MAKING WAVES ACADEMY

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Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List.

When data indicates that it is safe for schools to reopen, our LEA will offer a mix of in person and virtual learning based on student and family preference, with an emphasis on providing targeted instructional support to critical learners, as described in the plan linked here:
https://docs.google.com/document/d/1F8iQoWldkpnqLfuV6_QeZScwmYREqsMO_qfng2XuiYY/edit?usp=sharing.

Our LEA has established protocols to ensure safety of students and staff in the plan linked here:
https://docs.google.com/document/d/1TYu5xONNJS0SBV5EjWe67h4FNgUzXOlppXUKPGTfrnI/edit?usp=sharing

We will utilize a systematic assessment cycle to monitor student learning and competency development by implementing a regular cadence of math assessments using iXL and literacy assessments by using STAR Reading . In addition, wellness checks to support social emotional well-being will be conducted by the Holistic Support Services team, led by our Director of Holistic Student Services, the deans, social workers and clinicians.

Assessment data will be used to identify students who have experienced significant learning loss. Identified students will be offered one on one support with interventionists in math and English, targeted differentiated instruction in the classroom, and with virtual pull out sessions conducted through Zoom.

Our plan for progress monitoring and communicating student progress to families/guardians includes weekly parent communications, reminders for parents/guardians to check their students' progress on PowerSchool, and direct communication between teachers and families.

Identified students will be targeted for ongoing support in the event of school closure via assessments and data analysis performed by instructors under the guidance of the Senior Director of Academic Instruction and with input from the Director of Special Education, the Director of Academic Support Services.

Stakeholder Engagement

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

Students and Families have engaged in multiple surveys throughout the closure to solicit feedback on the impact that COVID-19 has had.

On June 24th, Making Waves Academy families had the opportunity to participate in an input session regarding Making Waves Academy's plans for reopening in Fall 2020. Over 100 families participated. Following the meeting, we shared the slide presentation with all families and as well as a high level Q&A review from the session.

On August 5th, Making Waves Academy families had the opportunity to participate in an information session regarding Making Waves Academy's plans for reopening in Fall 2020. Three hundred eight (308) different families participated; 97% of those who registered attended. Following the meeting, we shared the slide presentation with all families.

Additionally, students were surveyed beginning on August 10th, prior to the start of school, to gauge their feelings regarding starting the academic year virtually, and what resources they would like to have to best prepare for the upcoming year. 266 students responded within 72 hours, representing 31% of 6th through 12th grade students. A total of 466 students responded, representing 51% of students in grades 6 through 12.

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

All opportunities for public meetings have been remote; participants are urged to call in or use Zoom to participate. All meetings have been translated into Spanish, which is the most commonly spoken language of families who speak a language other than English at our school.

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

By gathering a triangulation of data through our parent input session, parent survey data and questions fielded by parent leaders, we are able to see the distinction between families who participated in the information session and those who responded to the survey. Many parents shared that they appreciated Zoom and praised the school's use of the platform. Families also highly valued live instruction. The analysis is

that parents value live instruction that allows their children to engage with their instructors and receive immediate, direct feedback. Parents are expecting that MWA leaders are working to prioritize opportunities for direct student engagement until the school can fully reopen.

Families responding to the survey were more evenly split between wanting their children to return in the fall (53%), and being unsure about the decision (42%). In contrast, parents participating in the input session were more cautious about wanting their children to return to campus, with 25% stating that their children would return, and were looking to the school for more information before making a determination. Understandably, families are concerned about safety and are carefully weighing their options while also prioritizing student learning. This difference in data points highlights the importance of providing multiple opportunities and modalities for families to express their opinions. It also encourages us to continue collaborating with our parent leaders as a resource for engaging more families in providing input through upcoming opportunities.

A summary of the Feedback from the Student Survey Data is as follows:

Feelings on Distance Learning
54% of students are content, happy, or very happy about staring the school year virtually. 21% are unsure of how they feel and 21% are not happy with starting the school year virtually. The remaining 4% report having mixed emotions.
Concerns Returning to Campus
72% of students are a little worried, worried, or very worried about returning to campus when we are able to do so. 17% are not worried and the remaining 11% do not know how they feel.

Primary Concerns for Distance Learning
55% of students are most concerned about staying on top of their academics. 15% are concerned about remaining connected with friends. 15% are primarily concerned about remaining connected with teachers and staff. Seven percent would like a better space at home for distance learning. Two percent are in need of more reliable internet connections as their top concern.

Least Concern while Distance Learning
Students are least concerned about reliable internet access, with 35% choosing that as an area of least concern. 20% are least concerned with having space at home for completing their work. 19% are least concerned with staying connected with friends. 15% are least concerned 11% are not least concerned with staying connected with staff and 11% are least concerned with staying on top of their academics.

Important Resources for Distance Learning
65% of students favor having prerecorded lessons and 49% find having live instruction important. 72% of students find it important to know if they need help with their work. 43% of students find it important to know how to get IT support with their Chromebook. 36 percent listed having computer access as important during distance learning, and 13% are concerned about having enough for themselves and their families to eat.

Mental Health Resources

66% of students listed staying connected with their friends as a primary mental health support. 34% of students want to be connected with someone to talk to about personal or family issues. 29% listed remaining connected with a counselor as a support. 20% listed remaining connected with a dean or social worker as a support.

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

The Learning Continuity and Attendance plan includes choice for all families to decide if they would like to return to campus when conditions allow, or if they would like to continue engaging in distance learning. Students are able to engage in both live synchronous instruction and asynchronous instruction, which students expressed an interest in via the survey. Additionally, we have have increased the amount and the means of communication to families as a result of feedback from the survey; families are able to receive updates weekly via a phone call home, an email, a text message, and via the school website.

Continuity of Learning

In-Person Instructional Offerings

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

The California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction.

When data indicates that it is safe for schools to reopen, our LEA will offer a phased in hybrid approach.

Our LEA has established protocols to increase the safety of students and staff by requiring all staff to complete a safety course facilitated by the HR department, and to pass a quiz that verifies their knowledge of the procedures and protocols. The school has established specific routines, expectations and procedures for safety including physical distancing, signage reminding people to wear masks and remain at least six feet apart, requiring temperature checks prior to entering the building, limiting the number of people on campus at any given time and through providing personal protective equipment.

We will utilize a systematic assessment cycle to monitor student learning and competency development that includes planning from standards, assessing student learning, reflecting on teaching practices with data and refining our approach. In addition, wellness supports for social emotional well-being will be implemented on a weekly basis.

Assessment data will be used to identify students who have experienced significant learning loss. Identified students will be offered small group instruction, live in person instruction and social emotional well-being groups.

Our plan for progress monitoring and communicating student progress to families/guardians include weekly formative assessments, office hour check ins and messaging to families after each assessment cycle.

Identified students will be targeted for ongoing support in the event of school closure daily by engaging in small group intervention and differentiated support.

It is the policy of Making Waves Academy ("The School") to take all reasonable measures to prevent the spread of the novel coronavirus disease ("COVID-19") among students and staff. In accordance with this policy, The School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when The School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms "shall" or "will") as well as recommended measures intended to guide decisions in light of practical limitations.

The School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who co-habitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as "at-risk" by the parents or guardians are students whose circumstances otherwise merit distance learning.

Limited Campus Access & Contact:

Making Waves Academy will allow only necessary visitors and volunteers on the School campus and limit the number of students and staff with whom they come into contact. Making Waves Academy will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.

Making Waves Academy will minimize close contact between students, staff, families, and the broader community at arrival and departure a number of methods. To learn about the methods used please reference the MWA Health & Safety Policy for COVID-19 Guide.

Wellness Checks and Temperature Screenings

Making Waves will implement and require the following in person and at home wellness checks and temperate screenings for students and visitors:

Student Screening:

- Home Screening: Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms. Any student who has a fever or other COVID-19 symptoms must stay home from school for at least 10 days after the onset of symptoms, or such period as required by local health order or directive.
- Bus Screening: A staff member shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- Campus Screening: MWA staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.

Visitors (including parents/guardians) to MWA :

Campus Screening: Each visitor to the school site shall be screened for COVID-19 symptoms before entering the school site. The staff member who greets the visitor at the entrance shall administer an in-person wellness check prior to escorting the visitor to his or her destination:

If the visitor answers "no" to all questions, he or she may enter the school.

If the visitor answers "yes" to any of the questions, he or she may not enter the school.

COVID-19 Testing and Reporting:

Surveillance Testing: Consistent with CDPH Guidance, Making Waves Academy will implement surveillance testing based on local disease trends periodically, as testing capacity permits and as practicable , and if directed by the local public health order.

In the event of a positive test result: MWA requires that parents/guardians and staff notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.

If the event of a suspected COVID-19 case(s): The School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.

Response to Suspected or Confirmed Cases and Close Contacts:

If the event of a suspected COVID-19 case(s): MWA will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.

In the event of one or more confirmed COVID-19 case(s) The School will follow the California Department Public Health CDPH Framework for Reopening K-12 Schools.

Close contacts to confirmed COVID-19 case(s): Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing immediately and ten (10) days after their last day of exposure to the case. Even if they test negative, they should remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.

Returning to school after home isolation:

Symptomatic individuals (experiencing COVID-19 symptoms):

Those who test negative for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.

Those who test positive for COVID-19 can return 10 days after symptom onset or test date.

Asymptomatic individuals (not experiencing COVID-19 symptoms):

Those who test positive for COVID-19 may return to work after completing their isolation/quarantine period.

Close contacts to confirmed COVID-19 cases:

Close contacts to confirmed COVID-19 cases at school can return 14 days from the last date that the case was present at school while infectious.

Close contacts to confirmed COVID-19 cases at home or outside school can return a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.

Note: Documentation of a negative test result should be provided to school administrators before returning to campus. In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative

Sanitizing/Hygiene Materials and Physical Distancing Practices:

Routine cleaning and disinfecting: The School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

Facility Measures: The School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

Physical distancing (staff): The School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:.

Physical distancing (students): The School will incorporate CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:.

Physical distancing (buses): The School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

Use of gloves and PPE: The School requires employees to wear gloves and other Personal Protective Equipment ("PPE") in accordance with the following standards.

All students who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering:

While waiting to enter the school campus.

In any area outside of the classroom (except when eating or drinking).

While leaving school.

While waiting for or riding on a school bus.

Students in grades 3 and above are required to use cloth face coverings when in the classroom even if they are in a stable classroom cohort.

Proper use of cloth face coverings by students will be strictly enforced. The School will exclude from campus individuals who refuse to wear a face mask. Note: Students excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance.

The School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.

A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.

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

Description	Total Funds	Contributing
IXL and Star Diagnostic Testing;	14,200	Yes

Description	Total Funds	Contributing
Achievement Network Partnership: Assessments and Professional Development	31,300	Yes
Math Pilot Needs: Technology, special supplies such as white boards, paper, stylists, docucam	65,000	Yes
Digital Curriculum: TCI History, Open Up Online Math, Science Impact Curriculum	27,179	Yes
Interventionists (5)	292,241	Yes
Director of Academic Support Services (New Position)	176,195	Yes
PPE, hand sanitizing stations, thermometers	55,000	Yes
10% of Dean of Students time will be devoted to training and reinforcing community members on COVID-19 specific safety protocols and procedures	54,239	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.]

Making Waves Academy is implementing a robust plan for the continuity of instruction. Pillars of this plan include: Daily Synchronous Teaching, Daily Asynchronous Teaching, Synchronous SEL Lessons on Monday through Thursday. Making Waves Academy is committed to grade level standards based instruction. All teachers have created pacing guides with a plan for how they will teach Grade Level Standards. After Diagnostic Testing, teachers will look at the data to determine how to make up for unfinished learning and learning loss.
Full curricula which are standards-aligned will be implemented in both distance learning and in-person learning modes for all students. Our Reopening Plan includes a comprehensive description of our full curricula and instructional resources for both distance learning and in-person instruction, as well as a for potential rapid transition between these modes of teaching and learning.

Our Learning Management System (LMS) CANVAS will be used for both distance and in-person learning. Our LMS as well as other adaptable learning platforms will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

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.]

All students have access to Chromebooks and Canvas, our Learning Management System. We have also purchased Hot Spots to support families who need support with internet connectivity.

In order to determine which students require devices and/or connectivity to be able to access distance learning, we have surveyed families around their needs. From these surveys we determined that 97% of our students had access to internet and 93% had a working chromebook.

In response to the data,we purchased hotspots and implemented a curbside IT support system.

If a student's device requires technical service, or if a student's access to a device and/or connectivity changes midyear, we have put a protocol in place to communicate their support needs to the LEA. Student email IT and set up an appointment to come in and fix the device.

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.]

Our teachers are expected to give daily checks for understanding and weekly formative assessments as a means of tracking pupil progress through both synchronous and asynchronous instruction. Additionally, we will give 3 interim assessments and 2 diagnostic assessments this year. This data will be used in planning to ensure our students are making adequate progress towards grade level understanding.

Attendance:

Due to the current COVID-19 pandemic, student attendance will be tracked and managed in a different way this year. Student attendance will be gathered in several different ways, including: Live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in the Canvas learning management system.

For students to be marked present for live synchronous instruction, it is important that students log in on Zoom using their Last Name, First Name as listed in PowerSchool.
Students should log-in to class five minutes before class begins.
Students should only access Zoom via their Making Waves Academy email that ends with "@stu.mwacademy.org".

The Registrar Team generates a weekly report of students and highlights students who were absent for 3 or more days in a week. This report is sent to the Deans of Students for review. The Holistic Support Services Team initiates direct outreach to guardians to collaboratively identify and overcome obstacles to attendance.

For excused or pre-arranged absences, parents/guardians will complete the Student Early Release and Absence Request Form and email to the Grade-Level Dean for review and approval.

To report student illnesses or medical appointments, please contact the attendance office at 510-854-3009; for Spanish please call 510-854-3005.

Participation and Engagement:

Instructional staff will evaluate and assess student work, completion of assignments and collect metrics on our students daily/weekly progress to ascertain the level of participation and progress. Participation will be calculated by synchronous learning attendance, completion of assignments and communication each day.

Time Value of Pupil Work:

The time-value will be provided to student assignments from each teacher's content area & grade level.

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.]

Our teachers engaged in 1.5 weeks of Professional Development before school started and will continue to receive weekly PD on Fridays for one hour. Our PD focuses on instructional technology, assessing student learning during distance learning and effective standards based instructional strategies.

Staff Roles and Responsibilities

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

A wide variety of student needs, including trauma, lack of mental wellness, stress and anxiety, and low academic performance have been intensified as a result of the COVID-19 pandemic.

In response, the roles of clinicians and social workers have shifted to reflect a Tele-mental Health focus vs. in-person services focus. The informed consent process has shifted to a more proactive approach of informing and educating the community on what Tele-mental Health entails and the corresponding pursuit of documented informed consent. Mandated reporting practices training was modified to reflect the challenges of distance learning environments. The process of reporting has shifted from requiring use of on-site fax machines to relying on physical mail-in services.

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.]

English learners will receive daily Designated and Integrated ELD instruction to practice language and achieve academic standards, and instruction targeted at their proficiency level.

To mitigate learning loss and prevent additional learning loss, for Pupils with Unique Needs, we will utilize benchmark assessments and ongoing formative assessments to monitor student progress of English Learners.

The Foster and Homeless Youth Services available at MWA will provide school supplies to foster and homeless students in need. A consistent process will be used to identify student needs and address barriers to education.

Regarding pupils in foster care and youth experiencing homelessness, MWA engages all new and returning students/families with pertinent questions through our registration/re-enrollment process:
These questions serve to assess family housing status(e.g. temporary or permanent), shared living situations, extenuating circumstances, parents/guardians in the home, as well as individuals who have access to educational records. Once data is collected, it is documented by Division School Social Workers for further assessment of potential needs, including access to additional resources.
Specific internet/WiFi-related needs are assessed on an ongoing basis via SchoolMint registration/re-enrollment, as well as through our internal referral system, which processes requests from students/parents, administrators and instructors.

MWA's IT Department will provide internet support via Hotspots. Students are able to receive school supplies, academic materials, and access to Chromebooks in order to complete distance learning requirements.
Additional needs are assessed at the onset of the academic year via parent conference. School personnel, including Division School Social Workers receive ongoing training and resources from the Contra Costa County Office of Education, and other partners. Staff Community and Mental Health Resources are also shared with faculty and staff. Division School Social Workers provide ongoing case management to monitor foster care status, provide communication pathways for caregivers and advocate for student needs.

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

Description	Total Funds	Contributing
Purchased and administered diagnostics and interim assessments;	35,000	Yes
Conduct weekly observations of all faculty and implement follow up coaching	40,000	Yes
15% of Dean of Students time will be dedicated to monitoring attendance patterns each week and to implementing re-engagement efforts	31,300	Yes
60% of clinician and Social Worker time will be devoted to Tele-mental Health services	81,359	Yes
1% of Social Worker time will be devoted to providing school supplies to foster and homeless students in need	160,982	Yes

Description	Total Funds	Contributing
1% of clinician and Social Worker time will be devoted to mandated reporting in distance learning environments	2,683	Yes
30% of Social Worker time will be devoted to assessing the needs of and allocating resources to foster youth, students with exceptional learning needs, youth with unique needs and youth experiencing homelessness	2,683	Yes

Pupil Learning Loss

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

Making Waves Academy will administer IXL assessments for math and Star Reading Diagnostics for literacy to students at the beginning and end of the year. These diagnostics will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. Teachers and administrators will also work with their leadership teams to develop common formative assessments to measure student learning loss and determine the next step in establishing personalized learning plans the areas of English Language Arts, English Language Development and mathematics.

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.]

There is an understanding that school closures may have impacted student learning.This has been referred to as the COVID-19 slide. To address the COVID-19 slide Making Waves Academy will implement the following strategies and actions to address learning and accelerate learning progress:

- Small Group Instruction
- Data talks with teachers
- Conduct intervention during asynchronous learning time

Additionally Making Waves Academy is implementing strategies and actions that are differentiated to support the diverse academic needs of our students:

English Learners:

IXL, Lexia programs, Small group intervention support, SADAIE PD for Tier 1 Instruction and strategic family outreach.

Low Income Pupils:

IXL, Small Group Intervention Support

Foster/Homeless Youth:

Option for in person learning during phase 2 and 3.

Pupils with exceptional needs:

Resource Support Program (RSP) Classes, small group learning support, on campus

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.]

The implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. (Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools -

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

Description	Total Funds	Contributing
Administer a diagnostic in Math and ELA	14,000	Yes
Engage in data dives to inform year at a glance pacing	25,000	Yes

Description	Total Funds	Contributing
Small group intervention supports to be provided for Foster/homeless youth, pupils with exceptional needs, ELD students and low-income students accounting for 15-20% of Dean and Social Worker time	35,000	Yes

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.]

Making Waves Academy (MWA) will provide staff with professional development on the following mental health and social and emotional well-being topics:
1. Psychological 1st Aid (Processing the Impact of COVID-19)
2. Listening & Responding with Compassion,
3. Foundational Protocols and Procedures (Establish Routines, Expectations, and Procedures),
4. Behavior Management Systems,
5. "Notice Talk Act" early mental illness detection and intervention procedures (including mandated reporting, suicidal/homicidal ideation, referral and reporting guidelines, and modifications due to COVID-19 and Distance Learning),
6. Social Worker/Counselor referral procedures,
7. Diversity/equity/inclusion training for teachers on how to have difficult conversations on racial injustice and other sensitive topics, R
8. Restorative Practices and trauma-informed classroom/meeting procedures,
9. Mentor-ship/coaching/& facilitating conversations around goal-setting, negotiating healthy relationships, establishing and holding boundaries, advocating for needs, self-care in relationships, time management, organization,
10. Asking for help among colleagues/ supervisors, & accessing school-based and community resources for teachers.

Additional support will include access to Critical Incident Debriefs provided by our psychological services contractor and access to Magellan Crisis Support.

We will deliver staff development on these topics on a monthly basis as conducted by the Holistic Support Services Department.

MWA will monitor and support the mental health & social and emotional well-being of staff via continuous check-ins on the 15Five application for leaders and through recurring delivery of surveys to assess staff needs at transitional stages of reopen.

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19:
1. Daily Social Emotional Learning supports and interventions will be provided to Advisory teachers and delivered to all students via advisory periods,
2. Group Mentorship offerings will be facilitated by adult leaders to build social connections, supports and deliver additional resources for students with identified needs,
3. Ongoing mental health referral process to provide students with acute needs with intensive individualized therapeutic supports from site-based clinicians and Social Workers,
4. Staff, families and students may refer students of concern to social workers,
5. Students identified through the referral process will be assigned to appropriate mental health services.

MWA engages new and returning students/families with pertinent questions via our registration/re-enrollment process. These questions serve to assess additional mental health and/or social-emotional needs. Once data is collected, it is documented by Division School Social Workers for further assessment of potential needs, including mental health services and supports. School Mental Health providers will collect ongoing wellness surveys from students that address questions around mental health and holistic needs.

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19:
The National Child Traumatic Stress Network (NCTSN): Trauma-Informed School Strategies During COVID-19,
SEL Center: Strategies for Trauma-Informed Distance Learning,
CCEE Trauma Informed SEL:Dist.Trauma Informed SEL

Shared community resources:
Staff Community and Mental Health Resources
Information Resource Guide

Pupil and Family Engagement and Outreach

In order to provide outreach to all parents/ guardians, we have developed a Campus Life Guidebook for students and guardians that captures modifications related to our distance learning plan.

Included in our plan, we have written procedures for tiered re-engagement strategies for students who are absent. The Registrar Team contacts parents via phone calls for each day a student is marked absent. The Registrar Team also generates a weekly report of students who were absent for 3 or more days in a week. This report is sent to the Deans of Students for review. The Holistic Support Services Team initiates direct outreach to guardians to collaboratively identify and overcome obstacles to attendance. Attendance re-engagement effort strategies include identifying WiFi and Chromebook needs, connecting students and families to school-based tools and resources for IT support, identifying and addressing the nutritional and mental health needs of students and families, and connecting students and families to the most relevant school or community-based holistic support resources. Deans are trained to monitor attendance patterns on a weekly basis, to implement re-engagement efforts, and triage student and family needs that present obstacles to attendance. Students with chronic absences will be prioritized to receive ongoing individualized counseling, group counseling and mentor-ship offerings. Our Dean of Students Department will consult with our School Attendance Review Board (SARB) County Coordinator and Public Health guidelines to identify when formal SARB interventions are appropriate.

School Nutrition

Meals will be provided to all enrolled students at Making Waves Academy on Mondays and Wednesdays from 11 AM to 1 PM.
Meals distributed on Monday will be enough to provide a nutritious lunch, and snack for two days; meals provided on Wednesday will be enough to provide sustenance for three days. The intention of our schedule is to limit the number of times that families have to come onto campus, thereby increasing the safety of students and staff by limiting exposure.
The majority of students who attend Making Waves Academy are eligible for free and reduced price meals, such that all students are provided meals without charge for the entire academic year.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
25.29%	2,131,161

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.]

Research indicates that educational programs that address the holistic and social emotional well-being needs of students lead to better academic and life outcomes. MWA is therefore prioritizing meeting the holistic needs of all of our students during each phase of reopen via delivery of daily synchronous school counseling curriculum during the Advisory period, and by implementation of small group and intensive

individual Tele-mental Health counseling and mentorship opportunities that explicitly develop student academic, behavioral and social emotional skills and competencies. At each phase of reopen, the needs of foster youth, English learners, students with exceptional learning needs and low-income students were considered first, such that they are prioritized for receiving school-based mental health services and for on-site social emotional well-being supports and instructional offerings when public health guidelines and safety standards of the school community permit. Additionally, we are devoting significant resources for PPE and physical safety enhancing materials (such as hand sanitizing stations and touchless thermometers), as well as for training and reinforcing community members on COVID-19 specific safety protocols and procedures to limit the spread of the virus in our community, which is disproportionately impacted by high infection rates. Our foster youth, students with exceptional learning needs and low-income students are more likely to be victims of child abuse, are more likely to be in need of critical school supplies, and are more likely to experience chronic absenteeism. As a result, our Deans of Students, clinicians and Social Workers are devoting notable efforts to attendance re-engagement outreach, mandated reporting in distance learning environments, and to making supplies available as needed.

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

By investing in diagnostic testing, intervention, professional development and school counseling, we anticipate that we will see increased achievement in social emotional well being and learning achievement within our critical needs groups: foster youth, homeless students, english learners and students on IEPs. We know that the pandemic has impacted learning, we know that engaging our students with adaptive assessment and instruction platforms is beneficial to their learning. We also anticipate daily live synchronous teaching