

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

As a result of the COVID-19 pandemic and under the guidance of the Riverside Public Health Department Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering and Mathematics (GAVPAA) closed and transitioned to remote instruction beginning March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

In response to school closures to address the COVID-19 emergency, Garvey/Allen Visual and Performing Arts Academy for STEM (GAVPAA) made the programmatic changes to offer distance learning. Fortunately, GAVPAA students have 1:1 Chromebooks, and the students were accustomed to using the Google Suite. GAVPAA also ensured internet connectivity for all students resulting in 100% connectivity. The teachers received two days of professional development to prepare them for the transition from site-based instruction to distance learning. The teachers posted all scheduled Zoom meetings, assignments and due dates on Google Classroom. The teachers provided a 45 minute live lesson three times for each content area: English, Mathematics, Science, Social Science, English Language Development (ELD), VAPA and STEM electives. GAVPAA hosted a virtual academy on Facebook for constant communication for parents to keep them apprised of the assignments and due dates. The teachers also hosted Office Hours and communicated with students and families via the Google Chat Feature, email, and telephone. Teachers, administrators, and office staff carefully monitored the participation and attendance of students, communicated with families, and assisted them with addressing the challenges and obstacles that COVID-19 has caused. GAVPAA posted information and resources for families on the Charter School’s website including hotlines for assistance, locations of food distribution centers, and other community resources. GAVPAA continued to provide high-quality special education services to students with disabilities. The special education department completed amendments to the IEPs as necessary, sent Prior Written notices to parents, and held IEPs for parents who requested in person (with social distancing), telephone, or Zoom meetings. The students with disabilities received services through HIPPA compliant, Zoom meetings by contracted service providers. The Specialized Academic Instructors provided services to support the classroom expectations and to progress toward each student’s IEP goals.

Parents/guardians working in the home faced the challenge of helping their children with learning while also completing their own work responsibilities. Some families experienced stress due to lost income resulting from the COVID-19 pandemic. Remote learning also had an impact on students' social wellbeing, emotional wellness, and physical health. Even though school staff worked diligently to maintain student connections to school, the social isolation at home and lack of in-person interactions was hard for students and families. Also, remote learning increased the amount of screen time that students faced, which elevated stress for some students and decreased their activity level of our students.

The first announcement to families was sent on July 17, 2020, from Gavin Newsom announcing no schools were to open prior to being removed from the waitlist. On July 23, 2020, our CEO & Founder announced plans to start the 2020-21 school year fully in Distance Learning and to continue through the first 10 weeks of school (and longer if needed) based on status on the Riverside County watchlist for return to in-person learning.

Lastly, we sent surveys on parents and families in need of nutrition/food services. We had less than ten percent who opted for assistance during closure. As a result, we provided deliveries of food once a week to these families.

Stakeholder Engagement

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

To solicit and promote stakeholder feedback, phone calls, emails, text messages, public meetings, social media posts started in March of 2020 to ensure all stakeholders had an opportunity to engage in the planning of when and how students would safely return to school in the fall of 2020.

Parents, pupils, teachers, principals, administrators, other school personnel, and the Board of Trustees were all involved in the development of the plan through various engagement forums to understand current needs and solicit possible solutions to make informed decisions and build trust before finalizing the plan. Interpretation/Translation services were provided throughout this process as needed and for all family/community input sessions.

Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform GAVPAA's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in July, our CEO & Founder scheduled a series of Virtual Town Halls for staff and parents, where those who attended were able to ask questions, learn about the plan as it gets tweaked pursuant of local health guidelines and legislation.

As the 2019-20 academic year came to a close, the school administered a survey to families to gain their feedback on distance learning. This survey was made available in English and Spanish and administered via Google Forms. With over a 75% percent response rate, the survey and detailed results assisted teachers and administration to developing a Distance Learning Plan that addressed what our families and students were seeking in the Distance Learning environment.

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

Since March 16th, GAVPAA followed the Governor's Orders for Open Meetings to be held virtually. To provide access to our meetings, we utilized Zoom. We have a Governance section on our website and under that section, the zoom link, and call in number are provided. Zoom allowed participation of the community in the meetings using the comments sections. To the extent practicable for each meeting the broadcasts were simulcast in English and Spanish as requested. In addition, comments from the community were accepted via email. Stakeholders without access to the internet were notified via phone (in both English and Spanish) how they could arrange for a paper copy to be made available in English or Spanish for their review in order to provide feedback.

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

A majority of respondents felt safety of staff and students should drive the method of instruction for the year. All groups prioritized returning to campus under the safest conditions possible. This included preparing our building with equipment and supplies, while hiring a team well versed in disinfection. Feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

After analyzing the data and meeting with parents and students, responses showed that our families wanted more interaction with an increase in live instruction, a schedule that was similar to the traditional bell schedule with clear start (log in) and stop (log off) times and resembled the traditional school day; and for there to be an enrichment period that supported students with mental health, social-emotional learning (SEL), academic support, SPED, clubs, and additional supports.

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

Decision to reopen 100% On-Line for distance learning for the first trimester of school (mid November) came from specific stakeholder input. Staff recommended specific tools adopted for support of distance learning and improving the continuity of instruction between models (Document Cameras, Second Step, School wide Zoom, Screencastify, etc.) Results showed that our families recommended more consistency in the tools and organization of the distance learning instruction. Thus, GAVPAA adopted Google Classroom as the single learning management system (LMS) used in conjunction with Infinite Campus' parent/student portal and our website. These three platforms will be used in managing, recording, and communicating with students and families the participation, engagement, attendance, and academic progress of students.

Continuity of Learning

In-Person Instructional Offerings

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

GAVPAA has adopted a phased reopening plan for the 2020-2021 school year. Following the directive of Governor Newsom on Friday, July 17th, GAVPAA will begin the school year in a distance learning model with 100% of students receiving instructional online. Once the conditions have been met to consider re-opening (Riverside County is off the monitoring list for 14 days) GAVPAA will consider moving to a hybrid model that allows students to return to campus in a safe manner.

In preparation for the eventual return of students, GAVPAA has begun preparing for a hybrid model. In doing so, we have started purchasing personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, portable hand sanitizer dispensers, automatic hand sanitizer stations, masks, face shields, gloves, and plexiglass partitions have been purchased. Plans for hybrid learning models including students participating in a combination of in-person and distance learning have been made. Our plan allows for a return to school for limited numbers of students (approximately half) following the recommended 6 feet of social distancing. School days will be modified to allow for smaller cohorts of students to attend and maintain social distancing recommendations. Parents will be allowed to choose between hybrid and 100% online learning. GAVPAA will continue planning hybrid schedules and will push out to families when deemed safe and appropriate, but no sooner than November 1, 2020.

GAVPAA will closely monitor the state's watch list and re-evaluate when it is possible to open our Hybrid Model. Once the county has been off the watch list for two consecutive weeks, GAVPAA will move towards identifying a launch date for opening in person instruction in this model. As a phased in approach, we are considering bringing subgroups of students who need additional support onto campus for in-person support. This may include English Language Learners, students with IEPs, or students who are struggling with distance learning. The hybrid model will allow 40%-50% of students to come onto campus two days a week for in-person instruction in a safe manner. Students who choose to remain 100% online will still receive their instruction throughout the week. Students will be required to have proper PPE materials on at all times, and temperatures will be taken upon their arrival. Students may be provided personal and portable table top partitions that they sanitize at the start and end of every class. These will be carried by the student as they travel to their classes. Students will continue to engage with their teachers on days where they are not physically on campus.

GAVPAA will store its PPE on site and will be provided to individuals who come onto school campus. Meetings/student support/collaboration will have to be scheduled ahead of time. All visitors will be required to complete a temperature check, wear a mask and fill out our visitor log for contact trace purposes at the security check in desk. Once we transition to a hybrid or in person model, school purchased PPE will be distributed to all students and staff members. We will establish a check in/out system for everyone who comes onto campus, so that we can trace infection if it occurs. Community members/staff and students will have to schedule their visits ahead of time to ensure someone is on campus to conduct a health check and ensure everyone signs in. We will limit the amount of family members/visitors who can attend meetings and encourage virtual meetings as much as possible. Teachers who want to work with students or colleagues on site must schedule a specific time in advance. An administrator will be on site to enforce social distancing protocols and ensure there is disinfection of doors, bathrooms, etc.

GAVPAA will continue to offer 6 subjects in English Language Arts, Social Studies, Mathematics, Science, PE/Health, VAPA and STEM to all students. To ensure meeting instructional minutes, school will still run from 8:00am to 3:05pm with 55 minute periods. Additionally, every Flex Friday (modified shortened day) students will have Advisory Class for 30 minutes a week to focus on Social Emotional Learning,

Growth Mindset and coping with the new normal. Lastly, Achievers will get to see their classmates during our House Meetings, 30 minutes a week on Flex Friday as well.

Lastly, on Flex Fridays, students and parents have access to teacher’s Office Hours, tutoring or a quick check in. Teachers have created Zoom Rooms for virtual meet ups of the aforementioned.

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

Description	Total Funds	Contributing
Personal Protective Equipment For students and staff while on campus, as well as cleaners/disinfectants	\$10,000	N
Hiring of a Janitorial Company who specializes in COVID prevention, sanitization and disinfection	\$ 20,000	N

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.]

Students and families will access all distance learning resources through GAVPAA STEM’s single portal, our school website-www.GarveyAllenAcademy.com. GAVPAA utilizes the following online platforms to ensure instructional continuity for students regardless of the method of delivery: Google Classroom, Gmail Suite (G Suite for Education), and Infinite Campus (Student Information System). Teachers are expected to update their weekly Class Stream by Sunday at 11:59 PM. They have a Google Classroom for each period and will post to their instructional materials, videos, and discussions on their Google Classroom for synchronous and asynchronous learning.

While supporting our students’ academic needs during remote learning, we will also provide opportunities for them to connect with staff and their classmates. Here are some methods that we will utilize to promote social interactions and connections with peers: 1) Advisory classes that are built around social emotional connections 2) House meetings to celebrate student achievements and student socialization 3) Clubs and extracurricular activities with peers and staff members are held during lunch and/or during their elective 4) Breakout rooms for students to engage in academic discourse in all classrooms.

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.]

As part of GAVPAA’s annual needs assessment, we use surveys to determine the needs of our students and families to ensure equity

and access for all. During the Spring closure, GAVPAA analyzed student engagement in online activities and classes. For those families that we not regularly online GAVPAA reached out via phone to assess the need for additional resources. To ensure we had the most accurate information, we conducted this same survey over the Summer as part of our “Return Safely to School” process to include any families that were nearly enrolled or that we missed during the Spring.

GAVPAA has a one to one Chromebook device program. All students have been issued a Chromebook upon enrollment. We have developed and implemented procedures to support families to troubleshoot students’ device issues and malfunctions via phone, google form on our website, and email to keep students connected.

GAVPAA’s tech department and tech savvy teachers provide technical support, videos and workshops for families on uses of technology in both English and Spanish via translation/interpretation services.

In addition, GAVPAA has been working with families to provide resources to connect them with low and no-cost internet services until we are able to directly provide hot spots for those families in need.

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.]

Attendance will be taken daily via our SIS, Infinite Campus. GAVPAA’s SIS has a student self-check-in feature every period Monday through Friday. Certificated teachers will verify and certify attendance daily and then weekly.

Synchronous and asynchronous instruction occurs daily for all students in all subject areas including STEM and VAPA. Students will attend live Zoom sessions (synchronous) with teachers twice a week for 55 minute class sessions for all six periods. On the days they are not in Live instruction (asynchronous) via zoom, students are given 55 minutes of class work in each teacher’s Google Classroom and website.

The benefit of this combination of asynchronous and synchronous allows certificated teachers to take attendance, review an overview of the learning goals for the day, provide in depth instruction and review of grade level concepts, students will have an opportunity to ask follow up questions and/or to request additional support. Students who are not managing well will be assigned tutoring during teacher’s Office Hours on Flex Friday. During this time, students will participate in pre-scheduled differentiated small group synchronous instruction via Zoom with their teachers, once a week for each class. Small group instruction during Office Hours will enable students to participate in discussions with peers, receive targeted support, and participate in other meaningful learning activities which deepen and clarify their understanding of the material. All English learners (ELs) will be provided with daily Designated ELD through Universal design for a minimum of 30 minutes via live synchronous interactions with the classroom teacher via Google Classroom/Zoom, etc., in addition to daily Integrated ELD within content areas/classes.

GAVPAA’s goal is to have 100% of students participate daily. We will determine participation and attendance based on evidence of participation in online activities via Google Classroom which includes the completion of assignments, assessments, and contacts with students or families. Student’s participation and academic progress will be recorded and frequently communicated to families via our SIS, Infinite Campus student and parent portal.

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.]

Prior to the start of school (August 24, 2020), teachers were offered the option to participate in training and collaboration August 3-21, 2020. This resulted in over 100 hours of professional development before the start of the school year and our teacher's contractual start day.

During Professional Development, teachers were provided training in implementing the distance learning program including time to prepare lessons for daily instruction; supports for various student groups; student engagement online; checking for understanding through formative assessments; implementing inclusion and diversity in lessons; trauma informed practices; social emotional learning; and how to use Goggle for effective student engagement and instruction.

GAVPAA will continue on-going professional development for 2-8 hours weekly throughout the school year specific to implementing GAVPAA's distance learning program. Regular opportunities for teachers to participate in peer-to-peer professional development will take place weekly. Grade level collaboration will take place to support teachers with common students. Teachers will continue working collaboratively to develop quarterly interim mastery assessments, identify resources for supporting student achievement, and problem-solve new challenges as they arise. These teams make up our PLC's (Professional Learning Communities) where teachers and instructional support staff come together to better their practice.

Our CEO will continue to provide special monthly professional developments that will address GAVPAA's current needs of our online learning program, such as- Google Classroom, our new SIS, Infinite Campus, Zoom, strategies for communicating with families, and instructional strategies (SPED, ELs, analyzing data, engaging students, flexible groupings, and various online apps like screencastify).

Staff Roles and Responsibilities

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

GAVPAA's instructional staff will be required to create and maintain Google Classrooms for every grade level and subject taught, where students and families can access assignments, both synchronous and asynchronous materials, and announcements. Classified support staff duties have been reallocated to work with teachers to support students' engagement. Classified support staff assists with the initial set up of all students Infinite Campus portal, e-mail, Google Classroom, Zoom, and navigating our school's website.

GAVPAA's students who are in need of additional support in Distance Learning are identified by various means: teacher referrals, weekly data monitoring, and ongoing family communication. Once a student is determined to need additional support, the Achievement Support Team (AST), lead by the English Arts or Mathematics teacher will make contact with the CEO and provide the data to substantiate the need for the AST. GAVPAA's Parent Engagement Specialist will contact the student and family to schedule an initial virtual AST (Achievement Support Team) meeting. In our meeting, school staff get to know the student/family and gather information about the student's school experience. Initial interventions/supports are also identified and selected by the team. After this meeting, supports are implemented and student progress is monitored.

After 4-5 weeks, a follow-up virtual RTI (Response To Intervention) meeting is held with the student, family members, Achievement Support Lead and other staff members (teachers, advisor, mental health counselor, etc.) In this meeting, students self-report on their own progress, families and staff members provide their observations since the AST and the AST Lead shares data collected from the team. After discussing the student's RTI changes to current supports/interventions are determined by the team. This process is on-going. When students demonstrate improvement, they may be exited from the official AST process but will continue to be monitored.

Special Education Paraprofessionals will support instruction within the virtual classroom and collaborate with Special Education and General Education teachers to provide necessary accommodations for students pushing into the general education classes. Paraprofessionals will also support/pull out small group instruction for re-teaching and intervention in Zoom Breakout rooms.

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.]

Special education, related services, and any other services required by a student's individualized education program (IEP) will be made available as appropriate with accommodations necessary to ensure that the IEP can be implemented in a distance learning environment. Individual check ins and communication through virtual environments with students to support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content.

Special Education teams will meet with families to amend (IEPs) to reflect distance learning needs and services. Students' services will reflect individual Offers of FAPE, including related services (e.g., counseling, speech-language service) as appropriate. Teams will consider additional services and supports to address unique needs during distance learning. Special education teams will review distance learning data from Spring 2020 to determine students with increased:

- 1) Academic needs
- 2) Social-emotional needs
- 3) Behavioral needs.

IEP teams will set up individual family meetings to determine specific supports necessary, create short-term goals, and agree on consistent follow-up family meetings to review progress.

Tools for support:

- Planners
- Notebooks
- Accessibility software (e.g., text to speech, speech to text, word prediction)
- Behavior Trackers
- Incentives
- Calculators

- Hands-on instructional resources (e.g., printed materials, workbooks, manipulatives) Sensory tools
- Green Screen to create virtual background to provide privacy for students and families home environment

Foster and Homeless students will be provided school supplies, personal and other items as available, and services to allow students to participate fully in school activities to ensure success academically, socially, and emotionally.

While GAVPAA does not have a large population of English Learners we will implement Designated and Integrated instruction in English language development, including assessment of English language proficiency, and support to access curriculum. Our current curriculum provides the supports English Learners need for success. Similar to Special Education students, EL students will have paraprofessional staff providing small group instruction and support via virtual means, such as Zoom.

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

Description	Total Funds	Contributing
Special Education support staff, programs, and resources. <i>*Special Education funding will be contributed in the amount of \$59,798.</i>	\$ 85,000	*Y
Education Services Consultants and resources to provide on-going training and professional development.	\$ 40,000	N
Various technology programs, and resources including document cameras, additional monitors, subscription services for Screencastify, Peardeck, Zoom, Screencastify, and other services and resources to support student learning.	\$ 12,000	N

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.]

GAVPAA anticipated a learning loss from all of our students due to the Spring closure as a response to COVID-19. As a second year charter school and our assessment window being affected due to school closure the need remains for standardized data, social-emotional learning (SEL) data, task and assignment completion data, attendance data, and academic data.

To begin the school year GAVPAA provided a Bridge to Achieve Program. This program took place during the first week of school. Students were provided detailed instructions to acclimate to distance learning and learn routines. Additionally, GAVPAA continues to focus on teachers building relationships with their students and building a school culture even virtually.

GAVPAA's focus will continue to be on the rigor and implementing the curriculum with fidelity and utilizing the supports in place (Moby Max, etc.) and implementing the supports that may be added to our instructional program (SecondStep-SEL). Additionally, we will provide students

with access to essential standards and administer assessments to consistently monitor and accelerate students learning. Embedded Screeners in our core curriculum, diagnostic assessments, Benchmarks and the use of state Interim Assessments (IABs) will be administered (to the extent possible due to COVID-19) according to the timelines posted on assessment calendars to determine learning loss in all subjects including English Language Arts and Mathematics. In addition to formative and summative assessment data, student's grades will also be analyzed.

Lessons will be created based on essential standards for each grade level and subject. To help students manage the nuances of distance learning and the lack of social interaction, GAVPAA will provide a weekly Advisory course and House Meetings to address the Social Emotional Learning competencies that are prevalent in our world currently (social justice movement as a result of racial and COVID-19).

While helping students deal with the possible trauma that they may have experienced, due to COVID-19 or otherwise, we will continue to focus on growth mindset and life skills.

Teachers have been provided and will continue in professional development to ensure delivery of virtual lessons that are engaging and keep students returning to achieve daily. Office Hours and tutoring will be available by appointment to help support struggling students and close the learning gaps identified by the teacher.

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.]

Teachers will use rounds of assessments to identify and remediate knowledge gaps so all students have the foundational skills before moving on to a new concept or standard. Learning engagement will be verified by attendance tracking via our SIS, Infinite Campus. Daily check-in activities at the beginning of each class period will take place, so teachers can gauge how students are feeling. Classified staff have had some of their roles and responsibilities adjusted to provide one on one phone, virtual or in person by appointment (following all social distancing procedures) for those students who are not logging into classes and teachers have been unsuccessful at reaching them. GAVPAA will provide alternatives for students without internet (for example printed workbooks, textbooks and school materials).

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.]

To measure the effectiveness of the strategies provided to students, teachers will measure results on Screeners, diagnostic assessments, benchmarks and the use of state Interim Assessments.

Data will be analyzed using the Professional Learning Community (PLC) model. In PLC's teachers and leadership will work in collaborative groups to analyze data, focus on student learning, share best practices on effective strategies to close the gaps among various students and student groups; including ELs, foster, and low income students.

An action plan will be created to target the growth needs indicated from the data. Resources, supports and/or staffing can be reallocated to address the goals identified by the leadership team.

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

Description	Total Funds	Contributing
<p>GAVPAA has implemented a systematic cycle of assessments to identify, address, and monitor student academic levels to inform instruction, assess for learning, and implement appropriate interventions.</p> <p>GAVPAA utilizes the supports in place (Moby Max, etc.) and implementing the supports that may be added to our instructional program (SecondStep-SEL). Additionally, we will provide students with access to essential standards and administer assessments to consistently monitor and accelerate students learning. Teachers will use the results of on-going instruction to remediate and differentiate instruction.</p> <p>The anticipated significant subgroups impacted are English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, African American or Black students, Asian students, Latino students, White students, and students with Two or More ethnicities.</p> <p><i>* PCSPG funding will be provided in the amount of \$6,500.00</i></p>	\$6,500	*Y
<p>GAVPAA will also provide an extended learning opportunities which consists of after-school tutoring; and Saturday Scholar classes to support struggling students and further mitigate learning loss.</p>	\$20,000	N

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.]

GAVPAA understands the need to provide social emotional supports in and outside of the classroom in order for students to perform academically. The curriculum is essential, but GAVPAA focuses and recognizes that Social Emotional Learning must play a huge part in every students experience. Social and emotional learning that focuses on building relationships, social interactions, communication, self-management, self-efficacy and social Awareness, and maintaining a growth mindset will be led by Administrators in conjunction with contracted counselors during weekly Advisory classes. Middle school SEL utilizes the Second Step curriculum. The SEL will equip students with skills, attitudes and values that help them navigate and address stress, anxiety, and traumatic situations. Students and families in need of additional supports have access to school counselor, school psychologist (for Students with Disabilities) and school administrators who can also refer them to additional resources, supports and specialized agencies in the community.

GAVPAA has implemented a 3-tiered system to support students:

- Tier 1- Universal supports for all students

- Tier 2- Supports provided for students targeted needs.
- Tier 3- Needs for students that have been referred and assessed to be eligible for specific supports.

To effectively support the social and emotional well-being of students and practice appropriate self-care, teachers have received professional development and training on SEL, trauma informed approaches, coping, and reflection. We will continue to provide professional development throughout the year.

GAVPAA will continue with its annual campaign for mental health and suicide prevention and focus campaign efforts and strategies students can utilize during the pandemic. The campaign will expand its focus beyond students and staff to include parents, families in the community, and other stakeholders and groups that can be included in partnerships. Mental health and social emotional well-being surveys will be conducted on a regular basis to gather and monitor data on student school connectedness and social emotional well-being. Similar surveys will also be administered to teachers and staff.

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.]

GAVPAA has implemented procedures to identify students that are not engaging in instruction and are at risk of learning loss. GAVPAA will implement to the extent possible the following procedures for reengagement and monitoring of students not meeting requirements.

1) Attendance or Registration Clerk- (Tier 1)

- Use the weekly student support roster/IC (SIS) to track student participation.
- Contact students that are absent and/or have 1 day of non-participation. If the issue persists for three days, notify Executive Director
- Use autodialer/robocall or Live phone calls to inform families that their student is not fully participating in distance learning.
- Infinite Campus text and email reminders as needed.
- Make direct contact with parents/guardians of students with low participation.
- Send physical letters or email to inform parents of their child's low participation.

2) Executive Director and/or Parent Engagement Specialist- (Tier 2)

- Hold virtual/in person meeting with student and parent/guardian for habitually low participating students (Zoom meetings/FaceTime meetings with Parents).
- Repeat steps for habitual students.
- Translate documents as needed/use a translator as needed.
- Provide resources if internet is a barrier
- Conduct an Achiever Success Team (AST) meeting with teachers, students, and parent/guardian

- Use a Google Form to document supports & outreach.

3) SARB Process initiated (Tier 3)

Step 1- Attendance letter sent to the home via email and certified mail if the students misses 5 days, requesting a conference with the parent, student, Executive Director, and Parent Engagement Specialist. The meeting can be held in-person or via zoom.

Step 2- If attendance does not improve, a second letter is sent to the home via email and certified mail after 7 days of absences. Another conference is set up and parents are to sign an attendance contract.

Step 3- If the aforementioned has not improved student's reengagement, attendance, and participation, a SARB panel will convene to discuss the situation and provide resources to help the parent and student if applicable. Contact with the District Attorney's Office will be the last resort to mitigate the student's lack of engagement and attendance.

Our students who are experiencing homelessness face greater challenges for engagement. GAVPAA will monitor and follow up on concerns brought from students, families, teachers, counselors, and the administration to remove barriers.

Translation services will be available to connect with our EL population to remove language as a barrier to student success.

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.]

GAVPAA provides Free Breakfast and Lunch to all students regardless of eligibility. To facilitate our food program, we are partnered with the National School Lunch Program. During distance learning, parents pick up pre-packaged meals twice a week. On Monday's, families pick up breakfast and lunch for 2 days; then they return on Wednesday's for the remaining 3 days. These meals follow the USDA's Food and Nutrition guidelines and requirements.

GAVPAA utilizes waivers provided by the USDA to feed students in a non-congregated setting, allowing meals to be served and brought home and consumed when students are participating in hybrid or distance learning. Grab and Go meal service takes place at the school site from 10:00am to 3:30pm Monday through Thursday. When GAVPAA transitions to a hybrid model, where students are only in school a couple of days a week, families will be able to pick up meals for that day plus the number of days that students are distance learning. If GAVPAA returns to in-person only instruction, students will receive and consume meals on campus following the appropriate hygiene and social distancing requirements in place at that time.

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

Section	Description	Total Funds	Contributing
Mental Health & Social and Emotional Well-Being	SEL Curriculum: School Connect or similar for Middle School. Services will be offered to all students and families (without IEP).	\$10,000	Y
	Students current IEPs will be provided additional services as identified. <i>Special Education Funding will be provided in the amount of \$10,000.00</i>	\$10,000	
Professional Development	Teachers and support staff will receive professional development for TIER re-engagement strategies and implementation.	\$5,000	N

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
32.54%	\$254,088

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.]

GAVPAA is a grade 5-8 public charter school that serves a highly vulnerable community. GAVPAA has a student enrollment of unduplicated pupils in excess of 89.38% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

GAVPAA recognizes that while all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and improving outcomes for unduplicated students. Based on our review of programs, we believe no action

provides a disproportionate increase or improvement in services for the 10.62% of students who are not foster youth, English learners, or low-income students. GAVPAA monitors and internally analyzes our programs to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

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

Due to GAVPAA's student population, our students are more likely to have interruptions in their education, impacted by trauma, lack of consistent food, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet our student's various needs.

The services GAVPAA provides are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities.

Based on our data and looking at the district Dashboard's that our students come from, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided school-wide to improve the academic achievement of all students.

GAVPAA provides support both academically and social-emotionally to meet the needs of our Unduplicated Pupils, to accelerate learning and serve the whole student. In addition, our teachers and support staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.

The following services are being increased and/or improved by the percentage required for Unduplicated Pupils:

- Assessment & Intervention Programs
- Saturday School Academic support
- SEL Curriculum for grades 5-8
- Professional Development on online/distance learning strategies and best practices