). A supply kit was provided to any student who stated a need. In addition, desks were offered for those students who needed to establish a work space in their homes.

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

Description	Total Funds	Contributing
Program Director	$25,457.25	Y
Curriculum Coordinator	$19,829.94	Y
DocHub	$20.97	N
Technology Purchase (REAP grant funds)	$19516	N
Bilingual Paraeducator on engagement and work completion (Reassigned from special education)	$9,020	Y
Additional Adult Support to work with homeless/foster, ELLs, and Low Income students on engagement and work completion	$9,720	Y
Homeless/Foster Youth Liaison	$1209	N
Reassign bus driver to paraeducator	-----------	N
Reassign Physical Education teacher to support large class	-----------	N
Reassign teachers to address At Home Academy	-----------	N
Basic supplies for families needing essential school supplies	$0	Y

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.]

AACA teachers will use the first three weeks of school to assess student learning loss. Kindergarten will be conducting their traditional beginning of year assessments through a digital platform. For the remaining grade levels, teachers are conducting assessments in English Language Arts, mathematics, and writing. For English Language Arts, teachers are conducting individual reading level assessment using the Developmental Reading Assessment. Each student is also producing a writing sample to be graded on the district writing rubric. In the area of mathematics, teachers are using the Big Ideas Pre Course Assessments. These assessments will provide teachers necessary information about learning gaps and, when compared to the previous year's data, it will also demonstrate learning loss.

The curriculum coordinator will be assessing the English Learners using the initial ELPAC assessment. This assessment will be completed within the time frame designed in the fall of 2020. These results will be compared to the ELPAC scores from the 2018-2019 school year to gauge 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 following chart outlines the strategies being used to address learning loss and it designates which subgroups are targeted with each strategy.

Strategies	Low Income	EL	Homeless/ Foster	Students w/Disabilities
Kinesthetic				
Total Physical Response	✓	✓	✓	✓
Use of Manipulatives	✓	✓	✓	✓
Realia	✓	✓	✓	✓
Cloze Notes	✓	✓	✓	✓
Scribing				✓
Visual				
Graphic Organizers	✓	✓	✓	✓
Visual Schedules				✓
Anchor charts	✓	✓	✓	✓
Color Coding	✓	✓	✓	✓

Masking				✓
Flash cards	✓	✓	✓	✓
Auditory				
Rhymes/Songs	✓	✓	✓	✓
Mnemonics	✓	✓	✓	✓
Interpersonal				
Collaborative groups	✓	✓	✓	✓
Think Pair Share	✓	✓	✓	✓
Technological Strategies				
Speech to Text				✓
Text to Speech		✓		✓
Digital/fillable graphic organizers	✓	✓	✓	✓
Digital/fillable Notes		✓		✓
Video responses (ex: FlipGrid)	✓	✓	✓	✓
Other Strategies				
Front loading Vocabulary		✓		✓
Individual and Small Group Instruction	✓	✓	✓	✓
Develop Prior Knowledge		✓		✓

Check for Understanding	✓	✓	✓	✓
Wait Time	✓	✓	✓	✓
Universal Design Strategies				
Voice and Choice	✓	✓	✓	✓
Posted Learning Targets	✓	✓	✓	✓
Flexible Seating	✓	✓	✓	✓
Individual Feedback	✓	✓	✓	✓
Digital/Audio Texts		✓		✓

As part of learning loss mitigation, the following strategies have also been put into place:
Additional adult support to larger classes
Reading interventions using:
    Read Naturally
    SIPPS
    Learning Ally
Math interventions using:
    ST Math
    Curriculum intervention options (ex: Big Ideas support materials)
Additional adult support for English Learners, homeless/foster youth, and low income students
Continuous progress monitoring via curriculum assessments and assignment feedback
Intervention via small group instruction

Additionally, the administration has set a priority list for using the Learning Loss Mitigation Funds. These priorities are as follows:

Proposed Expenses	Amount	Notes

ELD Curriculum	$500.00	Yearly Subscription for English Learners
Step Up to Writing	$1,448.70	Access to Teacher Editions/Implementation Guides for Writing
Plexiglass Dividers	$100.00	For Assessments/Office Safety (x3)
Learning Ally	$6,000.00	5 Year Subscription for Struggling Readers
Technology	$10,000.00	Replacement for Teacher Computers ($500 X 10) as well as Student Chromebooks ($250 X 20) due to Distance Learning/50-50 Model to allow equity of instruction
Big Ideas Math Textbooks	$2,000.00	$100/book; 10 6th/5 7th Acc/5 Alg. 1 due to demonstrated need for hard copy texts versus the current digital texts
Phonics Program	$2,000.00	Estimated Amount
4th/5th grade support teacher	$70,000.00	For 1.0 FTE (may consider .5 FTE) to provide extra support for differentiation based on students' needs
.5 FTE SpEd Teacher	$35,000.00	Support more intensive needs within students with disabilities due to learning loss
3 day Paraeducator	$13,440.00	6 hours M/W/F @ $15.50/hour to provide extra support for differentiation based on students' needs

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

AACA staff will revisit initial academic assessments conducted in August and September by completing comparative assessments at the trimester. Additionally, teachers review curriculum assessments to progress monitor students during the course of the trimester. Staff will use the data based decision rules laid out in the MTSS structure to address individual student needs as often as is necessary. All staff are able to submit a Request for Assistance when they notice an area of concern for any student.

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

Description	Total Funds	Contributing
Read Naturally	$690	Y
SIPPS to mitigate reading deficits and reading skill loss in unduplicated students. No new purchases are necessary	-----	Y
ST Math	$250.80	Y
Learning Ally	$5840.50	Y

Bilingual Paraeducator	$9020	Y
Additional 1.0 FTEGeneral Education Teacher	$70,000	N
Additional .5 FTE Special Education Teacher	$35,000	N
Additional Adult Support to work with homeless/foster, ELLs, and Low Income students on engagement and work completion	$9720	Y
ELD Curriculum due to increase in ELD enrollment	$500	N
Plexiglass Dividers for safety	$100	N
Additional Technology for teachers and students to promote instructional equity	$10,000	N
Additional hard copies of math textbooks to enhance the digital text currently being used	$2,000	N
Phonics Program to mitigate learning loss in the lower grades (estimated cost)	$2000	N
Step Up to Writing	$1448.70	N

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.]

Shared start has Mindfulness Mondays and strategies are shared for maintaining mental health and well being with all students and faculty.

Faculty participate in morning check in meetings twice a week where hot topics are being discussed.

Faculty participate in weekly PLC meetings where feedback is listened to, program revisions can be made, and support is given when challenges or issues are presented.

Teachers' schedules were created so that their grade level collaboration time is staggered throughout the day. This allows the Program Director and/or Curriculum Coordinator to join meetings whenever necessary.

The Program Director and/or Curriculum Coordinator check in with new teachers weekly to provide assistance.

Teachers who qualify for TIP (Teacher Induction Program) are assigned to a mentor for support. All general education TIP mentees have a TIP mentor who is also an AACA faculty member. AACA only has an outside TIP mentor for Special Education mentees because the qualified mentor employed by AACA is also the evaluator, which is not allowed.

Individual appointments with the Executive Director to review job and responsibilities.

Multi-Tiered System of Support
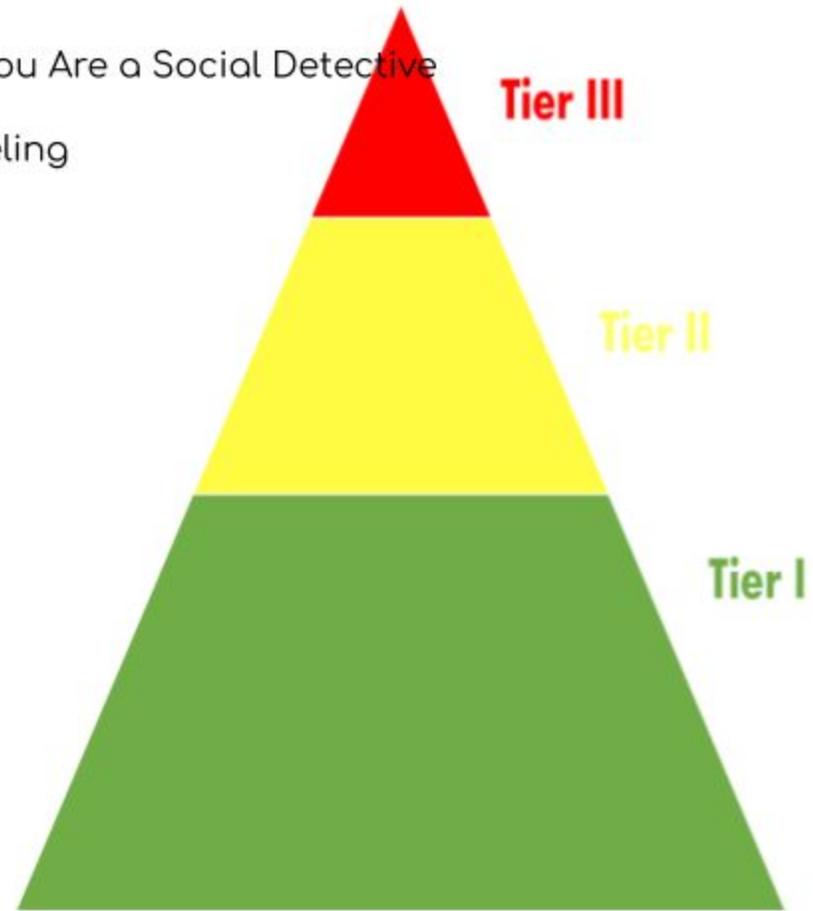**Social Emotional Learning Continuum**

Tier 3/Few
- Social Thinking: You Are a Social Detective
- SuperFlex
- Individual Counseling
- ERSESS
- Link Referral

Tier 2/Some
- Kimochis Lessons
- Group Counseling: Bob and Psychologist

Tier 1/All
- Shared Start
- Morning Meeting
- Class Meeting
- Leader In Me Lessons
- Keys to Communication

Tier III

Tier II

Tier I

In addition to these supports, SELPA Mental Health Clinicians are available for students who require plans and intervention strategies related to classroom engagement and reintegration. Support can also be provided in developing plans and interventions to support independence and engagement with distance learning while at home. AACA can also access SELPA support with navigating agencies and community services (DHHD, bridges, Regional Center, etc); professional development for staff regarding compassion fatigue, work/life balance, and self care; parent training on warning signs of anxiety, depression, lack of student engagement, and accessing community resources.

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.]

At the start of school, all families were sent a succinct list of expectations with sample schedules, required instructional minutes, materials pick days, and the typical start of year announcements via Parent Square.   As the year moves along, reminders of those expectations are sent via Parent Square as well as grade level specific additional information. Parents were also given ways to reach out for help through the online forms on the Parent Square homepage, email contact, and phone numbers.

Teachers are surveyed using a Google Form and attendance is regularly reviewed to inform the administration about students or families who are struggling to engage. If a student is unable to respond to the support in place for participation for all students, tiers of support have been developed to support these needs. The tiers are designed to foster positive relationships with the families as a top priority.

Multi-Tiered System of Support Attendance Continuum

Tier 3/Few
•Resource Officer contacts parents
•SAS System
•Parent Conference

Tier 2/Some
•Teacher contacts parent after 3 absences
•Submit RFA for attendance
•Administration call to parents
•CICO/mentorships

Tier 1/All
•Daily Schedule with clear meeting times (S)*
•Live Morning Meetings (S)
•Daily assignments all due on Fridays (A)
•Small Group Instruction appointments (S)
•Google Classroom posts (A)
•Parent Square Communication regarding attendance
•Daily attendance tracking

*S =Synchronous Instruction; A= Asynchronous Instruction

Tier III
Tier II
Tier I
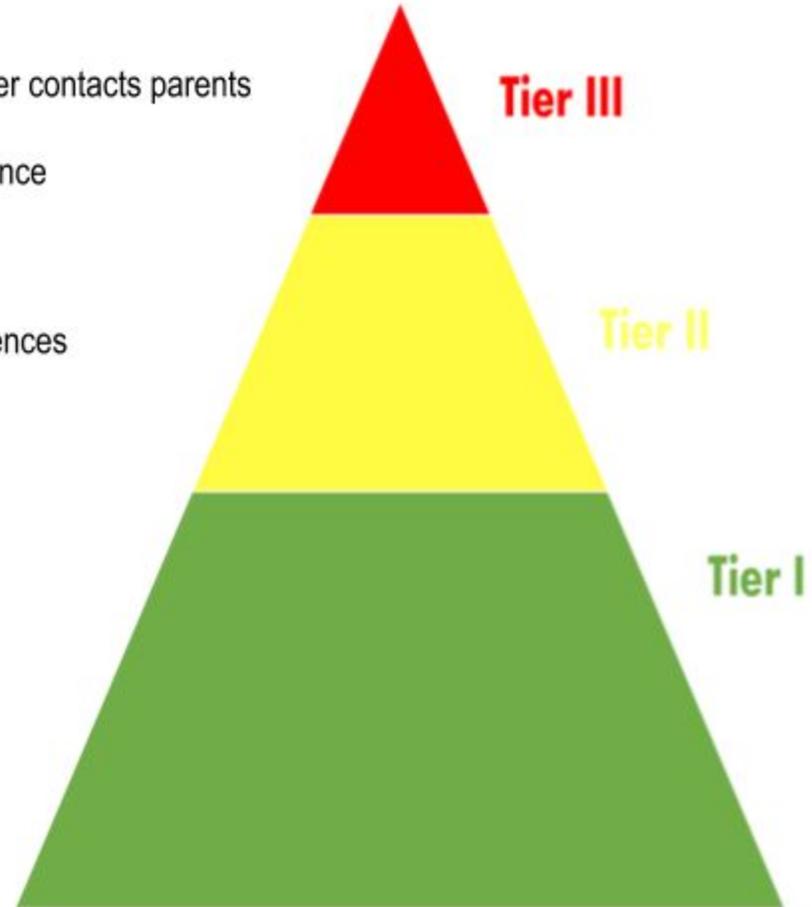
For parent support, AACA has a tiered system for addressing parent needs. Our office staff works to ensure all of our student's contact information in Aries is up to date and that we know which method of contact a family prefers (ex: phone, text, email, Parent Square, etc). The office staff will often share the various ways Parent Square alerts can be sent to emails or phones to help ensure parents are receiving critical information.

Multi-Tiered System of Support
Distance Learning Parent Support Continuum

**Tier 3/Few**
- Individual Technology trainings
- Parent Conferences for specific concerns
- Parent Coaching for specific concerns

Tier 2/ Some
- Technology Assistance Form
- Technology Support Videos
- Parent Square private messages/emails

Tier 1/All
- Parent Square Posts/Links
- Parent Orientation Meetings/Forums
- Growing Great Parents Webinars
- Sample daily schedules

Tier III

Tier II

Tier I
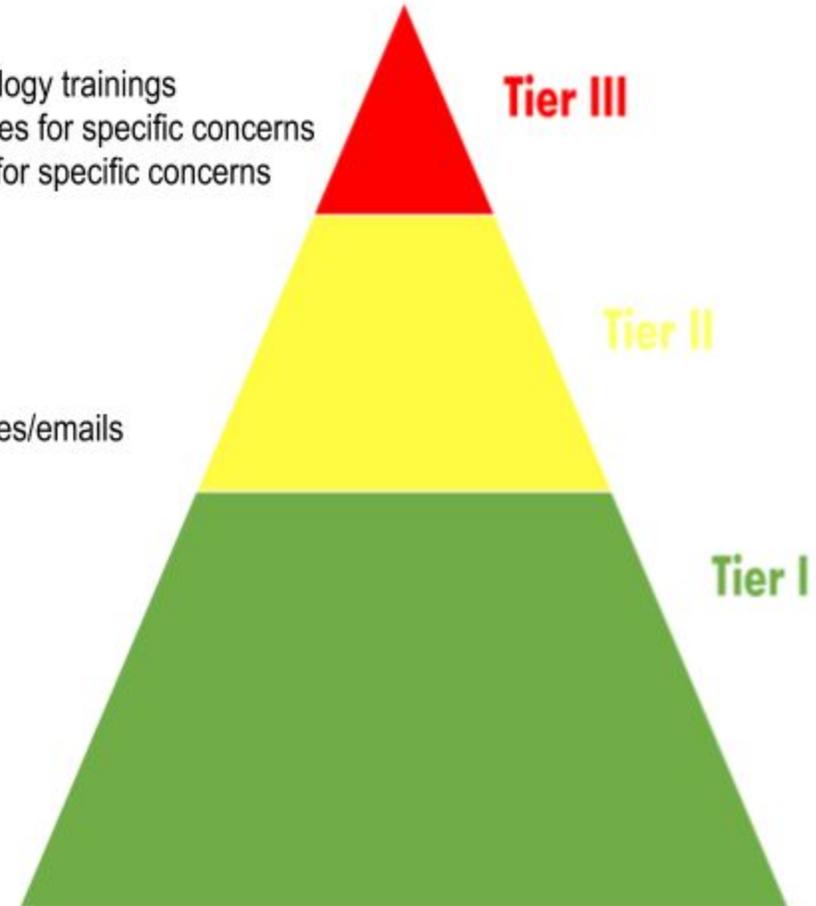
SELPA Mental Health Clinicians are also available for students who require plans and intervention strategies related to classroom engagement and reintegration. Support can also be provided in developing plans and interventions to support independence and engagement with distance learning while at home. AACA can also access SELPA support with navigating agencies and community services (DHHD, bridges, Regional Center, etc) and parent training on warning signs of anxiety, depression, lack of student engagement, and accessing community resources.

School Nutrition

For distance learning, lunch is offered daily and can be picked up at the campus or at any other school in the county.   Lunches are available for any child who would like to pick up a meal.

At the start of the 2020-2021 school year, families who normally accessed free and reduced lunches were called each morning to inform them about lunch service. This assisted with ensuring no child went without access to food. Forms for free and reduced meals were made available during the first materials distribution day. Due to the free meal program across the county, many families are not turning in these forms. Therefore, staff will resend out the forms prior to when students return to in-seat instruction to ensure they are appropriately signed up for the program. When AACA returns to in-seat instruction, students place their order by 9:00am in the morning and their meal will be available at their lunch time.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Parent Square: Platform for communicating with parents regarding all topics.	$1000	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.5%	$129,339

Required Descriptions

English Learners were considered in the planning based on the lower rates of engagement in the spring compared to their English only peers. Additional adult support is provided to ensure these students are engaging in their class lessons and completing assignments. The

staff member who provides this additional support is bilingual and makes direct contact with the students as well as their parents. This staff member has an established schedule of Zoom meetings with each family every week to check in regarding their social emotional wellbeing and provide support with their classwork.

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

The following interventions are principally directed toward supporting English learners, homeless/foster youth, and low income students:

Program Director and Curriculum Coordinator: This will benefit our unduplicated students by providing programmatic oversight for instructional programming. Teachers in all grade levels will work during PLC and work days on intervention plans, bolstering instructional techniques, and reviewing student data under the supervision of the program director and the curriculum coordinator to meet the needs of unduplicated students. John Hattie's research proves that teacher efficacy has a high effect size on student achievement. This relates to direct one on one conferring between the teachers and the students on setting instructional goals and monitoring student progress towards the achievement of the academic goal. The conferring process requires training and support for the teachers. The team considered the past trainings offered to all teachers (new and returning) provided by the Daily 5 staff on the management and implementation of the program including specific examples of how to effectively confer with students. Based on data analysis, it is clear that closer oversight is required to ensure the process is being implemented with fidelity. Specifically, this is true with our unduplicated students who show lower academic performance on certain assessments. This will be measured by a demonstrated increase on ELPAC scores, schoolwide writing exams, and trimester academic assessments. This is an increase of time allotted for data analysis and program planning by scheduling more PLC time and planning days to address the needs of unduplicated students.

Technology/Intervention Teacher: This teacher will support instruction, intervention, and progress monitoring for unduplicated students. This will benefit our unduplicated students by providing systematic program implementation and progress monitoring. The intervention teacher will support unduplicated students through focused small group instruction in all areas of need as defined by data based decision making rules. John Hattie's research proves that response to intervention has a 1.29 effect size on student achievement. This relates to closely monitored direct intervention utilizing research based techniques or programs. Historically, AACA has relied on special education staff to implement the majority of intervention programming. This practice has not proven to increase student achievement rates and a more comprehensive approach from the general education staff is necessary. The school has moved from having only Tier 1 and Tier 3 supports available to having a more complete multi-tiered system of support available for unduplicated students.

SIPPS and Read Naturally: Our unduplicated students need a supplemental program to their core reading instruction since they are demonstrating low performance on standardized tests. Research supports the importance of reading fluency as a key component of reading comprehension. It improves decoding accuracy, automatic processing, and prosodic reading. (http://www.ascd.org/publications/educationalleadership/mar04/vol61/num06/CreatingFluentReaders.aspx) Read Naturally builds fluency in a systematic and sequential way, allowing students to demonstrate overall improvement in their reading achievement. The district considered a phonics based approach to reading intervention. However, the team felt a more comprehensive approach was needed so fluency and comprehension supports were also necessary. Read Naturally was selected because it contains both of these components. Participating in these groups increases the amount of time a student is spending on reading practice by 22% each week.

Learning Ally: We identified a need in our English learners where they were scoring below standard on reading on standardized assessments. Learning Ally was implemented because it is a multimodal program and allows struggling readers access to grade level texts. The program also uses a real human voice that models correct academic language within the context of the academic content. Students use this program to complete daily reading and improves their ability to access grade level curriculum.

ST Math: Maintain ST Math for unduplicated students. Our unduplicated students need a supplemental program to their core math instruction since they are demonstrating low performance on standardized tests. ST Math has demonstrated marked improvement on high stakes testing when students complete 50% of their grade level content prepared in ST Math (www.stmath.com). The district has considered and implemented Khan Academy and Prodigy and it was determined that these programs have not resulted in improved outcomes on CAASPP and other standards based assessments. ST Math was chosen to serve our students' needs based on the following criteria: it is technologically based, it is not text driven or language based, it has a strong visual component, and it fits with the school's instructional model. This service increases the amount of time a student is spending practicing mathematical skills by 44% each day.

Additional Adult Support: The need we identified is a lower rate of engagement and work completion within our unduplicated population. Research shows that direct, explicit feedback (.79 effect size per John Hattie's research) and support will promote work completion and improve student engagement. A paraeducator will provide school work support and reteaching sessions twice weekly for all unduplicated students, as well as individual check ins for those who are demonstrating higher levels of need.

Bilingual Paraeducator: The need we identified is a structural and organizational need within our English learner population. Many of those students do not have access to adult support throughout their school day. Additionally, parents struggle to understand the expectations and the platforms being utilized for instruction. They also struggle with strategies for supporting their students. Per Hattie, the effect size of elaboration and organization is .75. A paraeducator will provide twice weekly support meetings that focus on time management, adhering to class schedules, submission of assignments, and parent coaching on how to support their students.

Essential school supplies: Families were surveyed to determine needs for competing work during distance learning. A need was identified for 21 students. Supply kits were assembled and sent home on the first day of school.