# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Apple Valley Unified School District made the adjustment to Remote Learning, Community meal provision, and childcare system support starting with our March 16th closure. The schools all closed for one week prior to our regular spring break. The weeklong break was used for education technology staff to build training for instructional staff to retool for remote learning. At the same time, the nutrition services division started with immediate breakfast and lunch service to community children aged 2-18 on March 16 and has continued uninterrupted since that day. The school readiness department has also worked to connect families to childcare and work with local agencies to be prepared to offer support for childcare to first responders and other essential workers. IT department staff, school media technicians, bilingual para-educators, and site administrators worked to provide a checkout procedure for all students in grades 1-8 to receive a Chromebook for use at home. The Chromebook check out procedure also allowed for staff to ascertain the need for internet connectivity at home. All families were given the phone numbers and information for local internet service providers who were offering free or low-cost support. Other families are being provided with a wireless T-Mobile Hotspot by the district IT department. By April 4th all staff had participated in training and most students were connected to school remotely. The work of all staff has shifted dramatically such that outreach, new lesson design, and constant communication became a daily reality throughout the Spring. The district office has worked to provide constant community and staff updates nearly every Friday. By late May the work shifted to planning for the school year. We started the first round of parent and staff surveys which repeated in the summer. The survey comments revealed the community impact of this closure is profound. There were two main themes that emerged from parents and staff: 1- From one cohort there was a strong demand to return students to some kind of in-person school environment for the social benefits, the educational impact, and the obvious childcare needs that are met with that structure. 2- There was a cohort that felt strongly that we should not be returning staff and students to in-person instruction until the COVID-19 pandemic was much more under control. This characterized the great majority of comments in all surveys. As continued to supply meals throughout the summer, participation was greater than any summer before. In addition, we were able to provide USDA surplus foods to hundreds of families per week. The high rate of participation points to a great need for food security in the community as a result of the loss of wages due to the closure of many businesses and resulting layoffs. As a result of the impacts to our community such as the closing of schools and loss of employment, we have had to make adjustments to our system that are reflected in this plan. Those adjustments include: sending devices home with students, providing hot spots and other manners to connect families to the internet,

food services delivery changes, massive system changes to our instructional model, and numerous changes to our personal interactions and physical locations to allow for public service in a safe manner.

# Stakeholder Engagement

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

As mentioned, we have done three community surveys for parents and families both in English and Spanish. First in May, later in July, and most recently in August. The response rate was over 50% with over 14,000 responses between the three. This is an unprecedented response rate in our recent history of LCAP surveys and allowed us to have a clear sense of the needs of the parents in the district. In addition, we conducted three staff surveys, One for all certificated, another for all staff, and recently for all classified. Again the response rate was quite high with over 80% of employees responding to the survey that matched their job area. This survey allowed us to gather preferences for program type, concerns, and ideas for alternatives. In addition, we held a community Webinar at 4:00 pm on August 17th to share aspects of this plan in draft form to our District Advisory Committee and any other interested participants. Later that week we did the same thing with our District English language Advisory Committee at 6:00 pm on August 19th with the same information. We have gathered questions from both parent groups again and will answer those in writing on our web-page. We have included a telephone hotline number for parents and students who do not have internet to be able to either ask for support or offer a comment. All surveys also allowed for a paper/ pencil response if needed for anyone who asked for another method of response. Finally, students have been invited to provide feedback via survey through their classroom interactions. We have found important information about their sense of connection, workload, preferences, and needs for support. Stakeholder input was used to shape the content of the In person Learning Plan (which ultimately led to the elementary waiver process) and the distance learning plan as implemented.

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

All surveys were online for all to fill out from anywhere. In addition, we provided families without internet connection the option to use a device at any school or district location to provide input. Likewise, the Webinar feature allows anyone to attend and the Question and Answer feature allows anyone to submit a question or comment. All board meetings including the meeting scheduled for the Public hearing are streamed live on our AVUSD YouTube Channel and comments are easily submitted to avusd_board@avusd.org. Board meeting information is posted 72 hours prior to the meeting on the district website and in several prominent locations throughout the district including in a bulletin board facing the public at the district office property. All pubic comments are read aloud by the administrative secretary to the board at the proper point of the meeting. Further, we instituted a telephone hotline for parent input on the topic of distance learning that was in addition to our usual helpline. We have had over 140 calls to the helpline since it was established on August 10th. Further, a public hearing was published in the local newspaper ten days in advance of our September 3rd, 2020 board meeting. This notice included the manner for the public to be able to submit comments or questions regarding the specific actions and expenditures as proposed in the plan which was posted to the district web page at that time at avusd.org. Time was set aside for comment during the portion of the board meeting that was set aside for the hearing. An extended wait time for public comment was held to allow for members of the public to submit a comment via the

published email address. In addition, Spanish Language translation services were provided both in the posting, all surveys, and responses since we have over 15% of our families for whom Spanish is the primary language. The board approved the final draft of the plan on September 24, 2020.

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

By survey, we learned that there was a group of about 28% of families that would like to remain in a distance learning environment for the foreseeable future. We also found that among those who would like to return, that a two day per week hybrid model is the most popular format. We found that there is widespread concern among parents that a mask requirement is problematic and the opposite concern exists among staff, namely, that they want an enforceable requirement for face coverings. In addition, staff made clear that they needed upgraded devices in order to produce a high-quality remote learning experience for students. Families made clear that they would need devices as well as internet connection in some cases. We held a community Webinar at 4:00 pm on August 17th wherein the Superintendent the shared aspects of this plan in draft form to our District Advisory Committee and any other interested participants. Later that week we did the same thing with our District English language Advisory Committee at 6:00 pm on August 19th with the same information. During the DAC webinar, we learned that most parents felt that the balance of Live/ Independent work was just right. Most recently we asked families to rate the distance learning program in two areas: the ratio of live instruction to independent work; and the quantity of work (by the time required) of the workload for students. The feedback from the first 800 families suggests that 67% of families believe that the workload is "Just right" and that 70% feel that the workload is "Just right." We will be looking more closely at the data by school site and grade level in the days to come to make any needed adjustments. During our DELAC virtual meeting, we learned that many of the concerns had to do with maintaining student engagement and allowing parents the option to remain in a remote setting if they wanted that option. Parent questions were gathered from the Parent Advisory Committee (DAC parents) and the DELAC parents. Both the written questions and the superintendent's written answers to each are provided in English and Spanish on the parent page of the district website.

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

All aspects of this plan reflect stakeholder input in several ways. First, many of the services that are in place for Foster Youth, English Learners, and Socio-Economic disadvantaged students continue to be areas of need. However, CARES act funds have allowed us to meet some of the other need for devices, tools, and resources to provide equitable access for all students. We have adjusted for students with disabilities and their families to allow for some in-person therapy in coordination with our SELPA providers. In addition, we have added online resources that are for that population in particular by request of the teachers and parents. There are several examples such as:

1-Stakeholder input from parents and school site staff that showed an increased need for wireless Hotspots for families in remote locations who had not requested them in the spring.
2- Requests for a Distance Learning Schedule template from teachers and parents that allowed for parents to predict the regular schedule for lessons and for teachers to have a place to start in planning time each day.
3- The need for an investment in Youth mental Health from the parent survey and teacher feedback led to the purchase of Care Solace as a service to connect students and others to counseling support.
4- The The Distance Learning Helpline itself came as a result of stakeholder requests (from staff and parents) that we allow for comment and support in addition to the IT Helpline.

For English Learners, we have added a translation request protocol and hotline system to allow teachers to bring a translator into a virtual parent conference or to enlist the support of a Bi-Lingual Para-educator to support not only students but parents in distance learning. In addition, specific outreach to EL parents of students who did not engage initially in distance/hybrid formats. Find out what they need to be engaged and what they need from the district. The specific schedules and expectations have been altered as we have learned of the state requirements (published after the start of the school year in some cases) and heard from parents and students.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The offering of in person learning will be entirely dependent upon any change in the public health realities in our local area and the status of San Bernardino County on the CDPH watch list. All steps discussed in the following paragraphs and throughout this section are dependent upon the permission to open granted by the Department of Public Health, Negotiations with both the Certificated and Classified employee associations, and any changes in law and guidance that may occur by that point in time.

Prior to the July 17th mandated decision to prohibit in person instruction in certain counties, we had prepared the following plan regarding in person instruction:

Stage 1- An initial cohort of students to return to campus in person in a staggered or reduced concentration. This may include grades Pre-school,Transitional Kindergarten, and Kindergarten. followed later by 1st through 6th grade via a waiver process. Likewise using the stable cohort model students with special needs who spend the majority of the school day in a Specialized Academic Intervention setting, Homeless and Foster Youth, and other vulnerable populations could return. This first stage would allow all other students to remain in a virtual only setting. There could be a combination of stage 1 and stage 2 if the public health situation allows for it. This would allow students who are at the greatest risk of learning loss to have intensified intervention first. All safety protocols and recommendations will be followed but will require clarification and negotiations.

Stage 2- A return to in person instruction for all students in a hybrid setting. Students would return for a two day per week in person school day but each student will still have the required daily live interaction. The other three days would continue in a virtual setting with a possible brief check in with teachers in the afternoon. Teachers would then have half of the class in a much more distant setting. Through out this stage and stage 1, some students will remain, by parent choice in a completely remote environment. This program would operate distinct

from the hybrid program with those students only. All safety protocols and recommendations will be followed but will require clarification and negotiations.

Stage 3- Same as stage 2 above except that students who returned in stage 1 would continue in school but may move to a 5 day per week schedule in certain small class settings like those in some specialized service classrooms. All safety protocols and recommendations will be followed but will require clarification and negotiations.

Stage 4- Movement toward full in-person learning. This stage would offer a minimum day for all students including a block schedule at the 7-12 level to reduce passing periods and maintain a minimum day structure. Students may have a much reduced day on Wednesdays.

Stage 5- Complete return to full day for all students who wish to join.

It is understood that at each stage we will need to be prepared to move back and forth at each site as the public health situation demands. We could have a class, grade level, or school site return to a distance learning model for a period of time if there is an outbreak as defined in the governors July 17 declaration. The exact school schedule is not yet determined for each stage of reopening in-person, however, in all cases it will comply with the mandates set forth in Senate Bill 98 for minimum required time and engagement.

Assessment and Learning Loss:

In each stage we will utilize the appropriate local assessments to gauge the need for intervention and to measure learning loss. We will be using similar assessments across the school year to have a clear benchmark that is comparable to show learning growth against our own targets and national norms. We will use this information to determine learning loss and redirect our interventions and prioritize our curriculum based upon that need. In each setting, grade level and subject team will determine core competencies that must be achieved and developed and focus on those to allow for the best possible path to the next skill. There will be time for carefully proscribed assessment of either core skill (initially diagnostic, formative through the year, and summative as needed) or competency.

Social Emotional Well-Being: Teachers will include social emotional connections, assessment, and development as part of the in person lesson development. This will be a critical component of the return to in person process to establish clear community routines and norms that allow for a sense of safety and wellness for students who have not been in school for several months. The Safe and Civil Schools model of CHAMPS will be the foundational work that allows for a consistent model across all schools.

English Language Learners: English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]). The guiding principles identified in the California English Learner Roadmap Policy will guide the implementation of blended learning instruction. AVUSD will provide language instruction services to English learners through designated and integrated ELD to enable their meaningful participation. During the course of blended learning these practices may include: a small group in-person or remote instruction, tutoring, telephone calls, meetings in-person or via a digital platform, supplemental physical or virtual resources,

online options for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments to English learners.

Special Education: Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability and, in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in blended learning as well as what accommodations and modality of learning allow the greatest access. AVUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre-COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during both on-campus and distance learning instruction.

Homeless and Foster Youth: Through the Foster Youth Counselor and the Director of Child Welfare and Attendance, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and

that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. AVUSD will ensure Foster Youth and McKinney-Vento qualified students have equitable access to all school activities, whether online or in-person. AVUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually and/or on-site at schools. Students and their caregivers will be provided information, resources, and or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

Health and Safety:

The return to in-person instruction will also require updates to the COVID-19 prevention plan at each site. Such plans are updated with every shift in CDC and Local Health Officer requirements and recommendations. The most current guidelines include:

1) Strong mask requirements for anyone in the school

In the updated guidance, all staff and students in 3rd grade and above will be required to wear a mask or face covering. Students in 2nd grade and below are strongly encouraged to wear a face covering. Students should be provided a face covering if they do not have one. The state has delivered over 18 million face coverings to schools to support them to reopen and ensure all students can participate in learning.

2) Physical distancing requirements & other adaptations

In the updated guidance, CDPH requires that all adults stay 6 feet from one another and 6 feet away from children, while students should maintain 6 feet of distance from one another as practicable. Anyone entering the school must do a health screen, and any student or staff exhibiting a fever or other symptoms will be immediately sent home.

In addition, each school will customize guidelines to effect safety and monitoring. Employees have all been provided the following guidance:

How To You Protect Yourself and Others:

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry. Avoid touching your eyes, nose, and mouth with unwashed hands. You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the restroom
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching trash

Using Hand Sanitizer

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol.

How to Use Hand Sanitizer

Apply the gel product to the palm of one hand (read the label to learn the correct amount).

Rub your hands together.

Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

Cover coughs and sneezes

If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.

Throw used tissues in the trash.

Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Avoiding Close Contact

Avoid close contact with people who are sick, even inside your home.

Put distance between yourself and other people outside of your home.

Remember that some people without symptoms may be able to spread the virus.

Stay at least 6 feet (about 2 arm lengths) from other people (social distancing).

Do not gather in groups.

No handshake greetings.

Stay out of crowded places and avoid mass gatherings.

Use video or telephone conferencing instead of in-person meetings.

Provide contactless pickup and delivery of items.

Do not share work stations or phones.

Limit visitors in the office-schedule appointments for the public or employees.

Limit any unnecessary travel with passengers from one site to another in work vehicles and personal employee vehicles.

Social Distancing

Each site and department is to submit a plan on how to do each ensure social distancing at their location. The plan can detail the following:

Implement flexible work hours by rotating or staggering shifts to limit the number of employees on site at the same time

Increase physical space between employees by modifying the workspace.

Increase physical space between employees and public by offering drive-through service or physical barriers such as partitions.

Use signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.

Close or limit access to common areas where employees are likely to congregate and interact.

Deliver services and hold meetings remotely by phone, video or internet.

Self Monitoring

Monitor your health each day, and you may record on a self-monitoring checklist (appendix A) and notify your supervisor before your scheduled shift and prior to arriving at the site, if you have been exposed to someone with COVID-19 or you have any of the following symptoms:

Temperature of 100.4 or more

Tiredness

Chills

Shortness of Breath

Difficulty Breathing

Nausea

Vomiting

Diarrhea

Sore Throat

Loss of Taste or Smell

Cough

Muscle Pain

If an Employee is Sick at Work

Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible.

Actively encourage sick employees to stay home

Ensure employees who are out sick with fever or acute respiratory symptoms do not return to work until both of the following occur:

° At least three full days pass with no fever (without the use of fever-reducing medications) and improvement in respiratory symptoms.

° At least ten full days pass since symptoms first appeared.

Ensure employees who return to work following an illness promptly report any recurrence of symptoms.

Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.

If an employee goes home because they are sick, the area/room/office where the person worked, the tools and equipment they used should be disinfected prior to use by others.

Take action if an employee is suspected or confirmed to have COVID-19.

Information on persons who had contact with the ill employee during the time the employee had symptoms and 2 days prior to symptoms should be compiled. Others at the facility with close contact, within 6 feet of the employee, during this time would be considered exposed.

In most cases, you do not need to shut down your site. But do close off any areas used for prolonged periods of time by the sick person:

Wait 24 hours before cleaning and disinfecting, to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible.

During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been 7 days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Sick employees should follow CDC-recommended steps. Employees should not return to work until they have met the criteria to discontinue home isolation and have consulted with a healthcare provider and state or local health department.

People with COVID-19 who have stayed home (home isolated) can leave home under the following conditions**:

If you have not had a test to determine if you are still contagious, you can leave home after these three things have happened:

You have had no fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers)

AND

other symptoms have improved (for example, when your cough or shortness of breath have improved)

AND

at least 10 days have passed since your symptoms first appeared

If you have had a test to determine if you are still contagious, you can leave home after these three things have happened:

You no longer have a fever (without the use of medicine that reduces fevers)

AND

other symptoms have improved (for example, when your cough or shortness of breath have improved)

AND

you received two negative tests in a row, at least 24 hours apart. Your doctor will follow CDC guidelines.

People who DID NOT have COVID-19 symptoms, but tested positive and have stayed home (home isolated) can leave home under the following conditions**:

If you have not had a test to determine if you are still contagious, you can leave home after these two things have happened:

At least 10 days have passed since the date of your first positive test

AND

you continue to have no symptoms (no cough or shortness of breath) since the test.

If you have had a test to determine if you are still contagious, you can leave home after:

You received two negative tests in a row, at least 24 hours apart.

**In all cases, follow the guidance of your doctor and local health department. The decision to stop home isolation should be made in consultation with your healthcare provider and state and local health departments. Some people, for example those with conditions that weaken their immune system, might continue to shed virus even after they recover.

If an employee is confirmed to have COVID-19, employers should inform anyone they have come into contact with, including fellow employees, of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA). The employer should instruct fellow employees about how to proceed, based on the CDC Public Health Recommendations for Community-Related Exposure.

Personal Protective Equipment (PPE)

Masks

On Friday, May 8, the San Bernardino County Board of Supervisors repealed the April 23rd health order requiring everyone to wear face coverings outside of their home. Social distancing is still required at all essential businesses and there has been no change to the ability to gather in groups. Further, this repeal does allow local businesses and employers the ability to require face coverings.

We highly recommend wearing a mask while interacting with students, parents or the public. You can however, feel free to wear your mask whenever you feel it's warranted. You do not have to wear a mask if you are working alone in your classroom or office, but we do recommend having a mask on hand at all times, while on campus.

You could spread COVID-19 to others even if you do not feel sick.

Everyone should wear a cloth face covering when they have to go out in public.

Cloth face coverings should not be placed on anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.

Facing coverings should be worn over both the mouth and nose.

Cloth face clothings should be washed often.

The cloth face covering is meant to protect other people in case you are infected.

Do NOT use a facemask (N-95) meant for a healthcare worker.

Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Surgical and cloth non-respirator face masks do not protect persons from airborne infectious disease and cannot be relied upon for novel pathogens. They do not prevent inhalation of virus particles, because they do not seal to the person's face and are not tested to the filtration efficiencies of respirators or N95 masks.

Gloves and Other PPE

Employees should continue to follow their routine policies and procedures for PPE (if any) that they would ordinarily use for their job tasks. When cleaning and disinfecting, employees should always wear gloves or other PPE appropriate for the chemicals being used. Additional personal protective equipment (PPE) may be needed based on setting and product.

CDC does not recommend the use of PPE in workplaces where it is not routinely recommended.

Per CDC.

Cleaning and Disinfecting facilities and vehicles:

Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.

Cleaning with soap and water removes germs, dirt, and impurities from surfaces. It lowers the risk of spreading infection.

Disinfecting kills germs on surfaces. By killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

If surfaces are dirty, clean them with detergent or soap and water prior to disinfection.

Making sure custodial staff knows which areas and workstations need to be cleaned daily.

Determine What Needs to be Cleaned

Cleaning must occur in vehicles used by district staff and students.

Areas unoccupied for 7 or more days need only routine cleaning.

Maintain existing cleaning practices for outdoor areas.

Determine How Areas Will be Disinfected.

Consider the type of surface and how often the surface is touched.

Prioritize disinfecting frequently touched surfaces.

Consider the resources and equipment needed.

Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

Some definitions to keep in mind:

CLEANING: Physical removal of soil (dirt and debris) from surfacers which can include the use of water and detergent.

DISINFECTING: Destroying or killing microorganisms on surfaces, including bacteria and viruses.

SANITIZING: Treating a surface to effectively reduce microorganisms that could be harmful to your health according to public health standards.

Cleaning before sanitizing is recommended when time permits.

All classrooms will have supplies to clean and sanitize desktops and commonly touched surfaces throughout the school days as needed. Use of supplies and equipment will be limited to one group of children at a time and will be cleaned and disinfected between uses when sharing occurs.

Indoor air quality is essential to providing a safe and comfortable environment for schools and offices. AVUSD is ensuring proper preventative maintenance is being performed on all HVAC units and is changing filters on a regular basis and providing adequate air filters.

Employers must provide washing facilities that have an adequate supply of suitable cleansing agents, water and single-use towels or blowers.

Check restroom facilities frequently and make sure they are clean and sanitary.

Ensure handwashing areas have plenty of soap, paper towels and are clean and sanitary.

Make sure handwashing supplies are re-stocked regularly in all worksites.

Provide hand sanitizer to employees that do not have access to handwashing areas.

Follow CDC Guidelines for cleaning.

Of course- The range of in person instructional offerings will include the following characteristics:

- A cycle of formative and summative assessments designed to determine any learning loss and the next stage of needed instruction and any need for intervention
- Initial Screenings using standardized measures (such as I Ready or others) to determine actually skill and next steps

Campus Access;

In our current phase, all campuses are closed to the public and open for staff only to accomplish the necessary activities to conduct distance learning. In the subsequent phases each campus will submit an updated COVID 19 safety plan to make certain that the office of the Risk Manager is assured that the current public health regulations are complied with in regards to campus access, the flow of people, proper regulations regarding face coverings, and cleaning. Large scale events will not proceed until it is deemed safe to do so. Likewise, classroom visits will be curtailed to minimize the cohort size and exposure.

For the transportation department and all vehicles, each bus will be disinfected between each route and student group using an approved cleaning agent and process.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Support for Career Technical Student Organizations as a pathway to STEAM content courses and careers- To cover costs for student registrations, travel, materials, uniforms and lodging. | 250,000 | Yes |
| Provide a research based reading and math intervention program at the K-12 grade level. Program requirements are for classes at reduced ratio. This goal will include increased part time staffing, para-educators, and materials to maintain the program- This action is principally directed and effective in supporting the needs of our unduplicated pupils given that the largest group of students served are in that group. Further, the link to the section above is that this program will provide both the data, assessments, and resources to facilitate the learning loss mitigation required. | 1,600,000 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| Class-Size reduction in grades TK-3- This allows for students in need of greater support to have more individualized attention and time. | 1,000,000 | No |
| Provide bussing with a maximum walk distance of 3.0 miles actual walk at the high school level, 2.0 miles at the TK-8 level. The students who take advantage of the bussing program are almost entirely students from our subgroups in greatest need: Foster Youth, Homeless Youth, English Learners, Students with Disabilities, and socio-economically disadvantaged students. | 3,800,000 | Yes |
| Increased behavioral support and campus supervision for student safety and positive interventions | 1,300,000 | 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.]

On July 17th we had word from the Governor of California that schools in counties on the Department of Public Health monitoring list were not going to be able to open in a hybrid or partially in-person method. AVUSD starts school on August 5th. In the intervening 12 days we planned the following: Schedules for instructional Time, Professional Learning for staff, a shift in work conditions negotiated with each associations, and parent messages to coordinate a different start. Throughout the process the target was to develop a system that accomplished the same learning targets and standards-aligned learning intentions as in-person instruction. The method of delivery was going to be different which required a shift in pedagogy, but the targets are the same. To that end, the district developed, with a stakeholder group, a consistent district schedule that delineated the general topics to be addressed daily, the length of time in each area, and the manner of connection (Synchronous or Asynchronous) that was unique to each grade level and segment. These weekly templates ensured that each

student would receive daily live interaction no matter the type of instructional model. The main difference between the grade spans is that there was a slightly different requirement for instructional minutes for Transitional Kindergarten and Kindergarten. Likewise, as is the case in the in-person format, there is a greater emphasis on teaching routines and procedures in the opening weeks of the younger students as well as a greater need for beginning literacy skill development. The movement from distance learning to In-person instruction (and back if needed) will be facilitated by the fact that our instructional adoptions have digital components that can be delivered remotely. Students will find that there is great continuity between the Math and Language Arts program, for example, whether they are in person or online.

## 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.]

Starting in March of 2020 when we first moved to a Distance Learning Environment, we distributed devices to all student in grades 2-12 for use at home. In addition, we secured a first order of 300 T-Mobile Hotspots for families who needed them. We distributed the first 100 or fewer in the Spring. The process we used to determine the need was to find those students who had not connected to school and reach out to those families to determine the need. When school resumed in the fall on August 5th, we added devices for all students TK-12 who did not have a device. We had enough devices to serve all grade levels with Ipads used for most Kindergarten classes. We continued to distribute HotSpots as needed and found that our initial purchase of 300 was quickly depleted as more families chose to take advantage of that service. In order to fill the need for student connectivity we have ordered 300 additional HotSpots , this time from Verizon so that we can find coverage in areas where T-Mobile might have a gap and vice-versa. We have also ordered additional student Ipads so that all Tk and Kinder students can be on the same platform. Also, we ordered additional devices (Ipads, Chromebooks, and other laptops) for students in late Spring. The interruption in the global supply chain has delayed the delivery of some of those devices. At this time we have enough Chromebooks for all students but we will be quickly transitioning to updated devices where needed and a more powerful device for students in certain programs that require greater computing power or application use. We anticipate that these devices will come in waves starting in Late August and continuing through November for the largest order of new student Chromebooks. Technical support, videos and workshops for families on uses of technology (in home languages). Regular check in communications between families/students and teachers to ensure equipment, material, internet and supplies are adequate for student participation is in place. There have been some unique cases where families live in an area where there is not internet access deep in the hills below Big Bear. In those cases, we have allowed for a paper option that parents pick up when they come to school for the weekly distribution of food. We have made a number of home visits to reach out to families that we cannot reach any other way.

## Pupil Participation and Progress

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

Each school has published a schedule for each grade range that details the daily schedule for distance learning and delineates the type of instruction that is to be provided during each time block. The schedules give parents clear expectations for when students should be working synchronously and when they will have time to work independently. The schedules total the number of minutes of live contact as well as the estimated number of minutes of time that students will need to complete the assigned independent work. The number of district required minutes for the distance learning school day varies slightly by grade level with Tk and Kinder scheduled for 200 minutes, 1st-3rd for 240

minutes, 4th-12th for 270 minutes per day. The schools that operated in a master schedule environment moved to a block schedule format to allow for fewer changes each day and an easier transition to in-person Hybrid instruction when that time comes. Student participation is measured initially by live engagement. Students are marked engaged if they log in to the live lesson each day. Students who do not connect live, but rather complete assignments on the same day can also be marked engaged for that day if the work completed equates to the time required. We use bilingual staff strategically - to reach out and connect to students/families and support instruction, to provide some direct instruction across “classrooms” and even campuses as needed, to focus on newcomer students, etc.

Students are monitored through log in to live sessions, participation in Google classroom assignments, assignment completion, and assessment completion. The value of student work is determined by each teacher to comply with the instructional minute requirement at each grade level as mentioned above. Student Engagement is coded daily within our student information system and the weekly engagement log is the teacher's weekly lesson with the times and assignments clearly delineated.

## 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.]

In order to support all staff to make the transition to distance learning, we have instituted a massive effort of professional learning with multiple facets. This effort started in March of 2020 and has continued with a renewed focus in August of 2020. We have come to characterize our Distance Learning Program in three distinct stages: Distance Learning Beta- was in the Spring of 2020 as we worked to make connections but mostly did not attempt to add new content and held students harmless for grades. Distance Learning 1.0 was the summer school stage where we had to prepare to offer a 100% remote and online program for credit recovery- Teachers planned and delivered first-time instruction using a rigorous blend of synchronous and Asynchronous tools in an accelerated format. The training for this cadre of teachers was a summer intensive session. This summer session and the feedback from teachers informed the next stage. Once we learned on July 17th that we were going to be 100% online to start the school year, we planned for the entire Education Technology Team and other Instructional Leads to prepare a multi-week series of training sessions that would begin with the start of the teacher work calendar so that no one would miss the opportunity for training. Sessions were offered daily first to train the best practices of the various technology tools and then through a series of advanced topics. From the beginning, we have also offered, open tech support hours for individual questions. In addition, the training topics have been shifting towards the blending of other Live tools beyond video conference. In addition, we have contracted with Safe and Civil Schools to offer system-wide training in building a class behavior program first online and then in-person to match our experience. Since August 3rd we have provided over 21,000 minutes of staff training and individual coaching to prepare all staff to meet this moment. All of the training has been offered virtually using teleconferencing tools. There have been over 40 sessions as of this writing. Sessions continue based upon staff request.

Plan time and ongoing supports for teacher collaboration and planning related to meeting the needs of English learners, such as available professional development for teachers on meeting needs of ELs in distance learning. District TOA available to work with grade levels collaborating on addressing EL needs. Regular collaboration and planning time for teachers with EL Clusters as well as cross-grade

program collaboration. Administrators focus on supporting staff during this new reality, including visiting and observing virtual classrooms. Teachers weekly engage in collaboration and planning with peers – including with EL TOA, EL Counselors, and/or Director and (in secondary) cross-departmental planning involving ELD teachers and other academic departments.

Finally, the Instructional Technology department and the Education Technology support staff have a coordinated system to work through technology support as follows: We have established a Help Desk with a dedicated extension that serves as a first line of support for users in need. In addition we use a support ticket system that allows users to submit requests for service that are routed to the appropriate service team member for rapid response. The only caveat is that we do not send IT staff to teacher residences for support, those items must be handled over the phone or at the school site location. In addition the data team supports the synchronization of student rosters to the various adopted third party programs that teachers are using to support instruction.

## Staff Roles and Responsibilities

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

First it is worth noting that the changes to roles and responsibilities section will be addressed in three main portions: Classsified Staff, Certificated Staff, Unrepresented Staff.

Classified staff have negotiated an Memorandum of Understanding that allows for a shift for some staff in work hours (per contract rules) and a shift in job duties in some cases. All classified staff were invited to complete a survey that allowed them to select from a variety of needed roles that they might be willing to fulfill while we are in this Distance Learning environment. The responses allow leadership to work with CSEA members to provide the kind of work now required to serve the needs of the community. For example, CSEA members completely staff a child supervision setting at most school sites for CSEA member children. Other staff have agreed to support the outreach to parents by telephone to assist with calling and our tiered re-engagement program or to assist with the cleaning of public areas in the enrollment process. The shifts are all subject to the language of the MOU.

Certificated Staff have the option to work from home and some do so. They are, of course, utilizing new tools and methods to deliver instruction. They daily schedule for almost every teacher or counselor is quite different in the distance learning settting, however the duty day remains the same. Counselors have the added role of helping to follow up when students do not engage in class. They are attending to the Social Emotional needs of students who are having difficulty, but doing so remotely.

Unrepresented Staff have shifted to support the move to distance learning, the Child Welfare and Attendance division has worked to add social Emotional supports to the system through the existing MTSS framework. In the immediate distance learning framework our Counselors have built a website and outreach program to meet the needs of students and families in these challenging times. This includes some stress management support, self-care, and resources for those in need. Counselors have built an online request system to ease the connection to students and parents.

Non-Classroom staff is minimal in Apple Valley, but the instructional coaches at each level have become a valuable teacher support for lesson design, breakout room sessions, and technology utilization during this time.

## 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.]

There will be many additional supports offered for students who have those needs including English Learners, Foster Youth, Homeless Youth, and students with exceptional needs. Those services will include the following:

Speech services provided virtually 1:1 or small group for those students with exceptional needs and speech goals. For some those services will be goals based activities posted to Google Classroom, APE services provided in person or virtually if parent can participate and support from home or goal-based activities assigned via Google Classroom, OT/PT services provided in person or virtually, BCBA support for parents of students struggling with behaviors at home - telephone consult, Zoom meetings to teach and model strategies, provide materials for parents to use at home, delivery of materials/devices/hotspots, visual supports through the use of videos, interactive apps (FlipGrid, Screencastify, Boomcards, Bitmoji classroom, Peardeck, etc.).

Prioritize direct teacher interaction for students with greatest needs – including English learners. Daily dedicated Designated ELD and opportunities for extra periods for small group Designated ELD with teacher and support from bilingual paraeducators assigned at each site. Targeted instructional support for ELs who need it through various options such as: individual tutoring with primary language support if necessary, small group instruction, time set aside for assessing English proficiency, etc. Provide resources for student learning at home, zoom sessions between teachers and families to support and co-create instruction at home. Workshops for families on strategies to support their students' learning and use of technology in distance learning(in home language)
Provide materials for students in language of instruction and/or primary language supports if applicable and needed. Emphasize relationship building, personalization, frequent and direct interaction, and inclusive community building.
Provide tiered reengagement strategies for students who are not appearing or engaging – including options such as home visits, home school liaisons, 1:1 mentors with direct outreach to EL students who are not attending in distance learning
Include preschool programs in planning, with developmentally appropriate, language rich supportive programs that include ELD strategies.

For students in foster care or experiencing homelessness we have worked to deliver materials and devices to shelters and residences across southern California in order to maintain student connectivity to our programs. We have provided hot spots when needed and our family centers have been able to funnel thousands of dollars of donated food and household items to families in desperate need since April.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Instructional Coaching for all grade levels including support for classroom behavior, education technology, and all instructional needs.This includes several LCAP action items related to coaching at different grade levels and for different subjects. | 2,800,000 | No |
| Technology infrastructure and wireless connectivity to support new devices and student access as well as device acquisition, repair, and the classified staff to maintain functionality. This includes several LCAP action items related to coaching at different grade levels and for different subjects. In addition to this, some one-time funds are being used for device upgrades. Many of these expenses are directly related to the implementation of distance learning but will continue to be needed in any instructional setting hereafter. | 2,000,000 | No |
| Additional Counseling services, four year plans and frequent monitoring and support (opportunity for additional days of per-diem may be provided to counselors to enact interventions and schedule changes before start of term). Further, various tracking and monitoring programs to make student connections to colleges will be purchased to support this goal. This goal serves to increase services for those students who need greater intervention to access the pathway to post-secondary training. This includes our English Learners, Foster Youth, and Students of Poverty. | 255,000 | Yes |
| To continue current instructional support for structured language development, and effective programs to identify, assess, support and serve English Language Learners and their families. | 2,000,000 | Yes |

## 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.]

During the beginning of the 2020-21 school year, teachers will administer assessments to measure student achievement. Assessments include the diagnostic assessments available through IReady for students in grades 1-8 that will be used formatively to support initial placement into targeted groups to address next skill development. Summative assessments will not be used until much later in the process due to the need to quickly and frequently adjust teaching strategies, grouping, and methods. The data from the diagnostic assessments will be used to help create interventions for students and develop plans for intervention. Students will also have access to the IReady program in both Math and Language Arts. This program is an online intervention platform that addresses deficits in math, reading, and language arts. EL students will have access to IReady as well as English 3D to support their English learning needs as well as the support materials provided in the district adopted ELA curriculum. We will continue to implement our SST program to give extra supports to students based on qualifications and as needed. At the high school level, Mathematics and ELA departments have developed formative measures tied to the content standards in the format of performance tasks that will serve as a tool for diagnosis and allow instructors to assess learning status. Each of the core content areas at the TK-8th grade will use assessment to diagnose and measure each trimester/ quarter at a minimum.

In the multiple subject 7-12 grade level, assessments will be determined by the subject area. There are some areas that assessment must await in-person instruction (Some arts, science labs, CTE, and performance-based courses) and others that are on track as in any other year. For example, many of the core content area subjects have continued as if they were a college online course with students preparing essays and working in small groups to perform the required tasks.

### 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.]

All students:

- We are providing packets to all students (These vary by school site but include items such as adopted curriculum, math manipulatives, graphic organizers, other materials needed such as whiteboards and dry erase markers)
- Access to extra support in the form a direct contact from a para-educator(ASES, classroom paras, bilingual paras) reaching out by phone or in a small group video conference
- Hotspots and devices if need
- Flexibility with scheduling live instruction with teachers
- We will continue our rigorous processes as normal for identifying and supporting at risk students. We will screen all 1st-6th graders for reading intervention program and enroll qualifying students into the program as a support.

- Beyond our regular course of instruction we will be providing additional educational support services within the school day as identified by specific classroom teachers. We will also be providing skill and knowledge based support specifically for Math and Language Arts and Reading. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. During distance learning, teachers will have "office hours" each day to meet with individual students and small groups to provide additional support for pupils with unique needs.
- Access to Board Certified Behavioral Analyst to assist parents with behavioral struggles experienced in the home during distance learning - provide modeling/coaching for implementation of behavioral strategies, Zoom sessions, material/resource distribution to support students at home (first/then, token boards, visual schedules, etc)

Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "town hall" Zoom meetings (virtual back-to-school-night/open house)
- Establish policy and data infrastructure necessary to support and monitor educational progress
- We will continue to provide information and support to our at risk families and foster youth providers. The counselors and principals have access to our Family Resource Centers who keep a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Special Education

- Distance learning plans will be created through the IEP process for students. Special education teachers,along with their instructional aides, will be engaging in live interactions either through virtual meetings or telephone conversations on a daily basis in an effort to prevent learning loss.
- Providing additional support to pupils with assistance from our para-educators to supplement teacher instruction
- Providing services that are identified in the offer of FAPE to the greatest extent possible in light of the conditions as outlined in the distance learning plan. Specialized Academic Instruction (SAI) and related services are provided in a virtual format. Some support supports services such as APE, OT/PT and assessments may be done in person by appointment only following approved safety protocols per COVID guidelines.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will have access to general education teachers, Specialized Academic Instruction teachers and support staff. Teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless

- Frequent communication and contact with pupil; providing of resources and support to appropriate local, county, and state agencies for assistance, All provided in the Home Language.
- Providing technology and school materials/resources to ensure pupil is able to actively engage in distance learning model
- Establish recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support- Each Site has a direct support process to connect through a translation service if needed.

English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- Supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed. 2nd-6th grade students will be screened and placed in the RTI program following consistent qualifying criteria.
- Virtual Professional Development Presentations for staff specific to meeting the needs of ELs in a virtual learning environment
- ELPAC initial assessments are now conducted in-person by appointment at the District Office with safety protocols in place
- All English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]).
- These practices may include remote instruction, telephone calls, meetings held on digital platforms, supplemental physical or virtual resources, online options for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments differentiated for English learners.

As mentioned above, students will be assessed as needed, but at least once per trimester or quarter. As a result of that assessment data, students will be offered intervention in small group settings. If in the distance learning model, those sessions may be in the afternoons and/or on Wednesdays that would be in addition to the regular school day. If in-person, these sessions may be both after school and may be within the school setting for pull-out sessions or push-in support.

## 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.]

Using a variety of measures including the 1st - 8th-grade IReady data for diagnosis, we will be working with site teams and grade level groups to monitor the needs of all students, targeted groups, and watch for trends. The initial window for assessment closes in early September and will allow for an accurate benchmark or starting place for all students. We will be providing the tools for site teams to disaggregate those scores against the last known assessment from late Winter of 2020.

Each site has built a system of tiered intervention strategies that are all guided by student data that lead to adjustments in the educational response as needed. The data can be reading level, math skill development, Phonemic Awareness, or an array of other data points. In order to determine if the supports we have put in place we will measure student scores on these Iready measures across time to see that students are making the gains required to make ground against the loss they experienced. This will be a student by student effort to build individualized plans to move toward grade-level proficiency.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Maintain 4 family resource centers to be sure that there is regional support for families in all areas of the district including support for volunteers to be fingerprinted. This resource is entirely directed to families who are low-income. | 300,000 | Yes |
| Multi-Tiered Systems of Support: Interventions to support positive student growth and development academically, behaviorally, and emotionally. Maintain a positive school climate with parents and staff working together for the betterment of all children in the community. In particular, staff focus on the needs of students who show evidence of trauma, foster youth, homeless youth, and students who require intensive behavioral or academic interventions. | 700,000 | Yes |
| Support for English Learners to provide interventions, supports, teacher training, and Bi-lingual staff at each site. | 2,200,000 | Yes |
| Diagnostic Tools such as IReady 1st - 8th, Illuminate Data Tool K-12, ESGI TK/K, Max Scholar TK-3, Renaissance is now available as a home-connect feature so students can test comprehension and teachers can monitor their reading through distance learning- extended through onetime Cares Act funds to allow greater enrollment and access | 500,000 | No |
| Engagement. Supplies and equipment purchased to ensure student have proper materials to support learning. SeeSaw has been purchased to help students, teachers, and parents track participation and engagement of students. Purchased SORA Online Library to keep students engaged in reading. | 300,000 | 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.]

The counseling staff have created google classrooms that include mindfulness activities, calming activities, read a louds and other social-emotional learning resources. The counseling staff has created links on the school websites as well as the district website for crisis intervention, suicide prevention, and domestic violence. Counselors work in conjunction with classroom staff to provide social-emotional lessons from several resources including but not limited to Character Strong, Character Counts!, Second Step, and Pathways to Success. The counseling staff also provides one on one academic and social-emotional counseling by Zoom or telephone conference. Coordination with various outreach resources for families will be monitored by Care Solace a new service under contract for this school year to help families. Teacher professional learning on SEL and on needs of immigrant and English learner students related to COVID disruption and impacts on their communities. Direct counselor communications with families, interviews, surveys, and other mechanisms to check in on student/family needs impacting participation in school – with referral and resource responses – all available with translation or in languages of the home as needed.
Staff Development regarding the social-emotional foundations of behavior, the power of relationships, and the impact of trauma has been provided through the Safe and Civil Schools model throughout the system (in a year-long basis for the 2020/2021 school year) and includes All Teachers, all counselors, Campus Security, proctors, crossing guards, School Bus Drivers, Administration, Nurses, and others. The training sessions are customized to the role of each segment to ensure that there is both overall coherence but also relevance for the unique expectations and job class.

In addition, training for the new Care Solace program will include Administration, counselors, police officers, and school psychologists.

# 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.]

Students are considered engaged if they participate in synchronous or asynchronous lessons. A tiered system of re-engagement strategies has been created to re-engage students in learning when they have not participated in either synchronous or asynchronous activities.

Universal interventions include verifying the contacts, running reports to determine who has not been engaged, and communicating with parents about academic progress. Pathways and links for AERIES communication, google classroom information, technology helpline and counseling resources are published on the website. When students do not connect or engage after this first tier we move to a systematic set of Tier 2 or Early Interventions include outreach by counselors, nurses, family center coordinators, and administrators. MTSS attendance meetings will be held to discuss barriers. Intensive interventions or Tier 3 include home visits, referrals to outside agencies as well as referrals to the District Attendance Review Team. In extreme cases, a referral will be made to the School Attendance Review Board, where they may be connected to other health and social services. Each step of the process includes bilingual staff who can make the appropriate tiered outreach in the home language of the family.

Expect the need for flexibility and change of plans, and communicate clearly, regularly and in the home languages of families what these changes entail and why they are occurring – with two-way communication mechanisms such
as translation/interpreters for DELAC meeting and check-in/input sessions, use social media to reach parents, using simultaneous translation, designated home language personnel and mechanisms (including translation apps for teachers and parents, and OPI Services) to support two-way communication. Support families as partners in supporting student learning (e.g., clear and regular communication, technical support, workshops on strategies – in their home languages), such as technical support, videos, and workshops for families on uses of technology (in-home languages). Workshops for families on strategies to support their students' learning (in-home language) as suggested from parent input during DELAC.

# 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.]

Distance Learning Meal Distribution:
Apple Valley Unified School District (AVUSD) is currently utilizing a distance learning instructional model. As a result of this instructional model, no students are physically present on any AVUSD campuses. Nutritionally Adequate Meals are available to all children aged 2-18 on Wednesdays from 9:30 am to 1:00 pm . This meal distribution model allows the Parents/Guardians or Students to pick up one week worth of meals; five breakfasts and five lunches. Meals were provided at every school site with few exceptions due to traffic disruptions or construction. As of this writing meals are served at every Apple Valley Unified School District school except: Granite Hills High School and High Desert Premier Academy.

In-Person Instruction Meal Distribution:

Upon AVUSD's return to in-person instruction, meals will be provided daily in one of the following models:
Meals are picked up in the cafeteria and students eat in the cafeteria, in a socially distanced setting
Meals picked up in cafeteria and students eat outdoors in a socially distanced setting
Meals picked up in cafeteria and students return to classrooms to eat
Students pick up meals at end of school day and take home if half day situation(same day lunch and next day breakfast)

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

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Mental Health and Social and Emotional Well-Being | Increase counseling support for continuation programs at all sites district wide to provide academic, social, behavioral, and career guidance counseling to students in need, particularly foster youth and students with other risk factors. | 1,100,000 | Yes |
| Stakeholder Engagement | Deploy a community outreach and media specialist to act in the role of communications and public relations. Item will include costs related to production of communication materials, media, and tools. | 150,000 | No |
| Pupil Learning Loss (Pupil Learning Loss Strategies) | Evaluate services and configure program and staffing to support special needs students. To include additional mild/moderate resource positions, para-educators and psychologists as well as training for all staff. | 2,000,000 | No |

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| | | | |
| Mental Health and Social and Emotional Well-Being | Music program. Additional staffing and funds for instruments and other related needs to bring music program to students. | 750,000 | No |
| Pupil Engagement and Outreach | Maintain 4 family resource centers to be sure that there is regional support for families in all areas of the district including support for volunteers to be fingerprinted. | 300,000 | Yes |

# 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 |
|---|---|
| 23.6% | $25,613,076 |

## 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.]

For the actions being implemented across the whole system, in all cases the district considered the specific needs of the Foster Youth, English Learners, and Low Income Students in our system and the unique impact that COVID-19 has had on their educational experience. Most importantly, the need for increased support, devices in the home, wireless access, and instructional adjustment to engage a remote audience. The utilization of instructional coaches at all levels comes with the strong data backing the usage of such a support by teachers. The trainings offered and the improvement to overall teacher impact allows all students to improve. Most importantly, improved instruction allows for students with needs for remediation, individual support, and exceptional needs to be better served in class.

For the action items related to the expansion of college and career readiness programs, organizations, and other supports, we found from our parent groups, student surveys, and input from target student advisories, that these programs meet the need of the students in our system to engage with a high interest, high demand program. These programs allow students to showcase skill and passion and each of the programs makes an effort to reach out to students in our subgroups in need of support. This action is principally directed and effective in meeting the needs of our FY, EL, and LI students who have the greatest need in this area.

Likewise we have a large effort to provide devices, connectivity, and infrastructure to all students. Knowing that the majority of our students will not have devices at home to connect to a distance or hybrid program requires that we provide those items to ensure access. Not all students or families have expressed a need for a district provided device at home, however, we know that of the 11,000 devices we have delivered represents the majority (72%) of our families that qualify as low-income. We have prioritized their needs. This is service is also principally directed and effective in meeting the needs of our FY, EL, and LI students who have the greatest need in this area.

The Multi-tiered System of support is built to serve students who present with any complicating challenges by first, giving strong first instruction and structures, tiered strategies for intervention when needed which may include counseling or other efforts for students. Although this system is in place for all students, this kind of program is principally directed and effective in meeting the needs of students who require a clear system and quick support, our foster youth, English learners, and low-income students.

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

The services to our nearly 72% of students who are foster youth, English learners, or low-income are improved by the improved district-wide services above, which are offered to all students but principally directed and effective in meeting the needs of those students in greatest need who will benefit most from those actions. In addition we have some district wide items in our LCAP that are entirely focused on the students who make our unduplicated count and are therefore services that are provided above and beyond what is provided to all students. Those items are:

- Our reading and math intervention programs. These programs support only those students who are in need and priority is given to those students who come from these groups.
- The transportation service increases are utilized primarily by families that do not have the means to transport students to school. Our school district covers a large geographic area and walking distances would be very far on roads with no sidewalks. This is principally directed to support our low-income families.
- The entire goal dedicated to support for English Learners
- The increase in counseling allows dedicated staff to serve Foster Youth and English Learners at a much-improved ratio of counselor to students
- Our family centers are dedicated to serving low-income families in need.

Every effort has been made to include the items in the plan that contribute to the increased or improved services for our unduplicated count of students. Therefore there are no other items outside of those listed herein.

Apple Valley Unified School District will exceed the mandated requirement to increase or improve services by 23.6% for our unduplicated pupils. The elements of our plan and the systems put in place with the funding will have an incredible impact upon the school program for students in both quality and quantity.