

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.]

Alexander Valley School is a school with a vision of continuing excellence in meeting the needs of the students it serves academically, emotionally, socially, and physically. We have a firm belief that all students can learn, and, once individual strengths are identified, we are responsible for providing opportunities for our students to be successful and thus gain in academic achievement, confidence, and self-esteem within both an "in-person" and "distance learning" setting.

Alexander Valley Union School District is a single school district located in northern Sonoma County. Alexander Valley School (AVS) is a rural school in an area well known as a premium wine grape growing region. Several small boutique wineries are present in the valley, producing award-winning wines made from the local harvest of grapes.

Many of the families who attend AVS earn their livelihood through the wine-related industry. AVS serves students in grades Kindergarten through sixth.

Students who attend AVS come from diverse cultural and socio-economic backgrounds. Attendance data pulled from the May 11th, 2020 public regular meeting of the Board, of the 110 students enrolled, 66 live outside the District attendance boundaries. In addition, our total school population includes 16% of the students receiving ELD services in the school EL Program. The primary language for the majority of these students is Spanish. Our school also has 14% of the students qualifying for free/reduced lunch program services

AVS employs 7.00 FTE regular classroom teachers, 1 FTE RSP/intervention teacher, .45 certificated Spanish teacher, .15 Mathematics intervention teacher .30 Science teacher, .39 FTE Garden Teacher and a .2 FTE speech and language therapist. A .47 FTE classified Physical Education specialist is also employed. Additionally, 2.1 FTE classified employees are assigned to academic support. The students are organized in single grade classrooms in grades Kindergarten through sixth.

During this unprecedented time, our district is balancing the need for health and safety priorities coupled with offering the most effective distance learning program possible for our students and families. Per survey data, our families have felt a tremendous impact from the Covid-

19 pandemic as we ended the 2019/20 school year in distance learning. As we enter into a new school year under the distance learning model, families are seeking their own balance in order to both work and serve their child's learning from home. AVS families are adjusting their work schedules, hiring extra help, and relying on family members and friends to help with distance learning for their children. Our teachers and staff have also experienced new pressures with changing their curriculum delivery model meeting state and district expectations for teaching and learning. In addition, we had some of our families communicate with us that they had connectivity issues and devices that were problematic as students participated in Distance Learning in the Spring 2020. This year we addressed this over the summer with purchasing 60 new Chromebook devices and 13 additional hotspots through our T-Mobile government partnership.

Stakeholder Engagement

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

In March of 2020, AVS developed a six member organizational committee titled the "AV~20 Committee". This group consisted of certificated, classified, and administrative staff, as well as had parent representation. AV~20 worked in conjunction with and followed guidance from Sonoma County Office of Public Education, California Department of Education, Sonoma County Public Health, and The Center for Disease Control.

AV~20 identified key areas of focus during our planning process which included input from both parent and staff via survey data collection. Parent surveys were communicated in both English and Spanish. In addition, through our weekly "Tuesday Mail" outreach, families were able to stay informed and provided feedback throughout the spring and updated throughout the summer of 2020 as our plans progressed. The district employs staff to support our district translation of these materials and has multiple staff on campus to assist as needed for various bilingual family outreach needs. To help secure feedback from our EL students and families and to ensure they were able to take part in the process, ELAC/DLAC engagement was part of outreach & communication. Home visits and phone calls home with translation services were specific steps taken to communicate/include families with low-income, low literacy or digital fluency, and non-English speaking-- who may not have had virtual access to meetings or ready access to surveys.

The Re-opening of Schools plan titled "The Safe & Sustainable "Road to Reopening" AVS Fall 2020 Prepared by the AV~20 Committee for the Board of Trustees & Community took place on July 20, 2020 @5:30pm. The 37 page slide-deck is posted on our district website and was sent to parents via an e-link on the the July 21st, 2020 "Tuesday Mail" outreach.

The Learning Continuity and Attendance Plan template was accessed by the district in late July. The Learning Continuity and Attendance Plan will be brought to the Board at a regular scheduled meeting on August 10th, 2020 and this meeting will be considered the Public

Hearing. After receiving further input from stakeholders, the plan will be adjusted and brought to the board for approval at the September 14th, 2020 regular Board meeting.

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

All stakeholder engagement forums were held via digital group teleconference meetings in a remote format. Public comment was made available through both parent and community checking into the meeting with in-person real time participation or via email that were read during public comment portion of our meeting through a call in format. This included the June 8th, 2020 regular meeting of the Board and July 20, 2020 Special meeting of the Board for Distance Learning and In-Person Learning plans approval with public comments. In addition, on August 10th, 2020 a review of the district's "Distance Learning" plan was reviewed and will be sent to our parents for further information and feedback.

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

The district held a Certificated Summer Professional Development Day on July 14th, 2020 and a Classified Professional Development meeting on July 15th, 2020. During these important meetings, Teachers, and Classified staff provided feedback in the areas of health protocols, mental health supports, extended care, communications, distance learning, in-person learning, use of technology, special education, human resources, and ELD/Intervention. During the week of August 4th-August 11th, 2020, parents were provided the latest information in regards to our distance learning student materials curbside pick-up plan, as well as provided the link to our AVS Distance Learning Informational Guide for Parents Slide deck. Parents are aware of the plans as evidenced by parent response via emails received by teachers, front office staff, and administration. We will continue to update our parents and seek their feedback as we gather more information from them via our "Back to School Packet" which is projected to be completed digitally this year.

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

Below is a description of the aspects that influenced our Learning Continuity and Attendance Plan

Communications and outreach to all shareholders

Developing key guidance from local, county, and state officials.

A state mandate that moved AVS to begin the school year into Distance Learning based upon being a county on the "watchlist"

AV~20 Committee work with feedback from shareholders

Specific K-6 Coherence around scheduling and best practice conversations around distance learning.

60 new Chromebooks issued to grades 4-6 to support student connectivity and eliminate remote learning equipment failures

Best practices for supporting our ELD, Intervention based practices, and Special Education students with IEP's

Incorporating Project Mindfulness remotely and offering group and one/one counseling support services.

Working conditions for both Certificated and Classified staff
Enhanced Cleaning protocols, Safety protocols, and extended Food Services deployment plan
Change in Professional Development calendar

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.]

When appropriate, the district's In-person offering will include a full return to In-Person instruction for all students five days per week. The Alexander Valley School consists of class sizes ranging from 13-19 students in each of the seven classrooms on campus for the 20/21 school year. As noted in the "Safe and Sustainable Return to AVS" slide deck found on the district website: <http://alexandervalleyusd.org>, our plan highlights the importance of following county, state public health guidelines.

The plan also highlights the district's safety plans for frequent cleaning of high touch surface areas, adequate hand sanitizer, sufficient hand washing stations, health screenings, daily temperature checks, face coverings, face shields, reminder signs of health protocols and symptom checks, and plexiglass in more enclosed spaces. Any large gatherings will be prohibited and visitors/guests on campus will be very limited.

In order to identify students who have experienced significant learning losses, we will begin the year with initial assessments. Teachers and specialists will use this information to guide and plan their instruction. For the 20/21 school year, our Distance Learning plan includes classified staff members working in individual cohorts with a classroom teacher. Each of the seven cohorts will provide additional intervention support in break-out groups, or in one to one sessions. The basic schedule for learning allows for many opportunities for small group instruction during the regular core content hours. Additional intervention, for students who are having a difficult time engaging in learning will have a team of re-engagement specialists who will work with individual families to come up with solutions that initiate re-engagement in the learning process. This could include a home visit, a check-in over the phone, or via facetime/zoom.

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

Description	Total Funds	Contributing
Purchase of 60 new additional Chromebooks for grades 4-6. Plexi-glass safe station materials Personal Protective Equipment Additional Staffing for successful cohorts	37,000	Yes

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.]

Alexander Valley will provide a continuity of instruction evidenced by a structured schedule that is similar to the amount of instructional time our students find in a regular classroom day. This structured schedule (daily and weekly) has already been provided or will be provided to families from classroom teachers prior to August 13th, 2020, our first day of school. A Distance Learning Parent Guide Slide deck will be sent to all families which will include parent guidance and information, student expectations during distance learning and a series of targeted objectives. Distance Learning will consist of whole group, small group and individual instruction and supports. In addition to CORE instruction, students will be provided online sessions with qualified staff. These enrichments include; PE, Physical and Life Science, Art, Music, and Spanish.

In order to pivot easily between distance learning and in person learning, students and staff cohorts will remain the same for the entire school year. GoGuardian software platform has been purchased by the district and installed on every student device. This allows for consistent online filtering and protections when the student accesses their device remotely away from our SCOE filtering on-site network.

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.]

Device Support: ALL students will be issued an iPad (grade K) or Chromebook (grades 1-6) with charger for use in distance learning. These devices will be issued to parents after the 20-21 Technology Use Agreement has been signed and authorized by the parent.

Internet Support: Students in need of internet service will be made aware of any subsidized offers for high-speed internet as these will best support multiple students on live video meetings at home. In addition, a series of "hot spots" continue to be secured by AVUSD to provide connectivity and access for families who are in need of this additional support.

Technical Support: Through coordination with our IT lead, all staff have been provided 24-7 access to support technical issues students may experience.

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.]

AVS teachers and staff will meet remotely with students each day for attendance and instruction in both synchronous and asynchronous formats.

Attendance will be recorded daily. Teachers will monitor progress through formal and informal assessments, including district grade level curriculum assessments and teacher created quizzes and assessments. Students will turn in work for teachers to monitor progress on particular assignments.

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.]

The Alexander Valley Union School District values the importance of professional development for all staff. Professional Development has become increasingly more important in the area of distance learning as our staff experienced very little time to implement distance learning last spring. Over the summer, teacher and staff engaged in Zoom trainings, Google Classroom, and other multiple content rich curriculum platforms. These include No Red Ink, GoGuardian, Hapara, Lucy Calkins Writing Units of Study, and Seesaw. In addition, both the Certificated and Classified staff members have been in collective collaborative professional learning community discussion throughout the

summer. These discussion have targeted best instructional practices, K-6 scheduling coherence, and routines and procedures for online teaching and learning.

Staff Roles and Responsibilities

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

Certificated Staff:

As Alexander Valley School begins the year in Distance Learning, Certificated staff have been given the option of working from their classroom or from their home office. Teachers will be expected to continue to teach and support their students in learning standards but will continue to develop new strategies and skills for accomplishing this in a virtual setting.

Classified Staff:

As Alexander Valley School begins the year in Distance Learning, Classified staff been given the option of working from their classroom or from their home office. Classified staff whose job description does not apply to a Distance Learning instructional setting will be on campus to assist with the basic operations of maintianing the campus. This includes the opening and closing of the campus daily with alarms being turned on/off. Keeping the campus cleaned and disinfected for all staff present during their workday, as well as maintain the safety and overall maintenance of the property.

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.]

Specialists including special education staff, student support coordinators and school counselors will be working directly with general education teachers to provide needed accommodations and supports to students with differing needs.

Before School Starts and Beyond...

Staff will create student supply indivudal bin material kits to ensure that students have the materials that they will need, including items identified as accommodations in student IEPs or 504 Plans. Teachers will have the opportunity to review IEP's and 504's and adjust accommadations as needed in a "virtual settiing" They will work in collaboration with last years teacher and with the parents to ensure students unique educational, behavioral, and emotional needs are being met.

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

Description	Total Funds	Contributing
Zoom Subscription	\$1800	No

Pupil Learning Loss

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

Beginning of the Year Assessments
Identification of Targeted Essential Standards
Professional Development in Accelerated Learning Strategies
Technology and Web-based Platforms
Adaptable Learning Platforms for English Language Arts and Mathematics
Planning and support for students with special needs
Social Emotional supports for students via counseling and through Project Mindfulness sessions

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.]

Actions and strategies to address learning loss and accelerate learning progress:

Specifically for English Language Learners: Targeted ELD instructional support will be offered to students via their teacher/aide classroom cohort support network. Best practice strategies will be utilized and shared by our designated ELL Instructional Aide support in direct collaboration with classroom teachers and other grade-level cohort aides.

For low-income, foster youth, and students who experience homelessness: All teachers will incorporate assessment of grade-level readiness at the beginning of the school year. Information obtained from the assessment will be used to guide the teaching of review material and new content. Identified learning loss will be addressed through small group and individual intervention which may be synchronous or asynchronous.

Students with exceptional needs: All teachers will incorporate assessment of grade level readiness at the beginning of the school year. Information obtained from the assessment will be used to guide the teaching of review material and new content. Identified learning loss will be addressed through small group and individual intervention which may be synchronous or asynchronous. IEP goals will be reviewed and additional support from specialists or special education staff will be provided as appropriate to address the learning needs of the students.

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.]

On going assessments will be used to monitor student progress. Weekly staff meetings will take place with data check points throughout each trimester. These reviews of assessment data are designed to monitor the effectiveness of the learning programs offered. For students who are experiencing little to no progress, alternative solutions and interventions will be planned and implemented.

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

Description	Total Funds	Contributing
Alternative Intervention Plans via Live Zoom, or through software platforms	Unknown	No

Mental Health and Social and Emotional Well-Being

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

The Mental Health of our students, staff, and families is of the utmost importance to the AVS school community. Teachers and staff will work within their individual cohorts to gain a better understanding of the social and emotional mental health supports needed for students throughout the start of our school year. Staff will participate in weekly staff meetings led by administration. These meetings will provide the space and opportunity to build upon and share feelings around starting the year in Distance 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.]

When In-Person instruction starts, any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 must stay home in accordance with state and local health directives. Per Education Code 48205, student absences due to illness or quarantine are considered excused absences.

When a student is absent for COVID-19 reasons, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted to AVS. The student may return to school when they submit a clearance from their doctor to their school.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202).

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record.

For attendance taking purposes, teachers mark students engaged or unengaged during in-person learning. Attendance for Distance

Learning is met through the following:

1. Evidence of participation in online activities including live interaction sessions, essentially being present
2. Completion of regular assignments
3. completion of assessments

Teachers will take attendance as required by AB 98 and any other state or federal mandates.

A pupil who does not participate in distance learning on a school day shall be documented as unengaged for that school day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, without a parent contacting us in regards to their absence shall be subject to additional measures by AVS administration and staff. These include:

1. A member of the staff (Administrator, Certificated/Classified member, Counselor) will provide outreach by making a phone call or site wellness visit. (The purpose of this outreach is to identify the barriers for the family and to help overcome them.)
2. Based on information gained from the family and the rationale as to why the student has obtained a level of absenteeism, other supports will be deployed. They may include:
 - Technology support
 - Parent training
 - School counselor/Mental Health Support
 - School Psychologist/Behavioral support

The parents will be informed that continued absences from distance learning could include:

1. A conference with an administrator and/or school counselor;
2. Development of an Attendance Plan through an SST process;
3. The school administrator may develop an Attendance Plan that includes:
 - A. Teacher engagement
 - B. Both reward and consequences for further attendance

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.]

Grab and Go- Distance learning, all meals are bagged to go; no on-site dining.
Pending the level of need identified, a meal service delivery model will be developed in conjunction with individual student learning schedules. This model will be developed as needed and AVS is in contact with HUSD to finalize this lunch service delivery plans. There is also a chance pending legislation that our food service model could revert back to our food service model deployed in the spring of 2020.

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

Section	Description	Total Funds	Contributing
N/A	N/A at this time	Unknown	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.36%%	\$44,663

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.]

When making staffing decisions, the district decided to prioritize interventions and engagement support to each classroom cohort by ensuring each classroom has an additional classified staff member up to 3.75 hours per day. These funds will pay for an additional 2 classified team members. The classified staff team members have been trained in small group interventions who will work in tandem with classroom teachers on providing intervention and data support to support foster youth, English learners and low-income students. Creating small breakout zoom sessions while in distance learning has already created successful outcomes for our students. Additional support in these areas will now reach more students with greater frequency in terms of support to students directly and to teachers indirectly through data analysis and lesson support.

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

Specifically for English Language Learners: Targeted ELD instructional support will be offered to students via their teacher/aide classroom cohort support network. Best practice strategies will be utilized and shared by our designated ELL Instructional Aide support in direct collaboration with classroom teachers and other grade level cohort aides.

For low-income, foster youth, and students who experience homelessness: All teachers will incorporate assessment of grade level readiness at the beginning of the school year. Information obtained from the assessment will be used to guide the teaching of review material and new content. Identified learning loss will be addressed through small group and individual intervention which may be synchronous or asynchronous.

Students with exceptional needs: All teachers will incorporate assessment of grade level readiness at the beginning of the school year. Information obtained from the assessment will be used to guide the teaching of review material and new content. Identified learning loss

will be addressed through small group and individual intervention which may be synchronous or asynchronous. IEP goals will be reviewed and additional support from specialists or special education staff will be provided as appropriate to address the learning needs of the students.