

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
Alta Vista Innovation High School	Janet Wilson Area Superintendent	principal@innovationaltavista.org (760) 203-4846

General Information

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

Alta Vista Innovation High School (AVIHS) is a Dashboard Alternative Status School (DASS) independent study program. We serve a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. As a Workforce Innovation Opportunity Act (WIOA) charter school, we are able to partner with a WIOA support provider to enroll students up to the age of 24 who have aged out of traditional K-12 schools. Our primary mindset is to build strong working relationships with students. We communicate directly with them, so we are acutely aware of the trauma our students and families are having as a result of the pandemic. We acknowledge that the COVID pandemic, has significantly impacted our relationships and all learning has dramatically slowed due to students not engaging in person with educators and peers. At AVIHS, our primary and immediate need was to see to the mental and physical well-being of our students, to ensure that their basic necessities are met. A student cannot learn if they are not in the proper mindset to learn.

Due to the COVID pandemic, many of the parents of our students have become unemployed, and the grave uncertainty negatively impacts the family dynamic. The impact includes our students' capacity to concentrate on school. Additionally, our students who are parents themselves have struggled to make school a priority, because of the economic impact on their families. We recognize that our school can be a primary source of hope for our community in that we provide students and families positive steps moving through the crisis together. Our staff, teachers, tutors and counselors engage in outreach to engage students and families in activities (albeit remotely) that are meaningful and elicit a sense of connectedness to each other that is essential for every human being.

Stakeholder Engagement

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

The Alta Vista Innovation High School's English Learner Advisory Committee (ELAC) meeting was held on August 13, 2020. The meeting was hosted virtually with a Spanish-speaking employee providing translation. We invited parents, students, and staff to participate in the meeting with invites shared out via Parent Square, telephone all-call, and personal phone calls. During the meeting, we shared the importance of completing the parent and student surveys that would be sent home via Parent Square and also shared that the survey was anonymous. Our

stakeholder survey was sent home via Parent Square with two weeks available for families, students, and staff to complete the survey. Web links of the survey were also made available for teachers to send via text, email, or clickable link during virtual support/tutoring sessions. Staff were encouraged to complete the survey, and also encourage their students and parents to complete the respective survey portions. Additionally, the LCP was available at the school site in hard copy form, and we posted our LCP to the school website with an easily visible link to the survey on the menu bar.

We anticipated that some of our parents are not able to use the Internet, so we made hard copies of the LCP available at the school site. When a stakeholder came to the school, they were offered a copy of the LCP by school staff. During the initial survey window, we did not have the amount of feedback that we had hoped for. This was, we believe, due to the large amount of information that our parents are receiving from not just AVIHS but also the schools that other students in the home are attending. This necessitated a shift in our survey completion. We asked for staff volunteers who would be open to help gain survey data from families. Between the two survey attempts, we were able to get responses from 117 parents and students and 53 staff members. The second round of survey completion was accomplished via personal telephone calls to parents and students, who completed the survey with the volunteer over the phone.

The School Principals worked to complete the surveys with the staff. Due to the site closures, many of the Principals elected to discuss the LCP with their staff via virtual meetings. During those meetings, the Principals shared the importance of staff feedback in the plan and the anonymous component of the survey. Meetings typically include a wide subset of the staff which includes counselors, teachers, Operations staff, paraprofessionals and tutors, and other support staff. Like the parent and student surveys, staff received their survey link via email and Parent Square. Their specific feedback was considered as we wrote our plan of support for students in the LCP.

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

Similar to how we are conducting student support sessions virtually, we are making a concerted effort to gather feedback for our school via virtual public hearings. Due to the pandemic, our board meetings are being held remotely via publicly accessible conference call and we continue to share the agenda and meeting notices on our Parent Square app with hard copies being posted at the school site in advance of the 72 hour requirement. Our public sessions have been held on the Google Meets platform, Zoom, and also by conference call.

Our LCP meeting was held on August 13, 2020 via the Zoom platform. We shared the agenda and meeting notice 72 hours in advance to parents, students, and staff. Sharing of the agenda was done via Parent Square and also through personal phone calls made by teachers. Notification of the meeting location, time, and place was also posted at school sites 72 hours in advance of the meeting. The LCP meeting was hosted by an Assistant Principal and the Regional ELD Specialist. In attendance were students, parents, teachers, administrators, and our Area Superintendent (Janet Wilson). During the meeting, a copy of the LCP was shared digitally to the participants via file upload in the Zoom software. A copy of the LCP was also uploaded to our school website for families to view. The meeting included a PowerPoint that had both English and Spanish-translated text. Translation of the PowerPoint was done prior to the meeting by a Spanish-speaking employee. The Spanish-speaking translator was able to preview the PowerPoint in advance of the meeting so that she could ensure academic language was being used appropriately. One of our students required translation, and he was very open with his struggles to complete work and also that he desired tutoring in Spanish. We currently offer tutoring in Spanish and the next day we were able to connect him with a virtual tutor that could assist him with instruction in Spanish.

This Learning Continuity Plan will be reviewed by the school board in anticipation of their adoption at the September 21, 2020 board meeting.

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

We take the feedback from our stakeholders very seriously. The feedback seemed to be very genuine and it varied greatly in the free response sections. This data was used in the action planning for our LCP plan. Additionally, our ELAC participants provided valuable feedback and they had questions about our support for students both in connectivity and communication. We had planned for budgetary expenditures in connectivity (computers and wireless Internet hotspots) but based on the feedback from our participants we plan to order additional technology items. Currently, 21% of parents stated that their child does not have access to high speed Internet. About 63% of students self-report that it was Very Easy or Somewhat Easy to connect to the Internet to complete school work. If 37% of the students are having trouble accessing the Internet to complete schoolwork, that represents about 750 students still needing either Internet or technology support. Based on that feedback, we will continue to hold technology support sessions with students, increase our use of the Digital Skills curriculum which helps train students on the Google Suite of education apps, and purchase enough technology that we lower the technology barrier to credit completion.

Part of our survey was dedicated to supports for our families beyond credits for students. We included a social-emotional and food stability series of questions to the survey in the hope that our families would be open to sharing the needs. We found that 16% of our families need help with food, or are currently receiving food assistance from the school. That is a significant amount of families. 26% of the parents responded that they are Slightly Concerned or Somewhat Concerned about the stability of their housing situation. 27% of parents stated that it would be Helpful or Very Helpful if we connected with their student for social-emotional support right now.

The student survey also provided some valuable data. 81% of students reported that they feel Quite Safe or Extremely Safe. 78% of students stated that they meet with their teacher at least one time per week (and 86% of those students reported several times per week). Only 7% of students reported that they felt they did not have an adult at the school they could go to for help if they needed it right now. One area that presents a challenge that we will address is social-emotional supports. 49% of students stated they were not at all concerned about their social emotional well-being right now, and 43% reported that they were slightly concerned or quite concerned. We will utilize our trauma-informed resiliency teams to strategize ways of meeting our students' immediate and long-term social-emotional needs.

Alta Vista Innovation High School also conducted a staff survey. Only 18% of our staff stated that they were not concerned about their own social-emotional well-being right now. 13% felt that they did not have a team member they could count on no matter what. We believe that a positive school culture is very important to the success of our students. It concerns us that 72% of our staff are concerned about their own social-emotional well-being, and we will be strategizing ways to help our staff cope with compassion fatigue, stress fatigue, burnout, and other emotional stressors. 92% of staff are somewhat concerned, quite concerned, or extremely concerned about their students' social-emotional well-being. 81% of staff believe their students are slightly or somewhat engaged in learning. 76% of staff believe that students would benefit from increase intervention in English, Math, Literacy, and Writing.

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

The feedback that we received during our ELAC meeting and resulting from the survey tells us that while we are doing a good job overall, there are areas of growth and need that should still be addressed. One in six students is in need of food. One in four parents is worried about their current living situation. Our counseling staff has developed strong ties with the community. We have partnered with agencies that provide food to families. We can connect families with county agencies that will provide additional food and housing resources, and we will make our counseling and support staff aware that families have demonstrated a strong need for support. Our counselors can utilize a wide range of communication channels to connect our families with the appropriate agency.

The results of the survey also show that there is a strong need for social-emotional support. This support is not only needed for parents and students, but also for staff. Many staff are telecommuting from home, and they are educating students on their roster while also working with

their own children who are in school. The school recognizes that there are significant barriers to emotional health, not just related to stress with work but the stress from society. We will utilize our TRECS team to help identify methods of dealing with stress, work with our Compliance team to streamline the amount of work that staff are required to do, and also promote a culture of openness and sharing. One example is how some school sites meet a couple times per week as a site on Zoom to share student wins, strategies that are working, and also forecast upcoming deadlines so there isn't a constant time crunch to get things done on short notice.

Technology was a key discussion of the ELAC meetings, and feedback from that meeting and the survey sent to parents and students shows that we have a need for additional technology. While we made an initial purchase of laptops and wireless Internet hotspots, there are still students in need of technology support. We will continue to offer individual and small group instruction (SGI) trainings for students on how to use their technology, complete work, and submit it for credit. This process will continue throughout the duration of the pandemic, and we will reassess our progress toward this goal throughout the school year as budgets are clarified from the State of California.

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.]

AVIHS utilizes a personalized learning program to meet the unique needs of its students via a flexible learning model by design. Following an independent study model, teachers work with students one-on-one to help them understand their strengths, weaknesses, preferences, and unique needs as learners which helps students develop the necessary skills to support their own learning and ultimately be the driver of their own success. As AVIHS teachers and support staff assess students who have experienced learning loss during the shutdown due to inaccessibility to technology/internet access and/or an inability to thrive in a distant learning environment, they will seek to schedule one-on-one direct instruction on site whenever possible. Our school sites have supplemented instruction and credit recovery through a partnership with Chaffey College to provide a dual-enrollment pipeline that is supported by our CTE and counseling teams. This on-site instruction includes student access to their teachers face-to-face, small group instruction (SGI) classes delivered virtually, scheduled intervention instruction with teachers, paraprofessionals and other support staff, and ongoing access to both on-site and virtual tutors and tech tutors. All sites will follow social distancing requirements and other safety guidelines as provided by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH).

The AVIHS academic program is accustomed to working with students who have already experienced learning loss prior to school closures in March. Many of the students enroll with AVIHS credit deficient and academically below grade level thus requiring personalized academic plans based on their unique needs. Student academic needs are assessed using Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading and mathematics. NWEA assessments provide teachers with critical information on student instructional readiness in regard to their reading comprehension and math skills. AVIHS utilizes these scores for academic planning and appropriate placement in courses, interventions and other curricular options. Additionally, NWEA is used at selected intervals throughout a student's enrollment to assess and reassess academic growth.

In addition to NWEA, teachers also utilize assigned coursework and course assessments to measure student success and/or to mitigate student academic gaps and learning loss. For students who are struggling or need additional support with assigned coursework, AVIHS teachers enroll them into highly engaging small group instruction (SGI) classes as well as arrange for additional one-on-one intervention time. Students are also referred to site tutors, virtual tutors and paraprofessional who utilize flexible scheduling based on student need to provide additional one-on-one instruction when needed.

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

Description	Total Funds	Contributing
The school has prepared for possible in-person learning by purchasing cleaning supplies, HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety. Our data shows that most of our students learn better with face-to-face engagement.	\$224,000	N
School Supplies and Materials to ensure that all students including foster youth, English learners, or low-income students would have sufficient resources to complete their coursework.	\$60,000	Y

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.]

The independent study learning model used by AVIHS lends itself well to a distance learning environment. AVIHS students are accustomed to completing course assignments independently with scheduled interaction from teachers during the week: therefore, the transition to a distance learning model required only minor modifications to the existing student—teacher relationship. Student coursework incorporates detailed instruction that allow students to work independently with minimal instruction needed from teachers. Many students were provided laptops, internet access via wireless hotspots, and/or hardcopies of coursework as needed to ensure ongoing access to the curriculum (including online curriculum offerings through Edmentum and APEX) and minimize any interruptions to their current course of study. Teachers, tutors, tech tutors, paraprofessionals, and counselors and other support staff have been able to mimic the onsite personalized learning independent study model of instruction and services as much as possible utilizing Google Classroom, Google Meet, phone conversations, online whiteboards, Kami, Nextiva phone app, and any other means necessary to ensure students received necessary and ongoing support to include academic, social and emotional support as needed. This innovative approach to the independent study model is supported by administrators, teachers and staff communicating with one another through Email, Google Hangout, Google Meet, Zoom, texts, and phone calls. Students are able to scan their work and submit it to their teacher via the Genius Scan and Cam Scan applications on their phones.

In addition, AVIHS has developed COVID-19 specific elective courses to provide students choice and voice during this time of distance learning to help them express their journey. These virtually-delivered elective credits delivered through Google Classroom range from social emotional curriculum to supplemental material that aligns with the core curriculum. And to further support students struggling with literacy, AVIHS has expanded its subscription to the electronic book service, Learning Ally, to allow all students access to audio books if needed.

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.]

AVIHS has been working since the beginning of the pandemic to secure access to devices and connectivity for all students. Working with its partner, Lifelong Learning Administration Corporation (LLAC), a process for expediently securing technology, distributing it out to students and tracking it was developed with the goal of ensuring all students received a laptop and internet access if needed.

Providing students with access to technology is a top priority for AVIHS. Designated as a Dashboard Alternative Status School (DASS), AVIHS serves many students and families that are designated as economically disadvantaged and transient. The California's COVID-19 closure has compounded the lives of many of our students who are now dealing with situations of job loss and homelessness. As a result, many students no longer have access to communitive devices and/or can afford internet services. And while many internet service providers offer time-limited free internet access as a temporary method of allowing students to continue with as a result of the pandemic, AVIHS has provided wireless hotspots for students to use at home. In addition, AVIHS has provided school-offered Internet access due to many students and families being unable to take advantage of time-limited free local internet service provider businesses being closed during the pandemic and/or students and families not having proof of residency needed to secure the free services.

The distribution of access devices and connectivity to students is done in collaboration with administrators, teachers, support staff and the LLAC internal communication app., Learn4Life Connect Parent Square. The process begins with teachers conducting a technology needs assessment with students and requesting needed devices and/or connectivity access. Once requested devices are secured by AVIHS, arrangements are made with students and families for pick-up via a drive-through checkout system at a local site, shipments of devices via mail, or devices are hand delivered to students' homes if necessary.

In addition to providing students with access devices, AVIHS provides ongoing support to students and families in utilizing the technology in communicating with teachers and accessing curriculum and instruction. Upon receiving access devices and hotspots, students are shown how to logon to their school's Google accounts and how to access Google Classroom. Additionally, students have access to a helpdesk that provides continued support with technology issues that may arise.

For our students with special needs, a technology needs assessment in addition to a review of students' Individualized Educational Plans (IEPs) are conducted by the special education staff in order to evaluate student technology needs and/or software a student may need to meet his/her academic needs. Once appropriate technology and/or assistive devices are secured, they are delivered to students. Students and families are then provided with training on how to access technology and any specific virtually-related services needed. Virtually related

services include speech and occupational therapy being conducted in a distance learning environment, and equipment such as headphones, microphones, audio books, etc. as needed per students' IEPs and/or academic needs assessments.

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.]

AVIHS is a Dashboard Alternative Status School (DASS) providing an independent study program in accordance with Education Code provisions for a non-classroom-based independent study program's time value of student work products. As an independent study program, we measure participation and time value of pupil work through proficiency attained and skills learned per the standards aligned to their coursework. Such proficiency and skills are developed through curriculum and instruction packaged in five Learning Events Packets per semester of coursework. The learning and completion of these five Learning Events Packets and their aligned assessments signifies a student has made the appropriate progress in a course. As student learning transitioned in mid-March from a site based independent study model to a distance learning model, AVIHS was able to transition the same method for measuring participation and time value of pupil work.

The transition included moving much of the paper-based curriculum to online platforms compatible to the same formatting of the original Learning Events Packets, which now allows students to complete assignments and take assessments in a virtual setting. In addition to completing assigned Learning Event Packets, teachers, tutors, tech tutors, paraprofessionals, and other support staff also reach out to students at least one time per week via various platforms including Google Meet, Google Voice, phone calls, emails, and L4L Connect to ensure that students are moving at an appropriate pace through their assigned course work and to provide supplemental support as needed. Teacher monitoring of student progress does not differentiate too much between the site based program and distance learning program other than how student work is evaluated; in the site based program, teachers evaluate student hardcopies of coursework and assessments while in the distance learning program, teachers evaluate pupil work via virtual platforms such as Google Classroom and curriculum software such as Apex and Edmentum. Students are able to work collaboratively real-time on their work with a teacher using the KAMI program through Google.

For our students with special needs, AVIHS special education teachers and paraprofessionals maintain regular and frequent contact with each student. Contact and communication is tracked through a series of reporting documents which measure specialized academic instruction (SAI) minutes, related services minutes, notifications, attempted notifications, missed sessions, work assigned, and work completed. The number of credits completed will continue to be monitored and tracked to measure adequate progress toward a diploma. Parents are updated on a regular basis as to student progress via regular progress reports on the progress made toward student IEP goals. In addition, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments are used when new students with IEPs enroll with AVIHS. The results generated by NWEA provide special education teachers with data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the transition to distance learning, NWEA was made accessible to students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of their students and align instruction and supports to address academic deficits. AVIHS will continue to administer this assessment to assist in monitoring student academic growth.

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.]

To best support students and staff in the distance learning environment, AVIHS has invested countless time and energy in providing teachers, administrators and other student support staff with professional development opportunities, resources and trainings needed to successfully transition from a site based, face-to-face model to a virtual model. Recognizing that the teachers, much like the students, would need support in transitioning into a virtual working environment from home, AVIHS provides teachers and staff with self-enrolled, self-paced, facilitator-led, synchronous and asynchronous, pre-recorded professional development opportunities. These multiple modes of delivery are intentional in order to meet the needs of all staff and provide a wide array of flexible options and autonomous professional learning opportunities during the school day.

In collaboration with Lifelong Learning Administration Corporation's (LLAC) Learning & Development Team, AVIHS has access to Brightspace, a learning management system (LMS) that houses all professional development and training offerings. Additionally, through Articulate 360 training, the team can design LMS based professional development courses. Currently, the Learning & Development Team is actively creating a broad virtual professional development library in Brightspace by converting existing face-to-face trainings and professionally designing and editing them for virtual delivery and virtual interactions. AVIHS and LLAC also continue to collaborate on staff safety trainings in preparation for site reopening and ongoing local safety compliance requirements as required by local and state authorities, Occupational Safety and Health Administration (OSHA), and California Department of Public Health (CDPH). LLAC has also been instrumental in providing staff with COVID-19 training and awareness via PayCom and on its staff information site, MYLO.

In addition, the Learning & Development Team has developed a comprehensive distance learning series of trainings to equip teachers and staff to support students remotely via G-Suite, Google Classroom, KAMI, Microsoft Teams. Current professional development and trainings have focused on building distance learning skills, technology-literacy, and curriculum familiarity with new and existing course offerings (i.e. Digital Tools for Distance Learning, Penning the Pandemic, Digital Skills, etc.) among all staff and, more importantly, building virtual relationships with between staff and students to meet both student social-emotional and academic needs. Additional distance learning courses include, in part: Building Virtual Relationships, Remote Use of the Student Information System, Virtual SGI Classroom Management, Virtual Differentiated Instruction, Kami Training for Beginners, Virtual Best Practices, and Online Curriculum for Beginners. To support the social-emotional needs of students that were transitioning to distance learning, staff were presented with the opportunity to virtually attend a Framework for Understanding Poverty conference with Ruby Payne.

At this time, an accountability system is currently being developed in which to track teacher completion of remote learning trainings with embed quizzes and checks for understanding. In addition, teachers will earn Google badges for course completion, and be provided with continued training support.

In order to continue to meet federal and state special education timelines and mandates, special education teachers are trained in the use of DocuSign which permits the collection of required signatures and consent for services electronically. Special education teachers are provided with guidelines on best practices for conducting individualized education program (IEP) meetings using teleconference methods. Service providers receive training on practices and approaches for virtual service delivery and assessment. A series of checklists are built-in to our Special Education Information System (SEIS) to allow case managers to conveniently track and gauge the delivery of services and the progress of students.

For the English Learner (EL) program, AVIHS in collaboration with LLAC's EL Services Department created support materials and distant learning professional development with its ELD Digital Learning Handbook, resource list of ELD online learning tools, EL Program Placement and Individual English Learner Development Program training, myNGConnect training. LLAC will also provide distant learning professional development opportunities to AVIHS with designated and integrated ELD learning strategies, EL compliance & accountably distant work process and ELAC training material. The department will use a learning management system as well as Microsoft Office Teams to facilitate training.

Staff Roles and Responsibilities

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

The roles and responsibilities of AVIHS staff have changed significantly due to COVID-19 pandemic. Teachers and support staff are empowered to make changes to their work schedules and content delivery to better address the social emotional and curriculum needs of students. All of AVIHS staff is committed to student and staff safety, academic accessibility for all students, and in meeting the social-emotional needs of students and families. AVIHS leaders and administrators have prioritized virtual planning to support students' transition to online learning as well as a system of effective communication for students, families and staff. Training and implementation included a massive shift from paper-based, face-to-face instruction to the synchronous and asynchronous use of the Google Classroom and communication through the Learn4Life Connect Parent Square app. School leaders and administrators have also shifted energy and manpower into accessing resources in the community for our families to include technology accessibility and food provided via local partnerships. With the transition, leadership has created accountability frameworks and supported staff with systems and protocols for supporting students.

Due to the abrupt transition to remote learning, the AVIHS teachers and instructional staff have been the most impacted employees as a result of COVID-19. Throughout the crisis, ongoing training has been provided on Google Classroom, Kami, SIS, Edmentum, and Apex to successfully support students remotely. They work daily to track down those students most effected by COVID-19, as many have disengaged completely from their education and dropped communication with their teachers. Teachers have also been empowered to find creative ways to develop and implement academic protocols and new systems for virtual Small Group Instruction (SGI) classes, access to recorded lessons by teachers for students to review, and independent study with students. Teachers have been tasked with developing both synchronous and asynchronous instruction. It is important to note that teachers have had to continue supporting their students while balancing their own family needs and challenges, including homeschooling their own children, dealing with sick or lost loved ones, and facing uncertain economic challenges. Of most importance, AVIHS teachers continue to identify varying wrap-around services to support the

“whole” student; teachers were trained on becoming crisis designees due to the social and emotional learning needs of many of their students during these challenging times. Wrap-around services include providing students and families with food via local partnerships and/or baby supplies, such as diapers and formula, for our parenting students. In addition, our counselors provide students and families with community resources available to them for temporary housing, shelters, and health care support. School counselors are making health and wellness contacts with students to verify and provide for social emotional needs during this pandemic.

AVIHS special education teachers and service providers have expanded their roles to include additional responsibilities such as the delivery of specialized virtual academic instruction and related services to ensure FAPE. Paraprofessionals will also electronically document contact with students. The collaboration between special education teachers and paraprofessionals will be conducted virtually using synchronous and asynchronous approaches. Service providers such as speech and language therapists, occupational therapists, and school psychologists deliver services virtually and will conduct assessments where appropriate. Special Education Case Managers will conduct IEPs using virtual platforms such as teleconference or videoconference, and will collect appropriate signatures using DocuSign, an electronic signature tool.

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.]

Instruction is differentiated or personalized always according to each student’s needs. Teachers recognize that students learn in various ways and address different learning modalities and incorporate those learning styles into individualized instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, teachers adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Teachers personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the teacher may allow a slower credit completion rate, provide extra instruction, assign virtual tutoring, provide supplemental material, provide study guides, or administer tests in sections. Teachers work with students to provide appropriate instructional interventions and accommodations, never merely “providing” them with extra resources without also providing them with their personal support.

English Learners (ELs) continue to receive academic support from their EL & content teachers through online virtual meeting platforms (which may include Rosetta Stone and ESL Reading Smart software programs), phone calls and/or texts. This support is individualized to meet the needs of the student and based upon English Language Proficiency Assessments for California (ELPAC) assessment data, academic assessment data, and teacher input. Teachers provide support with the student’s English proficiency levels in the areas of reading, writing, listening, and speaking by providing suggested learning activities for the EL students according to appropriate proficiency bands. Teachers continue to provide academic support to students in each core subject area with a focus on academic vocabulary and content specific language development. EL teachers plan and work with the content teachers so that online lessons and paper learning activities are designed for student accessibility and success. EL and content teachers are available to support students and families each day, when school is in session, during the student’s assigned weekly appointment and by phone or email.

In addition to measures already stated, AVIHS is making paper packets available as needed for English learners, as well as fillable PDF versions available to be uploaded and completed with teacher support via KAMI onto Google classrooms. Laptops and wireless hotspots are being delivered to student homes as some have been unable to make it to the learning center for pickup. Teachers with English Learners have bilingual support staff to aid in communication with parents. Communications regarding school as well as other resources to aid families during these trying times are translated into the family's primary language as well.

For Special Education students with exceptional needs the additional supports, approaches, and activities that will be used are organized into three categories – communication/contact, delivery of instruction and student supports, and technology.

1) Communication and contact with students and their families allows us to determine when additional supports are working or whether different approaches should be considered. All communication and contact will be tracked and monitored.

- Special Education instructional staff collaborate with General Education teachers and share Progress of Goals in content areas to ensure accommodations are being provided.
- One of the primary tasks of the Special Education instructional staff is to maintain constant contact with Students with Disabilities. This task will be assisted by other site staff especially when a student has been non-responsive.
- Multiple methods will be employed to establish and maintain contact. These include asynchronous forms, such as email and synchronous forms of communication such as phone calls, text, and the Learn4Life Connect school app.
- Parents have access to Parent Portal through School Pathways student information system so they can monitor student progress.
- Teachers and paraprofessionals set-up assigned days and times to help students/families learn the new technology components and systems.
- Teachers and paraprofessionals attempt to conduct daily check-ins through multiple methods to make sure students know that they are there and available if they need to connect.
- Students with Disabilities have been notified of Office Hours conducted by General Education teachers so they can access supports and additional help.
- Virtual calendars with appointments scheduled will be shared with students and parents via Parent Portal.
- Wellness checks on students are conducted via home visit as-needed and in accordance with state and local directives.

2) Providing instruction and ensuring learning are the fundamental elements in supporting Students with Disabilities. Special Education teachers and paraprofessionals provide dedicated one-on-one personalized instruction and small group opportunities and are supported in this endeavor by general education content teachers and tutors. Opportunities will exist for multiple sessions per week with teachers and instructional staff to specifically ensure the delivery of Specialized Academic Instruction.

- Special Education instructional staff use a variety of virtual platforms (such as virtual School Pathways, Google Classroom, Edmentum, APEX, Learning Ally audio books, etc) to educate Students with Disabilities. Teachers informally evaluate each student's response to a particular platform to determine which one best supports the student. Certain platforms allow the teacher

to provide immediate feedback. This includes the use of a Whiteboard option with real time editing. Kami, an instructional editing tool, allows the teacher and student to work together on the credit assignment due to the editable PDF feature. Kami also provides speech-to-text options for students. Visually-impaired students are provided with content delivery systems that accommodate their needs. Students that are Hard of Hearing are provided with closed captioned meetings. The virtual platforms will allow group instruction which provides a social/emotional benefit for Students with Disabilities. Paraprofessionals will participate in group virtual instruction and can hold a breakout room to offer more support.

- Ongoing collaboration with General Education teachers allows for strategizing regarding student needs by ensuring accommodations are appropriately implemented and Students with Disabilities have access to the General Education curriculum.
- The instructional staff uses the built-in checkpoints in instructional units and assignments to check for understanding and determine whether to reteach or move forward.
- Mastery-based instructional credit packets employ references to videos and apps for additional assistance where appropriate.
- Instructional staff employ strategies to ensure efficient and effective instructional delivery modes to Students with Disabilities in ways that work best for each student these include but are not limited to the following, such as in-person mastery-based instructional packet pick-up or drop-off, use of online curriculum, or a combination of the two in addition to staff dropping off or mailing instructional materials to students. Encouraging the use of electronic mastery-based instructional packets, where appropriate, will assist with reducing the occurrences of students losing their packets and minimize COVID-19-related exposures. Students have flexible options in determining when it works best for them to submit school work and which method for submission is best.
- Students with Disabilities are able to access language-based supports in Spanish, etc., as needed.
- Instructional staff offer real time instruction which can be coupled with pre-recorded lessons. This allows for pre-teach, reteach, scaffolding, differentiated instruction, and multiple review opportunities for students.
- Support and assistance in mastery-based instructional credit learning will be structured with supports like study guides, videos, personalized instruction.

3) Program Specialists train and retrain teachers on reconceptualizing what constitutes Specialized Academic Instruction so that opportunities are maximized.

4) All related services are able to be provided virtually so that Students with Disabilities are not in danger of experiencing a regression in skills. Students with Disabilities have been notified of flexible Office Hours offered by teachers so they can access additional help.

5) In the distance learning model, technology is the essential component to ensure Students with Disabilities can access their instructional program, receive FAPE as documented in SEIS, and demonstrate educational benefit. We continue to equip and provide Students with Disabilities with the technology needed to be successful. Furthermore, the instructional staff will continue to identify and use worthwhile platforms and resources.

- We will continue to train instructional staff on the use of all available technology so that they can maximize resources and platforms and identify which approaches work best for each student.

- Once trained, Special Education instructional staff are able to use a variety of virtual platforms to educate Students with Disabilities. Certain platforms allow the teacher to provide immediate feedback. This includes the use of a Whiteboard option with real time editing.
- Kami, an instructional editing tool, allows the teacher and student to work together on the assignment due to the editable PDF feature. Kami also provides speech-to-text options for students. The virtual platforms accommodates group instruction which provides a social/emotional benefit for Students with Disabilities. Paraprofessionals will participate in virtual small groups support and can hold a breakout room to offer more support.
- Google Classroom will provide structure for students since lessons and curriculum are in one place. In this environment, teachers will be able to add sentence frames, prompting questions, pre-writing activities, vocabulary lessons, and additional resources right into the documents. Teachers are able to see when students completed work and how much work they have completed in live time.
- Teachers and paras will set-up assigned days and times to help students/families learn the new technology components and systems.

Foster care students are kept connected to our school through multiple methods aimed at establishing and sustaining contact. These include asynchronous communications such as email and synchronous such as Learn4Life Connect App, phone, chat or text. We also have modified office hours to be more flexible so-as to meet student when they are available, because many of them work or have other adult responsibilities.

Pupils experiencing homelessness are provided access to food, hygiene kits, job placement assistance, guidance and social emotional support from our Community Liaisons, Jobs for America’s Graduates (JAG) Specialist, and counselors who can connect them with additional community resources. There is collaboration with general education teachers in content areas to ensure accommodations are being provided and that students are making progress.

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

Description	Total Funds	Contributing
To ensure that our students have equal access we purchased computers and will continue to purchase and hot spots for to be able to connect to Google Classroom and communicate with their teachers. We will continue to make these purchases to ensure connectivity. This increased the capacity for students to access the curriculum online. We are purchasing 1,300 hot spots for students.	\$236, 652	Y
Students needed additional academic support so the tutoring program will be increased and improved to be able through professional development in trauma informed practices and Kami, the virtual tutoring platform, in order to more effectively reach out and support academic tutoring online.	\$2,000	Y

Description	Total Funds	Contributing
Student outreach will be improved as our Student Retention Support personnel participated in professional development to improve their trauma informed practices and implementation of a multi-tiered strategy for improving student engagement.	\$2,000	Y
Additional hours for staff to help implement our outreach and academic programs for English Learners, low-income, foster youth and homeless students.	\$50,000	Y
Professional development and support for all staff will improve their capacity to effectively serve students' unique needs in a distance learning context. We anticipate using Brightspace and Articulate 360 for PD platforms.	\$16,000	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Many students arrive at AVIHS with deficiencies in their education history resulting in students testing below grade level in several academic areas. Upon enrollment, students take NWEA assessments in reading and math. Students retake the NWEA during the school year. These evaluations allow the counselor and teacher to evaluate the results and to place students in the appropriate coursework and provide necessary interventions based on the levels demonstrated. The personalized instruction learning approach allows students to receive individual attention helps ensure students are completing their required courses. During one on one instruction time, teachers front load, review, and assign activities to facilitate student comprehension and application of the material, as the student needs it most.

Learning status is measured by 4 key indicators: course completion for ELA, ELD and mathematics, credit completion, attendance and grades. We monitor student progress using a team approach and the teacher, counselor, student retention support (SRS) staff, and tutors share information about the student that results in a comprehensive support system for the student.

In terms of learning loss, we recognize that every student under quarantine has suffered months of learning loss. Standardized tests being waived this year is an indicator that everyone has suffered. However, at AVIHS, as a personalized learning independent study model, we have already been preparing our students for distance learning; though students suffered from not being in school overall, our students were already practicing the concept of self-reliance and independence. Our teachers, tutors, and all staff continue to support students in an online remote capacity, and we are carefully following all guidelines to ensure that students and their health remain a priority.

A certificated one-on-one teacher who acts much like a coach/mentor establishes a relationship with each student. This format allows at least one teacher to develop a complex picture of each student's strengths and areas of improvement that guide all teachers in developing a highly personalized learning plan. Although COVID-19 has caused a delay in academic progress of many students, as a result of our individualized academic planning and access to virtual based content, our students are able to pick up exactly where they left off. Should additional

remediation be necessary, students will have access to math and ELA intervention courses as well as on-demand virtual tutors to support them in bridging learning gaps that may have occurred during the pandemic.

The next immediate step was to launch our content into Google classrooms; this was also a challenge to our fellow educators, who rose to the task to assist students in this unprecedented time. As teachers engaged with students online, we also reached out to students in need of basic learning tools, such as internet and laptops, to ensure they were able to access our content.

The English language arts and Math Curriculum and Instruction teams developed both student and teacher instructional videos to support distance learning resources and tools. Learning Ally, Kami, Whiteboard, TurnItIn, Illuminate and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos are embedded within the curriculum so students are exposed to a plethora of avenues targeted to support skills and standards based around essential questions. As well, the Mathematics team ensured that flipped videos were created for highly used courses such as Algebra I, Geometry and Algebra 2 to deliver instruction to all students.

Realizing that students were at a physical, mental, and social disadvantage during this crisis, teachers adapted with our English language arts and Math curriculum to focus on student growth and completion/understanding of content through homework checkpoints and performance tasks which reflected the content they had been studying in the unit. A significant change in our pedagogy was to waive multiple choice and/or online testing in favor of direct engagement and HQT teacher-based assessment.

English learners with ELPAC scores of intermediate or below are referred directly to the Literacy/EL teacher who works one-on-one with each student to improve his/her English acquisition. Several staff members are fluent in languages other than English. These translation functions available in Apex Learning courses, in addition to online translation services, allow teachers to further clarify and/or supplement instruction in a student's native language, when needed. Teachers differentiate instruction specifically for English Learner (EL) students using Specially Designed Academic Instruction in English (SDAIE) strategies such as scaffolding, allowing extra time to complete lessons/tests, targeted tutoring, sectioning tests, utilizing graphic organizers, assigning audiobooks to listen to while looking at the text (when possible), and providing visuals to supplement text.

Similarly, all instruction for students with an IEP, or 504 Plan, is differentiated depending on the student's specific learning needs. Teachers, along with the Special Education Case Managers, go the extra mile to aid student success in their course work. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read allowed to them, the use of graphic organizers or visual aids on assessments, administering tests in sections, reduced workload to streamline standards-based content, extra time on lessons or tests, or altering the format of an assignment/exam to meet their needs.

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.]

We recognize that our students face learning challenges that have been exacerbated by COVID-19, which has resulted in a reduction in credit completion in both English Language Arts, English Language Development and mathematics, and as a result may be impacted by learning loss. Even on-track students have experienced learning loss due to COVID-19 resulting in the need for increased academic and social emotional supports. To combat the negative outcomes that COVID-19 has caused, we are employing the following strategies:

- Individualized Learning Plan based on each student needs, with goals and virtual recognition for meeting their goals
- One-on-one instruction from a teacher assigned to each student in a strong coach/mentor relationship
- Virtual Tutors, trained in outreach and trauma informed practices, are assigned to coach and monitor the progress of students, who are taking courses in ELA, ELD, and mathematics
- Socio-emotional support is system-wide with our Trauma-Resilient Educational Communities (TREC) platform, from first contact into job placement.
- Utilizing data to inform appropriate course placement and monitor progress
- Intervention courses are virtually accessible (including Read 180, Math 180, Literacy and ThinkCERCA)
- Student Learning Teams with the Student Retention Support staff, teacher, tutors and counselors discuss each student and employ response to intervention for engagement and credit completion.
- Utilizing virtual parent conferences to address goal setting and academic progress

For our low-income students, instruction is differentiated or personalized according to student needs. Teachers recognize that students learn in various ways and try to incorporate several learning styles into instruction. Upon learning more about students through an initial student survey, orientation conversations, and weekly interactions, teachers work support staff to adjust the activities, choices, or expectations of assignments in the course(s) to meet the needs of each individual student. Teachers personalize and differentiate instruction in various ways. For instance, if a student is struggling or received a low assessment score, the teacher may allow a slower credit completion rate, provide extra instruction, connect the student with tutors, provide supplemental material, provide study guides, or administer tests in sections. Teachers work with students to provide appropriate instructional interventions and accommodations, never merely “providing” them with extra resources without also providing them with their personal support.

For English Learners, there has been a special focus on tech literacy and getting students connected to online platforms. Technology allows EL students to access English support classes via Google Classroom, live class feeds, and collaborative discussions via Google Meet to support both tech and academic instruction. The latter of which provides the opportunity to build skills in the areas of both speaking and listening. Other technology supports include Kami – text to speech, tech literacy videos in English and Spanish, graphic organizers, sentence starters, audio books, and online textbooks. Personalized ELD tutoring sessions. These curriculum options are available to address learning loss: Rosetta Stone, ESL Reading Smart, System 44, Math180, and Read 180.

Effectiveness of the services and supports provided to address learning loss of English Learners are measured through student academic and achievement data. This data includes increased credit completion, increase Math and reading RIT scores from NWEA, LEP assessment data, and increased attendance.

We recognize that our foster youth and homeless students have suffered academically in English Language Arts and Mathematics. We will utilize the counseling team to identify students needing additional social emotional and/or academic support. We will identify students who

have suffered academically and we will supplement their instruction. Students who have not participated in the distance learning period will be identified for additional intervention.

For our Special Education student, the number of credits completed continue to be monitored and tracked to measure adequate progress toward a diploma. Parents of students with special needs and adult students with special needs receive regular progress reports on the progress made toward IEP goals. The assessment tool, NWEA, is used when new students with IEPs enroll in our centers. The results generated by NWEA allow our special education teachers to collect data points for IEPs, as well as, provide a benchmark to assess learning and growth. During the switch to distance learning, NWEA was made accessible by students at home. This has allowed our special education teachers to continue to periodically generate information on the progress of students with special needs and align instruction and supports to address academic deficits. We will continue to administer this assessment to assist us in monitoring growth.

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.]

Throughout the school year, the school administration and teams monitor the effectiveness of the planned services and supports. Learning status is measured by 4 key indicators: course completion for ELA, ELD and mathematics, credit completion, attendance and grades. We monitor student progress using a team approach and the teacher, counselor, student retention support staff, and tutors share information about the student that results in a comprehensive support system for the student. Additionally, students take the NWEA assessment in the Spring, if it is feasible. Regularly implementing an effective response to student progress will help ensure any learning losses are addressed and the student is making progress towards graduation.

Other on-going measures for monitoring student progress are done to assess the effectiveness of the distance learning program using digital resources. In our intervention courses, students are assessed regularly through their respective course by the appropriate personnel. These assessments include: reading inventory, math inventory or CERCA writing assessments. Students may also be evaluated on course progress through Illuminate course and benchmark assessments. Google Classroom data will be collected and monitored, ensuring students engaging and making adequate progress on their assigned courses. Our tutors will track tutorial sessions with each student to track impact on increasing students' overall academic progress, especially in ELA, ELD and mathematics courses.

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

Description	Total Funds	Contributing
Virtual Tutors to provide support in ELA, ELD and Mathematics	\$138,000	Y
Diagnostic Testing for students through NWEA	\$27,375	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The AVIHS Trauma-Resilient Educational Communities (TREC) school development model advances individual and organizational health through trauma-informed education by developing an understanding of trauma, building positive supportive relationships between and among staff and students, cultivating mindfulness and compassion, and embracing diversity and inclusion. Following the lead of Governor Gavin Newsom's call for truth telling and Nadine Burke-Harris's (California Surgeon General) call for trauma-informed practices across all public health and helping sectors, the TREC model ensures that all of our school's programs, systems, and offerings are infused with evidenced-based educational and professional practices, especially guided by Adverse Childhood Experiences (ACEs) science, HeartMath, and our foundational themes of relationships, compassion, mindfulness, equity, inclusion, and growth-mindsets. All of our staff is trained in the TREC model as well as have access to our Bridge to Wellness professional development modules which include offerings in: Self-Care, Mindfulness, Social Restorative Justice, and Equity & Inclusion.

Our primary systems for monitoring and supporting mental health and social and emotional well-being of our pupils (and staff) is facilitated by our school leaders and our full-time counseling staff (and social workers) to provide targeted social-emotional support for students and staff. Our school also has Workforce Investment Opportunity Act (WIOA) funded partners who provide universal services, case management, and targeted wrap-around services to our student population. All of these partner staff are also included in our TREC training and school development model as a means to ensure consistency of social-emotional services for our students. We have also been working with our partner organizations to contribute to and provide needed physical resources for our students and community during the COPVID-19 epidemic.

A key component of our TREC model is the infusion of social-emotional resiliency learning and best practices into elements of our core curriculum and student offerings to promote resiliency and overall wellness among our student population. Our resiliency programs include offerings in Beating the Odds (BTO), HOPE (Helping Our Parenting students Excel), Jobs for California Graduates (J4CG), meditation, SOURCE (Students of Unity, Respect, Consciousness, & Energy), SLAM, Paws to Share dog therapy, and trauma-informed yoga. SLAM is an example of a core English course offering infused with elements of student expression and processing to help develop wellness in students as they develop their voice in writing and poetry. Our resiliency programs have focused on checking in with students and providing virtual spaces for them to express themselves and their current needs in regard to COVID-19 and the quarantine and then putting structures in place to address the needs of our students. For example, our Helping Our Parenting students Excel (HOPE) team has been regularly delivering much needed baby and food supplies to our pregnant and parenting students. Our resiliency programs also employ pre- and post-surveys to assess our students' social-emotional skills so that we can more effectively address student needs in this area.

In response to COVID-19, and the civil unrest that our country is currently experiencing, we have developed various programs and offerings for both students and staff. The Grief Response Intervention Team (GRIT), facilitated through our network, has led live webinars for our staff and is available to conduct more offerings in response to our team's needs. The GRIT webinars focused on identifying and managing grief, coupled with discussions of the stages of grief, identifying what to do/say, breaking bad habits, and recognizing the importance of self-care.

We also have available 20 mindfulness video offerings produced by the Wellness Initiative Network, as part of our system of schools. Our school has also developed a healing-centered community talking circle to provide space for students to express themselves and to organize their response to the racial injustice which is currently at the center of our country's attention. These healing centered spaces are being facilitated to address our students' social-emotional needs and provide a space for constructive student expression.

For AVIHS students who currently receive mental health services designated in their IEP, the school psychologists continue to provide all services virtually. They monitor student progress and well-being and take appropriate measures to increase services or supports when they have determined a student is struggling or is in crisis. School psychologists continue to have a weekly check-in with the Psychological Services Coordinator to discuss progress and give the opportunity to troubleshoot any challenges in order to receive suggestions for addressing situations and student needs. Furthermore, school psychologist are on call for emergency and unexpected situations. School psychologists and school counselors will increase their collaboration so there is overlap of services and supports available for students and staff. There has been an increase in the offering of Mental Health First Aid Training for staff members. This training provides valuable information to help our staff recognize students who may be suffering from a mental health challenge and/or who are in immediate crisis and teaches them a research-based approach to intervening, de-escalating, and supporting students in need. Furthermore, an elective course for students is being developed and addresses social-emotional learning.

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.]

We recognize that our students have become more disengaged from school as a result of on-campus closures caused by COVID-19. In an attempt to re-engage students, our school is making additional efforts to outreach and diversify our educational experience, keeping students connected and support them in continuous academic progress. One of our re-engagement/educational accessibility strategies is to ensure students have access to on-line curriculum and instructional support through Google classroom. All courses continued to be offered in a paper based independent study format, and alternatively in a digitized Google classroom shell course, as well as SIS. In addition, we recognize that students may not have the necessary training or intuitive skills to seamlessly transition to a virtual model. As a result, we have rolled out an elective course that improves computer literacy and competency with digital tools they will be using during distance learning. Lastly, our school has expanded our outreach team to include tutors in our efforts to re-engage students. Our tutors focus on contacting disengaged students with the aim of helping them complete a credit with each contact, then scaffold that support with a gradual release towards confident virtual independent learning.

When our instructional staff have determined that a student with disabilities is not connecting with our distance learning approach, the staff will identify potential causes for lack of participation or engagement. These causes could be difficulties suffered in their home lives such as disruptions in their living or housing arrangements or parental or employment status. Students could be experiencing personal

social/emotional distress making it difficult for them to respond to attempts to engage them in their education. Students could have made early attempts to participate in the distance learning model but experienced challenges and became disheartened. And finally, the lack of participation could be associated to a very practical reason such as lack of technology or technology support. To assist with determining the cause, Special Education teachers will convene the team to hold a virtually-conducted special IEP for students who are not engaging in the current distance learning program to discuss additional supports that may be necessary for the student and to problem solve obstacles hindering learning and engagement.

Communication with parents of English Learners in their primary language is essential. The school will provide parents written communication, in their primary language, when fifteen percent or more of students speak a language other than English as indicated on their annual language census. This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, report cards, and other parent notifications. Also via ELAC meetings, ELAC officer training and ELAC agendas. In cases where families are not literate in their native language, oral communication will be provided. Each year during individual parent-teacher conferences, parents of ELs are informed of their student's progress towards ELD redesignation.

Re-engagement distant learning strategies for students that have been identified as an English Learner are personalized according to the student's social-emotional health, technology access, English Language proficiency level and academic skill level in an initial re-engagement meeting with the principal, student, families and appropriate school staff. The school will monitor the re-engaged student weekly following the personalized re-engagement plan developed for the student. Some examples of these strategies could include technology training for the student and family, multiple weekly virtual appointments, and daily support calls.

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.]

Currently students and families have been directed to visit their local district neighborhood schools. When we offered meals, one family could enter the campus at a time. These were pre-packaged meals and were distributed to students by staff wearing gloves and face masks. Furthermore, staff informed students and families of the additional support available through various food banks and food staples are provided via local resources whenever possible. The school is following the advice of relevant governmental authorities. Social distancing practices are visibly posted at all sites, and all staff are required to abide by state and local PPE regulations.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement	Student Retention Support personnel to help with reengagement	\$72,000	Y
Socio-emotional and well-being	Additional Professional Development such as First Aid Mental Health and Trauma Informed Practices in a COVID setting.	\$5,000	Y
School Nutrition	Nutrition when school reopens or as needed	\$155,754	Y
Socio-emotional and well-being	HOPE Program and supplies for students who are parenting	\$40,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.61%	\$6,334,819

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.]

We carefully evaluated the needs of our students when the pandemic closed our centers. We serve a highly mobile and credit deficient population that we especially impacted because they could not engage with their teacher face to face. Ensuring that there was continuity in learning for all of our students, and especially our English Learners, foster youth, low income and homeless students, was a priority. Our independent learning model was able to be adapted for distance learning. Monitoring and supporting students closely helped us to quickly adapt and adjust as necessary to the unique needs of our students for connectivity, specialized curriculum, socio-emotional supports such as counseling, academic supports like virtual tutoring, and effective outreach supported by student retention services.

To better serve our at-risk and highly mobile population, the Learning Continuity and Attendance Plan includes the following possible additional actions and services such as, but not limited to:

- WIOA support via local provider(s)
- Implement a multi-tiered Response to Intervention for Reengagement
- Implement a Credit Completion RTI in a distance learning setting
- Virtual Tutoring Program is available to every student, even off hours
- Online Curriculum through Google Classroom, Edmentum, APEX, SIS, and Illuminate
- SGI program increased with Read 180
- SGI program increased with Math 180
- English as a Second Language support via Rosetta Stone and ESL Reading Smart
- Trauma informed practices, training and implementation (TREC Team)
- Additional staff and/or services for socio-emotional support
- Student Retention and Support services are employed
- Nutritional services for students as needed
- Additional training for staff and teachers in trauma informed best practices
- Early monitoring and interventions for potential graduates
- Recognition of students for completing school work and earning credits
- Blurring the high school to college and career pipeline through dual enrollment and CTE Pathways with multiple community partners and community colleges:
 - Chaffey College
 - English, Earth Science, History, Criminal Justice, Child Development, Guidance, Business, Accounting and Personal Service, Keyboarding, Diet and Fitness, Logistics, EMT Pathway, Child Development Pathway, Criminal Justice Pathway, Business Pathway, Diet and Fitness Pathway
 - Riverside Community College
 - Welding Pathway (Flux Cored Welding, Shield Welding)
 - San Bernardino Valley College
 - Guidance Pathway
 - East Los Angeles College
 - Logistics Pathway
 - Supporting students through Dual Enrollment and CTE
- Supporting students as they prepare to enter the work force through industry recognized certifications:
 - BLS/CPR and First Aid
 - Food Handlers Permit
 - OSHA and Forklift certifications
 - NCCER Construction Program
 - Health certifications via Trinity Health (CAN, Caregiver, Safe Lifting)
 - ISSA Fitness and Nutrition
 - Hair braiding, cosmetology, and Mandated Reporter certifications
- Supporting students as they transition to post-secondary education via CTE Pathways offered at AVIHS:
 - Business Management

- Health Science
- Carpentry
- Child Development
- Support and job/career assistant and placement for students via JAG Specialist and Operation New Hope
- Multiple CTE certifications that helps students prepare for the work force (i.e. Trinity Health, food service worker certification, forklift certification, EMT course offerings, Health and Nutrition through ISSA, NCCER construction certifications, etc)

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs.

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

The school implements a personalized learning experience for foster youth, English learners, and low-income students that is strategically integrated with their unique academic and socio-emotional needs. All students are provided with an individualized learning plan and their learning gaps are identified and addressed throughout the implementation of their learning plan. AVIHS has been successful in graduating students who are behind in their academics, often in credits and/or exposure to academic content.

Foster youth, English learners, and low-income students receive additional tutoring through a robust virtual tutoring program. AVIHS has facilitated student access to teachers through the provision of digital devices such as laptop computers and wireless hotspots. This has translated to a continuity of communication between students and their teachers during distance learning.

Foster youth and low-income students who are experiencing low attendance and academic engagement receive additional outreach through dedicated personnel like student retention services, tutors, counselors, teachers, and administrators. AVIHS provides bilingual outreach for students who are behind in completing their coursework. In addition, AVIHS students have access to multiple socio-emotional and trauma related services provided by the school, with support of the TREC team and also through local community service providers that AVIHS partners with, to support the wide range of needs and challenges our students are facing during this pandemic.

AVIHS realizes that our students have unique needs that most educators are not trained to address in a distance learning environment. Teachers are provided with additional professional development opportunities to support their students with distance learning and in navigating the barriers to success as a result of COVID-19. Google Classroom and other education platforms previously mentioned (i.e. Edmentum, SIS, KAMI, Read180, etc.) are being used for online learning, and with the addition of Brightspace and Articulate 360, teachers have access to specific training platforms that are available to them. Supporting our teachers, tutors and paraprofessionals with specialized professional development is crucial to our students' success.