

# 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>.

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## General Information

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

The major impacts of school closures, due to the COVID-19 pandemic, on students and families include, but are not limited to: loss of in-person classroom-based instruction, socialization through athletics and activities, loss of hands-on learning opportunities for career-technical education, loss of face-to-face work-based learning experiences (internships, clinical rotations, job shadowing, field trips), loss of skilled-based competitive events and other student organization activities, and industry based certifications (specifically in health sciences). In addition to this, students and staff miss in-person interaction and the mental health that comes with being in community. Families, as well as other members of the community, have had to adjust their daily life and work routines in response to the Covid-19 pandemic. Many members of our community have either lost their jobs or had major revisions to what their jobs look like. Furthermore, families have had to work diligently to support at-home learning (in terms of creating environments conducive to learning as well as assisting with both technical and educational trouble-shooting. Stress is at an all-time high, but the students, staff and families of the Antelope Valley Union High School District are resilient. Our District has a "Why" statement; "to give our best everyday so that those we serve are inspired and empowered to be their true best. All members of our learning community have had to dig deep to do this.

## Stakeholder Engagement

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

Stakeholder feedback was solicited through both telephonic and online engagement, including consultation meetings and surveys in English and Spanish. These surveys, telephone calls and online meetings solicited feedback and information regarding in-person and distance learning, pupil learning loss, mental health and social-emotional well-being, and overall feedback on how everyone was impacted by the pandemic. In order to inform various stakeholder groups of the opportunity to participate, regular phone messages and emails go out in both English and Spanish. Technology was provided to families who struggle to have access to technology and written surveys were made available to those wishing to participate but did not have the technical means to do so. The following efforts were made:

Teachers: Teachers participated in Instructional Delivery Model development, Distance-Learning Needs Analysis, as well as several surveys.

Principals: Principals participated the District-Site Leadership Team and through regular Principal meetings virtually to provide feedback.

Administrators: Administrators participated in Admin Series (leadership development and consultation in Distance Learning and the Learning Continuity and Attendance Plan.

Staff: Staff provided feedback through Collective Bargaining around the effects of Distance Learning to multiple classifications as well as through surveys.

Parents: Multiple parent surveys regarding Distance Learning and plans to return to school were distributed, gathered and analyzed to determine the needs of students and families and to determine the impact of COVID-19 related school closures on learning and social-emotional well-being.

Students: Students provided feedback through virtual meetings as well as through several surveys regarding Distance Learning, mitigating learning loss and plans to return to school.

Local Bargaining Units: Local bargaining units provided feedback through the Collective Bargaining process, developing Memorandum's of Understanding (MOU's) regarding impacts to job duties, distance learning and safely returning to school as well as through participation on several surveys.

Through the analysis of multiple data sets and through stakeholder feedback, the Learning Continuity and Attendance plan draft emerged. The Learning Continuity and Attendance Plan draft was presented to the District English Learner Advisory Council (DELAC) for review and comment on Friday, August 28 through Zoom as well as to the Parent Advisory Council (PAC), for review and comment on September 3 through Zoom. The DELAC provided specific feedback about making sure that families knew the availability of the hotspots because so many communities have either poor or no connectivity. The PAC provided specific feedback about the expectations for students on Wednesdays and that teachers should consider their social and emotional help in piling on too much work on these particular days. The Superintendent's designee responded in writing to these recommendations and comments from both DELAC and PAC, and has made specific adjustments into the Learning Continuity and Attendance Plan accordingly. Finally, the district notified our stakeholders about how to submit written feedback to the finalized draft to the Board of Trustees.

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

Meetings of the Board of Trustees of the Antelope Valley Union High School District were scheduled through teleconference on AVUHSD's YouTube Channel. Open sessions begin at 7:00 p.m. The meeting agenda and supplementary materials were available for review on <https://go.boarddocs.com/ca/avuhsd/Board.nsf/Public>

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to "attend" a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20).

Anyone wishing to observe the meetings were able to via the YouTube link listed on the agenda. For those who desired to provide public comments, a process was made available where comments were submitted electronically by clicking on a link that would be available on the day of the board meeting at 3:00 p.m. and must be submitted by 5:00 p.m. to be read aloud during the meeting. Submissions had to comply with the 3-minute time limit. A total time for public input on each agenda item was limited to twenty (20) minutes. Comments received became part of the official record.

Anyone requiring disability-related accommodations or modifications, including auxiliary aids or services, as well as language translation, in order to participate in the meetings could contact the Superintendent's Office at (661) 948-7655, ext. 225 at least 48 hours prior to the meeting to request specific accommodations.

A public hearing was held to specifically solicit stakeholder feedback, recommendations and comments regarding specific actions and expenditures proposed in the Learning Continuity and Attendance Plan. The public hearing agenda was posted at least 72 hours prior to the hearing and included the location (44811 Sierra Hwy, Lancaster 93534) where the Learning Continuity and Attendance Plan was available for inspection. The public hearing was held prior to the board meeting at which the Learning Continuity and Attendance Plan was adopted. No less than five days after the adoption of the Learning Continuity and Attendance Plan, the governing board or designee will file the Learning Continuity and Attendance Plan with the county superintendent of schools. The county superintendent of schools may submit recommendations, in writing, to the district for amendments to the Learning Continuity and Attendance Plan by October, 30, 2020. The governing board will consider these recommendations in a public meeting within 15 days of receiving the recommendations.

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

There were very consistent themes garnered from each of the stakeholder groups. The most prevalent sentiment expressed by all stakeholders was the desire to get students back on campus as soon as safely possible. 18% of students reported that they really liked distance learning, while 36% said they either disliked it or hated it. 45% of students were neutral on the topic. Students overwhelmingly reported that the teacher, including the teacher's pace and expectations, was the most important factor in their success or failure.

Teachers expressed that they had what they needed to be successful in teaching distance learning, but most still prefer to teach in person when it's safe to do so. Furthermore, teachers were very grateful for the professional development that they received over the summer of 2020 to prepare them to teach virtually. These professional development opportunities were developed by soliciting feedback from teachers on the training they felt they needed including Digital Curriculum, Google Classroom, Video Conferencing, and best practices for synchronous and asynchronous instruction.

Parent Advisory Committee (PAC)- The PAC Parents expressed the same feedback as the students and the teachers in that they felt that they had what they needed for distance learning, but that in-person learning was ideal. Parents expressed a desire for additional supports and resources to assist them in facilitating between the school and their student in distance learning.

District English learner Advisory Committee (DELAC)- The DELAC Parents expressed that many of their students were in need of hot spots, as connectivity was low in rural areas, and bandwidth did not allow for multiple persons in the household to use the internet at the same time. They added that their internet would shut down or become very slow, which made it difficult for their students to log-in or stay logged in to their classes. They asked for teachers to be patient, understanding and flexible with them and their students during this time. Lastly, they expressed the need for their own devices and training so they could access PowerSchool Parent Portal, Google classroom, and other digital apps and virtual tutoring interventions the district offered, that could help them support and monitor their student's assignments and grades in school.

Classified, certificated and administration shared the same sentiments as the teachers, students and parents. These groups provided more feedback on solutions to the challenges expressed by teachers, students and parents including adapting staff to meet challenges associated with distance learning. Some of these challenges include getting technology into the hands of students and parents, ensuring that students are both participating and progressing in their learning through accommodations and tiered supports, and preparing campus for the eventual return of students.

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

The most specific aspect of the Learning Continuity and Attendance Plan that was influenced by stakeholders was the actual Distance Learning Plan and the In-Person, Classroom-Based Instruction Learning Plan. The schedule and duration of classes, the expectations and supports for students and families and the need for devices and connectivity came together as themes, specifically from input gathered from all of our stakeholder groups. For the In-Person, Classroom-Based Instruction Learning Plan, the student cohort groups, class scheduling and implementation of hybrid, distance learning and in-person, classroom-based instruction models, were developed in collaboration with teachers, counselors and administrators and rooted in feedback from students and their families.

The professional development that we have provided, and will continue to provide in the future, comes from the feedback from teachers and students on what they need to be successful in distance learning.

Finally, the supports for students, families and teachers all came from feedback from these stakeholder groups. This includes, but is not limited to: technology, on-line tutoring services, apps, websites (like EdCentral <https://edcentral.avhsd.org/index.php>), social and emotional supports and supplies.

## 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.]

Our In-Person, classroom-based instruction model consists of the blending of on campus and remote learning. Students are cohorted into two (2) groups. General education and resource students will participate in the At-School Learning model whereby a cohort of students will physically attend on campus instruction two (2) days per week and participate in remote instruction three (3) days per week. Students participating in a Special Day Class program will physically attend on campus instruction four (4) days per week and remote instruction one (1) day per week. The five (5)-day work week (Monday through Friday) for teachers under this model shall include four (4) days on campus instruction, one (1) day of remote instruction, and afternoon office hours to allow access for all students.

All students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under the most recent public health order. This daily live interaction shall meet the needs of the students at the discretion of the certificated classroom teacher, and may include, but is not limited to the following: live video stream, pre-recorded lessons, videoconferencing, telephonic communication with students, use of instructional videos with teacher engagement, and department created content. Teachers will ensure continuity of instruction by being available each school day to meet with all students either in person or virtually. Department teams have engaged in curricular mapping to build a scope and sequence for both distance learning and in-person classroom-based instruction to ensure student access to core content and corresponding instructional resources. Please see the following link to our At-School Learning-Blended Model: [https://drive.google.com/file/d/1iyc8qIU5S\\_W1QjAwe\\_EroGkpCtEYUHqm/view?usp=sharing](https://drive.google.com/file/d/1iyc8qIU5S_W1QjAwe_EroGkpCtEYUHqm/view?usp=sharing)

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

Description	Total Funds	Contributing
<p>Establish plans and protocols to ensure the safety and health of students and staff, consistent with public health guidance, for both distance learning and in-person, classroom-based instructional offerings, include but are not limited to: campus access, hygiene practices, personal protective equipment, physical distancing measures, daily cleaning and disinfecting in school and district facilities, including distribution carts and vehicles. Items purchased include but are not limited to: disinfectant, hand sanitizer, plexi-glass screens, gloves, masks, thermometers, hand washing stations, trash bags, plastic bags, water, radios, carts and various other supplies related to health and safety.</p>	1,861,363.19	No
<p>Purchase additional technology devices, hot spots and virtual platforms including ancillary instructional materials to support student coursework and increase student engagement during in-person, classroom-based instruction, and for hybrid models of in-person, classroom-based instruction and distance learning. Items purchased include but were not limited to: Additional Chromebooks, Promethean Boards, Google Classroom, Google extensions, Near-Pod, Google Grade Transfer, Headphones, live video streaming, pre-recorded lessons, and instructional videos.</p>	1,430,218.03	No
<p>Provide additional hours for staff to collaborate and build department-created content for in-person classroom-based instruction under social distancing guidelines and for hybrid models of in-person classroom-based instruction and distance learning.</p>	4,189.70	No
<p>Provide professional development and support to improve the capacity of all staff to effectively address the organizational and social-emotional needs of students during transitions between in-person, classroom-based instruction, and hybrid models of in-person, classroom-based instruction and distance learning.</p>	250,000.00	No
<p>Extended day tutoring both on and off campus will be expanded to address continuity of instruction, learning loss and achievement gaps.</p>	400,000.00	No

## 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.]

Our Distance Learning model is 100% virtual. Students take 6 courses per semester, with on-line access and support from teachers during the established bell schedule and afternoon office hours. All students will receive daily live interaction with certificated employees and peers for purposes of instruction (minimum 30 minutes of instruction during each class period), progress monitoring, and maintaining school connectedness. Teachers will provide instruction each period that serves the needs of their students. Every teacher will add their immediate site administrator to their Google Classroom as an observer. This interaction may take the form of internet or telephonic communication, or by other means permissible under the most recent public health order. This daily live interaction shall meet the needs of the students at the discretion of the classroom teacher, and may include, but is not limited to the following: live video stream, video conferencing, telephone conversations, pre-recorded lessons with teacher engagement, use of instructional videos with teacher engagement, and department created content. Teachers will be available each school day to meet with all students virtually during the established class period as well as afternoon office hours. Department teams have engaged in curricular mapping to build a scope and sequence for both distance learning and in-person, classroom-based instruction to ensure student access to core content and corresponding instructional resources.

Students enrolled in CTE courses were given specific tools to support the virtual learning environment in order to engage in the application of CTE standards and assessments. Students enrolled in CTE courses were also able to continue to pursue industry certifications and Work based learning opportunities in the virtual environment as well as receiving the support tools and resources for extended day classes in the virtual setting, such as drone equipment, robotics, and sports medical.

All students with individual education plans (IEP)s, received individualized distance learning plans, to ensure learning continuity in the virtual setting. IEP goals are addressed and progress is monitored through teachers and case carriers. All distance learning IEPs were developed and revised with ongoing collaboration and consultation with the parent/guardian and student.

Students enrolled in world languages, received supplemental virtual textbook options, to support their learning.

English learners continued to receive designated and integrated ELD in the virtual setting, including the use of Rosetta Stone-web-based language program, and had additional support in their core content classes through bi-lingual aides and EL Coordinators. English learners were also able to complete their summative ELPAC assessment virtually.

All AVID elective students continued to receive virtual access to AVID Tutors during distance learning.

All students had continued access to Tutor.com-online tutors.

Students enrolled in AP classes were able to take their AP assessments on line, and demonstrated continued success with improved participation and pass rates compared to last year.

All students enrolled in core classes continued to receive supplemental virtual textbook components to support their learning.

Students enrolled in math support classes had access to AVID tutors and virtual tutors.

Students enrolled in ELA support classes such as Read 180 continued to receive virtual access at home to the Read 180 program.

PE students received links to work-outs and activities aligned to PE Content standards.

Students enrolled in band were able to take their musical instruments home to support their learning.

Foster youth and students experiencing homelessness received priority counseling, interventions and social-emotional support services in the virtual setting.

These planning efforts were created to ensure instructional continuity for all students, including students in specialized programs, during distance learning and during transitions between distance learning and in-person, classroom-based instruction. Please see the following link to our At-Home, Distance Learning Plan: <https://drive.google.com/file/d/1Pm7NkW7n8HcuTiGn6YT3d6mjLxVS01Qg/view?usp=sharing>

## **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.]

At the beginning of the pandemic we notified families through email and telephone that technology was available for students who needed it. As a result, we distributed 6,767 Chromebooks as well as 475 Hotspots. Senior students returned their devices and we allowed underclassmen to retain their devices through the summer and into the fall. At the beginning of this school year, we distributed an additional 4,757 Chromebooks as well as an additional 803 Hotspots. In response to stakeholder feedback identifying students and families with unique circumstances, and in anticipation of blended learning models that accommodate both distance learning and in-person, classroom-based instruction, we will order an additional 12,400 Chromebooks, 1,250 Hotspots, 20,000 Headsets, and a mouse for each chromebook ordered. District and site support staff will continue to monitor student log-ins daily through the Google Admin Console, where student log-in reports are generated and analyzed to provide additional technological support to students and families as needed, to ensure that all students are able to log in to their classes and have continued access to devices and connectivity. Additional tiered interventions will be provided by at-risk coordinators, counselors and social workers to those students who have access and connectivity, but who do not participate in their classes for other reasons.

For both the 19-20 Spring and 20-21 fall, the schools created a protocol where students could come onto campus to collect their Chromebooks, hotspots (as appropriate), textbooks and school ID's. Social distancing protocols and the use of PPE were instrumental in providing these resources in a safe environment.



## 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 participate in synchronous instruction through platforms like Google Meets and Zoom with their teachers and peers. Furthermore, teachers provide asynchronous learning activities which, when combined with their live interactions, equate to 240 minutes of instruction per day. The teacher, as the credentialed expert in the classroom ensures that the combination of live teaching and asynchronous activity meet the same quality and quantity that the student would have received in a normal setting. Teachers affirm that a student has participated by marking them present in PowerSchool. Student progress is assessed by the teacher through assignments, assessment and participation and teachers enter grades to capture their participation and progress. We are working with PowerSchool and Google Admin Console to create reports that are compliant with SB98 in tracking student participation and progress.

## 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.]

Professional development, resources and technological support that will be provided to support the distance learning program include the following categories: Instructional Strategies, Curriculum, Literacy, and Technology Platforms and Integration. These trainings provided 4,066 hours of professional development from March of 2020 to the present and additional hours are set aside to make these trainings on-going.

### INSTRUCTIONAL STRATEGIES

Given the perception that distance learning is isolated, several trainings will continue to be offered in an ongoing manner throughout the 2020-21 school year to provide techniques that help to build community among teachers and students, and students and their peers. Instructional skills for each content area often differ in style and scope; thereby, requiring unique strategies. The following are examples of PD sessions that will continue to address these needs:

Getting to Know Your Students (even in a virtual setting): Participants interact and take away 10 practical and interactive activities designed to learn about new students in a physical or virtual setting, adaptable to any content area.

Building an Online Classroom Culture: Participants learn how to teach fully online, partly online, or hybrid learning. Creating culture in a classroom with new students to the course and to the school (increase amount time doing coursework, grades that matter, attendance matters) are also addressed.

How to Create a Virtual Classroom Using Google Slides: Participants create a virtual classroom with links to textbooks, assignments, and any other tools. A virtual white board is also included. Participants can personalize this classroom to reflect individual style and subject matter. Instructional "tools" are in one place. Students will be able to link to their assignments, calculators, reading resources, websites, and videos.

YouTube Live and Google Meet: Participants learn how to create their own videos to introduce themselves to students and explain content. They do this by incorporating YouTube Live in Google Meet for a dynamic virtual classroom.

Tools for the Virtual Moderate/Severe Classroom: Four things needed to start using Unique Learning Systems and other N2Y programs; how to create a Live Distance Learning Lesson Plan as opposed to a weekly one; Q & A.

World Language in the Virtual Classroom: Participants learn popular applications for speaking, listening, reading and writing activities, including but not limited to FlipGrid, FluentKey, TheFableCottage, Classzone.com and many more.

Best Practices in the Virtual Art Classroom: Participants take a tour of a visual arts classroom. They learn how to set up and integrate art projects; share and discuss what has worked with interacting with families (ex. Helping parents say "show me your work" versus "did you do your work." Chat time about challenges, evolution of interaction, strategies, and bright spots.

Math in the Virtual Classroom (Online Resources): Introduction and overview of best practices in mathematics for using Khan Academy, Quizizz, Screencastify, TeachersPayTeachers, FlipGrid, Google Classroom, and Google Slides as digital worksheets.

Math in the Virtual Classroom (Assessments): Focus on assessments in the mathematics virtual classroom: grading, and providing feedback in Google Forms.

Math in the Virtual Classroom (Alg 1 Assignments): Focus on assignments, specifically in an Algebra 1 virtual classroom. Integrating Big Ideas Math with Google Classroom, using Desmos Activities, and seeing samples of student work turned in directly to Google Classroom or via Gmail using Google Docs, Sheets, Slides, or pictures.

English Language Arts in the Virtual Classroom: An overview of key Google Suite features for organizing instruction, providing feedback, and assessing student work, including using rubrics and checking for plagiarism in Classroom. We will also explore instructional tools such as Edpuzzle and Flipgrid.

Physical Education in the Virtual Classroom: Best practices for online PE. Aligning online content with standards, resources, and assessments. Tools to help student engagement.

## CURRICULUM

ERWC: Collaborative for selecting readings for workshops and mini-workshops to include in the ERWC curriculum.

Read 180: Whole and small group collaboration on adding IABs and resources to ELA curriculum.

Curriculum mapping: All teachers remapped their curriculum to align with distance learning.

## LITERACY

Critical Literacy in the Digital Age: Now that our lives are conducted online more than ever, fact-checking is more important than it's ever been. Using the Civic Online Reasoning Curriculum offered by the Stanford History Education Group, participants learn how to help their students think like fact-checkers, critically evaluate the information they consume, and become more responsible digital citizens.

Summarizing Written Routine: A guided practice to engage students in writing formal and effective summaries

Responding to a Prompt: Unpacking the Prompt -A look at how this academic writing routine helps students develop transferable strategies for academic writing tasks across content areas through identification of key items in any writing prompt.

Ways to Organize Reading: Cloze Read, Echo Read, Partner read, Silent Reading with Active Reading

Fluency Routines: A surface look and practice implementing reading routines for consistent 100% student participation and improved comprehension during any class reading activities

## TECHNOLOGY PLATFORMS AND INTEGRATION

Code.org: a non-profit organization that aims to encourage students in the United States to learn computer science by providing free coding lessons to encourage schools to include more computer science classes in the curriculum.

Credo Reference Library: Credo Reference is a digital reference library, ideal for performing research for any content area.

Desmos: An online graphing calculator.

EdPuzzle: An app for interacting with content from a video.

Flocabulary: A learning program for students that uses educational hip-hop music to engage them and increase achievement across the curriculum.

Google Classroom: A learning management system that helps organize and keep track of work that has been assigned.

Google Docs, Slides, and Sheets: These are the big three, web-based tools for students to do their work.

Google Meet: Video conferencing app.

Gmail: An app that enables users to send and receive e-mail over the Internet.

Learn360: A digital resource that provides students access to over 5,000 full-length instructional videos, images, and audio files.

Naviance: An online tool/website that supports students with career exploration and the college research process.

Nearpod: Through this interactive software, students have the ability to participate in lessons that contain virtual reality, 3D objects, collaborative boards and so much more.

Newsela: A database of current event stories tailor-made for students.

Padlet: A digital bulletin board available for students and teachers to interact.

EdCentral (<https://edcentral.avhsd.org/index.php>): A PD and resource database crowdsourced by and for district faculty that includes just-in-time/real time support provided by Instructional Partners.

All professional development offerings are coordinated through curriculum mapping teams to support coherence in instructional delivery and student outcomes within and across departments. These teams collaborate throughout the year on building scope and sequence timelines around the implementation and delivery of the content standards, while integrating the instructional strategies gained from attending professional development offerings. These teams are interdisciplinary as they are comprised of core content teachers, CTE teachers and elective teachers.

## Staff Roles and Responsibilities

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

Classified, certificated and administration have all had to adjust to providing services to our communities due to COVID-19. For Classified Staff, an MOU was developed that allows for flexibility in the miscellaneous duties. Some examples of this include, but are not limited to: security assisting in cleaning and sanitation; para-educators, ASB clerks, bi-lingual instructional aides, community attendance workers, at-risk coordinators, counselors, school psychologists and social workers calling students and families who aren't participating in distance learning; and clerical, security and guidance staff assisting in the distribution of technology and meals. For Certificated Staff, an MOU was developed that allows for alternative learning schedules where teachers engage in live, synchronous teaching as well as developing asynchronous activities through Learning Management Software like Google Classroom or Canvas. Administration has had to move to more virtual activities like virtual classroom visits in Google Meets or Zoom. In addition to this, administration is now ensuring that PPE's are in place, that social distancing is being adhered to when people are on campus and assisting in handing out meals to students. It is impossible to present an exhaustive list of all of the changes to staff roles and responsibilities as the parameters under which we operate are changing so frequently. This is why we took the MOU route with our labor groups so that we can be flexible and adaptable to the needs of our students.

## 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

Two additional teachers were hired on special assignment and added to the district EL support team to specifically support our site level EL teams in providing a high quality education during various blended learning models. Specifically, they are tracking and monitoring the participation and progress of our English learners to ensure continuity of instruction, mitigate learning loss, and accelerate learning and reclassification during distance learning and in-person classroom instruction. Among their responsibilities, these teachers will provide the following services:

Collaborate with EL Site Team to support ELs and parents of ELs,

Assist with data analysis in order to identify instructional practices that will address gaps in EL student learning

Provide Professional Development and monitor implementation of strategies.

Conduct on-site and virtual meetings with stakeholders to support ELs Support teachers with Instructional methods to support ELs of all typologies

Model effective teaching practices that engage Long-Term ELs

Directly support the implementation of Integrated and Designated Instruction

Collect and maintain data

Design virtual and in-person lessons

Create goals and systems to identify at-risk English Learners.

Assist the EL Site Team to monitor Reclassified ELs.

Ellevation- a web-based software platform, was purchased to better serve our English Learners in supporting our EL site teams and EL Teachers through data analysis, identification, reporting, collaboration, assessment and instruction.

English learners face the unique challenge of learning English as they are also learning grade-level content. This challenge becomes even more difficult when coupled with a distance learning environment. In order to address this additional challenge to our English learners and their families, teachers will receive additional professional development and will provide the following additional supports and EL specific instructional strategies virtually: Virtual lesson plans that include and post ELD standards and language objectives in Google classrooms, EL specific instructional strategies that focus on Intellectual Quality, Academic English, Extended Language Interaction, Focus on Meaning, Planned sequence of events to build content proficiency, scaffold and contextualize language instruction. Teachers are teaching ELPAC task types to support ELs language proficiency.

Teachers have been trained in the EL road map to implement quality instruction for ELs and provide need-responsive virtual classrooms that include social emotional learning strategies. Tiered re-engagement strategies are implemented through teachers and bi-lingual aides to ensure positive relationships with our ELs and also to ensure EL access, progress and participation throughout the learning day.

Supplemental tutoring services have been provided such as Tutor.com and other third-party tutoring services that prioritize the needs of ELs, foster youth, students experiencing homelessness, and students with exceptional needs, with virtual tutoring and in-home tutoring, once public health guidelines allow.

Additional EL parent workshops have been scheduled through Disciplina Positiva- a designed series of online workshops for parents to address learning at home, academics with their children, mental health issues, improve study routines at home to deal with challenging mental health and behaviors during the pandemic. The Disciplina Positiva team will provide a series of six (6) 90-minute virtual workshops, online in Spanish, for parents of English Learners at all eight (8) comprehensive high schools, and at the two (2) alternative high schools. To build parent engagement during the At-Home Learning Model, online parent workshops build parent communities with synchronous strategies. Each workshop is recorded and shared for parents to view the workshops' asynchronous strategies. The goal is to build a community of parents to support their children to succeed at school and with the Distance Learning Model.

## Dually Identified English learners in Special Education

Students who are dually identified as an EL/Sped student have an annual IEP. The team includes multiple stakeholders that craft an individual education plan and discuss present levels of performance, adjust the student's academic plan and accommodations. The IEP includes Language assessments, Accommodations, EL goals and services. IEP accommodations and services are implemented in all classes of EL students. Due to COVID-19 related school closures, an individualized distance learning plan that is aligned to the student's IEP objectives has been created for each dually identified English learner in special education. Teachers, administrators and case carriers will review this plan throughout the year with students and parents to ensure that dually identified English learners in special education get the supports they need and meet their IEP objectives in both distance learning environments and in transitions to hybrid learning models of in-person, classroom-based instruction and distance learning.

To the extent possible, our district supports implementation of programs that equip students with world language skills and an introduction to diverse cultures, heritages, and languages, while also preparing them to succeed in the global economy, such as in multilingual programs.

Going the Distance with World Languages: Proficiency-Oriented Distance Learning Webinar (May 28, 2020) at <https://www.cde.ca.gov/ci/cr/dl/proficiency20200528.asp>.

Many of our English learners have connectivity issues due to their rural location. Our district has addressed this need by purchasing a hot spot for every student who needs one.

Our district purchased student supply bags for all students that will include a set of headsets, a mouse, graphing paper, pens, pencils, markers and various other instructional supplies to support their at-home learning experience.

In order for parents to properly and successfully oversee their child's learning, they not only have been given access to technology, but have also received training on how to understand and manipulate PowerSchool Parent Portal and other digital tools and apps. If a parent or student needs assistance with logging into systems, apps, or other digital platforms, support is provided through site support staff. Students are encouraged to speak to teachers and staff members, communicate with their school, and receive additional support on digital concerns. There are several digital platforms being used to facilitate EL participation and progress including but not limited to Rosetta Stone, Read 180, Google classroom, Google Meets, PowerSchool, Canvas, Remind, Tutor.com, and now, Ellevate.

## Pupils with exceptional needs served across the full continuum of placements

Case carriers/special education teachers, worked in collaboration with site administration and district administrative staff to give input and develop both the Distance Learning Plan and the In-Person, Classroom Based Instruction Plan as it relates to the needs of students with exceptional needs. Every student with an IEP also received an individualized distance learning plan to include the services and supports in the student's IEP while explaining how the IEP will be adequately implemented during in-person, classroom-based instruction and distance learning. Due to the emergency conditions, as a result of the COVID-19 pandemic, the Distance Learning plan indicates how every goal and objective will be implemented virtually by addressing the method of instruction, the schedule of service delivery, and outlines the consultation plan between the teacher, parent, and student, in order to monitor the student's progress during both distance learning and the transition to in-person, classroom-based instruction. Related service providers, as outlined in the student's IEP, were also a part of the development of this plan.

### Pupils in foster care

Our foster youth have immediate enrollment and are entitled to remain in their same school whenever feasible. They have prioritized counseling and tutoring services offered to them, as well as mentors (at-risk coordinators) who are specifically assigned to them upon entry to the school and within the virtual setting. Our foster youth have the opportunity to fully participate in the educational program and meet A-G requirements in core and elective classes, in both distance learning and in-person, classroom-based instruction hybrid learning models. Their academic and social-emotional progress is monitored through the coordination of counselors, social workers and at-risk coordinators who conduct outreach by phone calls, emails and Google Meets to offer support, guidance and encouragement. The support staff assigned to our foster youth ensure that they have a caring adult who is invested in his/her education and social-emotional well-being, during and after graduation from school, to support current and future postsecondary goals. During distance learning, and in-person, classroom based instruction, the identified support staff at the sites collaborate with the teachers on outreach efforts to optimize participation, progress, continuity of instruction and acceleration of learning.

### Students experiencing homelessness

Our district has a homeless liaison who oversees our Homeless program. Our students who are experiencing homelessness have immediate enrollment. They have prioritized counseling and tutoring services, offered to them as well as mentors (at-risk coordinators) and community attendance workers who are specifically assigned to them upon entry to the school and within the virtual setting. Our students experiencing homelessness have the opportunity to fully participate in the educational program and meet A-G requirements in core and elective classes, in both distance learning and in-person, classroom-based instruction hybrid learning models. Their academic and social-emotional progress is monitored through the coordination of counselors, social workers, at-risk coordinators and community attendance workers who conduct outreach by phone calls, emails and Google Meets, to offer support, guidance and encouragement. Some additional services provided to our students experiencing homelessness are free nutrition programs, transition assistance to the school of origin, hygiene supplies, backpacks, school supplies, and transportation assistance. During distance learning, and in-person, classroom based instruction, the identified support staff at the sites collaborate with the teachers on outreach efforts to optimize participation, progress, continuity of instruction and acceleration of learning.

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

Description	Total Funds	Contributing
Provide additional technology devices and connectivity for students and staff to support distance learning for the 2020-21 school year. Purchase 6,767 chromebooks, 475 hotspots, additional lap tops for staff, and essential chromebook accessories for students. Various items included but were not limited to: Chromebooks, hot spots, Apple IPADS, Tablets, Laptops, chromebook carts and charging stations, a mouse and headset for each chromebook ordered.	17,865,975.46	No

Description	Total Funds	Contributing
<p>Provide Professional Development and Planning time during the 2020-21 school year to promote student participation, engagement and progress during distance learning- Virtual Workshops offered included but were not limited to: Getting to Know Your Students in a Virtual Setting, Building an On-Line Classroom Culture, How to Create a Virtual Classroom Using Google Slides, You Tube Live and Google Meet, Tools for the Virtual Moderate/Severe Classroom, World Language in the Virtual classroom. Best Practices in the Virtual Art Classroom, Math in the Virtual Classroom, English Language Arts in the Virtual Classroom, Physical Education in the Virtual Classroom.</p>	63,094.89	No
<p>Provide additional Tutoring and At-Risk Mentoring services both during and after the school day during the 2020-21 school year to provide additional support to EL, Foster Youth and Low-Income students during distance learning and in transitions to blended learning models by ensuring student participation, social-emotional well-being and access to core curriculum through Tutor.com, AVID Tutors, Bi-lingual Instructional Aides, At-Risk Coordinators and Counselors.</p>	66,411.42	Yes
<p>Provide Student and Family support and outreach through communication and supplemental instructional materials to ensure participation and engagement in Distance Learning, including tracking and monitoring efforts through PowerSchool, Data Central, emails, phone calls home, Google classroom, and Google Meets. Purchased additional virtual textbook options for all adoptions, including world languages. Purchased additional instructional materials, such as student supply bags that included materials and supplies to distribute to students and accommodate distance learning including but not limited to: supply bags, pens, pencils, markers, graphing paper, rulers, calculators, student composition books, supplemental art supplies and PE equipment.</p>	1,711,631.72	No
<p>Provide professional development and planning time to all staff to become trauma-informed and to address the social and emotional well-being of students and staff impacted by the pandemic include but are not limited to: Habitudes- Social-emotional learning curriculum, MTSS and PBIS tiered strategies, Extra Work Agreements for teachers and support staff to attend professional development from March 13, 2020 through August 11, 2020.</p>	7,756.81	No



Description	Total Funds	Contributing
Increased Technology Platforms and Integration by purchasing or expanding the following: Supplemental Virtual textbook components, Code.org, Credo Reference Library, Desmos, EdPuzzle, Flocabulary, Google Classroom, Google Docs, Slides and Sheets, Google Meet, Gmail functionality, Learn 360, Naviance, Nearpod, Padlet, Ed Central.	714,356.79	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.]

The COVID-19 pandemic has created some difficulties associated with student learning, as well as some opportunities. To monitor student learning during these unprecedented times, we are taking a qualitative and quantitative approach. We surveyed students to ask them if they felt like distance learning has contributed to them being behind in their learning, right where they should be in their learning, as well as ahead in their learning. 20% of students reported that they felt like they were behind in their learning, 70% of students reported that they felt like they were right where they should be in their learning, and 10% reported that they felt like they were ahead in their learning.

Furthermore, we administered the Reading Inventory (RI) and Math Inventory (MI) to our students during the first three weeks of school to determine proficiency levels and potential learning loss. In addition to this, we purchased NWEA Map assessments to administer quarterly in English language arts and mathematics throughout the rest of the 2020-2021 school year. NWEA Map assessment is one of the most widely used norm-referenced assessments in the nation, providing schools with critical information on student learning. This computer adaptive assessment provides performance data around skill strengths/weaknesses; it is not bound to a specific set of grade/course level standards. As such, NWEA Map has the capacity to paint a better picture of how we are bridging skill gaps and growing academically.

Finally, we will assess English language development proficiency and progress using both the ELPAC state test and Ellevation-a web-based software platform designed specifically for English learners, to make administrators and educators more productive, collaborative, and effective in monitoring progress and creating differentiated instructional strategies for English learners. State and local assessment data will be monitored by a reinforced English Learner (EL) team that includes two additional Teachers on Assignment (TSA) that will work with EL Site Teams, teachers and EL students. Lastly, we will use our DataCentral, as an early warning system, to inform teachers and administration of students who are at-risk of low performance and progress, identify those students for tiered interventions, and set student progress goals throughout the year.

## 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.]

Provide professional development to certificated staff to engage in a formative assessment process, that includes data analysis from various sources including but not limited to: NWEA, ELPAC, Ellevation, and Data Central, to identify students for re-teaching, tiered interventions and goal setting, that serves to mitigate learning loss and support the acceleration of learning.

Department Teams will engage in curriculum mapping on a quarterly basis to build a scope and sequence of content standard implementation and delivery- Due to COVID-19 related school closures, most students will have experienced some learning loss, from the prior year, particularly in the 4th quarter of school. In order to mitigate learning loss from curriculum/content gaps, all teachers collaborated in department teams, to assess which standards needed to be re-taught from the year before. All teachers planned for extensive overviews of the content standards from the prior year's second semester of instruction.

To mitigate learning loss resulting in skill and achievement gaps, entry level diagnostics such as NWEA, Reading and Math Inventories, and ELPAC will support teachers in creating individualized learning plans that will provide a roadmap in determining each student's current skill/proficiency level in math, ELA and ELD. Once these base-line levels are determined, teachers will engage in team planning to analyze diagnostic data, set goals, assign interventions, and create differentiated instructional and re-teaching strategies to address these gaps in core classes. Support classes in ELA, Math and designated ELD will be assigned accordingly as determined by the scores.

English Learners-Priority tutoring services through third party providers offering outside of school and in-home tutoring services- Teachers and Administrators will utilize Ellevation to provide additional access to differentiated ELD strategies and progress monitoring capabilities.

Low-Income- Additional and extended day tutoring supports through the school.

Foster Youth- Priority tutoring services through third party providers offering outside of school and in-home tutoring services

Pupils with Exceptional Needs- Priority tutoring services through third party providers offering outside of school and in-home tutoring services. Individualized student distance learning plans aligned to IEP objectives will be created, reviewed and updated throughout the year by teachers and support staff.

Pupils experiencing Homelessness- Priority tutoring services through third party providers offering outside of school and in-home tutoring services.

## 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.]

All students will participate in NWEA testing, Reading Inventory, and Math Inventory testing, with ELs participating in ELPAC testing. These assessments will be using as a diagnostic to create a baseline for students. Baseline data information is entered into the database platforms of Data Central and Ellevation. Data Central is a one-stop shop that includes all students' scores and other pertinent information. Dashboards are created here, based upon key data points, to determine who is falling behind so that we can provide services in a more efficient manner. Students are tested throughout the year with special attention given to growth data as it compares to baseline data. Effectiveness of implemented learning loss strategies will be measured by student growth from baseline to post assessment data throughout the year.

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

Description	Total Funds	Contributing
Develop a formative assessment and intervention process that includes a schedule for diagnostics, screenings, placement, and curricular assessments in order to identify students for interventions, set growth goals, monitor progress and accelerate learning for students who have experienced learning loss and demonstrate learning gaps.	33,600.00	No
Provide additional hours to certificated and support staff to analyze assessment data, conduct outreach, place students in interventions and monitor their progress.	250,000.00	No
Purchase and Provide PD on NWEA Map Assessments- a web-based diagnostic testing system for students to track and monitor individual student growth.	600,000.00	No
Purchase and provide PD on Ellevation- a web-based software platform designed specifically for EL students to make EL administrators and educators more productive, collaborative, and effective. Teachers and administrators provided feedback on surveys and in meetings that they needed additional support in monitoring the progress of their English learners, and in planning for effective instruction and interventions in order to address the needs of long-term English learners and accelerate their English language proficiency. Approximately 80% of our English learner population is considered to be a long-term English learner.	192,000.00	Yes
Provide increased access to virtual and in-home tutors, whenever possible, such as Tutor.com, Sylvan Learning Center and other third party providers to provide students and families with options and additional support in ELA, Mathematics and ELD for those students at greater risk of experiencing learning loss-Distance Learning tutoring- March 2020 through December 2020, use \$25,000 from CRF- To support In-Person instructional offerings- Tutoring services from 12-31-20 through 5-30-21 use SES DO TI funds-\$25,000.	263,000.00	No

# 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.]

All of our students will continue to have access to School Psychologists, School Counselors, School Social Workers, ERICS Therapist, and School Based Mental Health

Google Site:

Link to District Website [bit.ly/avhsdmentalhealth](https://bit.ly/avhsdmentalhealth)

Link updated daily/weekly depending on the need and new information

Resources for parents

Mental Health Hotline / Continued School Closure -

4 Social Workers

Rotate daily schedule

Number to be manned daily from 7:30 am -12:00 pm and 12:30 pm - 3:00 pm

Calls will be documented on google doc: [bit.ly/mhhotline](https://bit.ly/mhhotline)

Follow up phone calls will be forwarded to appropriate director or coordinator if students need continued weekly support/check-in:

Coordinator of Psych Services for Special Education Students

Coordinator of School Counseling for General Ed Students

Director Student Services for Social Workers

Students receiving DIS Counseling, ERICS Services and other Supports

Students will continue to receive services by the School Psychologists, School Counselors, ERIC Therapist, and Social Workers

Service providers will be contacting all students/parents on their caseloads on how services will be delivered

School Psychologist have access to provide Ever-Fi free Mental Health Curriculum

School Psychologist will send Google Check-In Form

Virtual Calm Room for Students

Support for Teachers and Staff

Google Site for teachers with mental health supports/links

Virtual Calming Room for Teachers

Asynchronous

Students receiving School Based Mental Health Supports

Continued referrals to SBMH electronically

Current students receiving SBMH have already been contacted by the agency on how they will continue to provide SBMH

Create Infographics through CANVA that can be shared on social media links and shared with parents, students, and staff that address self-care, social emotional supports, coping strategies

Parent Virtual Trainings and Supports (Recording Trainings)

PBIS Basics for the Home

Helping Children Cope with Changes Resulting From Covid 19

Suicide Prevention

Virtual Calm Room for Parents with additional resources

Training for Teachers and Staff / Recorded Trainings

Psychological Reactions to Disaster and Psychological First Aid after Crisis and Disaster

Mental health and social emotional well-being of staff is monitored through surveys as well as through faculty and staff meetings. Leadership is able to make accommodations or decisions to ease stress and maximize student learning. An example of this was when we surveyed our teachers to see what professional development they wanted at our upcoming student-free staff in-service day. They overwhelmingly requested time to get caught up and more familiar with the tools they've just learned. Customizing the training to be less stressful and more practical is a direct support to our staff's mental and social-emotional health. Furthermore, personnel has made EAP (Employee Assistance Program) available for all staff to assist in this area.

Understanding Educator Resilience and Developing a Self Care Plan

<https://statprogram.org/training> The STAT (Support for Teachers Affected by Trauma) curriculum is designed to help you understand Secondary Traumatic Stress (STS) and provide ways to mitigate its effects through the use of self-care techniques and a variety of helpful resources.

Please see the following link to our Mental Health and Social and Emotional Well-being Plan: <http://bit.ly/AVHSDMHP>

## 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.]

At-Risk Coordinators and other assigned site support staff, will work in coordination with school counselors, social workers, teachers and site administration to engage in Multi-tiered Systems of Support (MTSS), in order to track student log-ins daily, and identify students who are not logging in to Google Classroom during both distance learning, and hybrid models of distance learning and in-person, classroom-based instruction. Once identified, students will receive tiered re-engagement strategies until they successfully reengage in teaching and learning. Some examples of these strategies are individual contact by a school counselor or At-Risk coordinator, access to additional resources like Tutor.com or other acceleration tools available through our PowerSchool resource tab, and all of these resources and strategies are available in English and Spanish. In order for students and their families to know their status in this new distance-learning environment, academic progress will be monitored through our app, through Parent Portal digitally, as well as physically mailed home for all progress reports and report cards.

## 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.]

In the district's sponsorship of the National School Lunch Program (NSLP), and under the distance learning model, Food Services provides meal kits consisting of a lunch and next-day breakfast to its enrolled students from the District's eight Comprehensive Schools. This information is sent to families telephonically as well as through email. Students may receive their meal kit(s) at any location regardless of the site they are enrolled at. Meals are provided according to their current eligibility status. Additionally, the LEA is developing a meal distribution model approved by CDE to provide meals to its enrolled students at neighboring LEA's to reduce the travel time and number of schools families are required to go to in order to receive meals for each student in the family.

Parents and families were notified of our meal services including meal distribution times and locations via phone calls, emails and push notification through our mobile app.

When the district moves into a hybrid or in-person, classroom-based instruction, learning model that includes distance learning, Food Services will open service locations on-campus for students attending school during the bell schedule under NSLP sponsorship guidelines. Additionally, drive-up meal service will be provided on an alternate schedule to allow for students not attending school to receive meals when they are not scheduled to be on-campus.

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

Section	Description	Total Funds	Contributing
School Nutrition	Meal kits for students.	405,289.67	No
Pupil Engagement and Outreach	Certificated staff to reengage students and families.	245,000.00	No
Pupil Engagement and Outreach	Classified staff to reengage students and families.	5,497,850.17	No
Mental Health and Social and Emotional Well-Being	Professional development to address mental health and social-emotional well-being as tiered intervention strategies, including but not limited to: Habitudes, PBIS, MTSS.	250,000.00	No
Mental Health and Social and Emotional Well-Being	Social Workers, psychologists, and school counselors addressing the needs of students impacted negatively by school closures. No cost, current roles and responsibilities were re-purposed to facilitate the needs of "at-risk" students during COVID-19 related school closures, distance learning and in-person, classroom-based instruction models.	497,718.05	No

# 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
21.90%	41,237,117.00

## 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.]

Purchase and provide PD on Ellevation- a web-based software platform designed specifically for EL students to make EL administrators and educators more productive, collaborative, and effective. Teachers and administrators provided feedback on surveys and in meetings that they needed additional support in monitoring the progress of their English learners, and in planning for effective instruction and interventions in order to address the needs of long-term English learners and accelerate their English language proficiency. Approximately 80% of our English learner population is considered to be a long-term English learner.

Provide additional Tutoring and At-Risk Mentoring services both during and after the school day during the 2020-21 school year to provide additional support to EL, Foster Youth and Low-Income students during distance learning and in transitions to blended learning models by ensuring student participation, social-emotional well-being and access to core curriculum through Tutor.com, AVID Tutors, Bi-lingual Instructional Aides, At-Risk Coordinators and Counselors.

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

Through critical analysis of survey, stakeholder group feedback, and assessment data in ELA, Math and English Proficiency, English learners, foster youth, and students from low-income families who were already “at-risk” academically in achieving adequate progress in math and ELA, as indicated on the 2019 Dashboard, were especially impacted by COVID-19 related school closures, that served to widen their achievement gaps, as indicated on entry Reading and Math Inventory assessments, in relation to their peers. These identified student groups demonstrated a need for additional tutoring and outreach mentoring services, to close achievement gaps and stay connected to school. Additionally, our English learners demonstrated a need to accelerate their English proficiency and reclassify, as currently 80% of our ELs are considered to be long-term English learners. COVID-19 related school closures heightens this need for staff to more effectively progress-monitor our long-term ELs, and provide additional instructional strategies and supports that more effectively meet their language needs. Ellevation was purchased to support staff in implementing more effective progress monitoring and instructional planning strategies for our English learners, to address additional language barriers incurred by COVID-19 related school closures.



**ADDENDUM:** Several actions and expenditures that were not explicitly stated in this plan, continue to remain in place from our prior LCAP and ensure increased and improved services for unduplicated pupils, as compared to the services provided to all students.

**Low-Income:** It was determined that our students from low-income families needed to have positive and caring adults at school through additional counselors, at-risk coordinators and PBIS Coordinators, that could connect with them, get to know them, listen, motivate and offer positive choices that could impact their academic, behavior and social-emotional well-being.

Additionally, students from low-income families demonstrated a need to close achievement gaps in ELA and Math, as indicated on the 2019 Dashboard and also indicated on student survey data, that they needed more support in class and after school to understand content as it pertains to classwork and homework in math and ELA. Instructional Partners, assessment coordinators, teacher induction mentors and AVID college tutors are assigned to each school site to specifically work with teachers and students in math and ELA to offer professional development and instructional support in lesson design, instructional strategies, checking for understanding and formative assessment cycles. Virtual and in-home tutoring options, when school reopens have also been provided district-wide through Tutor.com and SES third party tutoring providers.

**English Learners:** In order to accelerate the language proficiency progress of English Learners and LTELs, and move them to reclassification, additional site and district support staff was put in place to create interventions, monitor EL progress, engage EL parents and provide professional development opportunities for teachers, administrators, classified support staff and EL Parents to understand how to offer targeted supports and differentiate instruction based on the ELPAC level of EL students.

**Foster Youth:** Foster Youth need additional resources, services and interventions to address achievement gaps, build school connections, and accelerate learning. Foster Youth have demonstrated an additional need for school support staff to coordinate services with the school and community to address successful school transitions, immediate enrollment, transportation and attendance.

Social Workers and Community Attendance workers coordinate services with school and community to ensure that Foster Youth have access to the academic, behavioral. Social-emotional and extra-curricular resources necessary to stay engaged in school. Counselors have been assigned specifically to foster youth to monitor their progress and coordinate services with At-Risk coordinators for academic and social-emotional supports. At-Risk coordinators communicate with teachers and administrators on the progress of foster youth through the Ed Central database where they can assign services and interventions, set short term goals and follow-up to ensure goals are met.