

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.]

The major Impacts on students and families that the COVID-19 pandemic has had on our community:

- Significant stress to families
- Uneasiness with the unknown
- Challenges surrounding constantly changing guidelines and expectations for schools

During the spring:

- We were able to connect with 95% of students throughout distance learning.
- Approximately, 30% of students completed a reasonable amount of the school work that was assigned. The remaining amount were not able to complete all or a significant amount of school work which will contribute to learning loss that we may see in the fall.
- We anticipate a large amount of student learning loss (especially in mathematics), even with our distance learning efforts. This will need to be addressed in the fall and throughout next year.
- We anticipate an increased need for social/emotional support for students. We saw an increased need of mental health support from our students during school closure. During this time we provided additional counseling services to support students via video and phone conference.
- With an increased loss of jobs we also saw an increased need in our community for food and community resource support. This impact will likely carry on through the summer and into fall.

When school reopens we will be able to begin to fully understand the implications this pandemic had on our community.

We acknowledge the uncertainty created by COVID-19, and so it is highly probable that plans will change in response to changing needs.

Stakeholder Engagement

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

The efforts made to solicit stakeholder feedback for each group were

- Students: Surveys were provided to students
- Families: Surveys, Phone Calls, Town Hall Virtual Meetings, Emails, Text
- Staff: Surveys, Town Hall Virtual Meetings, Emails
- Educators (teachers, principals, administrators, other school personnel): Bargaining Unit Member Meetings, MOU, Reopening Committee
- Other stakeholders (who do not have internet or speak languages other than English): Phone interviews

Overall stakeholder process

- We consulted with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan.
- We solicited recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan
- We notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the learning continuity and attendance plan, using the -most efficient method of notification possible (note it is not required to produce printed notices or to send notices by mail).
- We presented the learning continuity and attendance plan to the parent advisory committee and the English learner parent advisory committee separately for review and comment. The superintendent of a school district responded, in writing, to comments received from the parent advisory committee and the English learner parent advisory committee.
- We presented the learning continuity and attendance plan at a public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the learning continuity and attendance plan was available for public inspection.
- The Governing Board adopted the learning continuity and attendance plan in a public meeting. This meeting was held after, but not on the same day as, the public hearing

Considered before finalizing

- Current and adjusted guidance
- Various adjustments

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

Public hearings were held as zoom meetings to allow for remote participation. Translation of meeting was provided in Spanish.

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

There was much discussion around: participation, attendance, re-engagement, pupil learning loss and mental health support for our students. We believe we have developed a solid plan based on these discussions and feedback, however, we know that we will need to be adaptable and resilient as we move forward in overcoming the challenging that we will face.

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

All areas of the Learning Continuity and Attendance Plan were influenced by stakeholder input.

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 classroom-based instructional schedule model includes plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

The adopted model for classroom based instruction is the "Hybrid model" where students attend in person instruction for 2 days a week and attend distance learning 3 days a week. This will provide 50% capacity on campus and allow for 6 feet of social distancing. Students will be in cohorts. On Campus day group A: Mondays and Tuesday (unless there is a Monday holiday, then students will be on campus Tuesday/Wednesday). On Campus day group B: Thursday and Friday.

To identify students who have experienced significant learning loss due to the school closures in 2019–2020, we will develop a systematic cycle of assessments, including initial screenings and formative and summative assessments. More information on this is found under the "Pupil Learning Loss" section. We will use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. Students who have experienced significant learning loss or are at a greater risk of experiencing learning loss due to future closure will have priority for the ability to come to campus 4 days per week if feasible and if able to be under the supervision of a school employee with proper social distancing and cohorting available.

At AVHS, we will provide intervention courses that support students who are performing below grade level or deficient in English Language Arts (Creation of an English 9/10 English Credit Recovery Course and Creation of an English 11/12 English Credit Recovery Course). This will be available both in-person and through distance learning.

The AVES librarian will continue to provide literacy and reading support (in-person and virtually) through: managing Accelerated Reader software, assisting students and teachers with text selection appropriate to student reading levels, promoting and supporting student reading in school and at home, educating parents on the importance of reading with children at home, developing reading incentive programs, reading aloud to small groups of students, providing a positive behavior reinforcement space where students participate with the librarian in reading and homework tutoring, supporting teachers by monitoring student reading levels and keeping the school catalog current with engaging and appropriate reading materials. We have purchased digital library software that gives students access to books and news articles in English and Spanish.

The AVHS librarian will continue to provide literacy and reading support (in-person and virtually) through: assisting students and teachers with text selection appropriate to student reading levels, promoting and supporting student reading in school and at home, managing digital and print resources for students to check out, assisting teachers and students with access to primary and secondary resources for writing and research, providing a positive behavior reinforcement space where students can actively engage in writing and research, supporting teachers by monitoring student reading levels and keeping the school catalog current with engaging and appropriate reading materials.

We will also continue to provide (both in person and virtually) college and career counseling and support.

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

Description	Total Funds	Contributing
Librarian Salary and Benefits (Both In-person and Distance Learning)	63,965	Yes
HS English Credit Recovery (Both In-person and Distance Learning)	12,626.39	Yes
HS Math Support Class (Both In-person and Distance Learning)	35,900	Yes
Counselor, Senior Advisory, Senior Seminar	93,117.72	

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.]

Curriculum and instruction for all students at all grade levels will include review, new learning, enrichment, physical activity, outdoor education and exploration as practicable, and social interaction. We will identify essential standards to focus on during the school year so that the most important content is taught during the school year.

Distance Learning Model:

We will provide a distance learning model to students with the following components:

- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- 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 public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness

Curriculum

We will provide a full curriculum of substantially similar quality regardless of the method of delivery. Students will participate in AVUSD curriculum that is provided by AVUSD teachers.

Resources

The resources used to support this will be the Google Apps for Education platform that the district currently uses to connect teachers and students. The platform includes email, electronic documents, Google Classroom and Google Meet as the method for real-time video and phone communication. Google Apps will serve as the primary Learning Management platform, and teachers will use other supplementary digital resources based on subject matter and grade level.

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.]

Laptop computers will be provided to all students. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. Being a rural community some students do not have access to connectivity. In this case, students will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom.

To reach students and families who previously were not able to gain access to materials online, we have surveyed families to assess their ability to connect through the two primary local cell service carriers: Verizon and US Cellular. We have purchased 300 hotspot devices that will be distributed to students based on connectivity needs.

For families who have unique circumstances where they are unable to receive internet through a hotspot due to geographical location, we will provide digital materials and lessons through a physical data medium such as USB drives.

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.]

ASSESS PROGRESS

We will use a universal screener (MAP) to assess student progress. We will assess progress through formative standards based classroom assessments, STAR Reading and Math Assessments (Initial, Nov, Feb, and April), adaptive software progress reports. We will also utilize the guidance from CDE to adapt and improve our assessment procedures as we understand the full impact of the pandemic on our students: <https://www.cde.ca.gov/ls/he/hn/documents/guidanceonassessments.pdf>

PARTICIPATION

- Documenting daily participation for each student on each school day, in whole or in part, for which distance learning is provided. A student who does not participate in distance learning on a school day shall be documented as absent for that school day. (SB98)
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.(SB98)
- A weekly engagement record will be completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. (SB98)
- A pupil who does not participate daily in either in-person instruction or distance learning shall be deemed absent. (SB98)
- Teachers will document all contact with students (meetings, phone class, emails and texts)

TIME VALUE

For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law. (SB98). Teachers will provide the minimum number of instructional minutes to students that may include:

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.
- Assignments
- Assessments

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.]

We will provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. Provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. The District will create site and district wide timelines for professional development and implementation of these frameworks. Results of implementation will be measured and reviewed regularly. Community of Practice models will be used to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders should support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.

Professional Development

- Training on new platforms, planning and collaboration
- Design standards based lessons with grade level or departments
- Time to plan for presentations for families on how to access their distance learning platform
- Instructional resources available
- Training students
- Motivation and engagement techniques
- Online tools
- Effective Strategies
- Data analysis training
- Distance Learning Training
- Zoom/Google Meets training
- tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning

Resources

- updated technology
- online curriculum access
- online tools

Staff Roles and Responsibilities

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

The following modifications were made to staff roles and responsibilities to meet the academic and social-emotional needs of students while ensuring the health and safety of staff and students.

Supervision Staff: Staff members who typically supervise students will now be contacting families and students to support distance learning.

Instructional Aides who typically work in classrooms with students will continue to support students in a real time online classroom environment, in addition to supporting students and families with distance learning.

Librarians and Computer Technology instructors will support teachers, students and families with distance learning supports and technology assistance.

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.]

Provide virtual academic support for struggling students (especially English Language Learners, students with exceptional needs, students in foster care, students who are experiencing homelessness and Socio-economically disadvantaged students) by utilizing the MTSS (Multi-Tier Systems of Support) model: Utilize a universal screener (AR/STAR for AVES and MAP for AVHS) to identify students in need of tier 2 support in ELA; and provide different types of support at the different levels to support Tier 1, 2, and 3 intervention (RTI Academic supports Tier 2 support classes in Math and ELA, credit retrieval course and Academic Tutorial sections, After School Tutoring, Summer School)

ENGLISH LEARNERS

We will improve English Language Learner proficiency and achievement in the English Language Development standards and the English Language Arts Standards by providing:

- 1) EL Coordinator services will be used to support teachers in provide EL services to students, administering the ELPAC (if applicable), monitoring reclassification process, and supporting ELAC and DELAC groups,

2) three periods of “English for Mastery” at AVHS to support ELD Tier II and III ELD Students. Continue to use the iLit ELD Curriculum for grades 7-12. Add one period of “Reading Support” at the junior high school to support English Language Learners,

3) Direct Small Group Reading instruction at AVES in students’ primary language for grades 1 and 2;

4) We will continue using Accelerated English instructional practices that have been the focus of staff development training seminars; and

5) designated and integrated instruction in English language development for English learners including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

Synchronous Designated ELD

- Live virtual lessons/meetings
- Phone calls
- Small group lessons
- By proficiency levels with scaffolds
- In mixed level groups for fluency building
- Teacher feedback and support as needed
- videos with captioning or embedded interpreting,
- accessible or translated reading materials,
- other language services provided through video conferencing,
- an online translation dictionary

Asynchronous Designated ELD

- Previously-recorded lesson and videos
- Phone and text messages
- ELD assignments/projects using approved
- ELD curriculum
- Paper and pencil activities
- Reading logs and journals
- Goal setting and reflection
- iLit program to provide support to all English Learners
- videos with captioning or embedded interpreting,
- accessible or translated reading materials,
- other language services provided through video conferencing,
- an online translation dictionary

EXCEPTIONAL NEEDS

- Special education, related services, and any other services required by a student's individualized education program with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
- Ensure students have access to the assistive technology required in their individual education program to access their educational program during distance learning (examples: <https://www.cde.ca.gov/sp/se/sr/atexmpl.asp>)
- Collaboration time between general education teachers, special education, and service providers to address any supports needed in a distance learning program
- Detailed plan for how special education and related services will be tracked
- Multiple measures will be used to determine a student's participation and progress in distance learning

FOSTER CARE

- Small Group instruction
- 1:1 tutoring
- authentic learning materials to use at home
- daily and weekly check-ins
- RTI

STUDENTS EXPERIENCING HOMELESSNESS

- Ensure that children and youth experiencing homelessness are able to participate fully in school activities, and that barriers to identification, enrollment, and retention in school are identified and removed.
- Specialized, thoughtful and adaptive outreach to families experiencing homelessness or unaccompanied youth
- access to computers and a place for connectivity
- Small Group instruction
- 1:1 tutoring
- authentic learning materials to use at home
- daily and weekly check-ins
- RTI

The following accommodations will be available for all students, especially students with the most needs.

- extension of time for assignments,
- where meaningful access to remote instruction is not possible, hard copy packets, teacher check-ins, or tutorials, or other methods may be implemented.

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

Description	Total Funds	Contributing
Supplemental Literacy Software (A3k, Accelerated Reader, Follet, Aleks, IXL, etc)	22,052	Yes

Description	Total Funds	Contributing
Professional Development	7,826.12	Yes
English Learner Supports (EL Coordinator, ELD Support Courses, iLit Curriculum, EL Supplies)	83,754.20	
Bilingual Specialists (Classified)	139,230.30	Yes
Computers	30,351.69	Yes
Distance/Blended Learning Software and Hardware	7,500	Yes
Supplies and Equipment	25,000	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.]

English Language Arts

We will use a universal screener (MAP) to assess students. Students will complete the STAR Reading assessment 4 times throughout the year to determine learning status. Results will be analyzed to determine the level of support and acceleration needed for each student.

MATHEMATICS

We will improve student proficiency and achievement virtually in mathematics by increasing student support in mathematics through supplemental software (Aleks, IXL, adaptive programs Freckle, ST Math), mathematics specific professional development, and high school mathematics support classes.

English Language Development

We will integrate ELD strategies in all courses and provide designated ELD instruction

We will analyze and use results of data and established metrics (internally and with stakeholders) to inform discussions, recommendations, and decisions.

Pupil Learning Loss Strategies

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

To address learning loss for all students we will utilize adaptive software and instructional practices to support student differentiation and provide additional support to students as needed. Our first step will be to assess the students and determine which students have experienced learning loss. We will utilize differentiation strategies to support these students. In addition, we will assess student learning throughout the year to determine the learning loss that may have occurred as a result of distance learning. We will utilize our MTSS model to provide added support to students in need:

- Tier 1: Daily lessons (via Google Meet), synchronous and asynchronous learning activities
- Tier 2: Small Group sessions, IA support through Meet, 1:1 support as needed on Meet, modified or differentiated assignments, teacher office hours
- Tier 3: Referral made to admin, SST, or intervention Services

Learning Acceleration Resources

Learning Acceleration: Support English Learners at <https://www.cde.ca.gov/sp/el/er/elllearningacceleration.asp>

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.]

We will analyze the STAR and MAP Reading and Mathematics results to determine effectiveness of services and supports provided. In addition, we will utilize adaptive software reports to demonstrate growth in given focus areas.

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

Description	Total Funds	Contributing
Academic Support: Classified Instructional Assistants (AVES)	86,764.27	
Summer School Support (Summer 2021)	35,802.06	Yes
Universal Screener (MAP)	4,000	Yes
Academic Support (Small Group Certificated and HS ASP Certificated)	66,289	
<p>Learning Loss Mitigation Funding</p> <ul style="list-style-type: none"> Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year. Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs. Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning. Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning Expanding access and connectivity for students to participate in distance learning through the purchase of computer devices and internet access points. Working with local internet service providers to secure access for students who live in areas with poor access. Funding tiered supports for student attendance and engagement through increased connectivity and access 	556,555	

Description	Total Funds	Contributing

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 entire education community has been affected by the COVID-19 pandemic. The community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community

Through the Multi-Tier System of Support (MTSS) structure, we will support both the development of academic and social-emotional and behavioral well-being (or mental health).

- District teachers will spend adequate time building an emotionally safe class community (morning meetings, utilize activities and conversations that promote positive relationships, extracurricular meeting groups, community building activities)
- Counseling will be available for referred students through video or phone calls during distance learning.
- Referrals to outside counseling services in the community for students and families
- Maintain our partnerships with our community resources
- Offer Primary Intervention Program (PIP) supported with counseling for district students, through mental health funding and through Redwood Children Services, with family support as needed.
- Second Step Program: Teachers present the Second Step Program to develop empathy, impulse control and conflict management skills in students K-6 grade for 30 minutes weekly.

TIER 1: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

- Conduct universal screening to identify social-emotional needs of students.
- Share student mental health need assessment data with stakeholders during LCAP stakeholder engagement process.
- Encourage school boards to adopt policies that support staff and student wellness.
- Consider strategies to become a trauma-responsive school system to support the school community.
- Conduct routine check-ins using a trauma- and resilience-informed lens.

- Develop a system to connect with students and families to promote attendance.
- Engage with students and families using culturally responsive techniques.
- Use professional development time to increase trauma knowledge and skills
- Engage staff in professional development about mental health destigmatization
- Share the National Suicide Prevention Lifeline 1-800-273-8255 widely.
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Conduct schoolwide mental health assessment that includes trauma and stress.
- Assess and review necessary staffing ratios to meet student needs (teachers, support services, etc.).
- System to connect with students and families to promote attendance.
- School sites will consider strategies to become a trauma-responsive school system to support the school community.
- Engage with students and families using culturally responsive techniques.
- Provide information about mental health and wellness resources on the district and school websites and in communication with families.

TIER 1: COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT

- Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.
- Suggest all LEAs (county offices of education, districts, and school sites) include information and links to increase access to mental health and wellness resources.
- Share resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
- Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>
- Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.

TIER 1: UNIVERSAL SUPPORTS: STAFF WELLNESS

- Provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness.
- Promote the use of staff support groups to enhance staff cohesion and coping.
- Provide a monthly informational insert in staff checks about mental wellness and local resources.
- Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
- Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.

- Leadership is committed to open and routine communication with staff members, encouraging self-care.

TIER 1: CLASSROOM STRATEGIES

- Establish and implement daily routines for both in-person and remote delivery.
- Include stress management or mindfulness practices in daily classroom routine.
- Consider impact of stress and trauma when assessing and supporting students.
- Use restorative circles (in-person and virtually).

- Engage staff in professional development for social-emotional learning to help teachers learn tools and strategies to lower anxiety and stress exhibited by students.
- Encourage staff to establish and implement routines for both in-person and distance learning, which include welcoming inclusion activities, engagement strategies, and an optimistic closure to class.
- Encourage staff to include stress management and mindfulness practices in classroom routines.
- Participate in the Resilience in School Environments (RISE) program to assess and improve the social-emotional wellness of students and staff.
- Encourage teachers to ask their students how they are doing and refer to counseling when students are struggling.
- Leadership and staff will consider the impact of stress and trauma when assessing and supporting students.
- For deeper understanding and resources, see Three Signature Practices for Social-Emotional Learning

TIER 2/3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF

- Provide staff with resources from their Employee Assistance Program (EAP).
- Align district funding, policies, and programs to fully support mental wellness for students and staff.
- Implement or scale up Social Emotional Learning (SEL) to promote social-emotional competencies among students. Promote and support adult SEL.
- Maintain or expand student mental health services using LCFF, ESSA Title II and IV funds, or other leveraged resources.
- Review district policy and coordinate with mental health partners to ensure confidentiality.
- Assess what supports are currently in place to assist students with mental health issues.
- Encourage students to use counseling services as needed. Promote messaging to remove stigma.
- See that staff are trained in evidence-based practices (CBITS, SSET, DBT for Schools, etc.).
- Provide information about and access to tele-behavioral health services for counseling services (group, individual).

- Social-Emotional Wellness support will be provided by the school counselors, district school-based therapists/social workers, and community-based organizations
- Mental health staff will provide services either in-person or through a telehealth platform.
- Mental health resources will be consistent across the district and district-wide mental health providers should be coordinating services.

Pupil 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.]

Engagement/Outreach

The main component for ensuring engagement is to have engaging in-person and virtual learning experiences for students. This will be accomplished through robust teaching, sharing best practices, professional development, social/emotional learning, developing personalized relationships, and integration of the arts. Teachers will engage with students daily to monitor, encourage, and support participation in the instructional program. Parents will be contacted on a regular basis to provide information, direction, and resources. Each school shall regularly communicate with parents and guardians regarding a pupil's academic progress. If students are not engaged we will evaluate the best ways to re-engage students through the following system of supports.

Tier 1

- The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.
- Teachers or other employees will attempt to make contact with the student and parent.
- Attendance information is available by contacting site attendance registrars.
- Teachers will create, publish, and inform students and parents of their grading practices in a hybrid or distance learning model.
- Assure assignments and grades are uploaded weekly.

Tier 2

- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance intervention specialist or team.
- As part of the re-engagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence. The Team will:
 - Ensure that communication with the parent is working, phone dialer, emails, and internet access;
 - Determine if there is a breakdown in communication and make any corrections; and
 - Determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include: A conference with an administrator; Development of an Attendance Plan through an Student Study Team (SST) process; Through the SST process, other forms of

support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and Discussion of the intervention of the student being removed from Distance Learning.

- At AVHS, students who are struggling with distance learning may enroll in a Distance Learning Support class.
- AVES students can join the extended learning program/after school program to receive additional academic support.

Tier 3

If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then the School Attendance Review Team (SART) meeting a follow-up SST will be held,

The school administrator will convene a school attendance review team meeting and may develop an Attendance Plan that includes: Teacher engagement, Both reward and consequences for further attendance; Review of the family circumstance for outside connection with health and social service; Meeting with District SST staff; and making a recommendation to transitioning the student to full in-person learning, if allowable.

- At AVHS, students who are struggling with distance learning may enroll in a Distance Learning Support class.

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.]

HYBRID MODEL

The District is not required to provide meals except for students who attend school on campus the same day. However, the District will continue to offer meals to all students according to a staggered meal distribution schedule.

Group A (Grades PK-12 attending classes on-site Mondays and Tuesdays)

- On Mondays, Group A students will be offered breakfast and lunch at each school site. Breakfasts and lunches will be delivered to individual classrooms and will be consumed in the classroom. Students will be required to thoroughly wash their hands before and after eating.

- On Tuesdays, Group A students will be offered breakfast and lunch according to the same schedule as Mondays. Meals will be delivered to and consumed in the individual classrooms at each school site. Students will be required to thoroughly wash their hands before and after eating.

Additionally, at the end of the instructional day on Tuesdays, Group A students will be offered three breakfasts, three lunches, and six milks to take home

On Wednesdays, students who participate in full-time distance learning will be offered five breakfasts, five lunches, and 10 milks on a grab-and-go basis. Meals for all students will be distributed to parents at Anderson Valley Jr/Sr High School between the hours of 11:30 a.m. and 12:30 p.m. Parents will be required to remain in their vehicles when picking up meals.

Group B (Grades PK-12 attending classes on-site Thursdays and Fridays)

- On Thursdays, Group B students will be offered breakfast and lunch according to a staggered schedule at each school site. Breakfasts and lunches will be delivered to individual classrooms and will be consumed in the classroom. Students will be required to thoroughly wash their hands before and after eating.
- On Fridays, Group B students will be offered breakfast and lunch according to the same schedule as Thursdays. Meals will be delivered to and consumed in the individual classrooms at each school site. Students will be required to thoroughly wash their hands before and after eating.
- Additionally, at the end of the instructional day on Fridays, Group B students will be offered three breakfasts, three lunches, and six milks to take home.

Parents may opt out of the option to take meals home when offered on Mondays, Wednesdays, and Fridays

DISTANCE LEARNING

- 5 days of breakfast and lunch will be provided to families each week on a designated distribution day.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Elementary Arts Program and Drama	41,858.76	Yes
Mental Health and Social and Emotional Well-Being	Primary Intervention Program (PIP)	24,125.18	Yes
Mental Health and Social and Emotional Well-Being	Second Step Program	22.00	Yes
Mental Health and Social and Emotional Well-Being	High School Counselor	42,361.32	Yes
Pupil Engagement and Outreach	Parent engagement (bilingual office salary+benefits, bilingual stipend, translating services, personal learning plan meetings, event events (virtual))	103,617	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
28.87%	1,155,750

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.]

In developing our actions, our district considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19. The developed action, or aspect(s) of the action (its design, content, methods, or location), is based on these considerations and the action is intended to meet the needs of the students in response to the COVID-19 pandemic. Below lists the actions being provided to our district with 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.

Devices/Hotspots for each student are essential in order to implement distance learning. Our foster youth, English learners, and low-income students had the highest need for receiving an at home devices and hotspots.

Online Programs/Software: Although online programs benefit the entire school, they especially benefit foster youth, English learners, and low-income students due to the ability for these programs to be adaptable and differentiate learning.

Professional Development: Professional development for distance learning benefits the entire school community, however, the skills learned by teachers will especially benefit the foster youth, English learners, and low-income students.

Universal Screener: The Universal Screener will be used to identify students with the most need and what levels they are at so that we are able to fully support each student. Foster youth, English learners, and low-income students have a higher rate of requiring extra support and COVID-19 will likely intensify this game. This tool will help us plan accordingly based on the data provided.

Counselor: The counselor will be used to support students process and overcome the challenges of these unique times. Prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process. <https://www.cdc.gov/healthyschools/wsc/index.htm>

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

The following describes how the services for foster youth, English learners, and low-income students are being improved by the percentage required.

Parent engagement and support activities will be improved significantly this year to better support parents in helping their children with distance learning, ensure re-engagement strategies and following up with students/families if they are not participating.

Online programs and universal screen will be incredibly important in improving services for foster youth, English learners, and low-income students as the differentiation, adaptability and data reporting/analysis will provide important information to improve students systems of supports that are provided. This data will be an important piece in addressing student learning loss.