

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
America's Finest Charter School	Jan Perry Executive Director	jan@americasfinestcharterschool.org (619) 694-4809

General Information

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

America's Finest Charter School (AFCS) is a WASC-accredited, direct-funded TK-12 charter school, which was established in Fall 2011 to serve the low-income, transient communities of City Heights and Chollas View. The AFCS small school model K-8 charter was approved by the San Diego Unified School District (SDUSD) in March 2011. AFCS expanded to add high school in Fall 2017 and served 460 students in grades K-12 during the 2019-2020 school year. Prior to the Governor’s issuance of the stay-home and COVID school closure orders, AFCS provided bus transportation from several surrounding communities. Since the onset of the COVID pandemic, many of our students are at home with very little enrichment opportunities. Many of our families work in “essential jobs” such as restaurants and the cleaning industry. We provide valuable daily check-ins with families and go the extra mile to make sure that they have food, resources, school supplies and support while the pandemic continues. We also provide reading materials, art supplies and online enrichment classes through our ASES grant for elementary and middle school students.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

Stakeholder engagement is highly valued at AFCS. The AFCS leadership team has had ongoing meetings to keep our community informed and engaged as we weather this pandemic together. For the development of the Learning Continuity & Attendance Plan (LCP), we built upon our pre-COVID communications structure to include the use of Zoom to gather meaningful and focused input from all of our stakeholder groups. The teleconference meetings for input were held August 11 through 14.

We were fortunate to have a wide range of participants for teleconferencing, including staff, parents and students representing grades 4 through 12. Additionally, online surveys were administered for families and students to gather input.

The public hearing was held during our regular Board meeting on August 17, 2020 at 2:00 pm, and a draft of the Learning Continuity and Attendance Plan (LCP) was posted for the public to review and provide additional input before the plan’s final adoption.

All communications from our schools go out to the community in both Spanish and Somali.

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

All agendas are posted on our website 72 hours before the meeting with a link to the meeting via Google Docs. All meetings include a period for public comment.

A summary of the feedback provided by specific stakeholder groups.

August 11 and 12, K-8 certificated staff met to reflect on the spring 2020 distance learning experience, share challenges, best practice as well as develop strategic plans for the upcoming academic year.

All teachers agreed that effective communication with parents and students was the most challenging but most important part of the making distance learning successful. Teachers felt that the instructional time was limited and often cut short because of weak internet access and other barriers that come with being in the home, often time unmonitored was challenging for students as they learned and teachers as they taught. Hence, focused and strategic instructional programs are what teachers all expressed were important. Teachers and administrators will use multiple communication tools to share the same message: Emails, ClassDojo's, calls home, home visits, school website as well as FB posts to give ample reminders and updates to parents. Teachers all agreed that that parent involvement results in a higher student participation and engagement.

The instructional program must be focused and intentional. Teachers want a focused instructional time that is inclusive of: whole group, small group differentiated instruction, and one on one instructional time. Homework will be embedded in the instructional time with each teacher.

For Special Education students receiving additional support from our SPED team and other intervention itinerants, time will be spent to develop a schedule and effectively communicate to the students and their parents. Additionally, the teachers felt strongly that having a strong understanding of the students they are teaching is critical for both student and teacher. Teachers will be given time to thoroughly understand the make-up of their class. During the three-day Professional Development on August 19-21st, teachers will be provided with time to plan, develop their instructional program and develop their student profile using: student cumulative records, data, home visits and/or virtual home visits where they will gather information about home setting, answering questions like:

- Does the student have a device and internet access?
- Does the student have a desk to work?
- What's the best mode of communication for parents?
- Does the parent/ guardian speak another language?

This information will be shared with school administrators who will ensure the students have everything they need to have a successful distance learning experience. Individual buckets will be provided for every student either delivered by their teacher to their home or student and parents can come to school to pick up their school supplies the week before school begins.

The high school teaching staff met as a group on August 10 and August 11, 2020 and will be expecting students to complete work during class to ensure success. Homework will be given on a limited basis during Distance Learning. Teaching staff will meet once a week to discuss instructional strategies that are working with our students. Part of the high school schedule will be to include two homeroom times first thing in the morning to check on the social/emotional well-being of our students. Another aspect of the schedule will include small group time where our English learners (EL), students with disabilities (SWD), and all students across the continuum of learners will be served. The

high school agrees with insisting that students use their cameras during class and that attendance will be based on students participating in class. Students will be counted as either engaged or not engaged each class period. If students are not in class, parents will be immediately contacted by phone to be alerted to their student(s) absence, as well as a phone call at the end of the day if the parent or guardian has not contacted the school. Students who do not attend school and participate will make up time missed during the school week. California's Compulsory Education laws remain in effect; attendance rules and regulations will be followed. Parents/guardians will be expected to make every effort to make sure their student is in class each class period and that their student participates positively in class which includes eliminating distractions at the home.

On August 13, we had a virtual meeting with parents, community members and students. We went over the LCAP plan and focused on 2 areas. What worked during distance learning from March until June and what needs to improve.

What worked:

- One-on-one time with teachers
- Teachers responded quickly to any concerns and communication was very good.
- Teachers made it easy for families to make comments through Class Dojo, emails and phone calls
- Students like having a break between classes to unwind.
- Some students felt that recorded lessons worked well for them.

What needs to improve:

- It is hard to concentrate and get organized. Some students would like a desk to work at.
- Students were not engaged. Many hid their faces. We will hold students accountable during synchronous instruction.
- Sometimes it was hard to hear. Headphones will be purchased.
- Students would like time to interact with their peers such as a lunch break that is supervised but unstructured.
- More purposeful small group instruction
- Most assignments need to be completed during class time.
- Families are interested in AFCS obtaining a waiver with the County Office of Public Health for students needing in school instruction.
- Some students will need hotspots for better internet connection.

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

Scheduling of day during distance learning has changed to include meal breaks, "social" activity/interaction during distance, and we have been providing materials (i.e. desks) to support families with establishing an environment conducive to learning.

Additionally, we have established a new communications plan to allow for more engagement opportunities with families. Based on stakeholder feedback, we will employ use of social media platforms, email blasts, newsletters, etc.

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.

We will be abiding by the State Superintendent’s guidelines and the San Diego Public Health Office as to when we will reopen. Regardless of the mode of instruction, our teaching staff will be required to be available online for our students from 8:15 am to 4:00 pm during Distance Learning time. When we are permitted to reopen, families will be provided with a survey of two options: (1) in-person school learning, or (2) complete distance learning. As a small school, if 25% of our students selected distance learning (as our spring 2020 survey indicated), we will be able to conduct in-person learning making use of our outdoor campus space.

If parents choose distance learning as a mode for learning, we will encourage families to bring their children to school for 1:1 interventions in reading and in math if their child is in need of interventions or special education support. We would consider home visits for families that do not feel comfortable entering our campus.

The school has developed plans that describe the measures that will be used to maintain 6-feet between students, as practicable. If the school determines 6-feet cannot practically be maintained between students in one or more of the following settings, the plan also describes the reasons physical distancing is not practicable for each setting and describes the measures that will be used to maximize the space between students.

Transportation Planning: On school buses, students will be seated one per seat except for siblings. A trained staff member will monitor physical distancing and safety protocols at the bus stops in the morning, and during transit to/from the school site. Students will maintain appropriate physical distance while waiting for the bus. Every student will be checked for symptoms and temperature screening before entering the bus by the bus driver or staff member. Students will be asked how they are feeling and ask if anyone at their home is ill.

Daily School Entry: While students are entering campus and waiting for their first class to begin Every student will be checked for symptoms and temperature screening before entering the campus. Students will be asked how they are feeling and ask if anyone at their home is ill.

Meal Periods: During lunch, students will be clustered and eat in the classroom or lunch arbor with the cluster abiding by the social distancing guidelines. At the high school, students will be clustered into the same eating area and abide by social distancing guidelines.

During lunch recess: Each classroom will stay together, and equipment will be assigned to each classroom. After each use, it will be properly sanitized.

Passing Periods: During passing periods, all students will wear masks and abide by the social distance guidelines. The high school will use a staggered schedule for all passing periods and lunch periods.

Classrooms and other instructional spaces: Students will abide by the social distance guidelines to be kept 6 feet apart as practicable.

We have purchased large easy-up tents and will set up outside learning with distancing and opportunities for students to get fresh air while learning. At the high school, these tents will be used for student overflow where there are not enough seats in a classroom and will be monitored by a staff member so that these students can participate in class remotely while still on campus.

Restrooms: Structured restroom breaks escorted by a staff member will be scheduled multiple times throughout the day to monitor student access to the restroom. The high school staff will not allow any more than one person out of the classroom at a time with a pass. Only two students will be allowed in a restroom at a time. There will be two hooks outside the bathroom for students to place their pass when they are using the restroom. This will indicate to two students whether or not they can enter the restroom. This procedure will be practiced when students return. A staff member will monitor restroom use and sanitize the restroom throughout the day.

Dismissal: While students are exiting the campus There will be two separate entrances and exits. K-3rd through the first exit and 4-8th in the second exit. Each gate will have a station for temperature check and monitoring COVID symptoms as well as mask checks. The ground will be marked for students to measure and abide by social distancing guidelines. The high school will use three doors at the front entrance where all students will enter for the day. They will all be screened before entering campus. There will be a tent out front for students to wait if they are not able to enter campus. Students on the south end of campus will exit at the end of the day at that west door and students on the north end of campus from the Social Studies room north will exit through the front entrance doors in an orderly manner.

Before- /After-school Programs: Our ASES program will be running as a distance learning program until we are able to physically return to campus. We created an 8-week “Adopt an Animal” program and a gaming program so that students will have academic enrichment that is fun and creative.

Extracurricular and co-curricular programs: All extracurricular and cocurricular programs are temporarily suspended.

Daily Scheduling Considerations:

The school’s plan for scheduling students uses the following measures to the greatest extent practicable:

- a. **Stagger arrival and departure times and locations** as consistent as practicable as to minimize while students are exiting the campus. There will be two separate entrances and exits. K-3rd through the first exit and 4-8th in the second exit. Each gate will have a station for temperature check and monitoring COVID symptoms as well as mask checks. The ground will be marked for students to measure and abide by social distancing guidelines. The school is able to accommodate the number of students at one time. There will be two entrances and two exits for the school to control the number of students entering and exiting. The high school will use two exits and one entrance with three doors to control the flow of traffic.
- b. **Designate routes for entry and exit**, using as many entrances as feasible. There will be two entrances and two exits for the school to control the number of students entering and exiting. At each entrance point, there will be a station to monitor COVID symptoms, temperature check as well as provide hand sanitizers prior to entering. One entry point with three doors for the high school. Two exits at the high school.
- c. **Implement protocols to limit direct contact with others** as much as practicable. Markers will be painted on the ground based on the social distance guidelines to ensure social distancing is implemented. (student line up area, entrance to the classrooms, cafeteria, entrance and exit etc.). At the high school, we will have spaces stuck on the floor for students to remind them of keeping social distancing. Posters will be around the campus reminding students to wear their masks and to give each other space.

The school's plan to limit student mixing uses the following measures to the greatest extent practicable:

- a. **K-8 Cohorts:** Students at the K-8 will remain in the same classroom group and in groups. Keep the same students and teacher or staff with each group, to the greatest extent practicable. The high school has adopted a block schedule to minimize the movement of students during the day.
- b. **Scheduling to Minimize Movement** of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day. Block schedule has been implemented at the high school.
- c. Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation. Single desks have been purchased to allow students to be socially distanced.
- d. Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate. Removed and stored round tables and replaced them with single desks to adhere to social distance guidelines. The principal will meet with each staff member to design a plan for each unique classroom based on the needs of the space before students return.
- e. Implement procedures for turning in assignments to minimize contact. Most assignments will be assigned and returned electronically as well as individualized workbooks.
- f. Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room. Two K-8 designated entrances and two exits defined and marked. All students and staff are required to wear masks at all times.

The high school will require students to wear masks during passing periods as well as when students enter and exit the building. The entrance and exit procedures for the high school will be marked and practiced with students when they return.

- g. Consider holding recess activities in separated areas designated by class. Lunch/Recess will be conducted by rotations and play areas scheduled with rotations. All areas will be properly sanitized after each rotation. High school will not have recess time but will have hangout sections of campus where the same cohort of students will gather while social distancing.
- h. Limit the use of common use areas such as cafeterias, dining areas, libraries, and locker rooms where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses. K-8 campus will utilize the lunch arbor as the only common area for students which will be sectioned off by classroom and socially distanced.

Use of the high school auditorium will be limited to students working in small groups socially distancing and wearing masks that will be sanitized.

- i. Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals. AFCS will be working with San Diego Unified School District's Food Service to serve grab and go meals daily.
- j. Limit nonessential visitors, volunteers and activities involving other groups at the same time. The high school will not be allowing any visitors on campus at any time.

18. The school has developed plans to maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between

desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact. The plans describe: AFCS has developed a plan that will follow the covid guidelines of social distancing by: removing all round tables to provide more space in the classroom, purchased plexiglass partitions, floor marked for students to abide by the social distance rules. Students will have their own desks. The principal will meet with each teacher to design a safe environment for that teacher's space. Teachers have mentioned wanting a plexiglass or plastic screen around their desks.

- a. How space will be maximized in
 - i. Classrooms
 - ii. School buses (between the driver and students)
 - iii. Other settings
- b. The criteria used to determine if other measures such as the installation of plexiglass or other barriers are necessary
- c. Situations in employees cannot maintain physical distancing with students and the protective measures that will be employed

The school has developed plans for sanitizing playground equipment between uses by instructional pods and during after school programs. Keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas. Belongings are taken home each day to be cleaned.

AFCS is a Title I School-wide Program school that supports all students: 95% free /or reduced lunch, and 55% English learners. We are a strong community of learners that strives to support every student. Listed below are supports that the school has already provided the students since the spring 2020 school closures and will continue to look for every avenue to expand that support to ensure learning continues in person or at home.

- Chrome books and hotspots were distributed to all students.
- Designated support staff repair and replace broken devices.
- Helpdesk support is available for staff and families.
- Google Meeting and Zoom meeting training for all staff.
- All curriculum has online components, so we were able to continue and move forward with instruction.
- Teachers meet weekly to plan lessons together with the director or high school principal.
- The director and high school principal visit all classrooms regularly, remotely and provide feedback.
- All teachers created and use Google Classrooms.
- Students are able to access lessons and assignments remotely.
- Weekly newsletters, student newsletters, Class Dojo, See Saw (Grade K-2) Google Classroom, phone calls and emails are ways that we communicate with students)
- Teachers have daily meeting times and small meeting times to support all students.
- We have a staff google classroom that houses all meeting notes, resources and tutorials.
- Special Education services and meetings have continued virtually. The Special Education team meets weekly to keep track of student progress.
- Counseling services have continued to be available virtually for students and/or families.

- All staff were trained by the San Diego Office of Education on these topics:

1. Advanced Features of Zoom
2. 10 Tips to Make Distance Learning More Engaging
3. Supporting Parents and Students in Staying Mentally & Emotionally Healthy at Home
4. Utilizing Screencast-o-matic and Screencastify for Teaching and Communications
5. Apply Hour: Our Favorite Mobile Apps and Web 2.0 Tools

- Our ASES and 21 Century teachers are preparing lessons to enrich our students. We have developed an 8-week program with the Children's Natures Retreat.

K-6 All Elementary School students will be focused on the core standards in English Language Arts and Math. All students will receive a four-hour instructional day which will be a combination of: whole group instruction, small group differentiated instruction by the certificated teacher with the support of an instructional aid shared by two teachers in each grade level. The teachers will use 90 minutes in the morning and 90 min in the afternoon to conference with students/parents and/or guardian to troubleshoot, connect with parents and students individually as well as answer questions that students and parents have about the instructional program, student engagement as well as check upon the social emotional wellbeing of students and parents. Teachers can use this time for teacher or grade level planning. All SPED support staff and all itinerant support staff assignments to our target population of students will use the morning and afternoon times to connect and communicate with their students' parents. Teachers will use the digital component of McGraw Hill's Wonders Curriculum and Eureka Math as their instructional program. The K-6 campus will use the Raz Kids to collect reading levels of all students, Math Whizz to collect foundational math skills and a cold write assessment created by Administrators to develop a based line data at the beginning of the school year.

7-8 The Middle School team will work as a team to develop a block schedule that will maximize time for students in the school wide instructional focus of Reading, Writing and Math. The Language Arts and Social Studies teachers will plan together to ensure that the standards taught in the ELA classroom will be reinforced by their Social Studies teacher using Social Studies curriculum. The Math and Science will have a block schedule as well. The Math teacher will teach a concept that will be infused and reinforced by the Science teacher through the curriculum alignment to focus on the math concepts being taught. Similar to the K-6 teachers, they will use the Raz Kids to identify students' reading level as well as Math Whizz to identify their math level and a cold write for all MS students to create baseline data for our students.

9-12 - The high school will be focusing on the four core areas during the time of distance learning. We will have students take a typing class their freshman year which will include professional usage of email and other communications. Our International Studies program classes will be using online materials to continue their pathway. World Religions for Sophomores and Social Problems: A Global Crisis for Juniors and Seniors will be utilized. Our first goal will be to make sure each of our students becomes an outstanding online learner. New student expectations will be to always have your camera on, respond in a positive way to the instructor and with classmates, attend class the whole time without interruptions, and complete an assignment in class to ensure learning has taken place. Our Engineering program will continue forward as many of the components of the PLTW program are already online. Global competency will be expected to be a part of our teacher's lessons and plans and an emphasis on connecting the material to our student's daily lives will be expected. A block schedule of 75-minute classes will be implemented with homeroom time and small group instruction as part of the schedule. Homeroom will be used to

be a social/emotional check in with our students and for homework assistance. The small group time will be a scheduled time for Special Education students and English Language Learners to work with the Resource Room instructor or other aides.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
1.01 Custodial Health and Safety Supplies; Personal Protective Equipment & Health Equipment: AF purchase of cleaning supplies for use by janitorial staff to ensure physical plant and classrooms. Purchase of sufficient PPE to provide to all staff and students as required by the California Department of Health. This includes the purchase of non-touch thermometers, shields, masks, disinfectants, etc. [CR]	\$ 35,500.00	Y
1.02 Additional Custodial Support: AF will add 1 part-time custodial staff to augment current 1 fulltime/ 1 part-time to support implementation of daily cleaning protocols [CR]	\$ 23,850.00	Y
1.03 Health Support Staff: Addition of 1 part-time staff to provide daily health screenings including temperature checks and monitoring of safety protocols [ESSER]	\$ 18,450.00	Y
1.04 Sufficient Individual Student Learning Supplies: Classroom materials for dedicated single-student use (i.e. scissors, pencils, pens, folders, binders, markers, colored pencils, calculators...) for in-person and distance learning settings. [CR]	\$40,000 .00	Y
1.05 Water stations: Purchase, installation and maintenance of four water filling stations [CR]	\$ 5,700.00	N
1.06 Mobile Instructional Furniture: Mobile whiteboards to support decreased class sizes and purchase of additional furniture to meet requirements for physical distancing within classrooms (i.e. desks) [CR]	\$ 20,000.00	N
1.07 Transportation Program: 1 additional part-time bus driver to the existing 1 full-time driver to create safe transport to/from school with fewer pupils; 2 part-time bus driver assistants (1 per bus); fuel costs; maintenance of buses [CR]	\$ 48,000.00	Y
1.08 Foster & Homeless Bus Passes [CR]	\$ 8,000.00	Y
1.09 Uniforms [General Funds]	\$ 9,500.00	Y

Distance Learning Program

Continuity of Instruction

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

The staff will develop an instructional plan at each grade level to meet the California State Standards. All learning materials will be available online and all students will be able to respond electronically to their teacher to assure understanding of material. The instructional plan will include direct instruction, opportunities for small group instruction as well as proof from the students that they have an understanding of what they have learned. English Language and Special Education students will have all support necessary to be successful in school with

assigned time given to meet their needs. Aides will be assigned at each grade level to assist the teacher in each classroom to assure that students are attending class and are participating in class effectively.

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.

AFCS will assure that all students have Chromebooks and internet connectivity at home by calling families and making a home visit. CharterTech Services will continue to service all Chromebooks and support staff in providing excellent online lessons for all students.

Our goal is for students to have a chrome at home and one at school once students return. Hot spots will be given to any family that does not have internet connection.

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.

All students will be assessed virtually in reading and in math during the first week of school so that teachers can differentiate instruction.

Students will be expected to attend all classes unless a parent or guardian has excused them for the day. Teachers will take attendance each class period. Staff will follow up with all students who do not come to class virtually. Students will be responding in a variety of ways to their teacher online as well as working in small groups with aides and their classmates. Student work will be monitored and assessed throughout each lesson during live contact with the teacher as well as with each student. Teachers will support students in completing the work. All students need to be present and to use their cameras while in the virtual classroom, homeroom and small group/individual support sessions.

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.

Google Meeting and Zoom meeting training for all staff.

All staff are being trained by the San Diego Office of Ed on these topics:

1. Advanced Features of Zoom
2. 10 Tips to Make Distance Learning More Engaging
3. Supporting Parents and Students in Staying Mentally & Emotionally Healthy at Home
4. Utilizing Screencast-o-matic and Screencastify for Teaching and Communications
5. Apply Hour: Our Favorite Mobile Apps and Web 2.0 Tools

Training in our new SIS - Aeries

AP Training for affected staff at the high school.

Single Sign on

Eureka In Sync

How to do a home visit

Accurate assessments to differentiate instruction

Training for staff and students in Google Tools and Typing

All teachers and staff will be using online classroom meetings and homeroom time to do wellness checks with students. Counselors will be checking online individually and in small groups to check in on the social/emotional wellness of all students.

Staff Roles and Responsibilities

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

Staff will be expected to be part of the team that keeps the campus clean and sanitized. Wipes and hand sanitizer will be in each room of the campus. Staff will assist with keeping temperatures of other staff and students as well as reminding others to follow social distancing and wearing masks. Staff will be expected to have a professional learning space online either at home or on campus. Teachers are to invite administration to all Google classrooms. Parent letters and class syllabi need to be submitted to administration by August 21.

Staff will assist in distribution of all classroom material as well as lunches to families that need them.

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.

English Learners are provided Designated and Integrated Support. Our specialized teachers are working with students in small groups to provide English Learner Support. They also help students complete assignments in small groups and individually. Our staff support families by translating for teachers and to make sure parents are aware of school wide announcements. All of our items are translated into Spanish, our most dominant language. Our school messenger system translates messages in Spanish Vietnamese and Somalian. Foster Youth Families are followed up specially by our site Homeless/Foster Youth Parent Liaison. All students are provided with chrome books and hot spots if needed. Social Workers for our foster youth have been in regular contact with our Parent Liaison. We have provided classroom materials, food, books, art supplies, new clothing, toilet paper, paper towels and toiletries to all of our families at a drive through event on May 6. We also put available resources throughout the county such as food drives and food delivery on our FB page website and through school messenger.

Academic support for rigorous learning and professional learning for teachers in English Language Development are two of the main ways we are working to meet the needs of students who are English learners. We are working to ensure a high-quality academic program for students who are English learners by continuing to refine the program which includes:

- Designated and Integrated ELD support
- Professional Development in understanding and differentiating instruction based on the specific needs of students who are newcomers, students who are English learners, and students at-risk of becoming long-term English learners
- Appropriately assessing in-coming students who are English Learners and LTEs to ensure best placement
- Teacher assessments of students in class to inform instructional decisions.
- Monitoring students who are reclassified fluent English proficient.
- Stakeholder voice in program design and implementation.
- Training on strategies for addressing the language and academic needs of students who are English learners.
- Providing accessibility and the cost of AP testing materials.

For our foster youth students, we have targeted actions aimed at ensuring a high-quality program that supports the student's academic, social and emotional, personal and career and college development needs. Our program includes:

- Immediate enrollment and placement in appropriate courses.
- Ensures wrap around services for each and every foster youth.
- Monitors the enrollment and placement of classes.

All staff members will be involved with visiting each student's home to make sure they have everything they need to be successful in online learning.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
2.01 Technology: Purchase of additional laptops to provide dedicated device to each student for use during in-person and distance learning settings; T-Mobile Wi-Fi hotspots for use at home (additional monthly costs associated) [CR]	\$ 120,000.00	Y
2.02 Staff Professional Development: Online RazzKids, math and reading iXL, math course training, and the Edgenuity courses in high school [CR]	\$ 10,000.00	Y
2.03 Certificated Salaries: 40 full-time teachers [General];	\$2,431,000.00	N
2.04 Itinerant Support: 3 Part-time itinerant teachers/administrators working with students to provide interventions in English and math [ESSER]	\$69,000.00	Y
2.05 Classified Salaries: Bilingual office staff, custodian, EL support, [General]	\$ 933,000.00	Y
2.06 Technology Support Staff: Contract with 3rd-party IT; high school SIS and master schedule support [CR]	\$ 70,000.00	Y
2.07 Supports for English Learners: Additional tutoring and small group support [CR]	\$ 62,916.00	Y
2.08 Supports for Foster Youth & Students Experiencing Homelessness: Homeless and Foster Liaison [CR]	\$ 3,000.00	Y
2.09 Increase support staffing for Special Education Program: Increased certificated staff [CR]	\$ 62,916.00	Y

Pupil Learning Loss

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

- All students will be assessed virtually in reading and in math during the first week of school so that teachers can differentiate instruction.
- There will be blocks of time throughout the week to work with students individually and in small groups.
- Use of Math Whizz and Reading A-Z and Kindergarten Assessment – ESGI Educational Software for Guiding Instruction, to assess students and find out what level there are at in K-8
- In high school, we will use Math iXL and Reading iXL to measure and monitor the learning levels of each student. These measures will be used throughout the year to measure progress in math and reading. Selected students will receive additional tutoring.
- The high school English department will be assessing the students throughout the year to measure their reading level and comprehension. The English department will also be studying new materials this year to more closely align with the state standards.
- SST process to monitor and adjust our instruction to the individual needs of the students.
- Winter Intersession Intensive one week reading and math tutorial.
- Scaling Reading a program through AARP to tutor individual 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.

- Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year. Before the school year starts teachers will meet with all families either virtually or in person with distance. Students will be given materials and supplies that are needed to actively participate in learning. Desks will be provided for students that need a learning space.
- Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or school day, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs. We will provide intersession during Winter Break for 2 weeks to support students that are in need of intensive, targeted instruction.
- Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning. Intensive instruction will be provided in the afternoons and every Friday. SIPPS, Additional Special Ed. Additional Primary Support teacher for reading
- Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school

breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning. School Psychologist, School Counselors and Say San Diego will develop a plan for mental health services to students and families in need.

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.

Pre and Post Assessment for the Intersession program over Winter Break.

K-8 school will use Learning A-Z to assess reading levels of all students, Math Whizz for math and a grade level specific writing assessment

The high school will use Math iXL and Reading iXL to track levels of progress.

Attendance of students participating in the program.

Survey of students before and after intersession.

Pre- and Post-Assessments in English and mathematics

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
3.01 Winter Intersession Staffing: High school teachers and instructional aides, and supervising administrator provide credit recovery opportunities to ensure students remain on-track for graduation. [GF Prop 98]	\$ 28,000.00	Y
3.02 Intervention Materials (ancillary adaptive learning applications): Order of additional materials to support students [CR]	\$ 35,000.00	Y
3.03 Elementary/Middle School After School Tutoring (21 Century Grant K-8): Education supports for K-8 [ASES]	\$ 12,000.00	Y
3.04 After School Tutoring (High School): Certificated/classified staff tutoring program [GF prop 98]	\$ 20,000.00	Y
3.05 Math & Reading Tutors (High School): Math/reading additional instruction during the instructional day [CR]	\$45,000.00	Y
3.06 Parent Education on College Preparedness: Additional support for our Juniors and Seniors families, application process, parent meetings, meetings with colleges after hours [ESSER].	\$ 20,000.00	Y

Mental Health and Social and Emotional Well-Being

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

Social Advocates for Youth (SAY) San Diego supports AFCS in all areas of Mental and Emotional Well-being.

AFCS has a school psychologist on staff as well as counselors at both the elementary school and the high school.

Homeroom time at the high school will be utilized as a social/emotional wellness check time. Staff will be reminded regularly to check on their student's well-being and make referrals to the Counselor if they have any concerns.

AFCS provides counseling to all students with IEPs needing counseling.

Each class will have a community circle virtually to provide inclusion and community and to enable students to share their feeling and struggles.

Sanford Harmony and Sanford Inspire is an SEL program that helps students develop social/emotional skills. The program provides tools that foster and support student connections, collaborations and learning.

Sanford Harmony will be used grades PK-6th grade online and then in school. Sanford Inspire will be used in grades 7-12 grade online and then in school.

Pupil and Family Engagement and Outreach

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

AFCS will contact families via email, phone calls or text when a student is absent. Home visits will take place when the office staff does not hear from families who have children not attending classes virtually or otherwise. If a home visit does not resolve the attendance, the principal will plan a meeting for the family to come to the school to establish a contract for school attendance. Wellness checks by the police will be necessary if the family does not communicate and may be in distress.

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.

All families will be given information on where to pick up free meals at neighborhood schools since March. AFCS staff has volunteered at these sites. This information will be posted on our website on Facebook and by staff. AFCS will send out information on places that distribute free food and also deliver food to families that do not have transportation. AFCS will have food distribution for families as well. Families in need will be given support to help them find resources for housing, food clothing etc. The San Diego Food Bank prepares boxes of food for 30 families at AFCS that are in high need for additional food. These boxes are distributed by our staff.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Wellbeing	4.01 Sanford Harmony Professional Development Training and materials [Mitigation Funds]	\$ 9,500.00	Y
School Nutrition	4.02 Food and Health Items to be distributed to families, delivery [Mitigation Funds]	\$ 1,500.00	Y
	4.03 High School Registrar Clerk [Mitigation Funds]	\$ 15,000.00	N
Parent and Family Engagement and Outreach	4.04 Translation Support Services: Spanish, Pacific Islanders, Vietnamese and Somali community support staff, translation, newsletters, website. [Mitigation Funds]	\$ 11,000.00	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.38%	\$ 760,581

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.

Our school has an unduplicated pupil percentage of above 90%. To best support these high needs students, we focus on parent engagement in addition to student engagement. Parent engagement is important in every student’s educational success. We prioritize parent and stakeholder engagement of all students, specifically those with special needs, identified as English Learners, foster youth and students identified as eligible for free/reduced price meals. The engagement and involvement are known to enhance the productivity and the achievement of students by encouraging mutual feedback and support for the educational program.

Our program includes:
 Provides support for parents to gain knowledge and understanding of the instructional program and their role as leaders in the school’s Parent/Advisory Committee/School English Learner Advisory Committee, School Site Council/English Learner Advisory Council and through forums and surveys.

Works to increase the amount of involvement of parents of students who are English learners and ensure their participation in both school-based and leadership opportunities as well as solicit and gather their input to improve actions for their students.
Homeless/Foster Liaison coordinates support services between the County Social Services Department and County Office of Education to address 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.

Our school has an unduplicated pupil percentage of above 90%. An unduplicated pupil is a student in one or more of the following groups: eligible for free or reduced-price meals, identified as a foster youth, and/or an English Learner. These students are more likely to have had interrupted educations, been highly impacted by traumatic experiences, and be in need of additional support to access grade-level instruction, as evidenced by our local and state assessments as well as our stakeholder feedback.