

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
ELITE Public Schools	Dr. Ramona Bishop President/CEO	info@elitepublicschools.org 707-652-3142

General Information

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

The educational experience for students in ELITE Public Schools is designed to ensure that students meet rigorous academic standards while being exposed to curricular and extracurricular offerings that prepare them to enter prestigious 4-year colleges and universities, and become global leaders.

Vision

Students will graduate tri-lingual (proficient in English, Spanish and Coding), with the confidence and competence to matriculate into four-year universities, and become global entrepreneurs and leaders.

Mission

Our mission is to ensure all students reach their fullest potential through access to learning spaces that honor and celebrate students' rich cultural heritage and challenge them with rigorous and relevant learning experiences designed to make them active participants in their own success.

Values

ELITE Public Schools stands for Equipping Leaders through Innovation, Technology and Engineering.

We Value

Entrepreneurial Skills: Students develop personal characteristics including interpersonal, critical-thinking and creative skills, as well as, practical knowledge through engagement in quality learning, social-development activities, and extra-curricular experiences that cultivate leadership skills.

Language: Classrooms are language-enriched environments where students develop tri-lingualism/tri-literacy. Student's languages and cultures are respected, honored, and celebrated, through culturally-responsive literature. Students demonstrate organizational skills and mastery of content knowledge through writing assignments and oral presentations. Speaking, reading and writing are equally important literacy skills.

Innovation: ELITE students are encouraged to imagine, create, and share for the purpose of inventing, shifting from consumption to production, promoting collaboration over independence and engagement over isolation. ELITE students will be competitive and have the confidence to win, not only in academic pursuits, but also in sports and other advanced activities. Students understand the connections between and among all cultures and races, and learn to appreciate their own heritage and language, as well as, those of other students and adults. ELITE students graduate with a high school diploma, and a specialized certificate, or an Associates of Arts (AA) degree.

Technology: ELITE students develop digital literacy and civic responsibility in an environment where students have access to high-quality technology and instructional materials.

Engineering: ELITE students study engineering, in various forms. They utilize their enhanced understanding of math, science and technology to solve complex problems, in a fun and challenging way, while demonstrating advanced reading and writing fluency, computational and problem-solving skills.

Goals:

1. All students performing at/or above grade level
2. Affirming, safe and supportive school environments
3. All students graduated with A-G requirements met and some college credit
4. Involved parents and community partners
5. Students of all backgrounds thriving academically

Educational Philosophy

ELITE Public Schools is comprised of four design elements that form the foundation of our success. These elements allow us to provide students with the opportunity to invent, discover, and develop themselves so they have the necessary skills to be successful as they move forward in their lives and careers.

The Design Elements are:

1. Entrepreneurial Skill Development
2. Language Development
3. Dual Immersion Pathway
4. ELITE African American and Latino Cultural Heritage Program

ELITE differs from other programs in that it includes:

- * ELITE Full-day Transitional Kindergarten (TK) and Kindergarten (K)
- * ELITE Sports Program
- * ELITE Cognitive Development Activities
- * ELITE Warriors for Social Justice
- * ELITE Technology
- * ELITE Engineering (STEM)

Entrepreneur Skill Development:

- * Personal Characteristics-Optimism, vision, initiative, motivated to lead, drive and persistence, risk tolerance, resilience
- * Interpersonal Characteristics-Leadership and motivation, communication skills, listening, emotional intelligence, negotiation, ethics, excellent sportsmanship
- * Critical and creative thinking Skills-Creative thinking, problem solving, recognizing opportunities
- * Practical Skills-Goal setting, planning and organizing, decision making, knowledge

Language Development:

- * All students will participate in Spanish instruction and African-American and Latino Cultural Heritage program TK-12th grades.
- * Students will have the option of participating in an Immersion Spanish Pathway, which will take place in one class in each grade level from TK – 5th or a Foreign Language Elementary/Secondary Pathway.
- * Dual language pathway uses two languages for literacy and content instruction for all students, English and Spanish. The dual language program provides the same academic content and address the same standards as set out by the California Department of Education.

Dual Immersion Pathway:

- * ELITE students have the option of enrolling in a Dual-Immersion pathway. All students will learn Spanish, however, the dual-immersion pathway provides accelerated acquisition of Spanish and English.

Cultural Heritage Program

- Students learn World and American History from an African-American and Latino Perspective. This allows all students to have an understanding of the history and culture of the aforementioned so that students will develop strong self-esteem and understanding of contributions made by all groups toward building our nation and world.

How Learning Best Occurs

ELITE's design elements are rooted in our Vision, Mission and Values. Together these elements promote conditions under which learning best occurs:

- Diverse learners, learning for many purposes – We hold our students to high expectations and expose them to rigorous and relevant learning. Our model is designed for flexibility toward the end goal of having all student meet or exceed grade level standards. We allow student needs to dictate how their instructional program is designed.
- Learning as Part of a Community – Family Partnerships and a Professional Learning Community are essential to enhanced student outcomes.

- Competency-based learning – Competency-based learning allows students to move through instructional content in a personalized way.

Our learning-center model allows for students to work in small groups with teachers and other highly skilled educators, other students may work with computer-based learning programs; other students may be tutored by students who have mastered a particular concept. All ELITE students must demonstrate mastery to move forward; students who are not making progress receive increased support and intervention, in small groups or during extended day, to get them the support they need.

- Self-directed learning – Self-directed learning allows students to spend time each day working on projects related to their interest. With

support from adults, students follow a learning process that asks them articulate a questions or problem they want to solve, and then make a plan to work, document their learning, and reflect and share their learning and products with relevant community members. This allows students to engage in opportunities to pursue passions. Teachers connect students to rigorous content and real-world applications and help students work towards school deadlines and celebrations of learning.

An Educated Person in the 21st Century

To be educated in the 21st century demands nothing less than global citizenship. The world ELITE students will face when they graduate looks very different from the world today. The world is increasingly global and interconnected, requiring interdisciplinary, knowledgeable global citizens who can negotiate and question justice and morality while grappling with the most complex problems facing our world, including climate change, economic inequities, and international conflict.

To be prepared for this complex and changing world, ELITE students need agency, which we define as both the inclination and the ability to act, to both proactively and reactively engage with their world.

Students: Age, Grade, and Student Enrollment

ELITE Public School will be established in the city of Vallejo, and will serve grades TK-12th grade. The school opened, in Vallejo, during the 2019-20 school year with an initial enrollment of 75 Transitional Kindergarteners and 75 Kindergarteners, 50 students in each 1st Grade through 3rd Grade, and 60 students in each 4th Grade through 8th Grade for a total enrollment of students. Two new grade levels will be added each year as existing students matriculate to the next grade. 9th and 10th grade students will be added in the 2020/21 school year. The school grows to serve 1,126 students in Kindergarten through 10th Grade by the end of its first charter term in 2022-23, and reaches its

full capacity in 2026-27 with an anticipated enrollment of 1,337 students. We believe that this growth model enables us to cultivate a strong culture, and to ultimately reach our mission of preparing students for college and career readiness.

2019-2020 Student Demographics

American Indian - 2

Asian - 5

African American - 288

Filipino - 6

Hispanic - 155

Unidentified - 23

Multiple - 12

Hawaiian/Pacific Islander - 7

White - 10

Total number of students 2019-20 school year: 508 students

Stakeholder Engagement

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

The effort made to solicit stakeholder feedback:

- 1) Surveyed the parent community about access to technology
- 2) Provided every student with Distance Learning Work Packets
- 3) Distributed devices to students who did not have a device
- 4) Scheduled daily Zoom Sessions with classroom teacher and students

- 5) Videotaped teachers teaching content and sending videos to students
- 6) Communicate regularly with parents via email, Class Dojo, Phone call messenger, text, and Zoom parent meetings
- 7) Scheduled staggered pick up and drop off times for students to submit or pick up Distance Learning Work Packets
- 8) Continued offering Special Education Services for students with and IEP through distance learning platforms

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

Below are the Learning Plan options presented to ELITE Families:

Option 1: 100% Distance Learning (Student will receive 100% of instruction using a device)

Option 2: 50% Face-to-Face Instruction and 50% Distance Learning (2 days of Face-to-Face Instruction (Mon & Tues or Thurs & Fri 7:50-1:40 - TK-7th Grades / 7:50-2:30 8th-10th Grades) and 3 days Distance Learning)

Option 3: 100% Face-to-Face Instruction (5 days a week Monday - Friday 7:50 am - 1:40 pm - TK-7th Grades / 7:50 am - 2:30 pm - 8th-10th Grades)

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

May of 2020, we sent out a Parent Survey titled: Parent Survey 2019-2020. This survey asked parents to choose all instructional options they would like to see during the Pandemic, in addition to how they would rate their satisfaction with a number of educational parameters. From this survey, we received 49 responses in English and 8 in Spanish.

ELITE Virtual Parent Meetings were held the following dates to obtain feedback regarding Learning Plan options:

Wednesday, July 15, 2020 4:00 pm - 6:00 pm

Thursday, July 16, 2020 4:00 pm - 6:00 pm

Friday, July 17, 2020 10:00 am - 12:00 pm

During July of 2020, we sent out a Parent Survey titled: ELITE COVID-19 Learning Pathway. This survey provided parents with 3 Learning Pathway options to choose from for their student. We received a total of 221 responses.

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

During the virtual parent meeting listed above a number of parents mentioned that the school day from 7:50-3:30 pm was too long. They asked us to consider shortening the day to 7:50-1:00. Parents also asked that there be no recess due to how difficult it would be for students to want to play on the play structures and be in close proximity with other students. We took their input and revised the original learning plan, by shortening the school day, where students get out of school at 1:40 TK-5th, 2:30 6th-10th. We also took recess off the schedule and inserted 3 breaks within the instructional day. To reduce the amount of times parents come to campus, we have a breakfast and lunch pick up every Friday. Parents receive 5-days worth of frozen breakfast and lunch, with fruit and juice included.

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.]

Option 2: 50% Face-to-Face Instruction and 50% Distance Learning (2 days of Face-to-Face Instruction (Mon & Tues or Thurs & Fri 7:50-1:40 - TK-7th Grades / 7:50-2:30 8th-10th Grades) and 3 days Distance Learning)

Option 3: 100% Face-to-Face Instruction (5 days a week Monday - Friday 7:50 am - 1:40 pm - TK-7th Grades / 7:50 am - 2:30 pm - 8th-10th Grades)

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

Description	Total Funds	Contributing
<p>The In-Person instructional option chosen by parents was the 50/50 Model. The 50/50 model consist of half the student body attending school Monday & Tuesday and the other half of the student body attending school Thursday & Friday. Parents asked that the school day begin at 7:50 am and ends at 1:00 pm. Using most of the instructional time for face-to-face teaching. There will be no recess and students would eat lunch at home. Below is the instructional schedule:</p>	<p>\$1,337,404</p>	<p>Yes</p>
<p>Classified Instructional Aide Staff</p>	<p>\$10,000</p>	<p>Yes</p>

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.]

Option 1: 100% Distance Learning (Student will receive 100% of instruction using a device)

Option 2: 50% Face-to-Face Instruction and 50% Distance Learning (2 days of Face-to-Face Instruction (Monday/Tuesday & Thursday/Friday 7:50-1:40 - TK-7th Grades / 7:50-2:30 8th-10th Grades) and 3 days Distance Learning)

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.]

The steps we took to ensure each student had a device to support distance learning:

- 1) Sent out a parent survey asking if students had a device and access to the internet
- 2) For those families who stated they needed a device we assigned each student in need with a device

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will have 5.5 hours of live instruction Monday-Friday. During this time, students take pre and post assessments. After the school day ends at 1:40, students are placed into small groups to receive differentiated instruction. Differentiated instruction takes place 2 days a week for 30 minutes each session. When teachers need to conduct individual assessments, they schedule time with students and administer individual assessments between the hours of 1:40 - 3:30 pm.

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.]

Each teacher was provided a laptop, 60 in screen, a document camera, and an owl video camera.

Below are the Professional Development opportunities offered during the 2020-21 school year:

July 20 - 31: UC Davis C-Stem Summer Institute and Workshop

August 3rd: ELTE Standards of Excellence in Teaching

August 4th: Integrated and Designated English Language Development

August 5th: Benchmark Advance/Adelante TK-5th Grade English/Spanish Language Arts, StudySync 7th - 10th Grade English, Elevate

Middle Grade Science 6th-8th grade, CA Miller Levine Biology 9th grade, CA Experience Chemistry 10th grade

August 6th: Bridges in Mathematics, Carnegie Learning Middle School Math Program 6th-8th, Geometry 10th grade, Espanol Santillan grades 6th-10th grades, Discovery Education - Social Studies Techbook
 August 7th: Benchmark Advance/Adelante Oral Reading Record

Staff Roles and Responsibilities

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

The Principal of ELITE not only serves as the school supervisor, but also as the COVID-16 Coordinator.

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.]

During Distance Learning, in addition to having 5.5 hours of live instruction, students with unique needs, also receive additional services as indicated by their IEP. Students who are identified as English Learners, also receive 30 minutes of English Language Development (ELD). Students identified as being in foster care or experiencing homelessness are case managed by the FSCS Coordinator. The FSCS Coordinator works with each family in connecting them to local resources.

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

Description	Total Funds	Contributing
Purchase of chrome books	\$114,413	No
Purchase of tablets	\$38,138	No

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.]

To address pupil learning loss that resulted from COVID-19 the following actions are being taken:

- 1) All students, take pre-assessments in the areas of English Language Arts, English Language Development, and Mathematics, prior to content being taught.
- 2) Students are provided with 2 30 minute tutoring sessions a week (Tuesdays & Wednesdays) after the school day ends. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teacher determine student placement into groups by using the pre-assessment results.
- 3) English Learner (EL) students are provided both Integrated and Designated ELD. The Designated ELD is offered for 30 minutes everyday, Monday, Tuesday, Wednesday, and Friday. The teacher has a separate Zoom Session for EL. EL also are given a pre-assessment at the beginning of the school year.
- 4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.

The following assessments are administered:

- 1) Benchmark Advance/Adelante Oral Reading Record, Interim Assessments, Benchmark ELPAC Interim Assessments for EL
- 2) Bridges In Mathematics: Number Corner Baseline and quarterly assessments and Unit Screeners

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To address pupil learning loss that resulted from COVID-19 the following actions are being taken:

- 1) All students, take pre-assessments in the areas of English Language Arts, English Language Development, and Mathematics, prior to content being taught.
- 2) Students are provided with 2 30 minute tutoring sessions a week (Tuesdays & Wednesdays) after the school day ends. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teacher determine student placement into groups by using the pre-assessment results.
- 3) English Learner (EL) students are provided both Integrated and Designated ELD. The Designated ELD is offered for 30 minutes everyday, Monday-Friday. The teacher has a separate Zoom Session for EL. EL also are given a pre-assessment at the beginning of the school year.
- 4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.

The following assessments are administered:

- 1) Benchmark Advance/Adelante Oral Reading Record, Interim Assessments, Benchmark ELPAC Interim Assessments for EL
- 2) Bridges In Mathematics: Number Corner Baseline and quarterly assessments and Unit Screeners

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.]

To address pupil learning loss that resulted from COVID-19 the following actions are being taken:

- 1) All students, take pre-assessments in the areas of English Language Arts, English Language Development, and Mathematics, prior to content being taught.
- 2) Students are provided with 2 30 minute tutoring sessions a week (Tuesdays & Wednesdays) after the school day ends. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teacher determine student placement into groups by using the pre-assessment results.
- 3) English Learner (EL) students are provided both Integrated and Designated ELD. The Designated ELD is offered for 30 minutes everyday, Monday-Friday. The teacher has a separate Zoom Session for EL. EL also are given a pre-assessment at the beginning of the school year.
- 4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.

The following assessments are administered:

- 1) Benchmark Advance/Adelante Oral Reading Record, Interim Assessments, Benchmark ELPAC Interim Assessments for EL
- 2) Bridges In Mathematics: Number Corner Baseline and quarterly assessments and Unit Screeners

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

Description	Total Funds	Contributing
Professional Development	\$5,000	No
Curriculum	\$10,000	Yes
Classified Instructional Aide Staff	\$10,000	Yes

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.]

In order to monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including professional development and resources the following actions have/will take place:

1) ELITE Faculty and Staff have/will participate in the following training's:

- Diversity Awareness: Staff-to-Staff – 25 min.
- Diversity Awareness: Staff-to-Student – 30 min.
- Online Safety: What Every Educator Needs to Know
- Youth Suicide: Awareness, Prevention and Post-intervention
- Students Experiencing Homelessness: Awareness and Understanding

2) Teachers use Restorative Practices when assisting students with problem solving:

Restorative practices help both students and adults to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.

Pupil and Family Engagement and Outreach

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

The following actions took place when pupils were absent from distance learning:

- 1) Check in with parents and students with emails, calls, and text messages. We also make home visits when a family couldn't be reached by the previous methods. Teachers were more available for students at different times of the day.
- 2) Provided consistent communication and providing students and families with the appropriate accommodations to meet their needs.

- 3) Connected with parents and provided different alternatives.
- 4) Connected with parents and offered resources that would help support them.
- 5) When we called families, we carefully listened to families in order to support them the way they needed.
- 6) Checked in with families and made sure they had the materials needed in order to be part of distance learning.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The steps that have been taken to provide school meals while maintaining social distancing practices are as follows:

- 1) Established breakfast and lunch drive up and pick up window at the school site
- 2) Weekly advertisement of breakfast and lunch pick up days (every Friday & Monday 1:30-3:30 pm)
- 3) Partner with local agencies in distributing food to families throughout the city of Vallejo

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
20.8%%	\$806,162

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

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

There was an additional purchase of devices to meet the needs of the ELITE Families. In addition to Designated ELD instruction being provided 5 days a week, EL are also provided tutoring two days a week (30 minutes a session).

Distance Learning Instructional Schedule 2020-2021

Middle School Distance Learning Schedule

Homeroom Teachers	1st Period 7:50-9:00	2nd Period 9:00-10:00	3rd Period 10:20-11:20	4th Period 11:20-12:20	5th Period 12:30-1:30	6th Period 1:40-2:40
6A Monique Harris	Math	Science	Social Studies	English	Spanish	ELD
6B Marco McCleod	English	Social Studies	Science	Math	Spanish	ELD
7A Saria Sutton	Math	Science	Social Studies	English	ELD	Spanish
7B Sierra Shackelford	English	Social Studies	Science	Math	ELD	Spanish

High School Distance Learning Schedule

Homeroom Teachers	1st Period 7:50-9:20	2nd Period 9:30-10:50	3rd Period 11:10-12:30	4th Period 12:40-2:00	5th Period 2:10-2:40
8A Dr. Jones	PE will be offered S2	Science	Journalism	Math	
8B Kirsten Fraser	English	History	Spanish 1B	Intro to Computer Programming	ELD
9A Dr. Jones	Robotic Technologies	Algebra I	Biology	PE will be offered S2	
9B Luis Mosquera	Spanish 1B	Intro to Programming	Computing with Robotics	English	ELD
10A JingTian Ye	Geometry	Spanish 2	Computing with Robotics	Chemistry	

TK-5th Grade Distance Learning Instructional Schedule

Time	Period	Subject/Activity	Instructional Minutes	Day of the Week
7:50-9:10	1st	Math	70 minutes	Monday-Friday
9:10-9:20	10 min. BREAK			
9:20-10:25	2nd	English-Language Arts	65 minutes	Monday-Friday
10:25-10:45	20 min. BREAK			
10:45-11:45	3rd	Science/ Spanish	60 minutes	Mon, Tues, Wed - Science Thurs & Fri - Spanish
11:45-11:55	10 min. BREAK			
11:55-12:55	4th	Social Studies / Coding	60 minutes	Mon, Tues, Wed - Social Studies Thurs & Fri - Coding
12:55-1:00	End of Day	Teacher ends the day with whole class expectations of what students need to complete prior to the next day of class.	5 minutes	Monday-Friday
1:10-1:40	5th	English Language Development (ELD)	30 minutes	Monday-Friday

Time	Subject/Activity	Day of Week
1:40-3:30	Teacher Planning & Collaboration	Monday
1:45-3:45	Reading Intervention Groups: Group A: 2:00-2:30 Group B: 2:40-3:10 Group C: 3:15-3:45	Tuesday
1:45-3:30	Math Intervention Groups: Group A: 2:00-2:30 Group B: 2:40-3:10 Group C: 3:15-3:45	Wednesday
1:30-3:30	Teacher Professional Learning Community & Professional Development	Thursday
1:45-3:30	Parent & Student Office Hours	Friday

E L I T E
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