

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

In accordance with the Shelter in Place orders from the County of San Joaquin Public Health Department, ABLE Charter School closed their campuses on March 16, 2020. As a school serving a high population of socio-economically disadvantaged students, the lack of in-person learning has presented tremendous hardships for our families as they deal with layoffs, job insecurities, lack of childcare, anxiety, health scares, etc. These uncertainties are compounded by volatile social and political demonstrations and uprisings across the nation. Connectivity with ABLE’s students and families has remained the top priority throughout the shutdown even as staff have faced related challenges of their own.

While students, families, and staff struggle in these unprecedented times, the health and safety of our community are placed at the forefront of all decisions. We know distance learning cannot fill the gap left by the closure of our campuses, but we cannot put our community in danger. We are no longer physically together as we wait to open campuses safely, but we have grown closer as a community supporting one another in ways beyond academics. In the spring, as we transitioned to distance learning, ABLE became a hub of information and resources for our families. We broke our staff into teams and reached out to each family weekly, but often more frequently. Within previously existing and newly established networks and connections with our community, we collaborated with all our stakeholders to plan for the 2020-21 school year.

Stakeholder Engagement

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

ABLE has continued to actively engage stakeholders at all levels by providing up-to-date information, seeking evaluation and input, sharing plans, and asking for feedback as plans evolve throughout the pandemic. All information provided by ABLE is available in Spanish and accommodations are provided upon request.

Parents and families were contacted in a variety of ways to encourage greater participation in our learning program. ABLE used robo-calls, email, social media messages, updated website messages, and an informed, bilingual front office to reach out to our stakeholders. If families do not have access to the internet, they can call-in using a cell phone or landline to participate. Hard copies of surveys, agendas, and other

pertinent documents were available at the front office upon request. Translations and other accommodations were also available upon request.

Parents participated in surveys and webinars in the spring and over the summer. We also documented the needs and concerns our families expressed through the weekly outreaches in the spring. These engagements provided valuable input as we created plans for the 2020-21 school year. On August 20, 2020, ABLE hosted a Distance Learning Plan – Parent Engagement WebEx webinar which was attended by approximately 175 parents. Each principal presented a draft of the Distance Learning Plan for their school followed by questions and feedback from parents.

Our teachers have been an integral part of the planning process. Each principal worked closely with their teachers and staff to develop the Fall 2020 Distance Learning plans and schedules. Principals sent drafts of their Distance Learning Plans out to teachers for feedback and revision. Each principal held virtual meetings with teams of teachers to discuss progress on the distance learning plans and to receive feedback. Principals emailed early versions of the distance learning plans to select students and parents to receive input before we held the schoolwide meeting and Q&A session.

On September 3, 2020, a parent council was convened to provide feedback on the draft Learning Continuity and Attendance Plan (LCP), and a public hearing was held at a duly noticed special meeting of the ABLE Board of Directors on September 9, 2020. At every turn, stakeholder feedback was processed, and the LCP was modified as appropriate.

ABLE is also in regular contact with health officials to ensure best practices for health, safety, and sanitation are in place for the re-opening of our campuses. The County of San Joaquin Public Health Department will determine when schools in Stockton can re-open campuses based on the status of cases throughout the county.

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

Due to the Shelter in Place orders, ABLE transitioned all public meetings and public hearings to a virtual format with the option to call-in for participants without access to the internet. ABLE uses the WebEx platform to host virtual meetings. Translators were made available upon request. Log-in and call-in information is available on our website and in our main office.

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

We gathered the following feedback from the various stakeholder engagements hosted over the spring and summer:

Feedback from Teachers

- Live interactions would be with small groups of no more than 20-30 students
- Emphasis on the importance of live interaction and participation in 1:1 office hours
- Include administrators in an advisor role to keep the ratio of students to advisors as low as possible
- Need for aggressive re-engagement of students who discontinued contact during distance learning
- Curricular materials that evaluated student achievement levels and targeted their individual needs
- Targeted professional development for distance learning
- Happy with the regular schoolwide communications from the administrations and their support

Approximately one-third of ABLE families responded to the June surveys. Areas of Growth in Distance Learning based on parent/student experiences in the Spring

- More live interaction
- Clearer communication to parents regarding teacher expectations
- Increased individualized (phone, email, video chat) communication from teachers to parents
- More support options from ABLE to parents
- Increased emphasis of new learning vs review work

Areas of Strength in Distance Learning based on parent/student experiences in the Spring

- ABLE's responsiveness to the crisis and how supported families felt
- Constant interaction with community liaisons
- Feeling that student health was prioritized and preserved
- Appreciation that learning continued and was uninterrupted
- Flexibility of the programs
- Appreciation for regular updates on website and social media.

Additional parent comments included:

- Desire for a daily suggested schedule
- More structure during the day
- More supports for student mental health
- More training for parents to support learning of students.

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

Stakeholder input was pivotal in planning for the 2020-21 school year. While ABLE had no disruption in teaching through the spring when we transitioned to Distance Learning, everyone was functioning in crisis mode. There are still many unanswered questions around the pandemic, but the summer break gave us an opportunity to create a stable Distance Learning plan for the Fall with a plan to transition to on-campus learning with health officials deem it safe.

Based on parent input: daily starting times were adjusted to reflect the propensities of each school population, asynchronous engagement time was integrated with synchronous engagement time to allow for flexibility and independent working time as well as for targeting individual student needs, more "how-to" resources were developed to assist parents and family members in assisting their children – especially

regarding technology and access to online live-instruction, the length of high school breaks, access to clubs and activities at the high school level, regular communication from teachers in addition to that from school liaisons has been scheduled, regular teacher office hours for student access have been scheduled, FAQ's were posted on the ABLÉ website to be updated regularly for parent access, faculty and staff were trained on awareness of and best practices for supporting students' social-emotional health, and counselors were made more accessible to families and students. Based on faculty input and an administrative assessment of the overall learning program, changes to curriculum, assessment, targeted instruction, and professional development were employed. Renaissance Star and CAASPP Interim Assessment Blocks (IAB's) will be used to assess student achievement levels relative to state standards. Renaissance Freckle and Smarter Balanced Tools for Teachers will be employed to support targeted, individualized, differentiated instruction to mitigate learning loss and close achievement gaps. Regular monthly teacher collaboration to evaluate student performance data will further inform instruction. Non-ELA and math teachers will focus on content area writing and literacy. ABLÉ purchased *The Distance Learning Playbook* (Fisher, Frey, and Hattie) for all faculty and certificated administrators to support delivery of distance learning. Ongoing professional development will center around the *Playbook*. To address students who disconnect from learning advisors were added as additional eyes on student engagement and attendance. Liaisons – used during the spring to good effect – are reorganized as the Student Engagement Team and will deploy when advisors report that students have disconnected from learning to re-engage them and identify student needs as quickly possible. Layers of support for student engagement, attendance, and success include teachers, special education personnel, Title I academic specialist, advisors, liaisons (Student Engagement Team), counselors, and administrators.

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.]

Education is an essential service in our community, and it remains our firm belief that children are best served by a return to as much in-person instruction as possible. Beyond the increased educational opportunities that come with being physically in a classroom, children also learn social-emotional skills and receive other supports and benefits from being at school. However, any return to in-person instruction must be guided by the evolving scientific understanding of COVID-19 and the facts of its spread in San Joaquin County. Therefore, it is important that our school leaders and health experts continue to work together to protect the health and safety of students, staff, and all our communities.

On Friday, August 28, 2020, Governor Gavin Newsom announced the release of the new California Department of Public Health (CDPH) framework for reopening the economy, including in-person learning at schools, based on a new color-coded system which can be found [here](#). The Blueprint for a Safer Economy states, “Schools in the Widespread (purple) tier aren’t permitted to reopen for in-person instruction, unless they receive a waiver from their local health department for TK-6 grades. Schools can reopen for in-person instruction once their county has been in the Substantial (red) tier for at least two weeks.” At this point, San Joaquin County has given no indication they will provide waivers to

Tk-6th grades yet. ABLE will continue to monitor the evolving situation closely. When ABLE can bring students back for on-campus learning, we will follow the guidelines in this document created by the CDE. [COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs.](#)

ABLE will also use the [Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools](#) to start the process of a phased and prioritized re-opening bringing back our grades K-4 (elementary) students first, grades 5-8 (middle school) will follow, and grades 9-12 (high school) will return to in-person instruction last. As guidance from the state continues to evolve, ABLE will also explore the possibility of bringing smaller groups of students identified as “high needs” back to campus. This would include, but is not limited to, special education students, English Language Learners, students identified for interventions in Math and ELA, or students with an unstable learning environment at home.

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

Description	Total Funds	Contributing
Personal Protective equipment: Masks, hand sanitizer, face shields, gloves, etc.	\$6,600 (General Fund)	N
Increased janitorial supplies - Cintas	\$ 17,008.50 (LLMF)	N
Thermometers	\$975 (General Fund)	N
Campus signage to inform and remind all campus personnel of safety protocols to avoid COVID-19 transmission	\$5,000 (General Fund)	N
Tents	\$450 (General Fund)	N
Cart	\$50 (General Fund)	N
Dumpster	\$500 (General Fund)	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.]

ABLE’s elementary, middle, and secondary schools created an age appropriate distance learning plan and in-person daily schedule. Each plan provides continuity of instruction during the school year and ensures pupils have access to a full curriculum of substantially similar

quality. Should the schools return to in-person instruction, teachers and students will transition onto campus following the established COVID-19 health and safety protocols as set forth in the Reopening Document and follow their respective bell schedules. These plans allow for and ensure instructional continuity for pupils to transition between in-person instruction and distance learning.

Each school plan includes age appropriate digital classroom expectations, student expectations, attendance and grading policies for Distance Learning. Our new schedules allow students to have more one-on-one and smaller group time with teachers. ABLE will revise our plan when we can safely return to on-campus instruction.

Most of the curriculum used at ABLE prior to the Stay in Place order has adaptive online components. Our students and teachers were already proficient and comfortable using technology in the classrooms, we had a 1:1 student to laptop ratio. These elements make the transition between Distance Learning and on-campus learning smoother. Our plans for the fall also facilitate extra supports for students who are identified as high needs (Sped, EL, “Not proficient” in Math or ELA, or lacking a stable learning environment at home), office hours, advisories, and counseling resources for teachers, families, and students.

- [Elementary School Schedule and note from Principal](#)
- [Middle School Schedule and note from Principal](#)
- [High School Schedule and note from Principal](#)

Over the summer our teachers participated in professional development around online teaching and learning strategies and Social Emotional Learning. Classrooms on campus are an optional resource for teachers to use during Distance Learning. We knew teachers were struggling with quiet settings/environments/space at home while caring for their own children based on our teacher engagements. Teachers now have their classroom materials, space, quiet and the separation from home they might need. If teachers have no childcare, they are also welcome to bring their children in. Social Distancing protocols will be strictly followed inside the buildings.

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.]

ABLE will be 1:1 with devices for students at all grade levels for the 2020-2021 school year. Students in the elementary school will use iPads, while students in the middle and high schools will use laptops. School devices will be sent home with students. All families will be required to certify that they have internet connectivity in their homes OR they must contact ABLE. For families without connectivity, ABLE will help them get connectivity through an ISP or wireless hotspot. ABLE teachers will provide printed copies of assignments to students and provide live interaction through telephone calls as a stop gap.

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.]

Each family will sign a Principal’s compact with details around participation, attendance, and Tiered Re-engagement strategies. Teachers will track student progress through synchronous and asynchronous instructional minutes.

Students are considered to have attended under the umbrella of “daily live interaction” which is documented as live, two-way communication between a certificated employee and student each instructional day. Daily live interaction for purposes of being marked present include:

- signing into and participating in an online class;
- attending a teacher’s office hours;
- attending small group instruction online;
- completing a work product, turning it in, and receiving feedback;
- checking in and interacting with a teacher, advisor, counselor, or administrator; or
- performing approved, documented community service under the voluntary community service model being used during the school closure.

“Excused Absences”

In its consideration of distance learning, the state does not really address excused absence, only absence. If a student is legitimately ill and unable to engage with distance learning in any way, the parent may still call in and communicate that to the office. The resulting absence will be considered as “excused.” Excessive excused absences could trigger outreach and a needs assessment.

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.]

1. ABLE Charter Schools will utilize the annual Legacy Retreat (August 31st – September 3rd) to provide professional development to the staff to support the distance learning program. This will include: ABLE’s Reopening Plan, Distance Learning Plan, a presentation of the daily schedule, expected work- flow, and grading expectations by the principals, training on WebEx, Schoology, Microsoft Teams, and PowerSchool. Time will be provided for teachers to work with trainers, principals, and coaches as they become familiar with the LMS platforms. Additionally, the IT Department will train staff on Apple School.
2. Friday, September 4th will be a half day (optional) for teachers to receive 1 hour of training on The First Days of School: learning intentions, establishing norms, identifying expectations for synchronous distance learning, developing and teaching organizational and procedural routines, the first distance classes and learning about students’ interests. This training will come from The Distance Learning Playbook by Fisher, Frey and Hattie. On-going training from this resource will be conducted by the Curriculum and Instruction Department 1 time per month. Other topics will include taking care of yourself, teacher-student relationships from a distance, teacher credibility at a distance, teacher clarity at a distance, engaging tasks, planning instructional unity for distance learning, feedback, assessment, and grading, and learning, distance or otherwise.
3. Teachers serving on a Short-Term Staff Permit (STSP), Provisional Intern Permit (PIP), and Interns will attend monthly workshops that address: classroom management, English learners, English Language Development, Special Education and Inclusive Practices, and ABLE’s Literacy Instructional Framework
4. English Language Arts and mathematics teachers will receive monthly professional development on Renaissance’s Star Assessment and Freckle program and Tools for Teachers and will be provided with time to analyze data with the purpose of determining individualized student instruction and intervention.

5. All other content teachers will participate in monthly professional development that focuses on content area literacy.
6. On-going access to the Director and Assistant Director of Curriculum and Instruction in the form of professional development and instructional coaching.
7. On-going access to the IT Department technicians for technology assistance.
8. Early Release Wednesday will continue through Distance Learning. [Teacher have weekly built in professional development](#) through the school year.

Staff Roles and Responsibilities

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

In order to make the distance learning plan work, every employee's role and responsibilities have been changed to include *flexibility*. ABLE's staff and teachers have always been willing to do whatever it takes to support our students, families, and one another. This year some employees have added Advisors to their job descriptions. Advisors are responsible for checking in with students and their families. Other employees are members of ABLE's Engagement Team. The Engagement Team will work with families to ensure access to resources needed to fully engage in distance learning. If an Advisor or teacher identifies a need, the Engagement Team will be tasked to ensure that need is met.

Our administration has reconfigured their roles to include additional support for ABLE's teachers and principals:

- Director of Curriculum and Instruction: Plan upcoming Distance Learning professional development, utilize ELA and mathematics teachers to look at mathematics and ELA assessment scores (Star 360) and to make instructional plans (Freckle, Tools for Teachers, ancillary curriculum pieces) to close prior and COVID-19 related learning loss and knowledge and skill gaps, and work with STPS, PIPS, and Interns to build best instructional classroom (in-person and distance learning) practices and knowledge.
- Assistant Director of Curriculum and Instruction: Remote coaching of teachers using GoReact.
- Assistant Superintendent of Innovation and Development: Content Area teachers – Content area writing/literacy.
- Director of IT: On-going assistance and training on platforms and technology.

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.]

Each student at ABLE is assigned an advisor who will work in collaboration with parents and teachers to ensure they are receiving the supports and accommodations they need. This gives each student and family ownership over their education. Supports for students with unique needs are specific to individual students and services are delivered in a one-on-one setting and are goal driven. Teachers receive professional development to differentiate teaching and learning. Strategies include scaffolding, graphic organizers, "knowledge checks", etc. and are built into the curriculum.

English Learners

ABLE is working on our distance learning designated instruction for English Language Learners; however, Julie Porta and Julie Gard are working on providing this service to our students going forward. We are meeting the week of 09/08 to formulate a plan. The ELD Department at SJCOE was contacted for additional guidance.

Students with Disabilities

ABLE's Special Education Department will be encouraging collaboration by a students' IEP (Individualized Education Program) team to translate IEP goals and 504 accommodations to the new distance learning environment. Our goal is to help parents be informed in a collaborative effort to support us to deliver instructional services. These plans clarify that IEP teams can meet virtually, and they provide lists of online instructional tools, contact information for school officials and specialists.

Services in the Distance Learning context:

Speech and Language Services

- Therapy will be conducted via WebEx.
- Students will be provided their full number of minutes; individual and/or group sessions.
- Assessments will be conducted face to face on school campus as needed.

Occupational Therapy

- OT service will be provided virtually.

Psychological Services

- Face to Face assessments will be conducted for initial and triennial evaluations.
- ERMHS will be provided via WebEx.

All special education students have been placed on a DISTANCE LEARNING PLAN. These plans describe how the student's services will be delivered, the service minutes, as well as any additional supports our students need during their virtual learning time.

RSP Supports

- Special education specialists will be providing small group support via WebEx
- Push in support to ensure our students receive all their required minutes.

Our special education team will be contacting parents to go over each individual Distance Learning Plan to inform them of our delivery methods as well as to answer any questions they may be having regarding their students supports.

504 Plans

- Parent will be contacted by 504 Coordinator before the start of school to go over current plans, as well as to address any concerns.
- 504 plans will be sent out to new teachers via email.
- 504 Coordinator will be connecting the new teachers with parent.
- Adjustments to the 504 plans will be completed if deemed appropriate.

Students in Foster Care and Students Experiencing Homelessness

Once a student is identified in foster care or experiencing homelessness ABLÉ's Local Homeless Education Liaison will contact the family. ABLÉ will ensure that these students receive all the support and services that they require and are entitled to, including access to SPED services, transportation, nutrition services, etc. ABLÉ's Local Homeless Education Liaison, or a designee, will make regular contact with the student and family to make sure they receive uninterrupted services as their needs change. Services are provided on a case-by-case basis.

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

Description	Total Funds	Contributing
EnVision Mathematics 2020 Common Core (K-8)	\$ 91,604.61 (LLMF)	Y
Amplify's CKLA (K-4)	\$ 31,940.64 (LLMF)	Y
Renaissance Star and Freckle package	\$161,910 (LLMF)	Y
WIFI Hotspots	\$7,200 (LLMF)	Y
iPads for grades 1-4	\$168,722 (LLMF)	Y
iPad protective covers	\$6,254 (LLMF)	Y
Distance Learning Playbooks for PD	\$1, 305 (LLMF)	N
Powerschool/Schoology updates	\$15,000 (CR fund)	N
Printing Distance Learning Packets	\$11,925 (CR Fund)	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.]

Renaissance’s Star 360 is an assessment program that can be used for universal screening, instructional planning, progress monitoring, tracking standards mastery, predicting CAASPP performance, and measuring student growth. Using Star 360, ABE Charter will assess pupils to measure learning status 3 times per year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). The BOY mathematics and ELA assessment (Star 360) will be completed by the third week of school. The results will provide teachers with an understanding around the amount of learning loss that may have occurred over the spring and summer. Additionally, EnVision and CKLA have embedded English Language Development structures and strategies.

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.]

- 1) Based upon Star 360 assessment results, Renaissance’s Freckle program will be used to address learning loss and accelerate learning progress for pupils. While Star 360 identifies learning gaps and learning loss, the Freckle program provides targeted, differentiated, and individualized instruction based upon assessment data. This includes designing instruction and lessons that are scaffolded and focused on the skills for accelerating student learning and closing skills gaps. ELA and mathematics teachers will meet monthly to analyze Freckle data and time will be provided to tailor instruction to meet the identified needs of the students.
- 2) Renaissance’s Accelerated Reader program will motivate, manage and monitor students’ independent reading practice including reading comprehension assessments. Books may be downloaded to devices so as not to require internet service when away from the school setting.
- 3) Renaissance’s myOn Reader provides students with access to nearly 6,500 books. Books may be downloaded to a device so as not require internet service when away from the school site.
- 4) Renaissance’s Myon News provides K–8 students with age-appropriate news articles. Students learn about the world around them as they develop stronger digital and media literacy skills. Myon News has 5 student appropriate articles per day written at three levels. This resource may be downloaded to a device so as not require internet service when away from the school site.
- 5) K-8 EnVision Mathematics 2020 Common Core is Common Core State Standards aligned and ensures access for all students to rigorous and meaningful educational experiences in every in-person or distance learning classroom, supports teachers in delivering effective instruction, and prepares students for college and careers.
- 6) K-4 CKLA is built on the science of reading and the lessons are sequenced to build deep content knowledge along with research based foundational skills.

7) K-11 ELA and mathematics teachers will use Tools for Teachers to address learning loss and accelerate learning progress.

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.]

ELA and mathematics teachers will meet monthly with the Curriculum and Instruction Department to look at Star 360 data and to use the results to inform instruction and provide targeted, individualized instruction through the Freckle program.

ELA and mathematics teachers will administer Smarter Balanced: Interim Assessment Blocks (IAB) ~ every 6 weeks and the results will be used to inform targeted, individualized instruction through Tools for Teachers. ELA and mathematics teachers will meet monthly with the Curriculum and Instruction Department to look at IAB data and analyze the data to measure learning status.

ABLE will continue [Early Release Wednesday](#) for professional development to work with grade-level teachers, content teachers, and curriculum and instruction coaches.

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

Description	Total Funds	Contributing
Four additional hours of Distance Learning professional development on Friday, September 4th	\$ 6,000 (GF)	Y
Purchase of Fisher, Frey, and Hattie's <u>The Distance Learning Playbook</u> for on-going training/professional development	\$ 1,305 (LLMF)	N
Professional Development Supplies (office supplies, etc.)	\$1200 (GF)	N
Renaissance Products and Services, Amplify (ELA package)	\$161,909.51 (LLMF)	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.]

Advisory will be held once a week at the Elementary, Middle and High School. Each Advisor will have a small group of students they work with throughout the year. This allows students to have one caring, consistent adult throughout the academic year who is not their academic teacher.

The purpose of this class is to

- build and maintain relationships and community,
- monitor student engagement (attendance) and academic progress,

- communicate regularly with students/families,
- facilitate parent-teacher meetings when necessary,
- Implement a weekly social-emotional learning (SEL) activity,
- provide individualized office hours for students, and
- provide a reliable and regular point of contact between ABLE and its families and to ensure that no student's needs fall through the cracks.

Advisors will

- create a process through which students can monitor their own grades and report them to the advisor,
- schedule individualized office hours for every student to provide personalized support,
- track office hour meetings and participation,
- review students' grades, attendance, and engagement for purposes of making regular updates to families,
- request one-on-one contact with students via video conference, email, google voice text messaging, or another platform as needed, and
- communicate with ABLE Student Engagement Team to initiate tiered re-engagement when necessary (see more in attendance policy).

Beyond our advisory, Counselors will provide individual, small group, and whole class mental health and social emotional well-being. ABLE will also have a therapist available for sessions one day per week.

For the past two years ABLE's HERO (Helping Everyone Realize Opportunity) Program has provided targeted support to at-risk students identified as in extreme jeopardy who received daily contact and support during a schoolwide advisory period. Built heavily on addressing students' social-emotional needs, providing a supportive framework for achieving academic success, and protocols and accountability leading to restorative justice as opposed to more traditional, punitive methods of discipline, middle school and high school students participating in HERO thrived. Days of suspension reduced drastically – to almost nothing, grades improved, credit deficiencies were reduced, and attendance improved. Students who were once at high-risk of failure became role models and leaders. With the advent of distance learning and the end of a dedicated, daily advisory class, HERO principles and strategies will be pushed out to all classrooms. Teachers were introduced to social-emotional learning before school started and professional development will continue throughout the current school year based substantially on *Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success* (Stein, Book, and Kanoy, Jossey-Bass Publishers, 2013).

Our teachers and staff have been sprinting since the pandemic began. We encouraged everyone to take a good break this summer, but we know a lot of our staff dove into professional development opportunities and prepped for Distance Learning. We will be using some of our professional development time on Wednesday to focus on self-care. The Curriculum and Instruction Department will be using Fisher, Frey, and Hattie's The Distance Learning Playbook for teacher Professional Development this year. This will include a training on: Module 1: Take Care of Yourself.

Pupil and Family Engagement and Outreach

ABLE is using a tiered, multi-level, progressive approach to reconnecting students to distance learning when they have ceased engagement and participation. Each member of ABLE's team has been assigned a role in our pupil and family engagement outreach plan. Teachers and staff participated in professional development on re-engagement strategies and we have shared with students and families' clear definition of attendance/participation.

Staff Roles

Teacher: The teacher documents student engagement in accordance with state guidelines.

Advisor: Translates documented student engagement into attendance, establishes regular communication with families regarding student attendance, serves as a regular and reliable point of contact to ensure families' needs are met, triggers tiered re-engagement when a student is excessively absent by communicating with the ABLE Engagement Team

Liaison: Members of the ABLE Engagement Team who apply multi-level, progressive strategies to reconnect students with distance learning, assessing student needs in the process, and making the appropriate referrals to ensure support

Attendance/Participation Defined

Students are considered to have attended under the umbrella of "daily live interaction" which is documented as live, two-way communication between a certificated employee and student each instructional day. Daily live interaction for purposes of being marked present include:

- (1) signing into and participating in an online class;
- (2) attending a teacher's office hours;
- (3) attending small group instruction online;
- (4) completing a work product, turning it in, and receiving feedback;
- (5) checking in and interacting with a teacher, advisor, counselor, or administrator; or
- (6) performing approved, documented community service under the voluntary community service model being used during the school closure.

Disengagement was a serious problem with distance learning during the spring, and we have incorporated more attention to students who disconnect with the learning process. We will not allow excessive absences to pile up before we act. In accordance with state requirements we will initiate tiered re-engagement after the third day of disconnect and absence.

"Excused Absences"

In its consideration of distance learning the state does not really address excused absence, only absence. If a student is legitimately ill and unable to engage with distance learning in any way, the parent may still call in and communicate that to the office. The resulting absence will be considered as “excused.” Excessive excused absences could trigger outreach and a needs assessment.

Tiered Re-Engagement Strategies

Tier 1: Advisor (5-12) or teacher (K-4) will regularly provide feedback to parents/guardians regarding student attendance. After the third day of absence the ABLE Engagement Team will be notified and further re-engagement strategies will be employed.

Tier 2: Liaisons will verify student contact information and initiate parent contact to determine the cause(s) of the absenteeism. Liaisons will then report back to the advisor (5-12) or teacher (K-4). Student’s attendance will continue to be monitored, and families will continue to receive regular contact.

Tier 3: Advisors will assess student needs including for health, social services, social emotional support, and whatever else may be applicable and make appropriate referrals – including initiating contact with school counselors.

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.]

ABLE charter school receives prepackaged meals both in-person and through Distance Learning. During Distance Learning, we will set up a drive-thru on campus and families can pick up 5-day meal kits. Meal kits. Meals come prepared and prepackaged. Families will need to reheat the meals. When we transition to on-campus learning, ABLE will heat meals and serve them during designated lunch periods.

Breakfast meal kits include an entrée, fresh fruit, and milk. Lunch meal kits include an entrée, fresh fruit, fresh vegetable, and milk. Vegetarian and non-vegetarian options are available. Up-to-date information can be found [here](#).

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Through our outreach in the spring, we found many families had food insecurities. Besides providing families with foodbank resources, ABLE’s staff would drop off bags of rice, beans, bread, whatever they needed to support our students and their families. If	\$1,500	Y

	any families express the need for food, we will continue to provide for our students and their families.		
Mental Health and Social and Emotional Well-Being	Meal for students	\$7,204 (CR Fund)	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
20.78%	\$1,706,840.00

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.]

ABLE has always served a large percentage of unduplicated students. We carefully chose EnVision and CKLA as our primary curricula because the core and ancillary pieces address the needs of English Learners and Low-Income students by including graphic organizers, supports, opportunities for differentiation, and embedded scaffolds.

We also believe assessment and data collection needs to be in place as part of a systemized structure for identifying and supporting students. We use Renaissance's Star program to ensure no student falls through the cracks. This data is used to inform our practices for individual students, classroom practices, and teacher professional development. Renaissance's Star 360 is an assessment program that can be used for universal screening, instructional planning, progress monitoring, tracking standards mastery, predicting CAASPP performance, and measuring student growth. Using Star 360, ABLE Charter will assess pupils to measure learning status 3 times per year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). The BOY mathematics and ELA assessment (Star 360) will occur during the second and third week of school. We will use the results to inform our instruction and provide targeted, individualized instruction through the Freckle program.

ABLE provides 1:1 laptops or iPads for our students and ensure each family is connected to the internet. If they do not have access, we will provide a WIFI hotspot to families.

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

Approximately 85% of ABLÉ's students are unduplicated (qualify for one or more of the following categories: English Learner, Low-income, or Foster Youth). We design our school and create a culture under the assumption that every student needs extra supports and services. This includes smaller class sizes, advisory periods, counselors, a therapist, advisors, a school nurse, investment in the HERO program, well developed MTSS, and extra technical supports.

ABLE is in the process of developing in-depth supports for our EL students through Distance Learning. It will be a combination of integrated and designated supports. All teachers will receive professional development with our new curriculum that has integrated ELL components embedded within. Planning will focus on how to provide designated supports without pulling students out of their core and elective classes.

When a student is identified as a Foster Youth, they are immediately connected to our Homeless and Foster Youth Coordinator. Our coordinator is the hub for all our up to date resources for Foster Youth and their families. This includes immediate enrollment without previous records, partial credit, college rights, graduation rights, school discipline rights, and rights to records. Students are immediately connected to an advisor and teachers are informed so flexibility is provided around assignments and assessments.