

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Accelerated School	Kim Clerx, Principal	kclerx@accelerated.org 323.235.6343

General Information

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

The Accelerated School (TAS), serves grades TK-8, that promotes a rigorous academic engagement with a college and career going culture. AS enriches the lives of students and their families through a mix of academic, cultural, and community-focused programming and has been instrumental in transforming the South Los Angeles community.

On March 4, 2020, [CA Governor Gavin Newsom declared a State of Emergency](#) to help the state prepare for broader spread of COVID-19. This immediately triggered the TAS Leadership Team comprised of the Director of Elementary Education, Director of Secondary Education, Director of Curriculum & Instruction, CEO, CFO, Director of Technology, Human Resources, Director of Facilities, SPED Administrator, Food Services, and the Principals and Assistant Principals for each school, to meet and develop a Distance Learning Plan, a Technology Needs Assessment, Food Services, Professional Development, and identify resources for families during school closure.

On March 12th the CEO of Accelerated Schools [issued a letter to parents and students](#) of the cancellation of all gatherings, assemblies, etc. in order to provide new protective, school distancing measures, and any person who was symptomatic should seek immediate medical attention from a health care provider, and if onsite from the school nurse.

On March 13th The Accelerated Schools issued a [letter to parents and staff](#) informing them of the school's closure; and details about the plan to provide Distance Learning, meal services, and mental health and health services for students. Technology devices were distributed to students in grades 2 and above. Teachers prepared 2 weeks of instructional materials including consumable workbooks that were sent home with students along with recommended learning resources.

The week of March 16th **families were surveyed** by school staff, using multiple methods of communication to ensure students had access to a technology device, internet service at home, meal service, access to health/medical services, and shelter. Additional technology devices were distributed, along with Wi-Fi Hotspots and/or resources on acquiring [free internet service](#) was provided to families. School administrators and staff provided students and families with training on how to access instructional materials for Distance Learning. Our school provided a tech support hotline for families and for replacement laptops.

2019-2020 COVID Impact: Effective March 16, 2020, The Accelerated School followed the LA County Department of Public Health guidelines to close the school to teachers, staff and students. During School Closure we continued to provide opportunities for continuous, academic learning for students; continued meal services for students, families and community; all employees will be compensated during closure; and we provided on-going mental health and health services to students in need. Much of the staff spent the spring semester, March-June, making family and student contact to support them with the transition to distance learning. This included daily phone calls to students who were absent from synchronous learning or who were struggling with asynchronous assignments, coordinating additional community services for students such as food pickup, and providing technology support to families.

Technology: Since closure, technology continues to be an area in which many of our families are impacted. While the school provided every student with either a tablet or Chromebook, internet in the home is a struggle for low income families. Our technology department and support staff provided and continue to provide support for families in how to apply for discounted internet or how to apply for a school funded hotspot. For some families, a physically distant home visit was provided to support families in connecting to the internet and using the technology.

Distance Learning: We are continuing with full Distance Learning for the 2020-21 academic year. A new bell schedule was created to address the needs of our students, which is to develop strong relationships with our teachers during Distance Learning.

For K-5, a structured schedule was created as a response to family input during our reentry committee and town hall meetings. A social emotional block was added as a result of parent surveys. Lastly, there is an increased focus on small group learning to provide differentiated support in smaller groups. This was done to not only support academics and learning loss, but also provide students with more personal connections with their peers and teachers.

In addition, for K-8 we increased synchronous learning times during the day to support students who struggled with self-direction during asynchronous learning times.

For 6-8, a Mentor Session class was developed as a means to provide students with a small class to bond with their teacher and classmates. Mentor Session classes meet on a daily basis, and students work on developing personal Habits of Success such as goal setting and a set of identifiable Cognitive Skills that will teach students to be better students, thoughtful individuals and independent thinkers who are able to develop lifelong skills and be prepared for college and career of their choice. In addition, each middle school has a mentor teacher who connects 1:1 every two weeks. The goal of this block is to work on developing positive school culture and connections during their sessions.

Again, the goal of 2020-21 for K-8 is to develop the human connection that is missing during Distance Learning and to ensure students are engaged and see the value of their learning during this time.

Basic Need Support: The staff at TAS understands that learning cannot occur if basic needs are not available in the home. As a result, we continue to check in on families and students to ensure that they have food and shelter. This is done through surveys and teacher contact. If parents indicate that they are in need of food or shelter, a staff member is informed who then begins working with families to find necessary resources for the family.

Teachers participated in **Professional Development** to implement an effective Distance Learning Program at all school sites. This included establishing effective Google Classrooms, engaging students in Zoom meetings, use of web-based programs for synchronous and asynchronous instruction. Initially the focus was on English Language Arts and Mathematics, then integrating Social Studies and Science. All teacher's set-up office hours to provide small group and individual instruction. Professional Development for all teachers continued on a weekly basis during school closure. Our Middle School teachers received extensive professional development on Project-based Learning with goal-aligned instruction.

As a result of **Distance Learning** the only modification made to program offerings was that all sport programs, and field trips were cancelled as a result of the governor's stay-at-home orders. No courses were eliminated but rather instruction shifted to distance learning. The 5th & 8th grade culmination was changed to a virtual Zoom meeting. [A letter was issued to students and parents](#) with instructions for participation. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including iReady for ELA and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging and meaningful to students, resulting in higher participation and engagement.

Students with Disabilities (SWD): Special education teachers (RSP) continued to provide services to students on their caseload as per each student's Individual Education Plan (IEP). RSP teachers collaborated with general education teachers on the daily/weekly assignments that all students were expected to complete, and provided academic support both individual and small group instruction via Zoom. Related service providers such as Counselors, Speech Therapists, Occupational Therapists, Blls/BID continued to provide services as per each student's IEP. Related service providers and RSP teachers collaborated with general education teachers to ensure services did not disrupt and/or conflict with scheduled classroom sessions. RSTs and related service providers held office hours to meet with students individually and provided the necessary scaffolding and assistance for their assignments so students could thrive academically.

The **impact of school closure** varied by **student** from feelings of isolation, lack of motivation, anxiety to an environment where others were able to thrive because of our structured program and consistent communication between our teachers and students. For **parents**,

distance learning/school closure was challenging and stressful, in addition to job and/or food insecurity that many families faced. This vital information led our team to identify resources for our families offered by our schools and/or community-based organizations.

Stakeholder Engagement

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

The Accelerated School has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, a focus on tiered intervention support for students who need additional social-emotional and/or academic support.

- March 2020: Parent survey to assess student technology and connectivity needs (gr K-5) 100% participation
- March: Middle School Student Survey (gr 6-8) to assess student technology and connectivity needs; safety and wellness. Students and families that did not participate in the survey were contacted by phone.
- March – June: Outreach and stakeholder engagement took place via weekly robocalls, daily phone calls, weekly Remind App notifications and (3) Parent Townhall meetings.
- April – June: Approximately 731 Parents and students participated in online surveys which focused on: food insecurity, shelter/housing, mental health needs, technology and connectivity needs, school reentry preferences (in-person/hybrid versus distance learning), school safety and childcare needs. April/May: 85% participation rate; June 80% participation rate.
- Summer 2020: Reentry committee was developed composed of teachers, parents and classified employees used these survey results to begin planning for the beginning of the school year. As the reentry team built schedules for the school, teachers had an opportunity to provide feedback through email or online meetings.
- During the summer, our school surveyed families to identify their educational model preference for the 2020-21 school year (In-person/hybrid versus Distance Learning). Below are the participation rates by grade level.
 - Gr K/1: 69%
 - Gr 2-5: 89%
 - Gr. 6-8: 79%

To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

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

The Accelerated School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform was used for all meetings and hearings with stakeholders, and provided options for remote participation virtually via Zoom, or by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school's website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the **Board adoption of the Learning Continuity and Attendance Plan** as a non-consent item with the school's Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Remind App, Robocall, and/email.

BOARD MEETING DATES:

Date of Public Hearing: September 17, 2020

Date of Public Meeting: September 25, 2020

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

Feedback from stakeholders was gathered throughout our transition to distance learning from Spring 2020 – August 2020; and impacted the actions included in this plan for the 2020-21 school year.

Parents and staff concerns were focused on health and wellness; the need for food distribution, student access to technology; and providing supports during the transition to distance learning.

Teachers concerns focused on the overall safety on campus and whether it would be safe to return to in-person instruction. Teachers would like to receive additional professional develop on research-based online pedagogical strategies to maximize student learning and engagement. They also expressed the need for additional planning time during the week.

Parents expressed the need for structured schedules with consistent routines to support their child academically via distance learning. They also would like to receive additional training/videos on accessing the various online platforms used by teachers.

Parents would like to receive consistent updates on the academic progress of their child; and strategies to support their learning at home. They also expressed concerns about the health and safety of in-person instruction; and a preference for a block schedule.

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

Stakeholder feedback significantly influenced the development of the Learning Continuity and Attendance Plan:

- All students will be provided with a device to access instructional and curricular program
- Students who lack connectivity will be provided a Wi-Fi hotspot
- Teachers will be provided with professional development on research-based strategies for use with distance learning and resources to supplement their learning.
- Teachers will be provided with additional planning time with the daily instructional day.
- A structured online schedule will be designed for all students
- Support staff will be tasked with contacting families when students are absent from daily synchronous instruction.

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.]

The Accelerated Schools prioritizes the health of its stakeholders in its reopening plan. California schools have been closed for in-person instruction since mid- March 2020, as a result of the COVID-19 pandemic. School closures to in-person instruction were part of a broader set of recommendations intended to reduce transmission of SARS-CoV-3, the virus that causes COVID-19. As a result of the state of COVID-19 cases in Los Angeles County, The Accelerated School (TAS) began the school year on August 17th with a 100% Distance Learning Model. Currently, Los Angeles County is on the State’s watchlist. Reopening is contingent on Los Angeles County’s local health jurisdiction placement on the California Department of Public Health Coronavirus watchlist.

TAS follows the safe reopening guidelines of the following organizations:

- CA Department of Public Health
- CA Department of Education
- Los Angeles County Department of Public Health (LACDPH)
- OSHA

The Accelerated Schools’ Reentry Task Force will continue to develop a hybrid learning model for school re-opening in the event that it is safe to do so based on the guidance and recommendation from the organizations noted above.

For the Hybrid Model comprised of in-person and distance learning, students will be divided into 2 Cohorts (A/B) for scheduling purposes. It is a combination of face-to-face instruction with distance learning. The school will work with parents to ensure siblings are in the same cohort. Schedule will be as follows:

- Monday: Distance Learning (synchronous and asynchronous instruction); including IEP Meetings
- Tuesday & Wednesday: Cohort A: in-person instruction; Cohort B: distance learning
- Thursday & Friday: Cohort B: in-person; Cohort A: distance learning

The hybrid model will include small class sizes to accommodate the physical distancing protocols. We believe this is the model that will ensure the safest approach to reopening schools physically once we are able to do so. This model is designed to seamlessly transition students back to campus once it is safe to do so.

This model provides students with consistency and a structured schedule that maintains interactions with both staff and peers and access to instruction on a daily basis, which should help students perform at an optimal level.

Students will continue to be assessed during in-person (Hybrid Model) to measure and monitor student progress. The Accelerated School has established a systemic **Cycle of Assessments** that will be administered in-person/distance learning that includes but is not limited to (in addition to state mandated assessments):

- A2i Reading Assessment: Grades K-2, 4 times/year
- iReady ELA: Gr. 3-5, 3 times/year
- iReady Math: Gr. K-5, 3 times/year
- NWEA MAP Reading and Math, Gr. 6-8, 3 times/year
- Heggerty Phonemic Awareness, Gr. K-2, 2 times/year
- Running records, Gr. K-2

English Learners

Our English Learners will receive integrated English Language Development (ELD) across all disciplines; and designated ELD daily using Wonders ELD curriculum for K-5; and Study Synch for grades 6-8 that includes an online platform with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supports long-term English Learners (LtELs). To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction. The ELD curriculum will also be paired with online platforms that include but are not limited to: Flipgrid, NearPod, Kahoot, Padlet, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

Considerations for Students with Disabilities

- In the Hybrid Model, students with special education needs will attend school in the same manner as all other students (Cohort A & Cohort B). However, if a modified day in either a morning/afternoon cohort is necessary, we will accommodate. Should SWDs need to come onto campus as a means to support their learning, we will accommodate and follow all PPE and social distancing directives.
- Designated services outlined in IEPs will be offered to the maximum extent possible in person when campuses reopen.
- School personnel will work closely with families of students who are immunocompromised regarding specific individual needs when returning to school.
- Students with sensory/cognitive/behavioral needs that cannot wear a face covering may utilize a face shield or covering as needed.

- Staff working with students who are deaf/hard hearing or require modeling of oral response will be issued clear masks and may also utilize face shields to support students.

The Accelerated Schools' Reentry Task Force focuses on 5 areas that the Los Angeles County Office of Education has focused on: Health & Safety, Operations, Social-emotional Support Systems, Family and Community Engagement, and Instruction.

HEALTH & SAFETY

All health and safety measures are in accordance with the guidelines outlined by the Los Angeles County Department of Public Health (LACDPH) and have been established to protect students and staff when they return. The key areas outlined within the health and safety protocols are: 1) Student/Staff/Visitor entrance/exit protocols and Interactions; 2) Health Offices; 3) Campus Cleaning Practices; and 4) Community Partnerships.

Student/Staff/Visitor Entrance/Exit protocols: Entrance/Exiting Protocol & Health Screening Process:

- During Distance Learning, each employee will register their visit to the school at least 24 hours before the visit.
- School Campus is open from a 7am to 3pm. The school cannot be accessed outside these hours.
- Visitors are not allowed on campus unless approved by the Re-Entry Committee
- Upon entrance of school campus:
 - Maintain appropriate physical distancing (at least 6 feet apart)
 - Markers will be placed at the entrance to manage crowds of more than 1 person
 - Employees will log entrance into the school
- Employees will perform the following self-checks:
 - Mask is worn fully covering the nose and mouth
 - Temperature will be taken by a Supervision staff
 - Employee will log time upon exiting the school
- Parents will be required to drop off/pick up students without getting out of the car, unless express permission from a site administrator is provided for good cause Good cause includes students with moderate to severe physical and/or cognitive disabilities.



- If a parent has permission to get out of the car during drop-off/pick-up, have the student arrive at/leave school before or after assigned times for the majority of students.

Student/Staff /Visitor Interactions:

- Students, staff, and visitors will maintain physical distancing (at least 6 feet apart) at all times with masks covering their nose and mouth when on interacting with others on campus
- Masks must be worn in all public places, when interacting with 1 or more colleagues in public, outdoor, or classroom space
- No communal eating or sharing of food will be allowed

Visitors

- All non-school and non-essential activities are not permitted to take place on campus at this time. Activities that are not permitted to take place on campus include:
- Meetings with parents or other visitors are required to be conducted via electronic platforms to minimize physical contact, including IEP team meetings, 504 meetings and SSPT meetings. However, if this is not possible, please contact your respective school.

Use of Masks

- All Students and staff must wear their cloth masks at all times
- Neck gaiters and fleeces are prohibited
- All students and staff must bring their own cloth masks as per the California Governor's guidance. However, if a student or staff member is in need of a mask, the school will provide one.
- Schools will also provide a mask when a personal mask is destroyed or lost.
- Medical grade PPEs will be provided to staff who cares for a sick student or employee.
- Face shields will be provided to identified faculty/staff members.
- Teachers will be provided with face shields to enhance instruction where students need to view the teachers mouth (i.e phonemic awareness instruction). Masks may be taken off only during instruction (with face shield remaining in place) and masks should be placed back on afterwards. During instruction the teacher will maintain appropriate distance with the students.
- Classified staff will be provided with face shields where there is high traffic and contact.

Hand Washing

- Hands are expected to be washed with soap and water for at least 20 seconds or the use of hand sanitizer

Sanitizing

- Faculty and staff to wipe down materials and desks after use or between sessions
- Faculty must keep all disinfecting wipes out of reach of students.
- Hand sanitizing stations will be placed throughout campus in high traffic areas.
- Handwashing stations may be placed in areas without easy restroom access (e.g. rooftop, gym, etc.)
- Nightly sanitizing of classrooms, offices, restrooms, and common areas will occur with an electro-static system being used by an outside licensed vendor (or in-house trained staff) to perform to CDC standards. The application system places an electrostatic charge to approved liquid disinfectants (EPA) to allow them to cling to virtually any surface and destroy 99.9% of germs.
- Designated staff to perform multiple cleanings of high traffic and common areas at least three (3) times per day

Health Offices: Health offices will be reorganized to ensure there is a separate area for students with symptoms away from others with appropriate supervision. Health office support will come to students in the classroom, when necessary, to minimize student movement and to ensure separation of the well and sick

Campus Signage

- Signage explaining safety protocols will be placed at entrances and in common areas
- Directional signage/floor markings will be placed where appropriate
- Social distancing markers will be placed where appropriate

Classroom layout: desks will be marked for usage within 6 feet social/physical distancing guidelines

- All students will receive personal instructional materials & manipulatives

The School's HVAC system is a fully ducted system and does not re-circulate air within a room. Air is continually circulated through vents to the outside and fresh outdoor air is brought in through separate ducting. The system is set to allow the maximum air flow to the outside.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	\$	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$	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.]

The Accelerated School started the 2020-21 school year on August 17th at 100% distance learning that includes synchronous and asynchronous instruction.

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher from The Accelerated School.

Google Classroom is the Learning Platform utilized by all students in conjunction with Zoom meetings for synchronous instruction. All students will participate in daily synchronous and asynchronous instruction in adherence to SB98.

TAS students will engage in daily synchronous instruction and asynchronous learning. Morning Community Circle meetings are designed to establish safe and supportive spaces that increase school connectedness and support students' social-emotional well-being. Students will receive asynchronous Physical Education, Science, and Social Studies. Embedded in the schedule are stretch breaks, mini-lessons for English Language Arts and Math and reviewing class objectives and goal setting which is essential for all students.

For the 2020-21 school year, our staff designed a structured distance learning schedule to provide continuity for students and families. For students in grades K-5, the school day starts with a Morning meeting/social emotional learning block; and then transitions to English Language Arts, Math and PE, all taught via synchronous instruction. For students in grades 6-8, the learning platform will be Summit Learning for all core instruction (ELA, Math, Science, Social Studies). Spanish courses are also offered online for all students regardless if the student is participating in in-person or distance learning. All students are assigned to a mentor who will continue to support them in meeting their academic goals.

All students will participate in daily live (synchronous) instruction; and asynchronous instruction.

Our students will utilize the following online platforms: Kami, BrainPop, NearPod, Raz Kids, Clever, Summit Learning.

English Learners

Our English Learners will receive integrated English Language Development (ELD) across all disciplines; and designated ELD daily using Wonders ELD curriculum for K-5; and Study Synch for grades 6-8 that includes an online platform with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supports long-term English

Learners (LtELs). To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction. The ELD curriculum will also be paired with online platforms that include but are not limited to: Flipgrid, NearPod, Kahoot, Padlet, to support high level student engagement, dialogue, academi discourse, and discussions by our students.

Students with Disabilities

Our Students with Disabilities will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for SWD. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continue to provide push in support for students. A focus for the year is to provide both IAs and general education teachers training in how to provide effective support online.

The following chart provides the distance learning schedule for K-5.

TAS: DISTANCE LEARNING DAILY INSTRUCTIONAL SCHEDULE: (GR 1-5) Tues - Friday						
TIME	INSTRUCTIONAL MINUTES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
8:00 - 8:30 am	30	Community Circle/Socio-Emotional Learning				
8:30 - 9:15 am	45	WG ELA Phonics/Phonemic Awareness Reading, Writing				
9:15 - 9:30 am	0	BREAK				
9:30 - 10:30 am	60	RSP/Asynchronous	SGI	MATH		
10:30 - 11:00 am	30	MATH	PE	ELD	SGI	RSP/Asynchronous
11:00 - 11:30 am	30		EID	RSP/Asynchronous	SGI/RSP (SPED)	PE
11:30 - 12:00 pm	0	LUNCH				
12:00 - 12:30 pm	30	ELD	MATH	SGI	ELD	ELD
12:30 - 1:00 pm	30	12:30 - 1:10pm Syn/Asynch: Science/SS			PE	Syn/Asynch: Science/SS
1:00 - 1:30 pm	30-40	Syn/Asynch: Science/SS	Syn/Asynch: Science/SS	PE	RSP/Asynchronous	1:15-2pm OH
1:30 -2:10 pm	40-60	1:10-2:10 SGI	RSP/Asynchronous	Syn/Asynch: Science/SS	Syn/Asynch: Science/SS	2:00 - 3:00 pm SGI
2:10 - 3:20 pm	0	OH	OH	OH	OH	

Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the TAS administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- **Mindfulness** - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.
- **Culture Building Activity** – teachers are utilizing community circles, virtual journaling, world check-ins, story building

TAS: DISTANCE LEARNING DAILY INSTRUCTIONAL SCHEDULE: (GR K-5) Monday		
TIME	INSTRUCTIONAL MINUTES	COURSE
8:00 - 8:30 am	30	Community Circle/Socio-Emotional Learning
8:30 - 9:00 am	0	OFFICE HOURS/FEEDBACK & SUPPORT
9:00 - 9:45 am	45	WG ELA Phonics/Phonemic Awareness Comprehension
9:30 - 9:45 am	0	BREAK
9:45 - 10:15 am	30	MATH
10:45 - 11:30am	45	Small Group Instruction (SGI)
11:30 - 12:00 pm	0	LUNCH
12:00 - 12:30 pm	30	RSP Pull Out Asynchronous Instruction
12:30 - 1:00 pm	30	ELD
1:00 - 1:30 pm	30	Synchronous/Asynchronous: Science, Social Studies/Goal Setting
1:30 - 2:00 pm	30	PE
2:00 - 3:20 pm	0	Office Hours - Feedback/Support
	180	Total Daily Synchronous Instruction
	210	Total Daily Synchronous Instruction
	60	Total Daily Asynchronous Instruction

The Accelerated School (TAS) Middle School (6-8) Distance Schedule:

2020-2021 MS (Distance Learning) Bell Schedule

Distance Learning = Two 75 min. block periods of synchronous & small group instruction in Project/Math Content classes per week.
SDL = Four 85 min. periods per week for synchronous as well as small group and 1:1 mentoring
Teacher Office Hours = Four 60 min. periods per week, for students to get ask content questions, get intervention support and time for 1:1 mentoring sessions.

Monday	Monday	Tuesday	Wednesday	Thursday	Friday			
Students: Synchronous & Asynchronous Learning Day Teaching Staff: grade/dept. level meetings; individual and collaborative planning & site/district professional development	Student engage in Asynchronous learning 8:00-9:30	7:40 - 8:00 Breakfast	7:40 - 8:00 Breakfast	7:40 - 8:00 Breakfast	7:40 - 8:00 Breakfast			
		8:00 - 9:15 75 min.	1	8:00 - 9:15 75 min.	2	8:00 - 9:15 75 min.	2	
		9:15- 9:30 15 min.	Break	9:15- 9:30 15 min.	Break	9:15- 9:30 15 min.	Break	
	9:30-10:00 30 min.	SDL/Mentoring	9:30-10:55 85 min.	SDL/Mentoring	9:30-10:55 85 min.	SDL/Mentoring	9:30-10:55 85 min.	SDL/Mentoring
	SDL Focus: Students check in, attendance is taken and student write their Smart Goals for the day; get approval to take Focus Assessments; get help or clarification they may need before logging out at 10:00.	10:55- 11:05 10 min.	Break	10:55- 11:05 10 min.	Break	10:55- 11:05 10 min.	Break	
		11:05-12:20 75 min.	3	11:05-12:20 75 min.	4	11:05-12:20 75 min.	4	
		12:20-12:50 30 min.	Lunch	12:20-12:50 30 min.	Lunch	12:20-12:50 30 min.	Lunch	
	10:00-2:10 Students resume asynchronous learning and work on their projects and assignments.	12:50- 2:05 75 min.	5	12:50- 2:05 75 min.	6	12:50- 2:05 75 min.	6	
		2:10-3:10 60 Min.	Zoom Office Hours	2:10-3:10 60 Min.	Zoom Office Hours	2:10-3:10 60 Min.	Zoom Office Hours	
		3:10 - 3:30 20 min.	Teacher Planning	3:10 - 3:30 20 min.	Teacher Planning	3:10 - 3:30 20 min.	Teacher Planning	
Students submit Smart Goal Reflection to their SDL Teacher by 1:00pm								
Students log into ARC Zoom class with questions and can get tutoring support from 1:30pm-6:00pm	ARC students check in Mon. at 1:30pm & Tue.-Fri. at 2:15pm and check out online at 5:30pm							

The Accelerated School has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes the following for Fall Semester and several of which will continue Spring 2021 Semester.

Dates	Assessment	Content	Grades	Analysis Date
8/17/20-9/18/20 Ongoing	Heggerty Phonemic Awareness Baseline	Phonics/Phonemic Awareness	K-2	September 21
8/17/20-9/18/20	Nancy Fetzter Emergent Reading Kit Baseline	Phonics/Phonemic Awareness	K-2	September 21
8/17/20-9/18/20	Running Records	ELA	K-2	September 28
8/17/20-9/25/20	A2i	ELA	K-2	September 28
8/17/20-9/25/20	I-Ready Diagnostic	Mathematics	K-5	September 28
8/17/20-9/25/20	I-Ready Diagnostic	ELA	3-5	September 28
8/31/20-9/18/20	NWEA (MAP) Benchmark 1	Math/Reading/Language	6-8	September 28
8/17/20-9/18/20	ELPAC Initial	ELA	Jackson, K-5	
8/17/20-9/18/20	ELPAC Summative	ELA	6-8	
10/5/20-10/9/20	Nancy Fetzter Emergent Reading Kit - Red Level	Phonics/Phonemic Awareness	K-2 Select Groups	Grade Level Meeting Mondays
10/5/20-10/16/20	I-Ready Diagnostic	ELD/ELD	K-5	
11/2/20-11/6/20	Nancy Fetzter Emergent Reading Kit - Orange and Red Level	Phonics/Phonemic Awareness	K-2 Select Groups	Grade Level Meeting Mondays
Late Oct - Early Nov	I-Ready Diagnostic	Math	K-5	TBD
Late Oct - Early Nov	ICA	ELA/Math	3-5	11/23, 11/24
Late Oct - Early Nov	A2i	ELA	K-2	11/23, 11/24
Late Oct - Early Nov	Running Records	ELA	K-2	11/23, 11/24
12/2/20-12/17/20	NWEA (MAP) Benchmark 2	Math/Reading/Language	6-8	January 4
12/14/20-12/18/29	Nancy Fetzter Emergent Reading Kit - Red and Yellow Levels	Phonics/Phonemic Awareness	K-2 Select Groups	January
Ongoing	Wonders Weekly Assessments	ELA	3-5	Grade Level Meeting Mondays

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.]

All Students in grades TK-1 were equipped with tablets; grades 2-8 with a Chromebook. Teachers were provided ThinkPads to support online learning instruction. Students who lack connectivity at home were provided with a Wi-Fi hotspot; and our IT department has shared resources for low-cost internet services for low-income households.

Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

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.]

Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology. For students with low-technology access, teachers conduct such assessments via phone. To address this need for students with no access to technology, teachers will conduct home-school visits following appropriate protocols.

TAS teachers will utilize the CDE's Combined Daily Participation and Weekly Engagement Template or an equivalent online electronic attendance process. Teachers will provide daily live synchronous instruction with students using various online tools, Google classroom and Zoom.

Student attendance and participation will be monitored and documented daily during synchronous instruction, asynchronous instruction participation or verified daily assignment completion. Online learning platforms include Google Classroom, Go Guardian and Clever that provide data documenting time on task, assignment completion and course completion.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

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 Accelerated Schools is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 1-week of Summer Professional Development that focused on curriculum, online platforms including zoom, NearPod, Google suites, and how to effectively delivery engaging and rigorous lessons

via distance learning. All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator will facilitate and lead training for all general education teachers and support staff on trauma informed practices designed to meet the needs of all students during distance learning; and with the expanded roles of non-certificated staff, this is an essential training to ensure the needs of our students are being met. The Social-emotional Counselors, School Psychologist/Special Education Administrator will also facilitate professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

We have also designated mentor teachers who are providing support for other teachers who struggle with technology during distance learning.

Staff Roles and Responsibilities

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

The Accelerated Schools' **Administrators** are also certificated staff who support teachers with coaching and professional development on evidence-based pedagogical strategies to accelerate student learning through distance learning. The Administrative team also contacts families/students as part of the tiered reengagement strategies, to maximize student attendance during distance learning. The Administrative Team also prepares and analyzes student achievement data reports that are presented to teachers for review, reflection, analysis and to inform instruction.

Support Staff is used in various capacities. Our supervision staff is supporting our attendance policy, making daily phone calls for students who are marked absent from class. Supervision was provided training in parent outreach and how to provide families with the resources needed to enter distance learning classes. For more details, see our attendance policy.

Other **non-certificated staff** are also supporting the attendance policy and with family and student outreach, providing tech support, and resources for families.

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.]

An **intervention specialist** will provide additional academic support for students with unique needs including Unduplicated Pupils (Low income, English learners, foster youth) based on student performance on internal and benchmark assessments. English learners will receive increased support in small reading groups from an additional instructional assistant.

Our **Students with Disabilities** will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for SWD. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continue to provide push in support for students. A focus for the year is to provide both IAs and general education teachers training in how to provide effective support online. Special Education (RSP) and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

The Dean of Culture will provide social-emotional support and restorative justice practices to address the behavioral and social emotional needs of students. The Dean of Culture will also contact, monitor and provide appropriate services to students who absent in an effort to improve student attendance, participation and engagement and prevent further learning loss and identification as chronically absent.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Assessments: Illuminate, NWEA MAP, A2i Assessment, iReady (Reading, Math)	\$	
Technology devices: Chromebooks, iPads MacBook's, wi-fi hotspots, internet, headsets, IT Director, Go Guardian	\$	
SPED Services and staffing	\$	
Core Curriculum: McGraw-Hill ConnectEd, Eureka Math	\$	

Description	Total Funds	Contributing
Technology-based supplemental instructional materials including but not limited to Google Classroom, Zoom, Kami, BrainPop, Raz Kids, Summit, NearPod, Kickboard, Clever	\$	
Professional Development & Literacy Coach that provides one-on-one coaching for teachers	\$	
An intervention specialist will provide additional academic support for students with unique needs including Unduplicated Pupils (Low income, English learners, foster youth) based on student performance on internal and benchmark assessments.	\$	

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.]

With the transition to distance learning in March 2020, The Accelerated School has been implementing actions to further mitigate learning loss. This includes the implementation of our Summer School (extended school year program); the Pilot of our distance learning program for 2020-21 over the summer with select students; the design of our daily instructional day, strategically placing 2 teachers in classrooms; and Instructional Assistants to support the academic needs of our students.

For English Language Arts (ELA), K-1 instruction focuses primarily on phonological awareness with added reading comprehension skills and writing skills. At the 2nd grade level, students are beginning to transition so that more of the ELA instruction is beginning to focus on comprehension skills and writing as students are working to become fluent readers. At the 3-5 level, students focus primarily on reading comprehension and analysis as well as developing longer pieces of writing, with students who are still struggling with phonics and decoding receiving intervention supports during small group time. Across K-5, there are several instructional features that are present in daily live interaction:

Learning Outcome and Success Criteria- Teachers and students will know or be able to reference their learning outcomes and success criteria for the lesson. Teachers will have students reflect on these before, during, and after the lesson.

Sentence Frames and Graphic Organizers – Many students who are ELs need support to participate in discussion so teachers are accustomed to providing sentence frames to students

Student Dialogue - Teachers will focus on dialogue in their lessons. Last year's Professional Development and coaching centered on student-to-student dialogue. Students will often participate, discuss, and share out in groups as they are moving toward the day's success criteria. Teacher's utilize Zoom breakout rooms to place students in small groups to support dialogue.

For Math: Across K-5, teachers are working on developing students' conceptual understanding, procedural skills and fluency. Therefore, a typical math block will include these components at different levels. Instructional features on the K-5 math program are:

Learning Outcome and Success Criteria- Teachers and students will know or be able to reference their learning outcomes and success criteria for the lesson. Teachers will have students reflect on these before, during, and after the lesson.

Procedural Skills and Fluency – Teachers are using choral counting to support this daily

Math Mini-Lessons - Teachers spending a few minutes sharing samples, videos, and reflecting on the learning from the day prior. This is typically short and directed instruction

Conceptual Development and Student Dialogue – Teachers utilize word problems with paired instructional routines. Students are using manipulatives, drawings, and dialogue to work through these word problems. Teachers might also use Number Talks or Which One Doesn't Belong to support conceptual development, and students again, know hand signals and routines to match the activity. Teachers will also often have students work in small groups on a more complex problem, sending them to Zoom breakout rooms with assigned roles such as Facilitator, Recorder, Reporter, and Timekeeper to ensure that all students are participating and on task. These groups are often student run, with the teacher floating through rooms to ask questions or provide support.

For ELD: Depending on the grade level, ELD might include all students in the class or only students who are classified as English learners (ELs). Grade levels discuss which students might benefit from participating in ELD even if they are not ELs. All teachers across K-5 have been trained, at varying levels, in Project GLAD strategies to support their ELs.

In their ELD block, teachers are focusing on specific ELD standards to work on with students depending on their ELD level. As with math and ELA, there is an established learning outcome and success criteria. Some teachers choose to use the Wonders ELD program, which compliments their ELA program, whereas others use self-designed lessons.

Usually, ELD will focus on writing, listening, and speaking, and again, provide opportunities for student dialogue in a small group. Teachers often have students make connections between what they are doing in ELD and what they are learning in ELA time. They might use a text that is connected in topic or from the same unit as their ELA.

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.]

To address learning loss, students in grades 1-5 were provided the opportunity to participate in 3-weeks of extended learning during the summer with a focus on reading and mathematics. Criteria for participation was targeted at students performing below grade level in reading and/or math based on performance from the 2019-20 school year. Students in grades 6-8, were also identified for extended learning in order to fully complete their grade level courses, and included additional support. In addition, students in grades 6-8 were invited to participate in an optional Summer Bridge program to pilot the new online platform for the 2020-21 school year, provide feedback, and meet with peers.

SMALL GROUP INSTRUCTION

Across K-5 students participate in at least one small group instruction block weekly (about 30 min-60 min per child). At all grade levels, there will be some goal-setting discussion, since this year teachers are working on setting individual goals with students.

At the K-2 level, small group instruction focuses primarily on phonological awareness and guided reading, with students reading leveled texts and working on decoding skills. These groups are formed based on assessment results and change throughout the school year. Some K-2 teachers are also doing small group mathematics instruction, which varies depending on the need of the student. At 3-5, the way these groups are formed varies, but teachers often use iReady assessments, informal observation, and curricular assessments to place students in these groups. The skill focus will vary, but the groups are typically used for intervention or additional support to students not grasping the concept in the whole group lesson time.

The Instructional Assistant will also provide small group instruction through push-in support during the instructional day. Intervention will be designed to teach and reinforce the development of phonemic awareness, fluency and comprehension strategies and skills. For students in grades 1-2 a Core Phonics Survey will be administered to identify gaps in learning. For students in middle school especially SWD, the Intervention teacher will provide pull-out support that will focus on literacy development based on the student's identified needs from last Spring 2020.

In lower grades, we have adopted a co-teaching model between the General Education teacher and Special Education RST in order to maximize support for SWD in the least restrictive environment. In Middle School, 2 Resource Specialist Teachers (RST) co-teach with the English Language Arts and History teachers; and Instructional Assistants provide push-in support. Our daily instructional day has been designed to provide ongoing support and intervention for Students with Disabilities throughout the day.

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.]

With the implementation of a Multi-tiered System of Supports, the Administrative Team in collaboration with teachers will use improvement Science using the Plan, Do, Study, Act (PDSA) Cycle of ongoing schoolwide improvement to measure the effectiveness of our program. As a data-driven school and organization, multiple types of data will be reviewed, disaggregated, analyzed on an ongoing basis to assess both program effectiveness and the identify students for additional targeted support/intervention to mitigate learning loss and accelerate student learning.

The Accelerated School has established a systemic **Cycle of Assessments** that will be administered in-person/distance learning that includes but is not limited to (in addition to state mandated assessments):

- A2i Reading Assessment: Grades K-2, 4 times/year
- iReady ELA: Gr. 3-5, 3 times/year
- iReady Math: Gr. K-5, 3 times/year
- NWEA MAP Reading and Math, Gr. 6-8, 3 times/year
- Heggerty Phonemic Awareness, Gr. K-2, 2 times/year

- Running records, Gr. K-2

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Summer School for grades 1-8 (3-weeks) to further mitigate learning loss	\$	
Instructional Assistant	\$	
Support Team	\$	

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.]

Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the TAS administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- **Mindfulness** - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.
- **Culture Building Activity** – teachers are utilizing community circles, virtual journaling, world check-ins, story building

School-Based Mental Health: We will continue to provide mental health support to students and staff through the use of our counselor as well as outside licensed therapists. Our counselor will provide one-on-one and small group counseling services. Social-Emotional Learning (SEL) curriculum will be incorporated at all grade levels. Following a Multi-Tiered System of Support (MTSS), school staff will identify and refer via our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically-absent students will occur frequently.

For students suffering from loss due to death in the family, our school has partnered with Our House, that provides grief counseling services for children.

Behavior Support Systems: To promote a positive school climate, on-ground or virtually, students will be given a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices will be implemented specifically at the secondary level, for prevention and targeted intervention to support students.

Staff Support: Appropriate training will be provided to teachers and staff to help all cope with emotional and mental health concerns. In addition, staff will be provided with resources, self-care strategies, and opportunities to reconnect with their colleagues. To keep students, staff, and families connected with their school, each site will develop virtual events, such as a virtual welcome back, spirit week, and award assemblies, and will maintain student and staff recognition, awards, and traditions. Site administrators will conduct daily check-ins with their staff to gauge instructional practices, identify the social-emotional needs of their staff. For staff that are in

need of social-emotional support, the Special Education Administrator, who is a School Psychologist and the School Counselor will provide professional development to the entire staff on coping with trauma; and addressing social-emotional and well-being.

The Social-emotional Counselors, School Psychologist/Special Education Administrator will also facilitate professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

Pupil and Family Engagement and Outreach

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

We will continue to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. We will work closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that support mental health, online engagement, and diversity and inclusion

- Ongoing family readiness surveys
- All stakeholders represented on Site Level ReEntry Committees
- Creating a centralized feedback system for families
- Providing education for families around supporting children on non-physical learning days
- Establishing home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensuring all families stay “connected” to The Accelerated Schools

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the [CDE’s Combined Daily Participation and Weekly Engagement Template](#) (Education Code (EC) Section 43504)

Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments.

The Accelerated School has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

1 Day Absent	Intervention 1) After a single absence, support staff will call home 2) Document reason for absence and expected date of return 3) Verify accuracy of contact numbers and update accordingly 4) Upon student return, Support Staff will follow up accordingly to clear absences	Role/Responsibility 1) Support Staff 2) Support Staff 3) Support Staff 4) Support Staff
3-4 Days Absent	Intervention 1) Run weekly report 2) Initial Attendance Support Letter #1 sent home for students with 3 or more unexcused absences 3) Place student on "Support Intervention List"	Role/Responsibility 1) Main Office 2) Main Office 3) Main Office
6-7 Days Absent	Intervention 1) Run Weekly report 2) Attendance Support Letter #2 should be sent home to parent requesting Zoom Conference to review record and develop intervention plan for excused absences, investigate health issues or other reasons for absence 3) Zoom Conference to complete attendance intervention form	Role/Responsibility 1) Main Office 2) Main Office 3) Advisor/Counselor
8-9 Days Absent	Intervention 1) Run Weekly Report 2) Advisor/Counselor will monitor students with excessive absences through contract/weekly report 3) Inform Admin Team and staff as needed regarding tracking, case management and relevant issues contributing to student's absences 4) Follow Up Mandatory Parent Zoom Meeting for parents/guardians of students with excessive absences	Role/Responsibility 1) Main Office 2) Advisor/Counselor 3) Advisor/Counselor 4) Advisor/Counselor
10+ Days Absent	Intervention 1) Run Weekly Report 2) Doctor's notes required for all absences 3) Virtual Home Visit/SSPT	Role/Responsibility 1) Main Office 2) Mentor Teacher, Parent, Counselor and administrator (and/or SPED Admin 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.]

The Accelerated School will provide all students including those who are eligible for free or reduced-price meals during distance learning and also when in-person instruction resumes.:

- Distance Learning: Meals are available daily (M-F) from 10am – 1pm via curbside in a non-congregate setting at the Front gate.
- In-person instruction: Breakfast will be served in the classroom; and lunch will be available as a grab and go during midday dismissal
- TAS has not been impacted by CDE waivers to meal programs.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-being	Counselor to provide social-emotional counseling for students.	\$	
Pupil and Family Engagement and Outreach	Remind App	\$	
Pupil and Family Engagement and Outreach	Support Team to promote high student participation/attendance	\$	

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
32.81%	\$1,893,938

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.]

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