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

Alma Fuerte Public School is a growing charter school founded in 2017. We began our charter enrolling TK-Grade Two and enter the 2020-2021 school year enrolling to grade five. Alma Fuerte is a great public shool with a focus on entrepreneurship. Our goal is to develop every child’s critical thinking skills and leadership ability. We are committed to working collaboratively as partners in education to ensure that we meet the needs and develop the talents of all of our students.

In March 2020, Alma Fuerte quickly and effectively transitioned from in person instruction to a distance learning model. During the quick transition, Chromebooks were distributed to our students and we provided a predominantly synchronous educational platform with supplemental supports such as paper packets, materials and instructional plans. Our students continued to receive direct instruction with one on one check-ins from staff on a daily basis. Our special needs students and EL students continued to receive support through virtual means. Constant communication with families and stakeholders was a major priority, one that we strive to maintain. Mental health supports and familial check-ins were part of the norm through to the end of the school year.

During the on-site closure, from March – May, the administration had weekly Zoom meetings with stakeholders to share information as well as receive feedback. When school officially ended on May 29, 2020, we continued to have periodic Zoom meetings again to share information and receive feedback. While following the recommendations from the state, the local health department and the CDE, we planned numerous scenarios for the 2020-2021 school year. These plans included:

* In person instruction (with strict safety measures)
* Hybrid – a combination of on-site instruction and at home instruction
* At home distance learning – synchronous and asynchronous instruction

We shared all plans with our stakeholders at our periodic Zoom meetings as well as through Mailchimp. We received input from our stakeholders, reviewed, revised and improved our plans. Surveys were also sent out to our stakeholders to help make our plans and decisions. All correspondence was shared in both English and Spanish.

Through multiple collaborations, Alma Fuerte was confident to begin the year on campus with modifications and special considerations. We had prepared a safe and secure campus that exceeded the health and safety protocols presented by the health department. Unfortunately, because of the status of COVID-19 cases in our area, we had to begin the year completely online. This online delivery contains many of the components of our model from the spring of 2020. Our program does align with Senate Bill 98, which clearly articulates expectations for remote/online learning. These expectations include:

* access for pupil connectivity and devices to participate in learning and to complete assignments
* daily live interactions with certificated employees and peers for purposes of instruction
* progress monitoring and maintaining school connectedness
* content aligned to grade standards at level of quality and intellectual challenge substantially equivalent to in person instruction
* supports to address the needs of students who are not performing at grade level or need support in other areas
* implementation of appropriate accommodations and specialized instruction for students with exceptional needs to access services listed in their IEPs
* designated and integrated English language development for English learners

The needs of all students have been considered in our Learning Continuity Plan. Supports have been considered and implemented to address the needs of students and their families.

Alma Fuerte continues to monitor the COVID-19 situation and shares information with our stakeholders as it becomes available. We will return to campus when conditions allow and appropriate time will be allotted to students, families and staff to ensure a successful transition to different modes of instruction.

## Stakeholder Engagement

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

Throughout the 2019-2020 school year, Alma Fuerte engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. Although, as a result of COVID-19 school operations changed, Alma Fuerte continued to reach out to our stakeholders for input and feedback regarding programs and services to ensure that we had as much input as possible to make the best decisions. The stakeholder input gathered pre-COVID was considered in conjunction with input collected after the Coronavirus outbreak to develop a comprehensive plan relevant to current conditions while still providing continuity and stability for our students and community. Efforts to solicit stakeholder feedback included surveys (available in English and Spanish), weekly Zoom meetings with advisory committees, the Alma Fuerte families, students and staff. Presentations to the Board of Trustees were also conducted. Newsletters, emails via Mailchimp, social media posts were also distributed for review and comment.

LCAP Coffee Collective: This advisory group held meetings regarding components of the LCAP on the following dates:

English Language Learner Advisory Committee: This advisory group held meetings regarding English Language learning programs and offerings at Alma Fuerte.

“Tea With Keay” Zoom Meetings: This was an open forum for information sharing with the families of the students at Alma Fuerte. These meetings were conducted after the closure of the campus due to Coronavirus.

April 29, 2020

May 6, 13, 2020

July 1, 15, 29, 2020

August 26, 2020

Topics of discussion included:

1. return to campus
2. Hybrid program
3. Distance learning program
4. Safety measures
5. Weekly and daily schedule
6. Barriers/challenges for families

Surveys:

Alma Fuerte Family Surveys – distributed periodically from March to present

This survey was intended to receive input and feedback regarding our re-opening plans, including safety protocols, the Hybrid Learning plan and the Distance Learning Plan.

Staff Survey – distributed periodically from March to present – feedback is requested to adjust to ever changing guidance regarding Covid-19 from the CDC and the Public Health Department

This survey was intended to receive input and feedback regarding our re-opening plans.

Outreach Efforts: March 2020 – August 2020

In order to get feedback, we sent out emails via Mailchimp and posted ideas on our social media platforms.

Presentations to Governing Board:

During our board meetings, the administration of Alma Fuerte outlined the ideas, plans and feedback from the stakeholders/families providing an opportunity for the governing board to offer additional advice and suggestions on plans and potential challenges.

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

During the time period that large gatherings are not recommended, community members have options for remote participation in public meetings and public hearings. Public meetings are held using the Zoom webinar platform. Those who wish to participate may join via video conference, or telephone. Community members and stakeholders can also submit written comments that are read aloud during the Board of Trustees meetings. Information about how to participate in public meetings is shared on the Alma Fuerte website and through social media platforms (Facebook and Instagram) at least 72 hours prior to the meetings. An Alma Fuerte newsletter is periodically distributed to stakeholders via Mailchimp for additional reminders of upcoming events.

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

Gathering stakeholder feedback is an essential part of ensuring that the programs and services being offered meet the needs of all families at Alma Fuerte. From our ongoing correspondences with stakeholders, Alma Fuerte was able to identify current priorities, challenges and ideas.

1. Return to campus – over 50% of families would like to see a return to campus in some capacity
2. Our safety protocols make families feel confident sending their children back to campus
3. Child care/after school care – this is a huge concern for a majority of families
4. Barriers to student success with distance learning included: attention spans and technology issues
5. Teachers/staff need professional development on the current platforms that are being used to deliver instruction
6. Mental health of our students and their families is a priority
7. Over 80% of families liked how Alma Fuerte delivered instruction in the spring and would like to continue with the same or similar delivery
8. Teachers/staff require additional planning time to make accommodations for distance learning
9. Students would like socialization opportunities embedded into the weekly plans
10. “Tea with Keay” Zoom meetings with parents should continue
11. Weekly Zoom meetings with parents are essential for troubleshooting and information sharing
12. Connectivity issues continue to be a challenge

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

As a result of the input and feedback from our stakeholders Alma Fuerte developed several options so as to navigate the ever changing climate of COVID-19. We have developed six week instructional plans to allow for assessment of the current model and the possibilities of changing to a different mode of instruction. The spectrum of delivery starts with Full At Home Instruction – Hybrid Instruction (At home and on campus) – Full In-Person Instruction. During the six week plan, the staff meets each Monday to analyze and discuss the fidelity, continuity and effectiveness of the current model. Our stakeholders are continually communicated with through Mailchimp, Class Dojo, Facebook and Zoom meetings for feedback and input. The transition from one mode of instruction to another has been influenced by stakeholders and is structured in such a way that Alma Fuerte can transition between modes of delivery quite easily and effectively.

At Home Instruction – full year, at home instruction will be an option for those families who do not feel comfortable returning to the campus. This virtual learning model will include weekly virtual classroom sessions in combination with independent work as well as individual time with the teacher.

In person instructional opportunities – as soon as it is safe to do so, families will have the opportunity to construct a schedule that suits their familial needs

Hybrid Instruction (at home and on campus) – this option includes opportunities for students to attend class on campus as well as independent work at home. The schedule is specific to each student and family.

Full on-site instruction – this option is for those families who are experiencing challenges with child care, technology or engagement. The students will be on campus to receive instruction in a cohort learning environment.

Weekly check-ins: The students will receive weekly individual check-ins with the Teacher. This ongoing interaction is for socialization as well as for assessment. These weekly check-ins will also serve to target those students who require additional support to address learning loss.

Learning Loss Strategies: Small group tutoring sessions will be implemented to assist those students who are experiencing learning loss.

Technology/Supplies: A Chromebook and supply box will be distributed to all students. Internet hotspots will be distributed to those in need.

Mental Health and Social/Emotional Wellbeing: Coordinated services provided by the Alma Fuerte counsellor will be provided to students. The director will continue to do outreach to parents who have expressed need and support.

## 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.]

Alma Fuerte is committed to providing in-person instruction as soon as health and safety guidelines allow a return to classroom-based instruction. Families who selected the hybrid learning model or full in person option as their preference for the 2020-2021 school year will transition to on-campus learning as soon as the county has met the criteria to reopen campuses. The Hybrid Learning Model provides a combination of face-to-face instruction and at-home learning with safety and social distancing measures on school campus as outlined in Alma Fuerte’s Safe and Healthy guidance document. The full in person option follows the same guidelines. Guidance includes, but is not limited to, plans and protocols for accessing school campus, hygiene practices, personal protective equipment, physical distancing and cohort grouping.

Examples of protocols include the following:

Campus Access:

* The campus will be closed to non-essential visitors
* Employees, students and essential visitors will wear a face covering
* Contact between students, staff, families and the community will be minimized.
* Students have staggered recess and lunch breaks
* Students will enter the campus through designated entries
* Employees, students and essential visitors will complete health screening and temperature check
* Markings and signage will be visible throughout the campus
* Students will only bring educational materials to school
* Students entering campus must proceed directly to their assigned classroom
* Upon entering the classroom, employees and students will wash hands and/or use hand sanitizer before proceeding to their assigned work area.

Hygiene Practices:

* Employees and students wash hands when: leaving home; arriving at school and throughout the day; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using the restroom; after blowing nose; coughing and sneezing; and before and after eating and preparing foods.
* Employees and students will receive training on proper hand washing and coughing/sneezing techniques.
* Opportunities for hand sanitization are provided throughout the day for students and employees.
* Sufficient access to hand sanitizer and tissue is provided for students and employees in all areas throughout the campus.
* Students are taught why face coverings are important and how to properly wear, store and wash them.
* Posters addressing hygiene practices are displayed in all classrooms and work spaces.
* Employees and students are reminded to stay at home if sick.
* Employees and students must report illness and symptoms to supervisor or school office.
* A quarantine room for students exhibiting any signs of illness is designated away from the general population.
* The custodian will disinfect the classroom and high contact surfaces periodically throughout the day.

Protective Equipment

* All employees and students are required to wear a face covering while on campus and/or engaging in school activities during the COVID-19 pandemic and as required by mandates or regulations.
* Face coverings are available for employees or students who do not have one.
* In limited situations where a face covering cannot be used for pedagogical or developmental reasons (i.e. communicating or assisting young children or those with special needs) a face shield can be used instead of a cloth face covering while in the classroom as long as the wearer maintains physical distance from others, to the extent practicable.

Physical Distancing:

* Smaller student/educator cohorts are formed to minimize the mixing of groups throughout the day.
* Classroom furniture is arranged to allow for physical distancing in the classroom.
* Student desks are managed to minimize face-to-face contact.
* Movement in the classroom is limited.
* Employee and student work spaces are 6 feet apart.
* Social distancing markings are in hallways, classrooms and throughout the campus as needed.
* Procedures for walking in hallways are established to ensure individuals walk in the same direction whenever practicable and feasible.
* Individual supplies will be marked and distributed
* Work areas are equipped with sanitizing supplies and should be cleaned after each use.
* Recess activities are held on a staggered schedule and in separate areas designated by class.
* Virtual group events are held in lieu of in-person gathering

Cleaning and Disinfecting School Facilities:

* All classrooms, restrooms, school offices will be sanitized daily.
* Classrooms will be sanitized with a fogger when the students are out for recess and at the end of the day.
* High use surfaces will be cleaned repeatedly during the day.
* The use of shared drinking fountains is limited.

The campus will be open Tuesday through Friday from 8:30 – 1:00 pm. For those on the Hybrid program, they will choose designated days to be on campus and then will receive independent study and virtual small group instruction for the remainder of the school week. Students who have been experiencing significant learning loss or require more intensive supports have the opportunity to be on campus four days per week. The on-campus, in-classroom delivery model will allow the students to experience a well-rounded curriculum in all subject areas including English Language Arts, mathematics, science, social studied, physical education and some elective courses. Cohorts will be limited to a 10:1 student to adult ratio and will stay with their designated cohort for the entire day.

During the on-campus attendance, priority will be given to mitigating learning loss, targeting specific student needs – English Language Learning, special education and social/emotional well-being through ongoing assessments, differentiation and scaffolding.

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

| Description | Total Funds  | Contributing |
| --- | --- | --- |
| Additional space rent to ensure physical distancing protocols and a ratio of 10:1  | [$ 0.00] | [Y/N] |
| Additional furniture to facilitate physical distancing protocols |  |  |
| Sanitation and safety supplies will be purchased, including cleaning solution, wipes for school offices and classrooms, disinfectant foggers and sprayers, gloves, hand sanitizer and hand sanitizer dispensers |  |  |
| Increased custodial time |  |  |
| Additional staff member for increased support and learning loss mitigation |  |  |
| Increased counselor time for social/emotional well being | [$ 0.00] | [Y/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.]

Alma Fuerte has implemented a distance learning program that utilizes a variety of instructional strategies including scheduled synchronous, interactive, whole-class and small group instruction in addition to independent work. Multiple virtual classroom sessions are held throughout each school day and attendance is compulsory. A minimum of four 30-45 minute virtual classroom sessions will be conducted daily Tuesday-Friday to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, social studies, physical education and elective courses such as art. Instruction is provided through school/district adopted materials and supplemental resources and programs. Students earn grades on assignments and report cards as they would in the traditional school setting.

Personalized learning support is offered through the Study Island, iRead and Waggle online platforms and is intended to be a component of the school day. Students will also receive individual check in times at scheduled intervals throughout the school week so as to ensure learning and growth are occurring.

While supporting our students’ academic needs during distance learning, we also provide opportunities to connect with staff and their peers. Social interactions are promoted through:

* “Fun Friday,” a time where the students are broken into small groups and are encouraged to talk and play together for a period of time;
* weekly school assemblies
* small group wellness classes
* Reading buddies – students in higher grades read through Zoom to a younger student.

#### 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.]

Alma Fuerte has made a commitment to provide any family in need of technology and/or connectivity a Chrome Book and hotspot. Determining the need for technology and/or hotspots was initiated through family surveys as well as outreach via email, phone call or Class Dojo. IT support and training is provided to families experiencing challenges with the technology itself or any of the online platforms that are required. Any student that does not sign in for synchronous learning is identified and followed up with teachers and office staff.

#### 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.]

Daily attendance will be taken by teachers during all synchronous sessions using our SIS (Illuminate). Alma Fuerte has a bell schedule that consists of 240 minutes of synchronous learning per school day with the expectation of an additional thirty minutes of independent work per day. This schedule currently exceeds mandated instructional time as set forth by CDE. We are using a variety of platforms – SeeSaw, Class Dojo, iRead, Student Island and Waggle to track independent study work.

Independent study complements the daily interactive lessons and provides time to practice skills and concepts on their own. Independent study assignments are developed to address independent student enrichment or remediation needs as well as provide additional information for assessment. Teachers record this time value in their gradebook to measure student participation and for attendance accounting.

Students who are absent for three or more consecutive days or 60% of the days in any given week will be referred for Tier II reengagement efforts provided by school administration and other liaisons who will provide support such as, but not limited to:

* Providing access to necessary resources such as technology, internet access, materials, etc.
* Ensuring translation support if necessary.
* Referrals to mental health and social and emotional supports and services.
* Assigning a support person to check in and connect with student/family as 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.]

The first day of student instruction is August 12, 2020. Teacher/staff training will take place August 7-11, 2020. The focus of the professional development is to:

1. Further collaboration and consistency across the grades.
2. Become more effective with the online platforms that are being used for distance learning.
3. Plan for building classroom community and connection.
4. Develop for deepen student engagement.

Weekly PD will be provided to all staff through multiple venues. Professional Development will focus on supporting teaching and learning in the distance learning environment. The focus is to 1) ensure that synchronous learning is meeting the needs of our students 2) how to mitigate learning loss 3) how to keep students engaged in online learning 4) how to support the social/emotional learning of students.

Staff will also have regular opportunities to engage in peer-to-peer professional development. They will have the ability to plan for how to best support our most at risk students and implement interventions. This focus will also include platform professional development so that our students are receiving the best online personalized supports possible.

Additionally, a personal professional development plan will be constructed by each individual staff member. The personal professional development plan will identify personal needs and will be facilitated throughout the school year and evaluated at the end of the year.

#### Staff Roles and Responsibilities

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

Because of the current climate as a result of COVID-19 the roles and responsibilities of staff members have been revised to meet the needs of our community.

Administration:

* Preparing school campuses to adhere to safety procedures.
* Facilitating staff training on safety procedures.
* Providing training and support to staff for virtual learning environment.
* Coordination of remote learning systems.
* Ensuring equitable access to at-home technology
* Family outreach
* Conducting virtual meetings.

Office Manager/Child Nutrition:

* Preparing meals to be consumed outside of school facilities
* Preparing materials for at home use and distribution
* Communication with families on a regular basis
* Facilitating curbside pick-up routines
* Community outreach

Teachers:

* Using online platforms and programs not previously used.
* Ensure instructional plans are appropriate for a virtual environment.
* Communicating access procedures for instruction and resources to parents and students.
* Engaging and motivating students in a virtual environment to determine and address student social and emotional needs.
* Advance planning with support personnel given that synchronous planning and communication is not possible.
* Posting all assignments and providing feedback on progress

Associate Teachers:

* Using online platforms and programs not previously used.
* Support of teachers in a virtual format

#### 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.]

Alma Fuerte is implementing several new supports to assist our teachers in supporting our students with unique needs. For the 2020-2021 school year, students the bell schedule has been modified to shorten the class times. In addition, the students have been divided into cohorts which reduces the teacher pupil ratio. This reduction in students allows the teacher to spend more time assessing individual students, providing differentiated and scaffolded lessons. Personalized online learning platforms – Study Island, iRead, Waggle, Lexia have also been incorporated into the school day to provide additional instruction at each student’s academic level. Supplemental learning resources like RAZ-Kids are also distributed to allow for individual growth and support.

Students who are experiencing difficulty have the opportunity to attend scheduled study hall sessions. These sessions are intended to further focus on the individual needs of the students. They can start as a result of academic needs and grow to encompass all struggles that are considered barriers to success. The staff also has designated individual check-ins to help support the community connection.

The Special Education staff will meet with families to amend IEPs to reflect distance learning needs and services. Students’ services will reflect the individual offers of FAPE, inclusive of all related services. In collaboration with the general education teachers, the special education staff will consider additional supports and services to address the needs during distance learning. Constant communication with families will help to direct the focus for each individual student.

As a result of feedback from stakeholders during the initial closure of Alma Fuerte, social and emotional well being is a priority for all students and families. Alma Fuerte has increased the FTE of the school counsellor to help meet the social and emotional needs of our students and their families. In addition, we have hired an additional staff member to help better support our EL families navigate the challenges of technology and distance learning. Family/community outreach is a priority for Alma Fuerte. Any and all families who are requiring support are receiving support from our administration, our counselor, technology department or our community liaison.

To address any language barriers, all correspondence has been distributed in both English and Spanish and all Zoom meetings are provided in both languages with help from an interpreter. Additional languages will be included if identified as a needed.

The most recent feedback is regarding parents going back to work. This challenge has become more of an issue because of our synchronous instruction delivery method. As a result of the new announcement from the CDE and the Public Health Department, we are looking at hiring a learning facility assistant to supervise a cohort of students who are struggling accessing learning from home because of familial situations. This person would supervise a cohort of students on campus helping them access curriculum and Zoom meetings. This position would also serve to help mitigate learning loss.

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

| Description | Total Funds  | Contributing |
| --- | --- | --- |
| Digital Access to HMH Anywhere – Core Subjects Supplemental Program | [$ 0.00] | [Y/N] |
| Digital Access to online reading programs – Journeys, RAZ-Kids |  |  |
| iReady Reading and iReady Math supplemental online support – personalized learning |  |  |
| SeeSaw learning management system for virtual classrooms |  |  |
| Study Island – online supplemental support – personalized learning |  |  |
| Student supply bags for students to have necessary learning materials at home |  |  |
| Wi-fi hotspots, online subscriptions for students |  |  |
| Technology infrastructure and staffing, including upgrading internet, technology support staff member |  |  |
| Printing of at home materials | [$ 0.00] | [Y/N] |
| Professional Development for online platforms |  |  |

### 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.]

In an attempt to mitigate pupil learning loss, Alma Fuerte made the decision to have the teachers loop with the students from 2019-2020. This initiative was suggested during a stakeholder meeting. The intent of looping is to diminish the adjustment time for the majority of the students. They will be familiar with the expectations, policies and procedures of the teacher and building of relationships has already been established. The teacher and associate teacher know where the students were at the end of the 2019-2020 school year and can adjust more readily to the 2020-2021 school year. To further substantiate the student levels, Alma Fuerte will do periodic summative assessments – NWEA as well as ongoing formative assessments. Study Island was also purchased to address the potential learning loss of our students.

#### 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.]

Alma Fuerte has instituted a range of actions to address learning loss and accelerate learning progress of students.

Learning loss mitigation will include:

* Ongoing formative and summative assessments to measure student progress and identify learning gaps
* Data analysis meetings to identify necessary interventions and form small groups for targeted academic support
* Individual check ins with students to address learning needs
* Supplemental supports using iReady Reading, iReady Math and Study Island

All students will participate on daily sessions of iReady Reading, iReady Math and Study Island programs which will access each student and place them on an individual learning plan. This will allow students to receive personalized instruction based on their individual needs with a focus on accelerating progress. A baseline for each student will be established and achievable goals will be set for literacy and numeracy. Reports will be distributed to the classroom teachers for review and analysis in order to determine those students who are most at risk. Intervention strategies will be implemented based on data and analysis.

Alma Fuerte serves a high number of students with Special Needs (23%), English learners (\_\_%), and \_\_\_% of our families are identified as low-income. All of our decisions and programs are designed with the needs of our most vulnerable populations as a priority. When identifying students for intervention services, care is taken to ensure that services are principally directed to English learners, low-income and pupils with exceptional needs. English learners receive targeted language development instruction daily with progress monitoring measures in place.

#### 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.]

Effectiveness of services and supports to address learning loss will be measured through the following processes:

* Ongoing formative, summative and interim assessments
* Data analysis meetings to identify whether students are responding to interventions as designed, with adjustments and modifications made as needed
* Review and grading of student work products

Study Island has been purchased to send weekly reports of progress for each individual student. These reports will be reviewed and analyzed each week to adjust the personalized learning program for each student.

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

| Description | Total Funds  | Contributing |
| --- | --- | --- |
| Additional staff member specifically to be on campus for learning loss/access facilitation | [$ 0.00] | [Y/N] |
| Virtual learning coaches | [$ 0.00] | [Y/N] |
| Specialized staff to provide services and supports during virtual learning  |  |  |
| Associate teachers to provide student learning and assist with reengagement efforts |  |  |
| Community liaisons to assist with family out reach for all families struggling especially, EL, foster and homeless youth and Special Education students – Spanish and English |  |  |
| Special Education Program Coordinator to support programs and services with exceptional needs |  |  |

## 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.]

Alma Fuerte recognized the need to prioritize and support mental health and social and emotional well-being of our students, staff and families during these challenging times. To address these needs, the following services and programs will be implemented:

* A repeat of the spring training on Grief and Trauma Informed Care will be reintroduced on our professional development day on September 28
* All staff will receive Yoga Ed training, which is a mindfulness program designed to promote self-awareness, focus and emotional resilience for both students and staff
* Specific developmentally appropriate social-emotional learning lessons will be provided at every grade level on a weekly basis
* Weekly individual check-ins with students by teachers and TAs
* Weekly check-ins with families by administration, counselor and/or community liaison worker
* Weekly staff check in with administration – open office hours to discuss personal and professional challenges

## Pupil and Family Engagement and Outreach

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

Alma Fuerte has specific procedures outlined to reengage students who are absent from distance learning. We have daily communication with teachers to identify which students were not in attendance for their scheduled Zoom meetings.

Attendance and Engagement Process:

1. Teachers take daily attendance in Illuminate as well as on their own personal Google Doc.
2. Teachers email family of student who was absent for feedback. The Director, Operations Manager and the Community Liaison are cc’d on the correspondence. All feedback is recorded in the Illuminate SIS system.
3. Operations Manager (attendance clerk) and Community Liaison monitor daily attendance and also follow up to identify the reason for the absence. All forms of contact (email, phone call, text message or Class Dojo message) are recorded in the Attendance and Engagement log.
4. At home wellness checks are performed if necessary.
5. Outcomes of reengagement efforts are reported to the classroom teacher and the Director.
6. Ongoing monitoring and follow-up are tracked. Additional supports and services are discussed and strategized with the Director.

Services to be provided will include support with technology and internet connectivity, academic supports, school meals, behavioral and counselling support, and parent education. Our bilingual support personnel will provide assistance to families in Spanish and address any language barrier issues. In the event that reengagement strategies are unsuccessful, Child Welfare checks will be solicited if necessary.

## 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.]

During distance learning, Alma Fuerte will provide bi-weekly meal service on Mondays and Wednesdays with drive-through pick up in front of the school. Every participating student will receive a bag containing a breakfast and a lunch meal. Because of the be-weekly distribution, the bags will contain multiple days supply of food. Menu items are prepared and individually wrapped by our Food Services staff. While serving meals, parents will drive up, stay in their car and have the required amount of food bags delivered to the car by a Food Service Staff member.

Once school resumes for in-person learning, bagged meals will be delivered to each classroom and distributed by the Food Service Staff member. Students will eat their individually wrapped meals in the classroom with their cohort.

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

| Section | Description | Total Funds  | Contributing |
| --- | --- | --- | --- |
| All | Purchase of plastic bags for school meal distribution | [$ 0.00] | [Y/N] |
| All | Virtual learning materials – white boards, Chromebooks, Macbooks | [$ 0.00] | [Y/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  |
| --- | --- |
| [Insert percentage here]% | [Insert dollar amount here]  |

### 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.]

The following key actions are principally directed and specifically designed to increase and improve services to English learners, Low-Income and Foster Youth students by supporting access to high quality core instruction and specialized support services:

* Technology devices and hotspots to eliminate the “digital divide” for low-income students
* Multiple forms of communication in home languages
* Outreach in home language with Community Liaison and counsellor
* Study Island, iReady Reading and iReady Math for personalized learning plans for all students, paying particular attention to those who are at high risk and English language learners
* Seesaw learning management and other online curriculum and instruction tool subscriptions to support online learning that will make lessons accessible for all students with ample visual and audio supports

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

Alma Fuerte is committed to serving all students, paying particular attention to those who are the most vulnerable. Low income students, English language learners, foster youth and students with disabilities are priorities when making programming and service decisions. We work to develop actions that ensure our school builds an inclusive and thriving community that is inclusive of academic and social and emotional support. Continual improvement for our most vulnerable populations as well as constant communication help to build an environment of trust. This relationship between the school, the home and the community will ensure that our students needs are met holistically and they will continue to grow and succeed.

When we transitioned to distance learning in March Alma Fuerte immediately assessed the needs of our students and their families. We identified the immediate needs of our students was technology and social connection. We ensured that we had synchronous instruction daily with individual check in time. These supports ensured that our students would be able to continue with learning with the supports necessary for success (maintaining relationships).

At home supplies that made virtual learning more successful were distributed to the students as well – white boards and markers, paper packets, headphones.

The administration had weekly Zoom meetings with stakeholders to gain insight into the challenges of virtual learning and discuss plans for the 2020-2021 school year. This proved to be a huge contribution to the improved virtual learning plan that we had to implement at the start of the school year. We also took the feedback and made plans for our hybrid program and our full in person learning delivery mode which will benefit, increase and improve services for our English learners, low-income students, foster youth and students with exceptional needs.